

Ector County Independent School District
Sam Houston Elementary - TIP
2022-2023 Cycles/Essential Actions/Action Steps



Campus Number: 068901113

Board Approval Date: December 13, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Scott Muri
Susan Hendricks

Principal: Crystal Marquez
ESC Case Manager: Marcus Lopez
ESC Region: 18

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: No. 50% of the staff is new to the profession and are still learning to teach at a high rigor for Tier 1 instruction. Our school has had a high number of absenteeism for students who are not only missing class instruction, but also missing the targeted intervention.

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 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: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys.

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By the end of November, 100% of teachers are receiving coaching/feedback during PLCs on the implementation of student engagement strategies and the use of collaborative structures by CLT using the Sam Houston TTESS rubric.

District Actions: The District will support the campus by providing the administrators' calibration training on TTESS and the DCSI will complete calibration walks on campus with administrators.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Although 100% of the teachers are receiving feedback on the implementation of student engagement strategies, we have yet to achieve the 100% in coaching all teachers. Due to the training being scheduled in mid-October, we are still trying to implement what we have learned in the training.

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?
Time constraints due to other meetings, training, and unexpected situations on campus.	Action Step 1	This will prioritize instructional walkthroughs and observation/feedback meetings on all CLT schedules.
New MCL has limited coaching experience.	Action Step 3	The Principal will model effective coaching strategies.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will create observation/feedback schedules and will engage in calibration activities using the TTESS rubric. The DCSI will calibrate with administrators once per quarter.</p> <p>Evidence Used to Determine Progress: Observation feedback schedule for the Campus Leadership Team, calibration meeting notes, Sam Houston Calibration Plan for 2022-2023, Observation/feedback notes</p> <p>Person(s) Responsible: Campus Principal, MCLs and DCSI</p> <p>Non-Funded Resources Needed: Calendars, classroom schedules, TTESS rubric, School Mint</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The campus leadership team will continue to calibrate the walkthroughs with a focus on the rigor of the lesson and student engagement.</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Teachers will receive training in research-based teaching strategies that promote high student engagement and collaboration and begin implementation.</p> <p>Evidence Used to Determine Progress: Training agenda, PLC agendas, lesson plans, walkthroughs</p> <p>Person(s) Responsible: Campus Leadership Team and Teachers</p> <p>Non-Funded Resources Needed: Funding for Lead4ward training</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: One Time - Evidence Collection Date: November 18, 2022</p> <p>Funding Sources: Kagan Publisher - 6200-Professional and contracted services - \$5,000, Lead4ward - 6200-Professional and contracted services - \$4,500</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The teachers will implement new learning from Lead4ward, with the CLT providing support and coaching /feedback through walkthroughs.</p>

Step 3 Details	Reviews
<p>Action Step 3: The Principal will provide coaching to Multi-Classroom Leaders (MCLs) bi-weekly on the use of observation/feedback protocols.</p> <p>Evidence Used to Determine Progress: Meeting agendas and notes</p> <p>Person(s) Responsible: Principal and MCLs</p> <p>Non-Funded Resources Needed: Calendars, School Mint platform</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The next steps would be to continue meeting on a bi-weekly basis, the priority of these meetings needs to be set in the calendar around principal meetings and MCL training.</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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. • 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: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process.

The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

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 (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By the end of November 2022, 100% of the Campus Leadership Team will be trained in the campus DDI protocols which will include Get Better Faster scripts and Know/Show Charts and student data tracking process to target specific instructional gaps and reteach plans.

District Actions: The District will provide ongoing support in the PLC process and protocols. The DCSI will provide feedback on the PLC process.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus administration and MCLs were trained in both August and September. The follow-up training offered a deeper dive into know/show charts. In October the CLT trained teachers on how to utilize the Lead4ward tools in their PLC and data disaggregation sessions.

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?
New teachers and new MCL on campus. Differentiating for veteran teachers.	Action Step 3	The MCLs will model and coach team members to proficiency in the DDI process.

Step 1 Details	Reviews
<p>Action Step 1: MCLs will be trained in using the See It, Name It, Do It protocol and Know/Show charts for backward planning.</p> <p>Evidence Used to Determine Progress: PLC agendas and minutes</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Non-Funded Resources Needed: School Mint, DDI protocols, Know/Show charts, assessment calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 19, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The next steps are for teachers to identify the instructional gaps and plan reteaching strategies and instruction.</p>
Step 2 Details	Reviews
<p>Action Step 2: Classroom teachers will be trained in the implementation of student leadership binders and tracking tools.</p> <p>Evidence Used to Determine Progress: Online student leadership binders for grades 3 - 5, leadership binders for grades K-2, completed data tracking tools in binders</p> <p>Person(s) Responsible: Classroom teachers</p> <p>Non-Funded Resources Needed: Binders, online Google binders, tracking tools for MAP, Istation, Short Cycle assessments</p> <p>Goal setting handouts, previous years' data for MAP, STAAR, and Istation</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 6, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Student data tracking will continue through the student leadership portfolio. The campus action team will begin visiting classrooms to ensure this is implemented with fidelity.</p>
Step 3 Details	Reviews
<p>Action Step 3: Hire a part-time extra duty pay tutor to serve students identified in focus groups.</p> <p>Evidence Used to Determine Progress: Tutor recommendation to HR, tutor intervention schedule</p> <p>Person(s) Responsible: Principal</p> <p>Non-Funded Resources Needed: extra duty pay funds, MAP and Istation data to select student groups</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: May 26, 2023</p> <p>Funding Sources: Extra duty pay - 6100-Payroll - \$18,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The tutor works with 4 groups of students in ELA (2 fourth-grade groups and 2 first-grade groups). The next step would be to monitor and track the progress of the student groups.</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 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: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys.

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By the end of February 2023, 70% of Sam Houston teachers will provide students with learning experiences that include research-based teaching strategies for high engagement and critical thinking opportunities proficiently as measured by the TTESS rubric.

District Actions: The DCSI will continue to complete calibration walks with administrators.

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?
50% of Sam Houston staff are new teachers and may not be proficient by this time.		

Step 1 Details	Reviews
<p>Action Step 1: The CLT will continue to conduct walkthroughs with a focus on student engagement and the rigor of the lesson as evidenced using the Sam Houston Walkthrough Form.</p> <p>Evidence Used to Determine Progress: The trends identified through the walkthrough form</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Non-Funded Resources Needed: Sam Houston's Walkthrough form, Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership will provide coaching, feedback, and implementation support for classroom teachers.</p> <p>Evidence Used to Determine Progress: Quick feedback in School Mint.</p> <p>Person(s) Responsible: Campus leadership team</p> <p>Non-Funded Resources Needed: Time, School Mint</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The principal and assistant principal will attend at least one coaching session per month with the MCL and grade-level teacher. Feedback will be given to MCL to improve coaching strategies.</p> <p>Evidence Used to Determine Progress: Observation and feedback form</p> <p>Person(s) Responsible: Campus administration</p> <p>Non-Funded Resources Needed: Observation and feedback form, time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: 5 teachers and 2 administrators will be sent to Ron Clark Academy to learn other ways to develop student engagement during classroom instruction. The teachers and administrators will come back to campus to share what they have learned with the rest of the staff.</p> <p>Evidence Used to Determine Progress: presentation to the staff</p> <p>Person(s) Responsible: campus admin and 5 teachers attending</p> <p>Non-Funded Resources Needed: money for the trip</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 8, 2022 - Frequency: One Time - Evidence Collection Date: January 30, 2023</p> <p>Funding Sources: school visit to Ron Clark Academy - 6400-Other operating costs - \$13,000</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: Planning for Implementation

Key Practices: 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. • 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: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process. The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

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 (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By February 2023, 80% of classroom teachers will use DDI protocols in PLCs with fidelity in correlation with the campus assessment calendar, including their plan for reteaching.

District Actions: The District will provide ongoing support in the PLC process and protocols. The DCSI will provide feedback on the PLC process

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: During PLC, teachers will identify the instructional gap for all level students and identify the reteaching strategies needing to be used.</p> <p>Evidence Used to Determine Progress: Reteach plans, PLC minutes</p> <p>Person(s) Responsible: classroom teacher</p> <p>Non-Funded Resources Needed: Weekly Data Disaggregation log</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 5, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus action team will be visiting classrooms to provide support and ensure the student portfolios are implemented and maintained with fidelity.</p> <p>Evidence Used to Determine Progress: progress report from the action team</p> <p>Person(s) Responsible: campus administration and action team</p> <p>Non-Funded Resources Needed: Student portfolio and student exemplar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Using the campus DDI protocol and analyzing the student progress from the CBA, students will be identified to receive after-school tutoring starting in January.</p> <p>Evidence Used to Determine Progress: Tutoring student list, PLC min, CBA data</p> <p>Person(s) Responsible: teachers and CLT</p> <p>Non-Funded Resources Needed: money for tutoring</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: April 21, 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 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: Sam Houston is continuing to build solid instructional practices including routines and procedures across the campus to ensure that students are provided learning experiences at the appropriate level of engagement and rigor. Incorporating highly engaging instructional strategies that promote critical thinking and allow for varied student participation will increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus MCLs are trained monthly by the district Talent Development and Curriculum and Instruction Departments in coaching/feedback strategies. The MCLs are highly trained classroom teachers who have shown daily to use high-quality instructional strategies that produce high student outcomes. MCLs create a weekly schedule to visit classrooms to provide feedback or modeling to their team teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will share campus priorities of high engagement and rigor with all staff and provide opportunities for professional development in this area. PLCs will include reflective time on campus trends from walkthrough data in regard to the areas of engagement and rigor. Parents and the community will be informed of the highly effective instructional strategies being used in classrooms and have the opportunity to practice some of them at Family Engagement Nights. We will create buy-in by gathering feedback through our Panorama Surveys and Measurable Results Assessments surveys.

Desired Annual Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include Lead4Ward instructional strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations using the Sam Houston TTESS Rubric.

District Commitment Theory of Action: If the District provides policies and practices that support effective instruction in schools, then the campus leaders will be able to provide meaningful feedback to teachers through the use of coaching/feedback cycles.

Desired 90-day Outcome: By May 2023, 100% of Sam Houston teachers will provide students with learning experiences that include research-based teaching strategies for high engagement and critical thinking opportunities as measured by administrative walkthroughs and observations.

District Actions: The DCSI will continue to conduct calibration walks with campus administrators.

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?
Teachers will default to focusing on test-taking strategies as the state assessment nears.		

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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. • 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: The campus has worked in CLT and with classroom teachers on effective implementation of the DDI process and has strategically organized student groups for interventions, which increased our student growth in math and reading. We need to continue this work and support new staff in the process.

The campus is also in the 2nd year of implementation of Leader in Me and has a focus this year to engage students in their own leadership binders which include the tracking of Wildly Important Goals and action plans to attain the goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership members will facilitate PLCs that analyze current data and follow the data-driven instruction protocol to identify areas of need. The campus staff will receive ongoing support from a Leader In Me Coach in implementation practices.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Sam Houston staff will be trained in the effective implementation of goal setting and monitoring practices through Leader In Me, as well as receive ongoing training in data-driven instructional practices. Students will be shown how to implement and effectively use a leadership portfolio in which they will track their own learning goals and action steps. Parents and community members will be made aware of campus academic goals and the Leader In Me initiative through family engagement events, Open House Night, and parent-teacher conferences. We will create buy-in by gathering feedback from parents, students, and teachers through our annual Panorama survey and Measurable Results Survey.

Desired Annual Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

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 (data-driven instruction), then campus leaders will be able to consistently facilitate PLCs using the DDI process.

Desired 90-day Outcome: By May 2023, 100% of the campus teachers will use data-driven instructional protocols in correlation with the campus assessment calendar during PLCs and all students will individually track academic goal achievement.

District Actions: The District/DCSI will provide MCLs monthly training on the DDI process.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)