

Schertz-Cibolo Universal City Independent School District

Rose Garden Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Rose Garden Elementary is dedicated to providing a safe, nurturing learning environment in partnership with parents and the community. Through high expectations, goals, and quality engaging instruction, we empower our students to become responsible, successful leaders.

Vision

Inspire - Innovate - EXCEL!

Value Statement

Leadership, Character, Commitment, Service, & Learning

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

Campus Leadership Team - once per - K - 4 Grade Level Chairs, 2 Sped Reps, 2 OPS reps, 1 Intervention Rep, 2 Admin, 1 Counselor moving Priority One forward - Academic and Behavior (SEL)

A-Team - Admin/Counseling Team - Meets Weekly - 2 admin, 1 Counselor, 1 CIS Coordinator, 1 Instructional Coach, 1 Campus Secretary

School Processes & Programs Strengths

Through our CLT we are able to improve grade level PLC planning and understanding of the 4 questions that guide our PLC.

Perceptions

Perceptions Strengths

Rose Garden Elementary has a strong culture of community and a belief in all students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Goals

Goal 1: We will have a focus on student teachers relationships to increase a sense of belonging for all at Rose Garden Elementary.

We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 1: 1.1 Establish a system which identifies and offers students both on and off campus community-based learning opportunities.






High Priority

HB3 Goal

Evaluation Data Sources: NWEA-MAPS

STAAR

TELPAS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan</p> <p>ESF Levels: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	May
			
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Goal 1: We will have a focus on student teachers relationships to increase a sense of belonging for all at Rose Garden Elementary.






We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 2: We will see an increase in how students respond favorably on the Panorama, Leader In Me, and Parent Survey data that pertain to their Sense of Belonging.

*1.2 Expand District procedures, protocols, and practices to establish campus infrastructures supporting successful community partnerships.

High Priority

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a clear list of clubs offered on campus in multiple areas of interest using a club template. The template would include a club name, descriptor of the club, meeting times, and how to contact the sponsor for questions.</p> <p>Strategy's Expected Result/Impact: All stakeholders will have a clear understanding of the club offerings at Rose Garden.</p> <p>Staff Responsible for Monitoring: CLT</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials - 199 - General Fund - \$500</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Market the club catalog on all campus websites and a joint district site.</p> <p>Staff Responsible for Monitoring: Administrators Club Sponsors Webmaster PTC</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Rose Garden will provide behavioral and socio-emotional support to students.</p> <p>Strategy's Expected Result/Impact: The strategy is expected to help students maintain focus during academic learning opportunities, as well as, teach them skills to self-regulate their emotions.</p> <p>Staff Responsible for Monitoring: Special Education Teachers and the counselor</p>	Formative		
	Oct	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The CIS Site coordinator will work with administration, teachers, and campus staff to provide opportunities to students through after school clubs and activities as well as creating a college, career, and military showcase so that students can explore future career options.</p> <p>Strategy's Expected Result/Impact: Students are exposed to many career fields and clubs.</p> <p>Staff Responsible for Monitoring: Admin. and CIS Site Coordinator</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			







Goal 1: We will have a focus on student teachers relationships to increase a sense of belonging for all at Rose Garden Elementary.

We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 3: 1.3 Increase community relationships and expand opportunities for district, campus and community entities to serve one another.

High Priority






Evaluation Data Sources: Weekly Attendance Rate

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators will follow up with students who consistently are absent. Notify parents of excessive absences through email, phone calls, and/or mailed letters when a student is having excessive absences; intervene when/if necessary.</p> <p>Strategy's Expected Result/Impact: Weekly Attendance Rate 97%</p> <p>Staff Responsible for Monitoring: Admin, PEIMS, Teachers, and Students</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Our CIS Site Coordinator will work with administration, teachers, and campus staff to help build and foster relationships between the community and RGES campus through various school events.</p> <p>Strategy's Expected Result/Impact: When families feel more connected to the campus and have deeper relationships we will see an increase in parental engagement as demonstrated through attendance of campus events.</p> <p>Staff Responsible for Monitoring: Admin and CIS Site Coordinator</p>	Formative		
	Oct	Jan	May
			
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Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 1: We will offer student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.






2.1 Expand teacher resources to incorporate student choice in a variety of ways.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan</p> <p>Strategy's Expected Result/Impact: Build positive relationships and rich classroom communities, in an effort to maximize instructional opportunities</p> <p>Staff Responsible for Monitoring: CLT will monitor the implementation of restorative circles</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 128 - High School Allotment Grant - \$1,200</p>	Formative		
	Oct	Jan	May
	 0%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.






Performance Objective 2: *2.2 Provide information and resources so that students can confidently choose

We will offer student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 4th grade students will complete a career and interest inventory using Major Clarity. Jobs in Pawland for K-3</p> <p>Strategy's Expected Result/Impact: The 4th grade students will learn more about how their interest and passions connect to future career paths.</p> <p>Staff Responsible for Monitoring: Admin. and counselor</p>	Formative		
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Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.







Performance Objective 3: 2.3 Develop opportunities for students to learn through non-traditional learning techniques.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan	Formative		
	Oct	Jan	May
			
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Goal 3: We will foster positive morale with support systems for students and staff.






Performance Objective 1: 3.1 Offer attractive and competitive employment opportunities.

Evaluation Data Sources: A-Team Out and About spreadsheet, TTESS Strive, Empowered Team Agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Admin team will commit to: 5-7 informal classroom visits per week & frequent quality feedback to teachers, students, and parents.</p> <p>Strategy's Expected Result/Impact: Staff will be able to receive support/coaching, and they will also be able to share their concerns.</p> <p>Staff Responsible for Monitoring: A-Team and CLT</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to include Departments at RGES: invite content coordinators/dept. leaders to CLT and/or staff meetings, collaboration days, etc. Teams and students will celebrate custodians, cafeteria, and bus drivers quarterly.</p> <p>Strategy's Expected Result/Impact: increase in staff collaboration and support of departments throughout SCUC</p> <p>Staff Responsible for Monitoring: Empowered Team Agendas-Connection to "Fueling the Ride" spreadsheet</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: We will foster positive morale with support systems for students and staff.






Performance Objective 2: *3.2 Promote social opportunities for student and staff engagement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a process for parents to celebrate/recognize staff members Host a quarterly Staff Recognitions - (By District Department and or Campus) - Promoted in publications (website, FaceBook, Twitter)</p> <p>Strategy's Expected Result/Impact: Learn more about other cultures and celebrate our differences.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: We will provide timely, consistent, and transparent communication.

Performance Objective 1: Align the district's communication methods both internally and externally.








Evaluation Data Sources: Parent and Student Survey 2020

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly Campus Email to Parents: share our instructional priorities and key dates</p> <p>Strategy's Expected Result/Impact: Inform our stakeholders about what is going on here at the school.</p> <p>Staff Responsible for Monitoring: Principal and A-Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
			
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Goal 4: We will provide timely, consistent, and transparent communication.






Performance Objective 2: Rose Garden Elementary will host at least two family engagement events/activities that focus on strengthening the relationship between home and school.

Evaluation Data Sources: Annual Parent Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct our annual Storybook Character Pumpkin Decorating Contest</p> <p>Strategy's Expected Result/Impact: Student and their families will choose a character, and decorate the pumpkin to represent the character.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Prizes and decorations for the pumpkin display - 211 - Title I, Part A - \$150</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host a winter family engagement activity that allows parents to make a craft with their students.</p> <p>Strategy's Expected Result/Impact: Parents spend time with their students on a craft that has been provided by the campus.</p> <p>Staff Responsible for Monitoring: Admin and classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will provide our families with engaging literacy materials that can be used to connect classroom instruction to home.</p> <p>Strategy's Expected Result/Impact: Our parents will be able to read diverse text with their students, and we will use the materials to help parents reinforce learning objectives at home.</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 1: 5.1 Create, communicate, and demonstrate a culture of belonging among all stakeholders.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan	Formative		
	Oct	Jan	May
	 0%		
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



Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 2: 5.2 Build upon existing community service programs in schools and incorporate opportunities for teachers, students, and community members to serve.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will join CIS in a Thanksgiving Food Drive to benefit our weekly backpack program.</p> <p>Strategy's Expected Result/Impact: We will collect non-perishable food items to supply the backpack program that provides support to Rose Garden families.</p> <p>Staff Responsible for Monitoring: CIS Site Coordinator</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
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Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 3: 5.3 Support social and emotional development for students and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan	Formative		
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Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 1: The 2023 ELA/Reading STAAR data, the "all student" group will increase from 62% to the state target, which currently set at 66%.

Effective School Framework: Target Improvement Plan Prioritized Levers:



1.1: Develop campus instructional leaders with clear roles and responsibilities.






4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

5.3: Data-driven instruction.

High Priority

Evaluation Data Sources: Common Formative Assessment Data, MAP BOY, MOY, EOY Date, STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The principal, assistant principal, and instructional coach will develop a campus leadership team meeting agenda that will address instructional trends, implementation of campus areas of focus, and alignment of feedback to teachers.</p> <p>Strategy's Expected Result/Impact: The campus PLCs will have consistent expectations for weekly PLC planning meetings.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create the granted funded position of Master Math Teacher to support tier 1 instruction through modeling best practices, providing feedback after classroom observations, and supporting PLC creation of lesson plans with opportunities for reteach.</p> <p>Strategy's Expected Result/Impact: In grades kinder-4th grade the number of students within the 20th percentile and below will decrease from ??? to ??? based on the EOY MAP Math.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coach, and Master Math Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Personnel - 211 - Title I, Part A - \$36,000</p>	Formative		
	Oct	Jan	May
			






Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will pilot the use of a progress monitoring software that provides teachers with real-time student data that can be used to monitor and adjust tier 1 instruction. It also provides the opportunity to provide ongoing input to parents (particularly in the areas of need for their students.)</p> <p>Strategy's Expected Result/Impact: Teachers will have a reliable way to progress monitor that provides efficiency in the ability to report progress to CSST and parents.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, and teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative		
	Oct	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 2: By May 2023, 100% of all classroom teachers will create daily lessons that include aligned objectives, activities, and formative assessments in each content area. Each nine weeks, campus leaders will provide feedback to teachers using the district T-TESS aligned walkthrough form (which includes 1-3 precise feedback focused on teacher actions that would have the greatest positive impact on student learning with an emphasize on T-TESS dimension 2.4.)

High Priority

Evaluation Data Sources: MAP MOY and EOY Data
Interim Assessment for grades 3rd and 4th

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus leaders , which include our instructional coach and master math teacher, will provide the staff with professional development and job embedded training specifically focused on the campus instructional focus of differentiation.</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped with knowledge and strategies to provide students with differentiated instructional practices during daily classroom instruction.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Instructional Coach	Heidi Schriewer	
Administrator	Jennifer Keller	AP
Counselor	Jennifer Sherman	
Classroom Teacher	Luana Villareal	KG Teacher
CIS	Carrie Olivar	Site Coordinator
Classroom Teacher	Nicole Beck	
Classroom Teacher	Shelley Frost	
Classroom Teacher	Chelsea Belcher	
Non-classroom Professional	Jillian Pratt	
Non-classroom Professional	Carolyn Connelley	
Non-classroom Professional	Kelley-Anne Carroll	
Campus Secretary	Karen Fey	
District-level Professional	Breanna Piles	MTSS Coordinator
Community Representative	Summer Robledo	Community Partner

Campus Funding Summary

128 - High School Allotment Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,200.00
Sub-Total					\$1,200.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Materials		\$500.00
Sub-Total					\$500.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Prizes and decorations for the pumpkin display		\$150.00
6	1	2	Personnel		\$36,000.00
6	1	3			\$0.00
Sub-Total					\$36,150.00

Schertz-Cibolo Universal City Independent School District

Rose Garden Elementary - TIP

2022-2023 Cycles/Essential Actions/Action Steps by Person(s) Responsible



Superintendent:
DCSI/Grant Coordinator:

Dr. Clark Ealy
Sarah M. Dauphinais

Principal: Sarah Reed
ESC Case Manager: Kristyna Brewer
ESC Region: 20

Cycles/Essential Actions/Action Steps by Person(s) Responsible

Person(s) Responsible: Principal, AP, and Instructional Coach			
Cycle	Essential Action	Action Step	Description
1	1.1	1	The principal, assistant principal, and instructional coach will develop a campus leadership team meeting agenda that will address instructional trends, implementation of campus areas of focus, and alignment of feedback to teachers.
1	1.1	6	Discuss and share the Administrative and Instructional leader roles and responsibilities with all stakeholders. The campus will offer a variety of meeting times to ensure that all stakeholders have received the information, this will be especially important as we ensure that our paraprofessional team has an opportunity to receive the information.

Person(s) Responsible: Principal AP Instructional Coach Master Math Teacher			
Cycle	Essential Action	Action Step	Description
1	1.1	2	The principal, ap, and instructional coach will use the "A-Team Out and About" Tracking spreadsheet to capture instructional feedback provided to teachers and calibrate on the instructional trends.

Person(s) Responsible: CLT			
Cycle	Essential Action	Action Step	Description
1	1.1	3	The CLT will update the current PLC agenda template to ensure that it addresses data discussions regarding formative and summative data on a weekly basis, with an emphasis on how the standards will be retaught.
1	1.1	4	The administrative team will lead the CLT in a T-TESS Rubric Protocol, with the expectation that CLT members will turn over the learning to their PLCs during their weekly planning.

Person(s) Responsible: principal			
Cycle	Essential Action	Action Step	Description
1	1.1	5	The principal will develop and Year at a glance instructional plan that is broken into nine weeks at a time. The plan will be aligned to TIP and the campus professional development plan.

Person(s) Responsible: Principal and Instructional Coach			
Cycle	Essential Action	Action Step	Description
1	4.1	1	CLT will meet to discuss the common expectations for Lesson plans and create a list of required components.

Person(s) Responsible: CLT Members			
Cycle	Essential Action	Action Step	Description
1	4.1	2	PLC teacher leaders will turn over the work from CLT meeting on Sept. 12th to their PLCs prior to the Sept. faculty meeting (refine) and take notes in the PLC agenda submit Monday prior to faculty meeting.

Person(s) Responsible: Principal, Instructional Coach, and Master Math Teacher			
Cycle	Essential Action	Action Step	Description
1	4.1	3	The principal and instructional coach will turn over the work from CLT meeting on Sept. 12th and the PLCs at the Sept. faculty meeting, and share how this will be implemented.

Person(s) Responsible: Principal and Assistant Principal			
Cycle	Essential Action	Action Step	Description
1	4.1	4	Campus instructional leaders (Principal, Assistant Principal, and Instructional Coach will calibrate on what precise feedback looks and sounds like and create 2-4 examples per content area.

Person(s) Responsible: Principal IC Master Math Teacher PLCs			
Cycle	Essential Action	Action Step	Description
1	4.1	5	We will create and share guidance regarding balanced assessment guidance and what this means for our campus.

Person(s) Responsible: Principal, AP, Master Math Teacher, and IC			
Cycle	Essential Action	Action Step	Description
1	4.1	6	The principal and instructional coach will prepare professional development focused on T-TESS dimension 2.4 and the 4 ways to differentiate based on student data.

Person(s) Responsible: CLT (to include Master Math Teacher) and 3rd and 4th grade teachers			
Cycle	Essential Action	Action Step	Description
1	5.3	1	3rd and 4th grade teacher will be provided the MAP report: Class Breakdown by Projected Proficiency Report to guide student goal setting.

Person(s) Responsible: Instructional Coach Classroom teachers Master Math Teacher			
Cycle	Essential Action	Action Step	Description
1	5.3	2	Our campus will use the SCUC Responsive Instruction Protocol step 3 with MAP BOY and MOY Data

Person(s) Responsible: Principal, Master Math Teacher, and Instructional Coach			
Cycle	Essential Action	Action Step	Description
1	5.3	3	Training focused on T-TESS Dimension 2.4 Differentiation (part 1)

Schertz-Cibolo Universal City Independent School District

Rose Garden Elementary - TIP

2022-2023 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

Dr. Clark Ealy
Sarah M. Dauphinais

Principal: Sarah Reed
ESC Case Manager: Kristyna Brewer
ESC Region: 20

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Based on review of the Effective Schools Framework and discussion with our district leaders, the campus leadership team has determined that strong school leadership and planning is still an area of need for Rose Garden. The administrative team needed to clarify the roles and responsibilities of each member, as well as, the expectations of our team leaders. Despite the previous learning regarding professional learning communities, not every PLC was using the components of effective PLCs. The impact of implementing 1.1 will be that our campus leaders will use consistent written protocols and processes. With high expectations and clarity of roles and responsibilities our teachers will be better prepared to have a meaningful impact on student learning outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in the development of campus instructional leaders by conducting monthly campus support meetings with our Chief Academic Officer for the district, our Director of Curriculum and Professional Development, and the Executive Director of Elementary. During these meetings we will use an on-going agenda that includes discussion of classroom observations, progress towards campus areas of focus, and next steps for further progress towards our campus goals. The principal is also engaged in monthly 1:1 coaching with principal manager. This coaching is focused on developing and coaching campus instructional leaders and building capacity within our teacher leaders.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities during campus leadership meetings, posting the team student data goals in the hallways (and regularly updating the display.) Our buy-in is based on our unified desire to carry out our campus mission and meet the goals that we have set for the ourselves and the students. We are aligning our calendars to reflect a focus on instruction, and believe the stakeholders will see the changes and see the student progress reflected in the achieved formative goals. We will create buy-in by sharing how these priorities are positively impacted staff engagement (which is being tracked using a district-wide staff survey that is given three times per year.) We will share the survey data and progress towards campus goals at faculty meetings, within parent newsletters, and by providing high-level updates to parents at various parent engagement events.

Desired Annual Outcome: By the end of the school year, 100% of our instructional leaders will use consistent written protocols and agendas across all grade levels. This will evident is agenda minutes, feedback tools, and submission of lesson plans.

District Commitment Theory of Action: If the district continues to provide opportunities for ongoing support and coaching of the campus leader, then the campus administrators will grow as instructional leaders and coaches.

Desired 90-day Outcome: By the end of cycle 1, the principal, assistant principal, and instructional coach will have revised and shared the updated roles and responsibilities documents that explicitly states the roles of the administrative team and instructional leaders with all campus staff.

District Actions: If the district will provide ongoing and support coaching of the campus leader, then the campus leader will be able to grow as an instructional leader and positively impacts student learning outcomes.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
I think we will have a challenge scheduling the time to share this information with our instructional paraprofessionals due to time constraints with hourly employees.	Action Step 7	We have several meetings throughout cycle 1, and we can assign a few instructional paraprofessionals to attend the various meetings until everyone has received the information regarding administrative roles and responsibilities.

Step 1 Details	Formative Reviews
<p>Action Step 1: The principal, assistant principal, and instructional coach will develop a campus leadership team meeting agenda that will address instructional trends, implementation of campus areas of focus, and alignment of feedback to teachers.</p> <p>Evidence Used to Determine Progress: Calendar of meetings, agendas with minutes, and MOY MAP data</p> <p>Person(s) Responsible: Principal, AP, and Instructional Coach</p> <p>Resources Needed: Learning by Doing Book Get Better Faster Book Common Formative Assessment Book</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 19, 2022 - Frequency: Weekly - Evidence Collection Date: October 24, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: The principal, ap, and instructional coach will use the "A-Team Out and About" Tracking spreadsheet to capture instructional feedback provided to teachers and calibrate on the instructional trends.</p> <p>Evidence Used to Determine Progress: Eduphoria-Strive Reports IC Kickup Log A-Team out and about Tracking form</p> <p>Person(s) Responsible: Principal AP Instructional Coach Master Math Teacher</p> <p>Resources Needed: Eduphoria-Strive "Learning Walk" form Kickup Google Sheets</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 5, 2022 - Frequency: Weekly - Evidence Collection Date: April 28, 2023</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: The CLT will update the current PLC agenda template to ensure that it addresses data discussions regarding formative and summative data on a weekly basis, with an emphasis on how the standards will be retaught.</p> <p>Evidence Used to Determine Progress: PLC agendas Lesson Plans</p> <p>Person(s) Responsible: CLT</p> <p>Resources Needed: Content Coordinators and Executive Director of Elementary Education</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: One Time - Evidence Collection Date: October 7, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: The administrative team will lead the CLT in a T-TESS Rubric Protocol, with the expectation that CLT members will turn over the learning to their PLCs during their weekly planning.</p> <p>Evidence Used to Determine Progress: PLC agendas</p> <p>Person(s) Responsible: CLT</p> <p>Resources Needed: T-TESS Rubric Protocol</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 19, 2022 - Frequency: Ongoing - Evidence Collection Date: January 16, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: The principal will develop and Year at a glance instructional plan that is broken into nine weeks at a time. The plan will be aligned to TIP and the campus professional development plan.</p> <p>Evidence Used to Determine Progress: YAG quadrant document</p> <p>Person(s) Responsible: principal</p> <p>Resources Needed: none</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 15, 2022 - Frequency: Ongoing - Evidence Collection Date: October 7, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 6 Details	Formative Reviews
<p>Action Step 6: Discuss and share the Administrative and Instructional leader roles and responsibilities with all stakeholders. The campus will offer a variety of meeting times to ensure that all stakeholders have received the information, this will be especially important as we ensure that our paraprofessional team has an opportunity to receive the information.</p> <p>Evidence Used to Determine Progress: Agendas and sign-in sheets for meetings that have the "role and responsibilities" discussion as a topic.</p> <p>Person(s) Responsible: Principal, AP, and Instructional Coach</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2022 - Frequency: Ongoing - Evidence Collection Date: November 2, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on review of the the Effective Schools Framework, informal data collection, House Bill 3 campus goals, MAP data, the campus leadership team has determined that high-quality instructional materials and assessments is an area for our campus. Based on campus observations specifically related to PLC discussions and STAAR scores, the campus need to focus on the ensuring that daily lesson plans include alignment within the objective, activity, and formative assessment. Teachers also need to receive feedback that evaluates the alignment between the lesson objectives, activities, and expected level of rigor. Despite current practices focused on using student data to drive instruction and use T-TESS feedback, campus scores do not reflect the student growth we desire to achieve. The campus leaders , which include our instructional coach and master math teacher, will provide the staff with professional development and job embedded training specifically focused on the campus instructional focus of differentiation. In order to ensure that this work is completed, the campus leaders will create lesson plan submission protocols and a professional development calendar. The impact will be growing our staff's capacity to develop lesson plans and provide high-quality instruction that will in time be reflected in improved student learning outcomes and an increase in favorable responses provided on campus/district satisfaction surveys.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus instructional leaders will build capacity within classroom teachers to reflect on how their lesson plans are aligned to the scope and sequences provided at the district level. We are going to engage our PLCs in discussions that include review of the IFDs to ensure that we are teaching at the expected level of rigor.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share it in person at our annual Title 1 night, family engagement events, parent newsletters, during faculty meetings and PLCs. We will create buy-in making the connection between the ESF success criteria and our campus mission/vision.

Desired Annual Outcome: By May 2023, 100% of all classroom teachers will create daily lessons that are include aligned objectives, activities, and formative assessments in each content area. Each nine weeks, campus leaders will provide feedback to teachers using the district T-TESS aligned walkthrough form (which includes 1-3 precise feedback focused on teacher actions that would have the greatest positive impact on student learning with an emphasize on T-TESS dimension 2.4.)

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. Then, campus instructional leaders can frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

Desired 90-day Outcome: By the end of cycle 1, the leadership team will have met to determine the key components that will be included in all classroom teachers lesson plans, as evidenced by CLT attendance records and the creation of a Rose Garden Lesson Plan Expectation Document. The campus instructional leaders will practice how to provide precise feedback focused on how the lesson plan expectations are translating into daily classroom practices as evidenced by the creation of feedback examples.

District Actions: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. Then, campus instructional leaders can frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
We think it will be a challenge to turn over the campus lesson plan expectations to all professional staff.	Action Step 2	This action step maps out how we will gather input from staff and ensure that within the cycle all professional staff have been trained on the the campus lesson plan expectations.

Step 1 Details	Formative Reviews
<p>Action Step 1: CLT will meet to discuss the common expectations for Lesson plans and create a list of required components.</p> <p>Evidence Used to Determine Progress: Sign-in sheets, list of key components for lesson plans.</p> <p>Person(s) Responsible: Principal and Instructional Coach</p> <p>Resources Needed: Articles of best practices regarding lesson plans and sample tools from other campuses</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: One Time - Evidence Collection Date: September 12, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: PLC teacher leaders will turn over the work from CLT meeting on Sept. 12th to their PLCs prior to the Sept. faculty meeting (refine) and take notes in the PLC agenda submit Monday prior to faculty meeting.</p> <p>Evidence Used to Determine Progress: PLC Agendas</p> <p>Person(s) Responsible: CLT Members</p> <p>Resources Needed: Draft of the discussed lesson plan components</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2022 - Frequency: One Time - Evidence Collection Date: September 21, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: The principal and instructional coach will turn over the work from CLT meeting on Sept. 12th and the PLCs at the Sept. faculty meeting, and share how this will be implemented.</p> <p>Evidence Used to Determine Progress: Faculty Meeting Agenda</p> <p>Person(s) Responsible: Principal, Instructional Coach, and Master Math Teacher</p> <p>Resources Needed: Lesson Plan Key Component Document</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 21, 2022 - Frequency: One Time - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Campus instructional leaders (Principal, Assistant Principal, and Instructional Coach will calibrate on what precise feedback looks and sounds like and create 2-4 examples per content area.</p> <p>Evidence Used to Determine Progress: Example Feedback in a document</p> <p>Person(s) Responsible: Principal and Assistant Principal</p> <p>Resources Needed: Book: Get Better Faster</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 19, 2022 - Frequency: Weekly - Evidence Collection Date: November 11, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: We will create and share guidance regarding balanced assessment guidance and what this means for our campus.</p> <p>Evidence Used to Determine Progress: PLCs agendas Calendar for formative assessments</p> <p>Person(s) Responsible: Principal IC Master Math Teacher PLCs</p> <p>Resources Needed: SCUC Balanced Assessment Guidance</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2022 - Frequency: One Time - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 6 Details	Formative Reviews
<p>Action Step 6: The principal and instructional coach will prepare professional development focused on T-TESS dimension 2.4 and the 4 ways to differentiate based on student data.</p> <p>Evidence Used to Determine Progress: Presentation Slides, sign-in sheet(Kickup) , classroom observations, and T-TESS</p> <p>Person(s) Responsible: Principal, AP, Master Math Teacher, and IC</p> <p>Resources Needed: Books of Differentiation Collaboration with Academic Services</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: November 11, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on review of the Effective Schools Framework, 2022 House Bill 3 campus goals, the campus leadership team has determined that effective instruction is still an area of concern for our campus. Based on review of PLC agendas and observation of the current meeting structures, the campus needs to clarify expectations for the common planning time and provide professional development that will provide teachers with the ability to stand and deliver with real-time feedback to students. We understand that frequent formative assessments have been shown to improve student mastery; PLCs are at varying degrees of implementation. Campus leaders, administrators, instructional coach, master math teacher, and teachers will use tier 1 data to inform and create plans for instructional adjustments. This will provide students with targeted instruction focused on identified gaps and areas of extension.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We build capacity in this essential action by expanding our knowledge of the best ways to create and analyze formative assessments. The principal and instructional coach will attend professional development pertaining to disaggregating data and guiding teachers through in-depth conversations about formative and summative data. Once we have internalized the learning, we will then present professional development to teachers during the conference times, early release afternoons, and faculty meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share it in person at our annual Title 1 night, family engagement events, parent newsletters, during faculty meetings and PLCs. We will create buy-in making the connection between the ESF success criteria, our campus mission/vision, and progress towards campus goals. As our stakeholders see a change in student learning outcomes, we believe that this will create even more buy-in than what we currently have.

Desired Annual Outcome: By the end of the 2022-2023 school year, the campus administrators and instructional coach will facilitate at least two data analysis meetings per semester for all grade level PLCs. Once the tier 1 adjustments have been identified, those adjustments will be noted in team action plans (which will include plans for reteach of identified concepts/skill) that will be created after each data analysis meeting.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional material alignment and use, data-driven instruction, and observation feedback), then campus instructional leaders can review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Desired 90-day Outcome: The principal and instructional coach will calendar out the dates when we will meet with grade level PLCs to analyze data.

District Actions: If the district will ensure campuses are receiving adequate support to implement PLCs to make informed decisions, then the campus will be able to conduct high impact PLC discussions focused on student learning outcomes.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Taking a deeper dive into the beginning of the year, universal screener data will be a challenge as we strive for the student outcomes that have been set for this cycle.	Action Step 2	Through the use of the SCUC Responsive Instruction Protocol, we can provide teachers with a tool that will help them analyze the student data and come away with action steps to address student learning needs.

Step 1 Details	Formative Reviews
<p>Action Step 1: 3rd and 4th grade teacher will be provided the MAP report: Class Breakdown by Projected Proficiency Report to guide student goal setting.</p> <p>Evidence Used to Determine Progress: MOY MAP Data</p> <p>Person(s) Responsible: CLT (to include Master Math Teacher) and 3rd and 4th grade teachers</p> <p>Resources Needed: MAP reports</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: January 4, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Our campus will use the SCUC Responsive Instruction Protocol step 3 with MAP BOY and MOY Data</p> <p>Evidence Used to Determine Progress: The completed protocol submitted to the campus Instructional coach.</p> <p>Person(s) Responsible: Instructional Coach Classroom teachers Master Math Teacher</p> <p>Resources Needed: MAP Responsive Instruction Protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 16, 2022 - Frequency: Ongoing - Evidence Collection Date: October 14, 2022</p> <p>Funding Sources: Personnel - 6100-Payroll - \$36,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Training focused on T-TESS Dimension 2.4 Differentiation (part 1)</p> <p>Evidence Used to Determine Progress: sign-in sheet</p> <p>Person(s) Responsible: Principal, Master Math Teacher, and Instructional Coach</p> <p>Resources Needed: Personnel: creating and hiring a master math teacher</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 10, 2022 - Frequency: One Time - Evidence Collection Date: October 19, 2022</p> <p>Funding Sources: Personnel - 6200-Professional and contracted services - \$5,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Based on review of the Effective Schools Framework and discussion with our district leaders, the campus leadership team has determined that strong school leadership and planning is still an area of need for Rose Garden. The administrative team needed to clarify the roles and responsibilities of each member, as well as, the expectations of our team leaders. Despite the previous learning regarding professional learning communities, not every PLC was using the components of effective PLCs. The impact of implementing 1.1 will be that our campus leaders will use consistent written protocols and processes. With high expectations and clarity of roles and responsibilities our teachers will be better prepared to have a meaningful impact on student learning outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in the development of campus instructional leaders by conducting monthly campus support meetings with our Chief Academic Officer for the district, our Director of Curriculum and Professional Development, and the Executive Director of Elementary. During these meetings we will use an on-going agenda that includes discussion of classroom observations, progress towards campus areas of focus, and next steps for further progress towards our campus goals. The principal is also engaged in monthly 1:1 coaching with principal manager. This coaching is focused on developing and coaching campus instructional leaders and building capacity within our teacher leaders.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities during campus leadership meetings, posting the team student data goals in the hallways (and regularly updating the display.) Our buy-in is based on our unified desire to carry out our campus mission and meet the goals that we have set for the ourselves and the students. We are aligning our calendars to reflect a focus on instruction, and believe the stakeholders will see the changes and see the student progress reflected in the achieved formative goals. We will create buy-in by sharing how these priorities are positively impacted staff engagement (which is being tracked using a district-wide staff survey that is given three times per year.) We will share the survey data and progress towards campus goals at faculty meetings, within parent newsletters, and by providing high-level updates to parents at various parent engagement events.

Desired Annual Outcome: By the end of the school year, 100% of our instructional leaders will use consistent written protocols and agendas across all grade levels. This will evident is agenda minutes, feedback tools, and submission of lesson plans.

District Commitment Theory of Action: If the district continues to provide opportunities for ongoing support and coaching of the campus leader, then the campus administrators will grow as instructional leaders and coaches.

Desired 90-day Outcome: By January 18, 2023, the campus teacher leader roles and responsibilities will be reviewed and revised to be aligned to the current campus instructional priorities.

District Actions: If the district policies and practices support the campus autonomy, then the campus will be able to define instructional leaderships roles and aligned to the prioritized campus goals.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on review of the the Effective Schools Framework, informal data collection, House Bill 3 campus goals, MAP data, the campus leadership team has determined that high-quality instructional materials and assessments is an area for our campus. Based on campus observations specifically related to PLC discussions and STAAR scores, the campus need to focus on the ensuring that daily lesson plans include alignment within the objective, activity, and formative assessment. Teachers also need to receive feedback that evaluates the alignment between the lesson objectives, activities, and expected level of rigor. Despite current practices focused on using student data to drive instruction and use T-TESS feedback, campus scores do not reflect the student growth we desire to achieve. The campus leaders , which include our instructional coach and master math teacher, will provide the staff with professional development and job embedded training specifically focused on the campus instructional focus of differentiation. In order to ensure that this work is completed, the campus leaders will create lesson plan submission protocols and a professional development calendar. The impact will be growing our staff's capacity to develop lesson plans and provide high-quality instruction that will in time be reflected in improved student learning outcomes and an increase in favorable responses provided on campus/district satisfaction surveys.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus instructional leaders will build capacity within classroom teachers to reflect on how their lesson plans are aligned to the scope and sequences provided at the district level. We are going to engage our PLCs in discussions that include review of the IFDs to ensure that we are teaching at the expected level of rigor.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share it in person at our annual Title 1 night, family engagement events, parent newsletters, during faculty meetings and PLCs. We will create buy-in making the connection between the ESF success criteria and our campus mission/vision.

Desired Annual Outcome: By May 2023, 100% of all classroom teachers will create daily lessons that are include aligned objectives, activities, and formative assessments in each content area. Each nine weeks, campus leaders will provide feedback to teachers using the district T-TESS aligned walkthrough form (which includes 1-3 precise feedback focused on teacher actions that would have the greatest positive impact on student learning with an emphasize on T-TESS dimension 2.4.)

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. Then, campus instructional leaders can frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

Desired 90-day Outcome: By January 9, 2023, the campus classroom teachers will use the district provided formative assessments.

District Actions: The district will provide provide formative assessments within the lesson frames.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on review of the Effective Schools Framework, 2022 House Bill 3 campus goals, the campus leadership team has determined that effective instruction is still an area of concern for our campus. Based on review of PLC agendas and observation of the current meeting structures, the campus needs to clarify expectations for the common planning time and provide professional development that will provide teachers with the ability to stand and deliver with real-time feedback to students. We understand that frequent formative assessments have been shown to improve student mastery; PLCs are at varying degrees of implementation. Campus leaders, administrators, instructional coach, master math teacher, and teachers will use tier 1 data to inform and create plans for instructional adjustments. This will provide students with targeted instruction focused on identified gaps and areas of extension.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We build capacity in this essential action by expanding our knowledge of the best ways to create and analyze formative assessments. The principal and instructional coach will attend professional development pertaining to disaggregating data and guiding teachers through in-depth conversations about formative and summative data. Once we have internalized the learning, we will then present professional development to teachers during the conference times, early release afternoons, and faculty meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share it in person at our annual Title 1 night, family engagement events, parent newsletters, during faculty meetings and PLCs. We will create buy-in making the connection between the ESF success criteria, our campus mission/vision, and progress towards campus goals. As our stakeholders see a change in student learning outcomes, we believe that this will create even more buy-in than what we currently have.

Desired Annual Outcome: By the end of the 2022-2023 school year, the campus administrators and instructional coach will facilitate at least two data analysis meetings per semester for all grade level PLCs. Once the tier 1 adjustments have been identified, those adjustments will be noted in team action plans (which will include plans for reteach of identified concepts/skill) that will be created after each data analysis meeting.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional material alignment and use, data-driven instruction, and observation feedback), then campus instructional leaders can review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Desired 90-day Outcome: By January 27, 2023, the campus leadership team members will lead teacher teams in the use of data protocols (MAP Data Analysis Protocol) and Formative Assessment Analysis to implement differentiated small group instruction.

District Actions: If the district provides effective protocols to analyze the student data, then the campus will be able to respond to and support struggling learners.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Formative Reviews
<p>Action Step 1: PD focused on T-TESS Dimension 2.4 (part 2) content and instructional arrangement</p> <p>Evidence Used to Determine Progress:</p> <p>Person(s) Responsible:</p> <p>Resources Needed:</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 3, 2023 - Frequency: One Time - Evidence Collection Date: January 9, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Based on review of the Effective Schools Framework and discussion with our district leaders, the campus leadership team has determined that strong school leadership and planning is still an area of need for Rose Garden. The administrative team needed to clarify the roles and responsibilities of each member, as well as, the expectations of our team leaders. Despite the previous learning regarding professional learning communities, not every PLC was using the components of effective PLCs. The impact of implementing 1.1 will be that our campus leaders will use consistent written protocols and processes. With high expectations and clarity of roles and responsibilities our teachers will be better prepared to have a meaningful impact on student learning outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in the development of campus instructional leaders by conducting monthly campus support meetings with our Chief Academic Officer for the district, our Director of Curriculum and Professional Development, and the Executive Director of Elementary. During these meetings we will use an on-going agenda that includes discussion of classroom observations, progress towards campus areas of focus, and next steps for further progress towards our campus goals. The principal is also engaged in monthly 1:1 coaching with principal manager. This coaching is focused on developing and coaching campus instructional leaders and building capacity within our teacher leaders.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities during campus leadership meetings, posting the team student data goals in the hallways (and regularly updating the display.) Our buy-in is based on our unified desire to carry out our campus mission and meet the goals that we have set for the ourselves and the students. We are aligning our calendars to reflect a focus on instruction, and believe the stakeholders will see the changes and see the student progress reflected in the achieved formative goals. We will create buy-in by sharing how these priorities are positively impacted staff engagement (which is being tracked using a district-wide staff survey that is given three times per year.) We will share the survey data and progress towards campus goals at faculty meetings, within parent newsletters, and by providing high-level updates to parents at various parent engagement events.

Desired Annual Outcome: By the end of the school year, 100% of our instructional leaders will use consistent written protocols and agendas across all grade levels. This will evident is agenda minutes, feedback tools, and submission of lesson plans.

District Commitment Theory of Action: If the district continues to provide opportunities for ongoing support and coaching of the campus leader, then the campus administrators will grow as instructional leaders and coaches.

Desired 90-day Outcome: By March 10, 2023, the campus PLC teams will be implementing the use of the revised campus planning agenda during their weekly planning meetings.

District Actions: If the district is creating a PLC planning protocol, the campus leadership that will be able to implement the use of this tool as we lead our campus PLCs.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on review of the the Effective Schools Framework, informal data collection, House Bill 3 campus goals, MAP data, the campus leadership team has determined that high-quality instructional materials and assessments is an area for our campus. Based on campus observations specifically related to PLC discussions and STAAR scores, the campus need to focus on the ensuring that daily lesson plans include alignment within the objective, activity, and formative assessment. Teachers also need to receive feedback that evaluates the alignment between the lesson objectives, activities, and expected level of rigor. Despite current practices focused on using student data to drive instruction and use T-TESS feedback, campus scores do not reflect the student growth we desire to achieve. The campus leaders , which include our instructional coach and master math teacher, will provide the staff with professional development and job embedded training specifically focused on the campus instructional focus of differentiation. In order to ensure that this work is completed, the campus leaders will create lesson plan submission protocols and a professional development calendar. The impact will be growing our staff's capacity to develop lesson plans and provide high-quality instruction that will in time be reflected in improved student learning outcomes and an increase in favorable responses provided on campus/district satisfaction surveys.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus instructional leaders will build capacity within classroom teachers to reflect on how their lesson plans are aligned to the scope and sequences provided at the district level. We are going to engage our PLCs in discussions that include review of the IFDs to ensure that we are teaching at the expected level of rigor.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share it in person at our annual Title 1 night, family engagement events, parent newsletters, during faculty meetings and PLCs. We will create buy-in making the connection between the ESF success criteria and our campus mission/vision.

Desired Annual Outcome: By May 2023, 100% of all classroom teachers will create daily lessons that are include aligned objectives, activities, and formative assessments in each content area. Each nine weeks, campus leaders will provide feedback to teachers using the district T-TESS aligned walkthrough form (which includes 1-3 precise feedback focused on teacher actions that would have the greatest positive impact on student learning with an emphasize on T-TESS dimension 2.4.)

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. Then, campus instructional leaders can frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

Desired 90-day Outcome: By March 20, 2023, 100% of the PLCs teams will collaborate to create common formative assessments that can be used to have data-based discussions within the PLCs.

District Actions: If the district provides professional development specifically pertaining to Common Formative Assessments, the campus will acquire/enhance the skills to better create and analyze common formative assessments.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Based on review of the Effective Schools Framework, 2022 House Bill 3 campus goals, the campus leadership team has determined that effective instruction is still an area of concern for our campus. Based on review of PLC agendas and observation of the current meeting structures, the campus needs to clarify expectations for the common planning time and provide professional development that will provide teachers with the ability to stand and deliver with real-time feedback to students. We understand that frequent formative assessments have been shown to improve student mastery; PLCs are at varying degrees of implementation. Campus leaders, administrators, instructional coach, master math teacher, and teachers will use tier 1 data to inform and create plans for instructional adjustments. This will provide students with targeted instruction focused on identified gaps and areas of extension.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We build capacity in this essential action by expanding our knowledge of the best ways to create and analyze formative assessments. The principal and instructional coach will attend professional development pertaining to disaggregating data and guiding teachers through in-depth conversations about formative and summative data. Once we have internalized the learning, we will then present professional development to teachers during the conference times, early release afternoons, and faculty meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share it in person at our annual Title 1 night, family engagement events, parent newsletters, during faculty meetings and PLCs. We will create buy-in making the connection between the ESF success criteria, our campus mission/vision, and progress towards campus goals. As our stakeholders see a change in student learning outcomes, we believe that this will create even more buy-in than what we currently have.

Desired Annual Outcome: By the end of the 2022-2023 school year, the campus administrators and instructional coach will facilitate at least two data analysis meetings per semester for all grade level PLCs. Once the tier 1 adjustments have been identified, those adjustments will be noted in team action plans (which will include plans for reteach of identified concepts/skill) that will be created after each data analysis meeting.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional material alignment and use, data-driven instruction, and observation feedback), then campus instructional leaders can review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Desired 90-day Outcome: By April 21, 2023, 80% of our campus PLCs will use the MAP data analysis protocol to analyze common formative assessment data within their weekly PLCs.

District Actions: If the district has effective systems for identifying learner needs, then the campus can analyze student data to create plans for instructional adjustments through the structure of MTSS for all levels of learners (intervention, enrichment, and behavioral support).

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)