

Midland Independent School District
Bunche Elementary - TIP
2022-2023 Targeted Improvement Plan



Campus Number: 165901134

Board Approval Date: November 21, 2022

Superintendent:
DCSI/Grant Coordinator:

Kellie Spencer
Shelly Haney

Principal: Krista Daniel
ESC Case Manager: Lisa LeClear
ESC Region: 18

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: Shelly Haney

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: Shelly Haney

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: Krista Daniel

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Overall Academic Achievement Goal:


Approaches: 80%

Meets: 54%

Masters: 25%

Bunche wants to move our overall component score from 30 (obtained in 2019) to 53 by the end of the 2022-2023 school year. These measures would change our overall school rating from a NOT RATED to a B campus. We understand that these are aggressive goals but believe with new principal leadership and leadership training that is underway with Instructional Empowerment, our goals are attainable.

STUDENT ACHIEVEMENT DOMAIN




SCALED SCORE AND GRADE

80

B

Student Achievement Components	2019 Value	New Value
STAAR Performance Approaches	56	<input type="text" value="80"/>
STAAR Performance Meets	25	<input type="text" value="54"/>
STAAR Performance Masters	10	<input type="text" value="25"/>
STAAR Performance Raw Score	30	53
STAAR Performance Scaled Score	56	80

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

88

B

School Progress Components	2019 Value	New Value
Academic Growth Raw Score	50	<input type="text" value="50"/>
Academic Growth Scaled Score	53	53
Economically Disadvantaged %	77	
Economically Disadvantaged % Grouping	76.1 to 77	<input type="text" value="83.1 to 84"/>
Relative Performance Raw Score	30	53
Relative Performance Scaled Score	56	88

RECALCULATE NEW VALUES


OVERALL

SCORE AND GRADE

85

B

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

77

C

Closing the Gaps Components	Values
<u>Academic Achievement</u>	
2019 Values:	2 out of 18
New Values:	<input type="text" value="9"/> out of <input type="text" value="18"/>
<u>Growth</u>	
2019 Values:	0 out of 14
New Values:	<input type="text" value="13"/> out of <input type="text" value="14"/>
<u>English Language Proficiency</u>	
2019 Values:	1 out of 1
New Values:	<input type="text" value="1"/> out of <input type="text" value="1"/>
<u>Student Success</u>	
2019 Values:	1 out of 10
New Values:	<input type="text" value="4"/> out of <input type="text" value="10"/>

School Progress

What accountability goal has your campus set for this year?

2B Relative Performance

Goal: If our overall Domain Goal 1 is met (80/54/25), this will earn the campus a STAAR performance raw score of 53 and scale it with the economically disadvantaged subpopulation of 83%, this will earn the campus a rating score of 88 (B). The campus will be tracking ECD in Domain 3 in all areas.

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

88



School Progress Components	2019 Value	New Value
Academic Growth Raw Score	50	<input type="text" value="50"/>
Academic Growth Scaled Score	53	53
Economically Disadvantaged %	77	
Economically Disadvantaged % Grouping	76.1 to 77	<input type="text" value="83.1 to 84"/>
Relative Performance Raw Score	30	53
Relative Performance Scaled Score	56	88

RECALCULATE NEW VALUES

OVERALL SCORE AND GRADE

85



Closing the Gaps

What accountability goal has your campus set for this year?

In 2022, Bunche Elementary did not meet any of our targets in academic achievement. We have identified 9 areas in which we can gain 14 percentage points to achieve our intended targets.

In 2022, Bunche Elementary met 4 out of 13 growth targets. The campus has chosen 13 areas in which we can gain 6+ percentage points to achieve our intended targets.

In 2022, Bunche Elementary met 1 out of 1 ELPS targets. The campus will continue to maintain our 1 point to achieve our intended target.

In 2022, Bunche Elementary did not meet any targets for school success. The campus has chosen 4 areas in which we can gain points to achieve our intended targets.

	Target met in 22	Goal for 2023	Total Evaluated	% Met	% Weight	Score
Academic Achievement	0	9	18	50%	30%	15
Growth	4	13	14	93%	50%	47
ELPS	1	1	1	100%	10%	10
Student Success	0	4	10	40%	10%	4
					Total	76
					Scaled Score	77

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

77



Closing the Gaps Components

Values

Academic Achievement

2019 Values: 2 out of 18

New Values: 9 out of 18

Growth

2019 Values: 0 out of 14

New Values: 13 out of 14

English Language Proficiency

2019 Values: 1 out of 1

New Values: 1 out of 1

Student Success

2019 Values: 1 out of 10

New Values: 4 out of 10

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?

Bunche Elementary will focus on math and reading to increase our overall student performance levels. Reading met 4 of the 7 growth targets but math did not meet any targets. The campus targeted reading instruction last year and saw results. The campus will prioritize both core subjects to meet the targets.

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

Our targets will include Hispanic and economically disadvantaged students in reading and math. The Hispanic and economically disadvantaged student groups are the largest populations at Bunche Elementary. This strategic targeting will impact more students across the campus.

Essential Actions

Cycles 1-3

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: 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.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for 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. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

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?: The campus did not meet the data goals. There have been many changes at Bunche Elementary. The campus has new leadership. The campus is also working with a new consulting firm (IE) and with the initial trainings being implemented in the first cycle, they have not had time to see the results of the new initiatives.

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

Implementation Level: Planning for 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. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Effective classroom routines and instructional strategies will be improved through Tier I practices, ongoing professional development, and classroom culture and management.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with Instructional Empowerment will help us to ensure our TEKS, lesson targets, lesson tasks, and assessments align and at the appropriate level of rigor and teachers are using effective best practices in the classroom. Professional development, implementation support and feedback, and coaching are provided on a regular basis. This will build capacity of our instructional leaders to better support and coach our teachers on their planning and delivery of engaging, rigorous, and high-quality research based instructional practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our summer professional development. We will focus on effective classroom and instructional strategies at our weekly staff meetings, PLC meetings, and IE staff meetings. Community and families will be notified of our focus in our back to school events, family newsletters, and extra curricular events. Our students will be made aware of our focus on excellent teaching and learning through our vision statement of ALL Bears will grow through collaborative team practices producing: LEARNERS who use risk-taking and self-reflection behaviors THINKERS who are innovative and strategic problem solvers POSITIVE MEMBERS of the COMMUNITY who build relationships through empathy and kindness.

Desired Annual Outcome: By May of 2023, 90% of all teachers will implement weekly lesson plans that include learning targets, researched-based instructional strategies, and daily exit tickets that align with the rigor of the TEKS. Mastery as evidenced by rigor walks, observation and feedback from the leadership team.

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 materials alignment and use, data-driven instruction, and observation and feedback) then the campus will grow the leadership capacity to provide coaching and feedback and improve Tier one instructional delivery.

Desired 90-day Outcome: By the end of cycle 1, the Instructional Empowerment coaches will train 100% of the leadership team on lesson alignment and provide coaching on constructive feedback for teachers to ensure that tier 1 instruction is on grade level and meets the rigor of the standard as evidenced by sign-in sheets, prioritized observation/feedback time reflected on the leadership calendar, and completed rigor walk forms.

District Actions: District leaders will provide continuous support and professional training to support campus leadership with implementing the Instructional Empowerment supports with fidelity in order to build strong collaborative teams.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of the staff was trained by the Instructional Empowerment team on lesson alignment. The goal of 80% of classrooms that had a TEK, aligned lesson target, and an aligned learning task was met. This was measured using the rigor walk forms and look and learn walk-through.

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?
The leadership team will struggle with time and managing calendars/daily schedules to allow for weekly walkthroughs and feedback meetings.	Action Step 2	The training will address time management by having the leadership team calendar out time for observations and feedback meetings.
The instructional staff is new to Eureka and Carnegie math.	Action Step 3	This training will support teachers understanding of the resources, pacing, and assessments so that they may be used with fidelity.

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle 1, 100% of the leadership team will be trained on the Instructional Empowerment rigor walk rubric and identifying instructional trends across the campus.</p> <p>Evidence Used to Determine Progress: August staff development trained MCL and Administrative team on Instructional Empowerment best practices: staff received training from Administrative and MCL team. Campus will use a common rubic when conducting rigor walks. They will use the rubric to calibrate observations with the Instructional Empowerment consultant.</p> <p>Person(s) Responsible: MCL and Administrative Teams</p> <p>Non-Funded Resources Needed: rubrics, observations, feedback forms</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 1, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: Instructional Empowerment Consultants - 6200-Professional and contracted services - \$335,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Continue this action step with a monitoring system.</p>

Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle 1, 50% of teaching staff will show mastery of highly effective lesson alignment practices based on the Instructional Empowerment Rigor Walk Rubric.</p> <p>Evidence Used to Determine Progress: By the end of cycle 1, leadership will create a walkthrough calendar for all rigor walks that will provide trends across the campus and faculty walks that will provide information on areas of future coaching</p> <p>Person(s) Responsible: Campus Administration IE coaches MCL</p> <p>Non-Funded Resources Needed: PLC time Rigor Walk Schedules Rigor Walk Data Rigor Walk Rubric Staff Training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 8, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The campus will continue to develop student grouping and the level of questioning from teachers.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle 1, 100% of math instructional teams will be trained on Eureka and Carnegie resources with the support staff from Region 18.</p> <p>Evidence Used to Determine Progress: Region 18 representatives will work with teams during PLCs to create, plan, and implement lesson plans.</p> <p>Person(s) Responsible: Administration Team Region 18 Representatives</p> <p>Non-Funded Resources Needed: sign in sheets, planning calendars</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: Region 18 RBIS Training/Eureka & Carnegie - 6300-Supplies and materials - \$35,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: 100% of the instructional staff were trained by Region 18. The campus will carry over this action step making sure that teachers are internalizing the lesson plans.</p>

Step 4 Details	Reviews
<p>Action Step 4: By the end of cycle 1, 100% of the leadership team will be trained in giving effective observation feedback to teachers based on the data collected from the rigor walks.</p> <p>Evidence Used to Determine Progress: Feedback scripts, rigor walk rubrics</p> <p>Person(s) Responsible: Administration, leadership team, IE consultants</p> <p>Non-Funded Resources Needed: Rubrics, training from consultants</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Continue to give feedback to teachers based on the coaching rubric and coaching from the IE team.</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Bunche Elementary chose to improve the data-driven process because this is a high leverage practice that will increase teacher capacity in identifying and closing gaps quickly.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Bunche Elementary had identified a need to improve how teachers respond to data in order to improve student outcomes. The campus intends to build teacher capacity in the data-driven instructional process. We will train the whole staff starting with the campus leadership team in aligning student learning tasks to the rigor of the standard and then be able to use student work to identify gaps in instruction to be able to close the gaps quickly. The campus will adopt campus wide systems based off of Paul Bambrick's Leverage Leadership book to create measurable systems in which teachers are using data to drive tier 1 instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Tracking student progress is a key indicator of how our teaching strategies and team collaboration are working in our planning process. The campus will use multiple sources to communicate with teachers, students, administration, parents, and the community. These sources include: the campus website, newsletters, campus showcase events, Social media, and weekly newsletters to staff.

Desired Annual Outcome: By May 2023, 90% of the instructional staff will utilize data-driven processes daily to enhance Tier 1 instructional delivery as evidenced by data meeting protocols such as student data folders, student work analysis systems, collaborative team planning agendas, and minutes.

District Commitment Theory of Action: If the campus teachers use 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 learn the concept, and create plans to reteach, then teachers will be able to identify trending misconceptions and close gaps closely.

Desired 90-day Outcome: By the end of cycle 1, 100% of the leadership team and instructional staff will have been trained on effective lesson alignment practices that include aligning lesson targets and daily exit tickets to the rigor of the standard so that data can be utilized in data meetings. The campus leadership team will coach teachers on the student work analysis protocol in order for trending misconceptions to be identified and closed quickly.

District Actions: The district will ensure that the assessments meet the level of rigor that align to the standards. District Service Center will provide training and on-going coaching to support the implementation of the instructional alignment of the standards in every classroom. Instructional Empowerment coaches will provide feedback and support to ensure strong PLC structures. The executive director will provide coaching and feedback on analyzing campus data.

Did you achieve your 90 day outcome?: No

Why or why not?: The campus had 100% of the leadership team and instructional staff were trained on effective lesson alignment that include daily lesson targets and exit tickets. The campus found that the PLC structure and time was not conducive to thorough planning and data conversations were limited.

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?
Lesson objectives and exit tickets have been required in the past but not highly monitored. Holding teachers accountable for these high leverage practice might get some push back from staff.	Action Step 1	We will address this challenge by teaching teachers how these practices benefit the DDI process by identifying trending gaps and targeted reteach plans to improve student outcomes.
Administration and the campus leadership team could see time as a barrier when introducing a more in-depth data desegregation process.	Action Step 2	We will address this challenge by calendaring out time for these practices to happen and hold this time as imperative to the campus' improved growth.
The campus has initiated campus wide student data folders. Teachers were given the autonomy to choose what to collect and how to utilize the data. Creating a campus expectation might get push back from teachers wanting to continue an established practice.	Action Step 3	We will address this challenge by teaching teachers how to vertically align the student data folders so that students know what to expect. The follow-through and monitoring the use of these folders will hold all teachers accountable for giving students ownership over their own data.

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle 1, 100% of the instructional staff will be trained on the DDI implementation rubric and the effective lesson alignment strategies that include daily task alignment to the rigor of the standard measured by daily exit tickets, student work analysis protocol, and reteach plan based on the identification of the gap found in student work. In response to this training, the campus leadership team will roll out 1 data meeting per 3 weeks focused on a priority standard and student work to develop a reteach lesson based on a gap analysis.</p> <p>Evidence Used to Determine Progress: calendar, reteaching dates and plans, PLC dates, agendas, minutes</p> <p>Person(s) Responsible: Administration Team PLC groups</p> <p>Non-Funded Resources Needed: calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: One Time - Evidence Collection Date: October 3, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: The leadership team have been trained through Region 18 in DDI practices. The training occurred in December. The campus will carry over this action step to cycle 2 rolling it out to instructional staff.</p>

Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle 1, the leadership team will calendar out 100% of 2022-2023 assessment dates, data meetings, and teacher/student conferences for the school year. This will include 6-week assessments, MAP testing, F&P testing, Eureka Imbedded Assessments, and STAAR.</p> <p>Evidence Used to Determine Progress: Calendar PLC agendas and minutes Student work collections Reteaching Lessons</p> <p>Person(s) Responsible: Administration PLC teams</p> <p>Non-Funded Resources Needed: calendar PLC protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The campus will carry over this action step with monitoring the use of the calendar and making adjustments as needed.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle 1, the leadership team will determine and roll out teacher expectations for student data folders that include, what data students will track, student conference protocols and timelines for student teacher/student conferences. This will be evidenced by student data folders, conference logs, and written protocols for the folders and conferencing.</p> <p>Evidence Used to Determine Progress: Protocol PLC agenda and minutes Student work Data Analysis Charts</p> <p>Person(s) Responsible: Administration Team MCL Team</p> <p>Non-Funded Resources Needed: Protocol PLC agenda and minutes Student work Data Analysis Charts Leverage Leadership Ch 3 page 126</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: This practice was not set up as a school wide expectation. The campus will carry over this action step to the next cycle.</p>

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Planning for 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. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Effective classroom routines and instructional strategies will be improved through Tier I practices, ongoing professional development, and classroom culture and management.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with Instructional Empowerment will help us to ensure our TEKS, lesson targets, lesson tasks, and assessments align and at the appropriate level of rigor and teachers are using effective best practices in the classroom. Professional development, implementation support and feedback, and coaching are provided on a regular basis. This will build capacity of our instructional leaders to better support and coach our teachers on their planning and delivery of engaging, rigorous, and high-quality research based instructional practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our summer professional development. We will focus on effective classroom and instructional strategies at our weekly staff meetings, PLC meetings, and IE staff meetings. Community and families will be notified of our focus in our back to school events, family newsletters, and extra curricular events. Our students will be made aware of our focus on excellent teaching and learning through our vision statement of ALL Bears will grow through collaborative team practices producing: LEARNERS who use risk-taking and self-reflection behaviors THINKERS who are innovative and strategic problem solvers POSITIVE MEMBERS of the COMMUNITY who build relationships through empathy and kindness.

Desired Annual Outcome: By May of 2023, 90% of all teachers will implement weekly lesson plans that include learning targets, researched-based instructional strategies, and daily exit tickets that align with the rigor of the TEKS. Mastery as evidenced by rigor walks, observation and feedback from the leadership team.

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 materials alignment and use, data-driven instruction, and observation and feedback) then the campus will grow the leadership capacity to provide coaching and feedback and improve Tier one instructional delivery.

Desired 90-day Outcome: By the end of cycle 2, the Instructional Empowerment coaches and leadership team will train 100% of the instructional staff on aligning the rigor of the TEKS, to the lesson targets and lesson tasks as evidenced by Rigor Walk data and campus trends.

District Actions: District leaders will provide continuous support and professional training to support campus leadership with implementing the Instructional Empowerment supports with fidelity in order to build strong collaborative teams.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle 2, 100% of the instructional staff will be trained on the Instructional Empowerment rigor walk rubric and the Instructional Coaching tool to identify instructional trends across the campus.</p> <p>Evidence Used to Determine Progress: August staff development trained MCL and Administrative team on Instructional Empowerment best practices: staff received training from Administrative and MCL team. Campus will use a common rubric when conducting rigor walks. They will use the rubric to calibrate observations with the Instructional Empowerment consultant.</p> <p>Person(s) Responsible: MCL and Administrative Teams</p> <p>Non-Funded Resources Needed: rubrics, observations, feedback forms</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: Instructional Empowerment Consultants - 6200-Professional and contracted services - \$335,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle 2, 100% of teaching staff will show mastery of highly effective lesson alignment practices based on the Instructional Empowerment Rigor Walk Rubric.</p> <p>Evidence Used to Determine Progress: Questions 1-4 of the rigor walk Diagnostic, Classroom observations</p> <p>Person(s) Responsible: Campus Administration IE coaches MCL</p> <p>Non-Funded Resources Needed: PLC time Rigor Walk Schedules Rigor Walk Data Rigor Walk Rubric Staff Training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle 2, 100% of math instructional teams will continue to receive individualized lesson internalization support on Eureka and Carnegie resources from Region 18 using the Eureka Observation tool.</p> <p>Evidence Used to Determine Progress: Eureka Observation Tool</p> <p>Person(s) Responsible: Administration Team Region 18 Representatives</p> <p>Non-Funded Resources Needed: sign in sheets, planning calendars</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p> <p>Funding Sources: Region 18 RBIS Training/Eureka & Carnegie - 6300-Supplies and materials - \$35,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: By the end of cycle 2, the leadership team will provide 3 teachers per week effective observation feedback to teachers based on the data collected from the rigor walks.</p> <p>Evidence Used to Determine Progress: Feedback notes, rigor walk rubrics, action step form</p> <p>Person(s) Responsible: Administration, leadership team, IE consultants</p> <p>Non-Funded Resources Needed: Rubrics, training from consultants</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Bunche Elementary chose to improve the data-driven process because this is a high leverage practice that will increase teacher capacity in identifying and closing gaps quickly.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Bunche Elementary had identified a need to improve how teachers respond to data in order to improve student outcomes. The campus intends to build teacher capacity in the data-driven instructional process. We will train the whole staff starting with the campus leadership team in aligning student learning tasks to the rigor of the standard and then be able to use student work to identify gaps in instruction to be able to close the gaps quickly. The campus will adopt campus wide systems based off of Paul Bambrick's Leverage Leadership book to create measurable systems in which teachers are using data to drive tier 1 instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Tracking student progress is a key indicator of how our teaching strategies and team collaboration are working in our planning process. The campus will use multiple sources to communicate with teachers, students, administration, parents, and the community. These sources include: the campus website, newsletters, campus showcase events, Social media, and weekly newsletters to staff.

Desired Annual Outcome: By May 2023, 90% of the instructional staff will utilize data-driven processes daily to enhance Tier 1 instructional delivery as evidenced by data meeting protocols such as student data folders, student work analysis systems, collaborative team planning agendas, and minutes.

District Commitment Theory of Action: If the campus teachers use 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 learn the concept, and create plans to reteach, then teachers will be able to identify trending misconceptions and close gaps closely.

Desired 90-day Outcome: By the end of cycle 2, 90% of the instructional staff will be trained in effective data meeting processes and protocols to analyze student work, and utilize collaborative team planning to develop and practice lesson plans and reteach opportunities. This will be evidenced by team meeting agendas, minutes, and reteach plans based on student work.

District Actions: District leaders will provide continuous support and professional training to support campus leadership with implementing the Instructional Empowerment supports with fidelity in order to build strong collaborative teams.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle 2, 100% of the instructional staff will be trained on the DDI implementation rubric and the effective lesson alignment strategies that include daily task alignment to the rigor of the standard measured by daily exit tickets, student work analysis protocol, and reteach plan based on the identification of the gap found in student work. In response to this training, the campus leadership team will roll out 1 data meeting per 3 weeks focused on a priority standard and student work to develop a reteach lesson based on a gap analysis.</p> <p>Evidence Used to Determine Progress: calendar, reteaching dates and plans, PLC dates, agendas, minutes</p> <p>Person(s) Responsible: Administration Team PLC groups</p> <p>Non-Funded Resources Needed: calendar, Region 18 TIL DDI training.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: One Time - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: By the end of cycle 2, campus administration will create a revised master schedule to provide teachers an extended strategic planning time using a campus created lesson plan document with a daily focus.</p> <p>Evidence Used to Determine Progress: Calendar Lesson Plan Document PLC agendas and minutes Student work collections Reteaching Lessons</p> <p>Person(s) Responsible: Administration PLC teams</p> <p>Non-Funded Resources Needed: calendar PLC protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Daily - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle 2, the leadership team will determine and roll out teacher expectations for student data folders that include, what data students will track, student conference protocols and timelines for teacher/student conferences.</p> <p>Evidence Used to Determine Progress: Protocol PLC agenda and minutes Student work Data Analysis Charts</p> <p>Person(s) Responsible: Administration Team MCL Team</p> <p>Non-Funded Resources Needed: Protocol PLC agenda and minutes Student work Data Analysis Charts Leverage Leadership Ch 3 page 126</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for 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. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Effective classroom routines and instructional strategies will be improved through Tier I practices, ongoing professional development, and classroom culture and management.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with Instructional Empowerment will help us to ensure our TEKS, lesson targets, lesson tasks, and assessments align and at the appropriate level of rigor and teachers are using effective best practices in the classroom. Professional development, implementation support and feedback, and coaching are provided on a regular basis. This will build capacity of our instructional leaders to better support and coach our teachers on their planning and delivery of engaging, rigorous, and high-quality research based instructional practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our summer professional development. We will focus on effective classroom and instructional strategies at our weekly staff meetings, PLC meetings, and IE staff meetings. Community and families will be notified of our focus in our back to school events, family newsletters, and extra curricular events. Our students will be made aware of our focus on excellent teaching and learning through our vision statement of ALL Bears will grow through collaborative team practices producing: LEARNERS who use risk-taking and self-reflection behaviors THINKERS who are innovative and strategic problem solvers POSITIVE MEMBERS of the COMMUNITY who build relationships through empathy and kindness.

Desired Annual Outcome: By May of 2023, 90% of all teachers will implement weekly lesson plans that include learning targets, researched-based instructional strategies, and daily exit tickets that align with the rigor of the TEKS. Mastery as evidenced by rigor walks, observation and feedback from the leadership team.

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 materials alignment and use, data-driven instruction, and observation and feedback) then the campus will grow the leadership capacity to provide coaching and feedback and improve Tier one instructional delivery.

Desired 90-day Outcome: By the end of cycle 3, 90% of the instructional staff will show proficiency or above on the Rigor Walk Rubric by having including learning targets implementing research-based instructional strategies and exit tickets that align with the standards as evidenced by campus trend data and feedback data.

District Actions: District leaders will provide continuous support and professional training to support campus leadership with implementing the Instructional Empowerment supports with fidelity in order to build strong collaborative teams.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Bunche Elementary chose to improve the data-driven process because this is a high leverage practice that will increase teacher capacity in identifying and closing gaps quickly.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Bunche Elementary had identified a need to improve how teachers respond to data in order to improve student outcomes. The campus intends to build teacher capacity in the data-driven instructional process. We will train the whole staff starting with the campus leadership team in aligning student learning tasks to the rigor of the standard and then be able to use student work to identify gaps in instruction to be able to close the gaps quickly. The campus will adopt campus wide systems based off of Paul Bambrick's Leverage Leadership book to create measurable systems in which teachers are using data to drive tier 1 instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Tracking student progress is a key indicator of how our teaching strategies and team collaboration are working in our planning process. The campus will use multiple sources to communicate with teachers, students, administration, parents, and the community. These sources include: the campus website, newsletters, campus showcase events, Social media, and weekly newsletters to staff.

Desired Annual Outcome: By May 2023, 90% of the instructional staff will utilize data-driven processes daily to enhance Tier 1 instructional delivery as evidenced by data meeting protocols such as student data folders, student work analysis systems, collaborative team planning agendas, and minutes.

District Commitment Theory of Action: If the campus teachers use 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 learn the concept, and create plans to reteach, then teachers will be able to identify trending misconceptions and close gaps closely.

Desired 90-day Outcome: By the end of cycle 3, 85% of the instructional staff will be proficient in determining if guided discourse or modeling strategies are needed for difficult standards, executing 6 week plans that include a variety of supports for students, and the student work analysis process as evidenced by the Leveraged Leadership implementation rubric.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Instructional Empowerment Consultants		\$335,000.00
2	1	1	Instructional Empowerment Consultants		\$335,000.00
Sub-Total					\$670,000.00
Budgeted Budget Object Code Amount					\$335,000.00
+/- Difference					-\$335,000.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	Region 18 RBIS Training/Eureka & Carnegie		\$35,000.00
2	1	3	Region 18 RBIS Training/Eureka & Carnegie		\$35,000.00
Sub-Total					\$70,000.00
Budgeted Budget Object Code Amount					\$43,000.00
+/- Difference					-\$27,000.00
Grand Total Budgeted					\$378,000.00
Grand Total Spent					\$740,000.00
+/- Difference					-\$362,000.00

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	466	46	54	N/A	Interim Assessment	60	36	Interim Assessment	70		80	
			All	All	Reading	Meets	STAAR	466	17	23	N/A	Interim Assessment	30	16	Interim Assessment	45		54	
			All	All	Reading	Masters	STAAR	466	8	10	N/A	Interim Assessment	15	0	Interim Assessment	20		25	
			All	All	Mathematics	Approaches	STAAR	466	50	62	N/A	Interim Assessment	65	36	Interim Assessment	75		80	
			All	All	Mathematics	Meets	STAAR	466	22	30	N/A	Interim Assessment	35	13	Interim Assessment	45		54	
			All	All	Mathematics	Masters	STAAR	466	7	13	N/A	Interim Assessment	15	6	Interim Assessment	20		25	
			All	All	Science	Approaches	STAAR	112	31	44	N/A	Other	55	67	Released STAAR	65		80	
			All	All	Science	Meets	STAAR	112	6	24	N/A	Other	30	26	Released STAAR	40		54	
			All	All	Science	Masters	STAAR	112	1	8	N/A	Other	10	7	Released STAAR	12		25	
Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	ELA	N/A	ELA	N/A	15	21	99	Interim Assessment	25	14	Interim Assessment	30		35	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	20	27	99	Interim Assessment	30	13	Interim Assessment	35		40	

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	466	Did Not Meet	46	40	63	30		20	
					Approaches	54	60	36	70		80	
					Meets	23	30	16	45		54	
					Masters	10	15	0	20		25	
	Math	All	STAAR	466	Did Not Meet	38	35	63	25		20	
					Approaches	62	65	36	75		80	
					Meets	30	35	16	45		54	
					Masters	13	15	6	20		25	