

Killeen Independent School District
Palo Alto Middle School - TIP
2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. John Craft
Mike Quinn

Principal: Kernisha Hill
ESC Case Manager: Jessica Torres
ESC Region: 12

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Mike Quinn

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Mike Quinn

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Kernisha Hill

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our goal in student achievement is to raise our accountability rating from an F to a D by increasing our percentages from 53% approaches to 65%, 22% meets to 28%, and 10% masters to 16%.

School Progress

What accountability goal has your campus set for this year?

Domain 2A:

We will continue to focus on student growth. We think it is both achievable and ambitious to increase our App/Meets/Masters in Reading and Math. The progress we made in 2022 in the implementation of systems for the selected Essential Actions in our TIP allowed us to demonstrate student growth. We will track student growth individually to ensure differentiated instruction is provided to support each student in having the growth they need.

Closing the Gaps

What accountability goal has your campus set for this year?

If we prioritize achieving our targets for closing the gaps in academic achievement, we will achieve two additional targets. We also want to focus on our Hispanic and African American populations in the area of Math. Focusing on these targets will allow us to achieve a D letter grade in Domain 3 and increase campus performance.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

We will continue to focus on student growth. We think it is both achievable and ambitious to increase our App/Meets/Masters in Reading and Math, considering that the progress we made in 2022 in the implementation of systems for the selected Essential Actions in our TIP allowed us to student growth. We will track student growth individually to ensure differentiated instruction is provided to support each student in having the growth they need.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Our target populations are Hispanic and African American students. We are intending to see an impact on our Math MAP MOY scores and Math MAP EOY scores with the purpose of influencing their growth measure and academic achievement on STAAR.

Essential Actions

Cycles 1-3

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • 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.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycle 4

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

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: Partial Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • 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: If we prioritize developing strong school leaders and planning, it will directly impact faculty and staff which will result in student success. This year we have one new CIS, one new Librarian, one new Facilitator, one new AP, one new Technologist, and one new Instructional Coach joining the Campus Leadership team. Clear roles and responsibilities of leadership will benefit all staff members as well as families and students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? * Coaching walks and framework.

* Teacher Lead Daily Schedule

* ILT meetings are weekly.

* CLT meetings bi-weekly.

* Purposefully planning and scheduling all campus-wide meetings prior to the start of the school year. (Only minor adjustments as needed)

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Providing all stakeholders with all meetings prior to the start of the school year: including CT calendar, District Meeting dates, campus wide meeting dates. All meetings, coaching walks, and debriefs will be intentionally calendared.

We will ensure our staff is aware of our priorities in our annual In-service. We will revisit our focus on effective classroom and instructional strategies during our weekly Instructional Leadership Team meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus through our annual Meet-the-Teacher night, our monthly Pride of PA family newsletter, our staff Week-at-a-Glance newsletter, annual Title-I meeting, the relationship with our adopt-a-unit from Fort Hood, and social media highlighting student and community involvement. Our students will be made aware of our focus on excellence in teaching through the use of our motto "AND STILL WE RISE," as well as the announcement of teacher and staff member of the month via social media channels and our weekly campus production "What's Poppin' at PA." In addition, staff and teachers receive "I See You" Badges monthly based on leadership nominations for excellence in differentiation, duty diligence, and morale, etc...; badges are celebrated by the ILT in the presence of students and other teachers, as well as highlighted on What's Poppin.' We will create buy-in from stakeholders by using surveys created for parents, students, staff, and teachers in our focus areas. We will act on this feedback and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2023, members of the ILT will add structure to two specific areas: 1) Leading Collaborative Teams so that they include effective collaborative planning, data analyses, and reteach plans, and 2) effective and regular Campus Leadership and ILT meetings so that we are more strategic in how we plan our time, including which teachers are coached and how frequently they are coached. We would like to see effective collaboration among all members of the ILT under a unified campus focus. In previous years all members of the campus leadership team were considered members of the ILT. This year within the campus leadership team we also have an ILT made up of Campus Instructional Specialists, instructional coaches, AP's, and the building Principal.

District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: The Campus Leadership team will participate in recurring bi-weekly meetings in order to team build, facilitate effective communication, and

collaboratively work with all members of the team in order to align with our vision/mission/motto and value statements. Members of the instructional leadership team (a sub pop of the campus leadership team) will meet weekly in order to facilitate effective communication, and collaboratively work to ensure all members of the team align their practices.

District Actions: The DCSI and the district will support the campus by providing a continuum of resources that include professional learning and engagement for all members of the campus leadership team and on-going, regularly scheduled campus visits that focus on campus improvement and best practices. The DCSI and campus leadership team will focus on a process of observation, feedback and adjustment of practices as aligned to campus goals and objectives.

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?
Lack of communication among instructional leadership team	Action Step 1	By setting forth clear expectations and awareness of all participants
Active participation of all members of the campus leadership team in identifying badge recipients .	Action Step 2	By consistent reminders to reference the rubric and add recipients to the shared document. Members are also given an opportunity to add staff members to the shared document during the CLT meeting.
ILT members maintaining open dialogue with one another outside of the ILT meetings to ensure that walks are happening with fidelity and that the information shared during coaching walk debriefs is accurate	Action Step 3	By setting forth clear expectations of the ILT team

Step 1 Details	Reviews
<p>Action Step 1: * Teachers who have been trained in conducting coaching walks will be included on coaching walk teams and debriefs.</p> <p>Evidence Used to Determine Progress: Master schedule, coverage (For teachers on the coaching team)</p> <p>Person(s) Responsible: Coaching walk teams</p> <p>Resources Needed: Debrief forms, calendar invites, documented or recorded feedback from participating teachers</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: The CLT will determine which teachers have met criteria to receive levels 1, 2, and 3 badges (a reward system for teachers) every other meeting. All members of the team have received the rubric and have access to add recipients to a shared document. Monthly, during the Campus leadership team meeting recipients are reviewed.</p> <p>Evidence Used to Determine Progress: Badge rubric, ILT members, Badge spreadsheet</p> <p>Person(s) Responsible: CLT members</p> <p>Resources Needed: CLT agendas, badge spreadsheet</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 2, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: All members of the ILT will continue to meet weekly to ensure that practices are aligned and debriefs continue to occur. This will ensure that ILT practices remain consistent.</p> <p>Evidence Used to Determine Progress: Calendar invites, weekly ILT meetings, coaching walk data entered in strive</p> <p>Person(s) Responsible: ILT</p> <p>Resources Needed: ILT agendas</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 2, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: If we provide support and effective strategies that reinforce best practices, it would impact student achievement and success as well as teacher retention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? * New teacher monthly meetings

* Hallway leads and monthly grade level meetings

* Debriefs with leads

* Weekly lesson plan labs and feedback

* Campus Wide Step System

* District Discipline Policy

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Providing teachers and paraprofessionals with Restorative practices training. Teachers are provided with scheduled optional planning labs with CIS and recursive cycle of feedback on lesson plans and implementation. Campus wide Step system is in place to manage student behavior with support through the district disciplinary systems.

Grade level hallway meetings occur once a month if not more often and include teachers as well as paraprofessionals. They are teacher led. Teachers are in control of managing and facilitating the meetings as well as the implementation of hallway decisions and expectations. Teachers are more empowered by being able to make hallway and grade level decisions regarding student behavior and incentives. In addition, they are able to collaborate about grades and classroom practices to ensure student success. They are able to monitor, adjust, and review their established routines and procedures.

Desired Annual Outcome: By end of May 2023, 100% of teachers receive job embedded professional development as ensured by the members of the Instructional Leadership Team. Palo Alto Meeting dates include faculty meetings, SBDM, Lead Teacher Meetings, Collaborative Teams for Special Education Self Contained and Electives, CEAC, CCC, and new teacher meetings. Collaborative Team and Collaborative planning sessions are planned for on a bi-weekly basis. Optional planning labs are provided twice per week. District led professional opportunities include Restorative Practices Training, Lunch and Learn Content sessions, Collaborative Training for Special Education and General education teachers, and Classroom Management sessions. These opportunities provide ongoing professional support to develop best practices in all content areas and ensure student success.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and on-going coaching to the implementation of instructional leadership systems, then campus instructional leaders can provide training and on-going support so that teachers implement best practices that maximize instructional time and build strong relationships.

Desired 90-day Outcome: By the end of the 90 days, 100% of teachers and paraprofessionals are trained and informed about upcoming dates, meetings, and support opportunities. They are provided with the rationale behind each one and are included in the selection of some of the training opportunities as well as PD topics.

District Actions: The DCSI and district will continue to provide training and resources on a regular basis that is designed to help campus instructional leaders train and coach teachers in practices that maximize student learning and assessment outcomes. DCSI and district will provide regularly scheduled opportunities for observation and feedback of teacher practices.

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?
Ongoing challenges include the timely training of last-minute vacancies and resignations. The hiring of new eligible candidates for vacant positions. On boarding and preparing these candidates for day-to-day classroom practices. In addition, training opportunities provided by the district are outside of the campus's control and are not always scheduled in a timely manner.	Action Step 1	This action step addresses this challenge by providing ongoing professional development.
Teachers not attending during the optional period who then begin to struggle. They would be assigned the lab and may be reluctant to actively participate.	Action Step 2	By offering an optional lab prior to becoming a mandatory lab teachers are able to get support before they truly begin to struggle.
Attendance of new to campus teachers may be harder to maintain because attendance is not mandatory for them.	Action Step 3	By providing PD on the topics that have been requested teachers are more likely to attend.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will have created treatment agreements with their classes and they are posted for reference throughout the year.</p> <p>Evidence Used to Determine Progress: Meeting agendas, calendar invites, sign in sheets of attendees, lead teacher schedule</p> <p>Person(s) Responsible: ILT, CLT, Lead Teachers</p> <p>Resources Needed: Planning guides and materials, treat agreement posters, coaching walk tools</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 26, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: All core content teachers have been provided with an opportunity to attend lesson plan labs twice a week where they're able to work on lesson plans and feedback received with one of the Campus Instructional Specialist. In the event a teacher begins to struggle with lesson plans and is in need of assistance, the building principal can make these labs mandatory.</p> <p>Evidence Used to Determine Progress: Calendar invite and sign in sheets</p> <p>Person(s) Responsible: CISs and Campus Principal</p> <p>Resources Needed: Planning materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: All new teachers are required to attend monthly meetings with the ILT team and new to campus teachers are also invited to attend. These meetings focus on topics identified as an area of need.</p> <p>Evidence Used to Determine Progress: Sign in sheets and calendar invites</p> <p>Person(s) Responsible: ILT</p> <p>Resources Needed: PR documents and teacher input survey (New to PAMS Teacher Questionnaire)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 14, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</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: Partial Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • 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: If we prioritize developing strong school leaders and planning, it will directly impact faculty and staff which will result in student success. This year we have one new CIS, one new Librarian, one new Facilitator, one new AP, one new Technologist, and one new Instructional Coach joining the Campus Leadership team. Clear roles and responsibilities of leadership will benefit all staff members as well as families and students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? * Coaching walks and framework.

* Teacher Lead Daily Schedule

* ILT meetings are weekly.

* CLT meetings bi-weekly.

* Purposefully planning and scheduling all campus-wide meetings prior to the start of the school year. (Only minor adjustments as needed)

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Providing all stakeholders with all meetings prior to the start of the school year: including CT calendar, District Meeting dates, campus wide meeting dates. All meetings, coaching walks, and debriefs will be intentionally calendared.

We will ensure our staff is aware of our priorities in our annual In-service. We will revisit our focus on effective classroom and instructional strategies during our weekly Instructional Leadership Team meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus through our annual Meet-the-Teacher night, our monthly Pride of PA family newsletter, our staff Week-at-a-Glance newsletter, annual Title-I meeting, the relationship with our adopt-a-unit from Fort Hood, and social media highlighting student and community involvement. Our students will be made aware of our focus on excellence in teaching through the use of our motto "AND STILL WE RISE," as well as the announcement of teacher and staff member of the month via social media channels and our weekly campus production "What's Poppin' at PA." In addition, staff and teachers receive "I See You" Badges monthly based on leadership nominations for excellence in differentiation, duty diligence, and morale, etc...; badges are celebrated by the ILT in the presence of students and other teachers, as well as highlighted on What's Poppin.' We will create buy-in from stakeholders by using surveys created for parents, students, staff, and teachers in our focus areas. We will act on this feedback and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2023, members of the ILT will add structure to two specific areas: 1) Leading Collaborative Teams so that they include effective collaborative planning, data analyses, and reteach plans, and 2) effective and regular Campus Leadership and ILT meetings so that we are more strategic in how we plan our time, including which teachers are coached and how frequently they are coached. We would like to see effective collaboration among all members of the ILT under a unified campus focus. In previous years all members of the campus leadership team were considered members of the ILT. This year within the campus leadership team we also have an ILT made up of Campus Instructional Specialists, instructional coaches, AP's, and the building Principal.

District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: By the end of February, at least 75% of the ILT will use consistent written protocols such as agendas, tracking tools, observations, and feedback to lead their departments and grade level teams. The Campus Leadership team will continue to participate in recurring bi-weekly meetings in order to team build, facilitate effective communication, and collaboratively work with all members of the team in order to align with our vision/mission/motto and value statements. Members of the instructional leadership team (a sub pop of the campus leadership team) will continue to meet weekly in order to facilitate effective communication, and collaboratively work to ensure all members of the team align their practices.

District Actions: The DCSI and the district will support the campus by providing a continuum of resources that include professional learning and engagement for all members of the campus leadership team and on-going, regularly scheduled campus visits that focus on campus improvement and best practices. The DCSI and campus leadership team will focus on a process of observation, feedback and adjustment of practices as aligned to campus goals and objectives.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: If we provide support and effective strategies that reinforce best practices, it would impact student achievement and success as well as teacher retention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? * New teacher monthly meetings

* Hallway leads and monthly grade level meetings

* Debriefs with leads

* Weekly lesson plan labs and feedback

* Campus Wide Step System

* District Discipline Policy

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Providing teachers and paraprofessionals with Restorative practices training. Teachers are provided with scheduled optional planning labs with CIS and recursive cycle of feedback on lesson plans and implementation. Campus wide Step system is in place to manage student behavior with support through the district disciplinary systems.

Grade level hallway meetings occur once a month if not more often and include teachers as well as paraprofessionals. They are teacher led. Teachers are in control of managing and facilitating the meetings as well as the implementation of hallway decisions and expectations. Teachers are more empowered by being able to make hallway and grade level decisions regarding student behavior and incentives. In addition, they are able to collaborate about grades and classroom practices to ensure student success. They are able to monitor, adjust, and review their established routines and procedures.

Desired Annual Outcome: By end of May 2023, 100% of teachers receive job embedded professional development as ensured by the members of the Instructional Leadership Team. Palo Alto Meeting dates include faculty meetings, SBDM, Lead Teacher Meetings, Collaborative Teams for Special Education Self Contained and Electives, CEAC, CCC, and new teacher meetings. Collaborative Team and Collaborative planning sessions are planned for on a bi-weekly basis. Optional planning labs are provided twice per week. District led professional opportunities include Restorative Practices Training, Lunch and Learn Content sessions, Collaborative Training for Special Education and General education teachers, and Classroom Management sessions. These opportunities provide ongoing professional support to develop best practices in all content areas and ensure student success.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and on-going coaching to the implementation of instructional leadership systems, then campus instructional leaders can provide training and on-going support so that teachers implement best practices that maximize instructional time and build strong relationships.

Desired 90-day Outcome: By the end of Cycle 2, 95% of teachers and their students will have collaboratively created a treatment agreement in line with restorative practices. 100% of teachers will have participated in coaching walk training by the end of cycle 1 and are aware of campus frameworks for classroom management.

District Actions: The DCSI and district will continue to provide training and resources on a regular basis that is designed to help campus instructional leaders train and coach teachers in practices that maximize student learning and assessment outcomes. DCSI and district will provide regularly scheduled opportunities for observation and feedback of teacher practices.

Did you achieve your 90 day outcome?:

Why or why not?:

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: Partial Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • 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: If we prioritize developing strong school leaders and planning, it will directly impact faculty and staff which will result in student success. This year we have one new CIS, one new Librarian, one new Facilitator, one new AP, one new Technologist, and one new Instructional Coach joining the Campus Leadership team. Clear roles and responsibilities of leadership will benefit all staff members as well as families and students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? * Coaching walks and framework.

* Teacher Lead Daily Schedule

* ILT meetings are weekly.

* CLT meetings bi-weekly.

* Purposefully planning and scheduling all campus-wide meetings prior to the start of the school year. (Only minor adjustments as needed)

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Providing all stakeholders with all meetings prior to the start of the school year: including CT calendar, District Meeting dates, campus wide meeting dates. All meetings, coaching walks, and debriefs will be intentionally calendared.

We will ensure our staff is aware of our priorities in our annual In-service. We will revisit our focus on effective classroom and instructional strategies during our weekly Instructional Leadership Team meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus through our annual Meet-the-Teacher night, our monthly Pride of PA family newsletter, our staff Week-at-a-Glance newsletter, annual Title-I meeting, the relationship with our adopt-a-unit from Fort Hood, and social media highlighting student and community involvement. Our students will be made aware of our focus on excellence in teaching through the use of our motto "AND STILL WE RISE," as well as the announcement of teacher and staff member of the month via social media channels and our weekly campus production "What's Poppin' at PA." In addition, staff and teachers receive "I See You" Badges monthly based on leadership nominations for excellence in differentiation, duty diligence, and morale, etc...; badges are celebrated by the ILT in the presence of students and other teachers, as well as highlighted on What's Poppin.' We will create buy-in from stakeholders by using surveys created for parents, students, staff, and teachers in our focus areas. We will act on this feedback and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2023, members of the ILT will add structure to two specific areas: 1) Leading Collaborative Teams so that they include effective collaborative planning, data analyses, and reteach plans, and 2) effective and regular Campus Leadership and ILT meetings so that we are more strategic in how we plan our time, including which teachers are coached and how frequently they are coached. We would like to see effective collaboration among all members of the ILT under a unified campus focus. In previous years all members of the campus leadership team were considered members of the ILT. This year within the campus leadership team we also have an ILT made up of Campus Instructional Specialists, instructional coaches, AP's, and the building Principal.

District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: By the end of May, 100% of the ILT will have conducted coaching walks in teams for their assigned teachers, to equal two coaching walks per every teacher on campus. The Campus Leadership team will continue to participate in recurring bi-weekly meetings in order to team build, facilitate effective communication, and collaboratively work with all members of the team in order to align with our vision/mission/motto and value statements. Members of the instructional leadership team (a sub pop of the campus leadership team) will continue to meet weekly in order to facilitate effective communication, and collaboratively work to ensure all members of the team align their practices.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: If we provide support and effective strategies that reinforce best practices, it would impact student achievement and success as well as teacher retention.

Who will you partner with?: Other

How will you build capacity in this Essential Action? * New teacher monthly meetings

* Hallway leads and monthly grade level meetings

* Debriefs with leads

* Weekly lesson plan labs and feedback

* Campus Wide Step System

* District Discipline Policy

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Providing teachers and paraprofessionals with Restorative practices training. Teachers are provided with scheduled optional planning labs with CIS and recursive cycle of feedback on lesson plans and implementation. Campus wide Step system is in place to manage student behavior with support through the district disciplinary systems.

Grade level hallway meetings occur once a month if not more often and include teachers as well as paraprofessionals. They are teacher led. Teachers are in control of managing and facilitating the meetings as well as the implementation of hallway decisions and expectations. Teachers are more empowered by being able to make hallway and grade level decisions regarding student behavior and incentives. In addition, they are able to collaborate about grades and classroom practices to ensure student success. They are able to monitor, adjust, and review their established routines and procedures.

Desired Annual Outcome: By end of May 2023, 100% of teachers receive job embedded professional development as ensured by the members of the Instructional Leadership Team. Palo Alto Meeting dates include faculty meetings, SBDM, Lead Teacher Meetings, Collaborative Teams for Special Education Self Contained and Electives, CEAC, CCC, and new teacher meetings. Collaborative Team and Collaborative planning sessions are planned for on a bi-weekly basis. Optional planning labs are provided twice per week. District led professional opportunities include Restorative Practices Training, Lunch and Learn Content sessions, Collaborative Training for Special Education and General education teachers, and Classroom Management sessions. These opportunities provide ongoing professional support to develop best practices in all content areas and ensure student success.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and on-going coaching to the implementation of instructional leadership systems, then campus instructional leaders can provide training and on-going support so that teachers implement best practices that maximize instructional time and build strong relationships.

Desired 90-day Outcome: By the end of Cycle 3, 100% of teachers will spend each minute of class purposefully maximizing instruction using teacher-led procedures and routines. Teachers and campus leaders effectively use campus frameworks for classroom management that encourages strong relationships and enforces high expectations.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	799	54	60	N/A	MAP	35		MAP	62		68	
			All	All	Reading	Meets	STAAR	799	29	30	N/A	MAP	18		MAP	32		35	
			All	All	Reading	Masters	STAAR	799	12	14	N/A	MAP	9		MAP	16		18	
			All	All	Mathematics	Approaches	STAAR	799	54	53	N/A	MAP	44		MAP	55		60	
			All	All	Mathematics	Meets	STAAR	799	27	18	N/A	MAP	15		MAP	20		22	
			All	All	Mathematics	Masters	STAAR	799	9	6	N/A	MAP	2		MAP	8		10	
			All	All	Science	Approaches	STAAR	261	53	57	N/A	MAP	35		MAP	60		65	
			All	All	Science	Meets	STAAR	261	29	28	N/A	MAP	18		MAP	30		32	
			All	All	Science	Masters	STAAR	261	9	12	N/A	MAP	13		MAP	15		18	
			All	All	Social Studies	Approaches	STAAR	261	42	33	N/A	Other	6		Released STAAR	33		50	
			All	All	Social Studies	Meets	STAAR	261	14	10	N/A	Other	1		Released STAAR	10		20	
			All	All	Social Studies	Masters	STAAR	261	6	4	N/A	Other	0		Released STAAR	4		10	
Closing the Gaps	Focus 1	Academic Growth Status	All	Hispanic	Mathematics	N/A	Mathematics	N/A	0	53	99	MAP	58		MAP	65		70	
	Focus 2	Academic Achievement	All	African American	Mathematics	N/A	Mathematics	N/A	43	47	99	MAP	55		MAP	60		70	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	799	Did Not Meet	40	38		36		30	
					Approaches	60	62		64		68	
					Meets	30	32		34		35	
					Masters	14	16		18		18	
	Math	All	STAAR	799	Did Not Meet	47	45		40		35	
					Approaches	53	55		58		60	
					Meets	18	20		22		22	
					Masters	6	8		10		10	