Comprehensive

Elementary Schools

A-M

Targeted Improvement Plan

2022-2023

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1: For the 2022-2023 school year, our campus will increase our Domain 1 component score from 37 in 2022 to 52 in 2023 by increasing the percent of Approaches to 80%, Meets to 55%, and Masters to 25%. This will support our campus in achieving an overall A rating for 2023.

Rationale: With a continued focus on observation and feedback aimed at developing campus leaders and teacher leaders, objective-driven daily lesson plans

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School Progress

What accountability goal has your campus set for this year?

Domain 2B: For the 2022-2023 school year, our goal is to reach a component score of 43 (scaled 80) specifically for our economically disadvantaged students in 2023.

Rationale: Our economically disadvantaged students' percentage is 97.4%. We will establish this as a minimal target for our students with the hopes of reaching higher with the proper systems in place.

Domain 2B: African American students will improve from 53% in Reading and 56% in Mathematics to 80% approaches, 55% meets, and 25% masters.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: For the 2022-2023 school year, our campus will increase our Domain 3 component score from 75 to 89 by increasing the number of student groups that met their targets from 21 student groups (out of 35) to at least 29 student groups (out of 35).

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

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
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: Fully Implemented
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial 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: Fully Implemented
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 ï 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 have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. Å Performance expectations are clear, written, and measurable and they match job responsibilities. Å Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. Å Campus instructional leaders meet weekly to focus on student progress and formative data. Å 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: Strong academic campuses must have strong campus leaders with clear roles and responsibilities who must continuously work on improving student achievement, while fostering a positive professional culture, and building strong instructional teams. Campus instructional leaders must have a clearer focus on student progress and formative data. In addition, leaders must have clear and transparent roles and responsibilities in facilitating student growth and achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? ACE will monitor and assist with PLC implementation and development of leaders with a sense of accountability to the work as well as protocols used for PLCs. Additionally, job-embedded professional development is offered to principals and staff in addressing the various needs of the campus. We will continue to partner with Region 10 service center and the case manager, Kimi Mills, who will provide initial ESF/TIP training, TIP feedback for each TIP submission, and support the campus through campus visits with instructional calibration rounds and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate to our students through our morning announcements and morning meetings. We will also visit classrooms and share information through classroom and grade level assemblies. We will share this with teachers and staff in weekly newsletters, staff meetings, and during our Professional development. We will communicate with our parents and community through our social media, newsletters, PTA, and SBDM meetings. We will gain their buy-in by involving them in the planning process with a strong rationale as well as getting their feedback. We will share our progress via meetings and newsletters as well.

Desired Annual Outcome: By May 2023, 100% of our campus instructional leaders will have implemented an improvement plan with few focused priorities, clear tim Ĉ

Step 3 Details	Reviews
Action Step 3: Leadership teams will conduct in depth needs assessment and root-cause analysis to determine current campus state around Essential Four, and identify priority component(s) for initial 90-day Transformation Initiative action plan. **Evidence Used to Determine Progress:** Campus Needs Assessment & Root-Cause Analysis **Person(s) Responsible:** Principal, APs, CICs, Teacher Leaders **Resources Needed:** none **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 1 - (Sept ï Nov)

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

Implementation Level: Partial 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. Å 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. Å 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: To ensure that teachers are providing high quality first instruction and implementing best practices that will support student achievement and close any learning gaps, campus leaders must provide professional development and develop an observation and feedback cycle to support teacher growth and development. By providing this clarity of expectations, using data to drive instruction as well as ongoing support through the coaching cycle, leaders will ensure proficient instruction with interventions are routine.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will receive support from the Instructional Leadership Coaches, Early Childhood Department and the Campus Instructional Coaches and ACE on best practices and data driven instruction. Teachers will participate extra professional development throughout the school-year. We will continue to partner with Region 10 service center and the case manager, Kimi Mills, who will provide initial ESF/TIP training, TIP feedback for each TIP submission, and support the campus through campus visits with instructional calibration rounds and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate to our students through our morning announcements and morning meetings. We will also visit classrooms and share information through classroom and grade-level assemblies.
We will share this with teachers and staff in weekly newsletters, staff meetings, and during our Professional development.
We will communicate with our parents/community through our social media, newsletters, PTA, and SBDM meetings
We will gain their buy-in by involving them in the planning process with a strong rationale and by getting their feedback. We will share progress via meetings and newsletters as well.

Desired Annual Outcome: By May 2023, we will have completed designing a comprehensive framework for professional development and an observation & feedback systems

Cycle 2 - (Dec ï Feb)

Cycle 2 - (Dec ï Feb)

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom

Cycle 3 - (Mar ï May)

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

Implementation Level: Partial Implementation

Key Practices:

Cycle 4 - (Jun ï 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	160	52	63	N/A	District Created Benchmark	50	63	District Created Benchmark	60		80	
		All	All	Reading	Meets	STAAR	160	28	39	N/A	District Created Benchmark	20	39	District Created Benchmark	30		50	
		All	All	Reading	Masters	STAAR												

Dallas Independent School District

266 Frederick Douglass Elementary School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 057905266

Board Approval Date: November 17, 2022

Superintendent: Dr. Stephanie Elizalde
DCSI/Grant Coordinator: Damien Stovall

Principal: Shawki Freelon
ESC Case Manager: Kimi Mills
ESC Region: 10

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: Damien Stovall

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: Damien Stovall

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: Shawki Freelon

Data Analysis

Student Achievement

School Progress

What accountability goal has your campus set for this year?

Domain 2B: For the 2022-2023 school year, our goal is to reach a component score of 43 (scaled 80) specifically for our economically disadvantaged students in 2023.
Rationale: Our economically disadvantaged students percentage is 98.3%. We will establish this as a minimal target for our students with the hopes of reaching higher with the proper systems in place.

Domain 2B: African American students will improve from 49% in Reading and 56% in Mathematics to 80% approaches, 55% meets, and 25% masters.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: For the 2022-2023 school year, our campus will increase our Domain 3 component score from 20 to a 80 by increasing the number of student groups that met their targets from 6 student groups (out of 35) to at least 27 student groups (out of 35).
Rationale: The data chart prioritizes the major student groups within Domain 3. Overall, a continued focus upon student groups in need along with our TELPAS progress will be closely monitored and addressed within our PLCs.

Domain 3: African American students will improve from 50% to 80%, and ELL will reach target goal in English Language Proficiency.

Essential Actions

Cycles 1-3

Essential Action 1.1:

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:

Cycles

Cycle 1 - (Sept ï 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 have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus

District Actions: ACE and UVA training on effective leadership teams and professional development on productive distributed leadership systems will support campus implementation and leadership growth and development.

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?
Leadership team's familiarity and understanding of the Essential Four components, as well as ways in which campus can implement a comprehensive needs assessment to determine performance levels under each component, in order to determine which one to prioritize for the Transformation Initiative.	Action Step 3	It addresses the need for the Leadership Team to reorganize instructional structures to better align with the Essential Four components in order to determine which component should be prioritized for the Transformation Initiative.

Step 1 Details	Reviews

Cycle 1 - (Sept ï Nov)

2. 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 instructionral expch ‘ k ʏ tfor studen stfe s ! ther ct ʀ m ẇ l’ ᵐ ɤ ʊ
ᵐ ɤ ʊ ɹ ʞ ʊ ɹ ʊ ɹ ȳ ! M T ȳ ! ᵀ ᵐ ᴰ ᵠ ɣ m : ɹ ᴬ als cc̃ tio ! that test ʁ ɣ ʔʊ l’ ᵀ M

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?
Leadership team's familiarity and understanding of how to implement the GBF Waterfall, and how to provide bite-sized feedback for tiered teacher support.	Action Step 1	It addresses the need for the Leadership Team to better understand how to provide positive feedback that will aid teachers in improving their instructional strategies for student success.

Step 1 Details	Reviews
Action Step 1: Administrators will develop a professional development cycle aligned to key instructional practices expected for teachers to gradually implement with clear look-fors to support teacher clarity. **Evidence Used to Determine Progress:** Content, Management and Rigor Look Fors **Person(s) Responsible:** Principal, APs, CICs **Resources Needed:** none **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Administrators will develop a coaching system with clear protocols for developing, implementing, and monitoring teacher interventions to support content delivery and effective instruction. **Evidence Used to Determine Progress:** Observation & Feedback Protocol, Coaching System, PD Agenda, Look-Fors **Person(s) Responsible:** Principal, APs, CICs **Resources Needed:** none **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 2 - (Dec ï 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 have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student

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Cycle 2 - (Dec ï Feb)

2. 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

Cycle 3 - (Mar ï May)

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

1. Essential Action 1.1:

Did you achieve your annual outcome?:

Cycle 3 - (Mar ï May)

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

Implementation Level: Planning for Implementation

Key Practices:

Cycle 4 - (Jun ï Aug)

Dallas Independent School District

284 Highland Meadows Elementary School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 057905284

Board Approval Date: November 17, 2022

Superintendent: Dr. Stephanie Elizalde
DCSI/Grant Coordinator: Lourdes Garduno

Principal: Joanna Bahena
ESC Case Manager: Helena Lopez
ESC Region: 10

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: Lourdes Garduno

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: Lourdes Garduno

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. ꟻ¸

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our accountability goal for 2023 is a B.

Our domain 1 goal is 70% approaches, 40% Meets, and 18% Masters which will give us a composite score of 72 and a letter grade of a C. This goal is an increase from 45%

School Progress

What accountability goal has your campus set for this year?

We are focusing on 2B Relative Perfomance. In 2019, the last year that we received a rating from the state before the pandemic we earned a B in relative performance. If we meet our domain 1 goal with our 90+% ECO DIS Population our Domain 2 score will be a B again.

If we focus on overall achievement, and increase of Domain 1 score to a 39 our relative Performance (2B) will also improve (assuming our % Eco Dis remains the same). We want to try to make up for the gap in our learning loss during this past year. We believe our focus on data-driven instruction will allow us to consistently look at data and drive toward this goal.

Closing the Gaps

What accountability goal has your campus set for this year?

This year we will focus on the academic achievement indicator for the EB/EL student group. Our goal is to increase from 19% Math at Meets to 45%. We will also focus on the Growth Status indicator for the Hispanic student group. The goal here is to increase Math growth from 56% to 70%. These goals will greatly impact the number of math targets we meet, because our population is 66% hispanic and majority of our hispanic students also count in ECO DIS, EB/EL and other student groups.

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?

This year we will focus on the acadmic achievment indicator for the EB/EL student group. Our goal is to increase from 19% Math at Meets to 45%.

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

We will also focus on the Growth Status indicator for the Hispanic student group. The goal here is to increase Math growth from 56% to 70%. These goals will greatly impact the number of math targets we meet, because our population is 66% hispanic and majority of our hispanic students also count in ECO DIS, EB/EL and other student groups.

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: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
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.

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

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: 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.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept ï Nov)

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: Not Yet Started

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.

Rationale: Our focus is to provide high-quality instruction through a personalized learning approach. Our data indicates that 45% of our students after a year of instruction did not grow. This tells us that there is a need to support our teachers with effective instruction. The impact of implementing essential action 5.1 will be that our teachers will increase in their capacity with engaging all students in more content-rich and meaningful tasks and targeting the more diverse needs of all of our learners.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Assistant principals and CICs will train teachers to effectively deliver good first instruction through role play during

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 follow-through for any action is always important. It can be challenging to monitor the implementation after trainings.	Action Step 2	After training the teachers, the leadership team will conduct learning walks utilizing the aligned rubric to check for fidelity of implementation.

Step 1 Details	Reviews
Action Step 1: Campus leadership team will conduct a series of professional development for teachers on the practice of using effective instructional strategies including: How to create effective success criteria, and How to model the exemplar (The I Do). **Evidence Used to Determine Progress:** We will determine the effectiveness of the professional development by monitoring the implementation of the use of Success Criteria and the "I Do" portions of the teacher lesson cycles through spot observations. We will track evidence of implementation with the campus spot observation tracker. **Person(s) Responsible:** Principal, assistant principal and instructional coaches **Resources Needed:** Anchor charts, markers, sticky notes, technology **Addresses an Identified Challenge:** No **Start Date:** October 7, 2022 - **Frequency:** Daily - **Evidence Collection Date:** October 21, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: We will partner with the personalized learning department to train teachers in personalized learning instructional strategies such as blended learning, building student agency and producing authentic learning opportunities for students. **Evidence Used to Determine Progress:** After PD is provided to teachers we will conduct learning walks with the personalized learning department to determine where our campus is using the PL Rubric (Not PL ready, PL Ready, Consistent Practice or Personalized). **Person(s) Responsible:** PL M **em ᵛ l ȳ Ɩ Mˈk ʊ l Ɩ M ǯ ȳ ˈp ɔ ᵐ ȳ Ɩ ɤ**	ˢ ˢ ˢ **Ndudue:**

Step 3 Details	Reviews
Action Step 3: We will provide training to teachers on the MTSS and SST process so that teachers are able to identify students in need of intense interventions and begin providing those interventions to students who need them. We will also conduct regular SST meetings to collaborate on student support and solutions. **Evidence Used to Determine Progress:** We will use the MTSS system to monitor the number of interventions that are being conducted for students across the campus. **Person(s) Responsible:** MTSS/SST Chair-Assistant Principal Ms. Clark, Counselor Wilkerson and Principal **Resources Needed:** None **Addresses an Identified Challenge:** **Start Date:** September 28, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 14, 2022	

Cycle 1 - (Sept ï 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

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 challenge would be teachers knowing what instructional adjustments to make or making adjustments that don't yield anticipated results.	Action Step 2	The leadership team will be collaborating and having critical conversations with teachers during PLCs after each assessment and will be monitoring the progress of specific students. The team will use that data to collectively make the most appropriate decision.

Step 1 Details	Reviews

Action Step 1: Instructional Leaders will meet every 3 weeks (for math and after each unit assessment for reading/Amplify) to analyze disaggregated data, and make data informed decisions.

Evidence Used to Determine Progress: We will use our campus data tracker to track and monitor progress of students.

Person(s) Responsible: Principal, Assistant Principals and Instructional Coaches

Resources Needed: None

Addresses an Identified Challenge:

Start Date:

Eva

Cycle 2 - (Dec ï Feb)

Cycle 2 - (Dec ï 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: When data drives instruction it drives results. We want to create a data rich environment where we can make data informed decisions to support student mastery. Right now our data is telling us that majority of our students are not meeting grade level standards as measure by the STAAR test. By monitoring individual student progress closely after every assessment and having in depth conversations about where our students are and what adjustments need to be made to get them where they need to be, we will be able to make data-informed decisions that support student success. Teachers have been engaging in data meetings after every assessment, but have not been tracking individual student progress until now. We believe that this action will help teachers have a deeper understanding of their student data and allow them to engage in richer more in depth conversations about how to support each student individually.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Assistant principals and Instructional coaches will facilitate regular data meetings after every assessment every 3 weeks. Teachers and the leadership team will monitor student progress, through our campus data trackers after every assessment. Assistant principals and instructional coaches will train teachers and work with them to create effective action plans that address individual student deficiencies in the data.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate this priority to parents through our weekly newsletters, and students through daily morning announcements. We will communicate to teachers and staff in small groups during weekly PLCs and Campus wide during PD, staff meetings and Staff weekly newsletters. We will explain to all stakeholders how this priority is very aligned to part of our campus mission and vision of "ensuring student success". We will empower students to have agency in the classroom by tracking their own data and have goal setting conferences with them about what action steps they can take to improve their results.

Desired Annual Outcome:

Cycle 3 - (Mar ï May)

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

1. Essential Action 5.1:

Cycle 4 - (Jun ï Aug)

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

Implementation Level: Not Yet Started

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.

Rationale: We have a large number of new teachers this year and we want to ensure that they are supported in order to effectively implement high quality instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity first in the campus leaders through calibration walks for supporting teachers through observation and feedback and we will train them for PD of high leverage action items.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Through small group PLCs with each grade level/content team, in the staff newsletter, via email and announcements during staff meetings.

Desired Annual Outcome: By May of 2022, 100% of teachers will use a corrective instruction action planning process during PLCs to 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.

District Commitment Theory of Action: There is no excuse for poor quality instruction.

Desired 90-day Outcome:

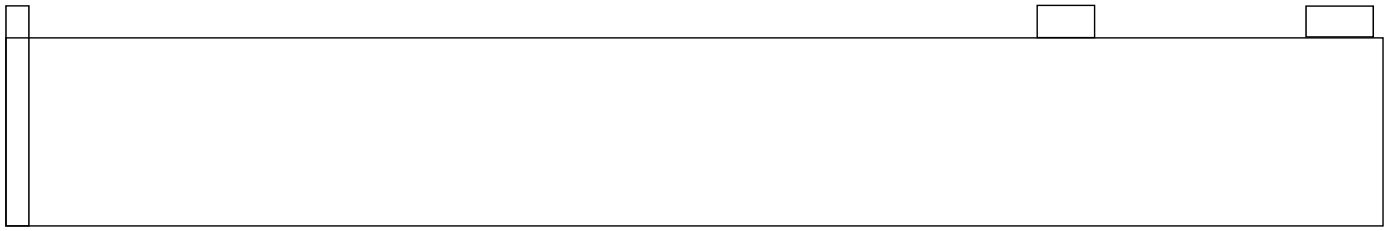
District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

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	273	51	50	N/A	District Created Benchmark	55		District Created Benchmark	60		70	
		All																



Dallas Independent School District

158 Lida Hooe Elementary School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 057905158

Board Approval Date: November 17, 2022

Superintendent: Dr. Stephanie Elizalde
DCSI/Grant Coordinator: Beverly Lusk

Principal: Fernando Rodriguez
ESC Case Manager: Helena Lopez
ESC Region: 10

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: Beverly Lusk

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: Beverly Lusk

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: Fernando Rodriguez

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our Domain 1 Goal for 22-23 is to achieve a raw score of 45 for 3rd through 5th grades and all subjects. The overall domain 1 score is broken down by subject goals below:

School Progress

What accountability goal has your campus set for this year?

We will focus on Domain 2A, which is student growth. Many of our students missed the targets for growth and therefore, did not receive growth points. This provides a tremendous opportunity. We will focus on increasing student growth and overall student achievement to a component score of 45. Our focus on high-quality instructional materials and assessments and data-driven instruction will support in this area of growth.

Closing the Gaps

What accountability goal has your campus set for this year?

In Domain 3, we selected the following two goals:

- Student Achievement in Math
  - We will focus on the Hispanic Group. By focusing on the Hispanic group, we will also directly impact all other groups since the Hispanic group is the largest on campus. (Nearly at 100%)
- Student Growth in Reading
  - We will focus on the Hispanic Group for Reading growth as well. Reading was the most impacted last year and it will also receive the most intervention.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Partial Implementation
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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Planning for Implementation
Key Practices: Teachers use a collective inquiry cycle for planning, individually and in PLCs to

Essential Action 5.1:
mentation Level:

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 ï Nov)

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

1. 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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Our classroom walks and observations led to observing a trend that teachers pull from different resources when creating lesson plans and there is not enough time spent internalizing lesson plans as in creating lesson plans. Teachers also are not familiar with district-created resources and the effective implementation of those resources. By focusing on essential action 4.1, our teachers will become better equipped at internalizing lesson plans and creating lesson plans with a better alignment between lesson objectives and standards and the expected level of rigor. Our campus leadership team will be providing feedback to teachers on the lesson plan alignment.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? The campus leadership team will observe Instructional Lead Coaches during PLCs. Instructional Lead Coaches will lead PLCs to provide feedback and alignment of rigor between exit tickets, formative and interim assessments to the TEKS mastery. Leading PLCs will be gradually released to the campus instructional team.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will communicate campus goals at staff meetings that occur during Cycle 1. This priority will be verbally communicated to families and the community via the school newsletter. We will gain and maintain stakeholder buy-in by ensuring to communicate the campus vision and goals with these essential actions and solicit feedback as necessary

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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 for PLCs	Action Step 1	This action step will calendar out dates/times for PLCs to occur through end of cycle 1
time for observations	Action Step 2	This action step will calendar out dates/times for informal observations to occur with campus instructional leadership members
Organization and consistency with PLCs	Action Step 3	Agendas for PLCs will be created ahead of time and shared with PLC members

Step 1 Details	Reviews
Action Step 1: Calendar in all KN - 5th Planning PLCs through end of Semester 1 **Evidence Used to Determine Progress:** Calendar with dates/times of all KN-5th Planning PLCs through end of December 2022 **Person(s) Responsible:** Principal, CIC, AP **Resources Needed:** Google Documents, Time, **Addresses an Identified Challenge:** Yes **Start Date:** September 6, 2022 - **Frequency:** One Time - **Evidence Collection Date:** September 30, 2022 **Funding Sources:** supplies - 6300-Supplies and materials	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Build A-team clarity and cohesiveness. Begin effective use of look fors document/ TEI Waterfall document during calibrated observation walks and track teacher feedback and support using the campus observation and support tracker. Update the A-team roles and responsibilities chart. **Evidence Used to Determine Progress:** Updated A-team roles and responsibilities chart A-team binder with look fors documentation Campus observation and support tracker **Person(s) Responsible:** CIC, Principal **Resources Needed:** time, google documents, **Addresses an Identified Challenge:** Yes **Start Date:** September 6, 2022 - **Frequency:** One Time - **Evidence Collection Date:** September 30, 2022 **Funding Sources:** materials / supplies - 6300-Supplies and materials	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: All members (teachers and A-team) bring binders with materials/resources to PLC planning meetings **Evidence Used to Determine Progress:** A-team binders, teacher binders **Person(s) Responsible:** CIC **Resources Needed:** binders, dividers, copies of CA1, CA1 blueprint, ACP, ACP blueprint **Addresses an Identified Challenge:** Yes **Start Date:** September 26, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 31, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 1 Details	Reviews
Action Step 1: Develop instructional leader clarity of roles and responsibilities **Evidence Used to Determine Progress:** campus leader organizational chart with roles and responsibilities **Person(s) Responsible:** Principal **Resources Needed:** Google documents, slides **Addresses an Identified Challenge:** Yes **Start Date:** October 3, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022 **Funding Sources:** supplies and materials - 6300-Supplies and materials	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Data meetings will be placed on master calendar for the entire year. **Evidence Used to Determine Progress:** PLC Calendar document **Person(s) Responsible:** Principal **Resources Needed:** Google Slides **Addresses an Identified Challenge:** Yes **Start Date:** October 3, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022 **Funding Sources:** - 6300-Supplies and materials	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Weekly Instructional Leaders PLC to address the what, how and why of data driven instruction **Evidence Used to Determine Progress:** Instructional leaders plc agendas, plc calendar **Person(s) Responsible:** principal, assistant principal, campus instructional coach **Resources Needed:** time, google slides	

Step 1 Details	Reviews
Action Step 1: Review calendar for PLCs / adjustments as needed to ensure time is protected for PLCs **Evidence Used to Determine Progress:** PLC Calendar **Person(s) Responsible:** Principal, Assistant Principal, instructional coach **Resources Needed:** google slides **Addresses an Identified Challenge:** Yes **Start Date:** November 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 2 - (Dec ï 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.

Rationale: Our teachers do not have a clear path/expectation set on analyzing assessment data to identify reteach needed.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? CIC and myself are being trained to lead PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will communicate campus goals at staff meetings that occur during Cycle 1. This priority will be verbally communicated to families and the community via the school newsletter. We will gain and maintain stakeholder buy-in by ensuring to communicate the campus vision and goals with these essential actions and solicit feedback as necessary

Desired Annual Outcome: By May of 2023, Teachers will use data meetings to analyze weekly, formative and interim assessments, identify trends in misconceptions and create plans for instructional adjustments. At least 90% of teachers will show proficient implementation of the corrective instruction action plans. This will be evidenced by Data Meeting Agendas, teacher exemplars, student samples, teacher corrective instruction action plans and the teacher observation and feedback tracker.

District Commitment Theory of Action: Intervention - What will we do when students don't learn the concept taught?

Desired 90-day Outcome: By the end of cycle 2, Teachers will use data meetings to analyze weekly, formative and interim assessments, identify trends in misconceptions and create plans for instructional adjustments. At least 75% of teachers will show proficient implementation of the corrective instruction action plans. This will be evidenced by Data Meeting Agendas, teacher exemplars, student exit DOLs, teacher corrective instruction action plans and the teacher observation and feedback tracker.

District Actions: Provide feedback and support to campus instructional leaders

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar ï May)

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

1. 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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: V D] ėns O wxºnize p¸ ¸ ¸

Cycle 3 - (Mar ï 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.

Rationale: Our teachers do not have a clear path/expectation set on analyzing assessment data to identify reteach needed.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? CIC and myself are being trained to lead PLCs

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will communicate campus goals at staff meetings that occur during Cycle 1. This priority will be verbally communicated to families and the community via the school newsletter. We will gain and maintain stakeholder buy-in by ensuring to communicate the campus vision and goals with these essential actions and solicit feedback as necessary

Desired Annual Outcome: By May of 2023, Teachers will use data meetings to analyze weekly, formative and interim assessments, identify trends in misconceptions and create plans for instructional adjustments. At least 90% of teachers will show proficient implementation of the corrective instruction action plans. This will be evidenced by Data Meeting Agendas, teacher exemplars, student samples, teacher corrective instruction action plans and the teacher observation and feedback tracker.

District Commitment Theory of Action: Intervention - What will we do when students don't learn the concept taught?

Desired 90-day Outcome: By the end of cycle 3, Teachers will use data meetings to analyze weekly, formative and interim assessments, identify trends in misconceptions and create plans for instructional adjustments. At least 90% of teachers will show proficient implementation of the corrective instruction action plans. This will be evidenced by Data Meeting Agendas, teacher exemplars, student exit DOLs, teacher corrective instruction action plans and the teacher observation and feedback tracker.

District Actions: Provide feedback and support to campus instructional leaders

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$23,000.00
				+/- Difference	$23,000.00
6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	supplies		$0.00
1	1	2	materials / supplies		$0.00
1	2	1	supplies and materials		$0.00
1	2	2			$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$20,000.00
				+/- Difference	$20,000.00
				Grand Total Budgeted	$43,000.00
				Grand Total Spent	$0.00
				+/- Difference	$43,000.00

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	135	74	46	N/A	District Created Benchmark	60		District Created Benchmark	65		75	
		All	All	Reading	Meets	STAAR	135	47	22	N/A	District Created Benchmark	25		District Created Benchmark	30		35	
		All	All	Reading	Masters	STAAR	135	26	8	N/A	District Created Benchmark	7		District Created Benchmark	10		15	
		All	All	Mathematics	Approaches	STAAR	135	71	53	N/A	District Created							

Dallas Independent School District

159 L.L. Hotchkiss Elementary School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 057905159

Board Approval Date: November 17, 2022

Superintendent: Stephanie Elizalde
DCSI/Grant Coordinator: Damian Stovall

Principal: Rita R Castillo
ESC Case Manager: Kimi Mills
ESC Region: 10

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will providc ˜ ov ᴗ p ᵐ ᴀ ᴰ

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Data Analysis

School Progress

What accountability goal has your campus set for this year?

Domain 2B: Economically Disadvantaged students will improve from 64% in Mathematics to 85% approaches, 50% meets, and 25% masters. Domain 2B: Economically Disadvantaged students will improve from 58% in Reading to 70% approaches, 45% meets, and 25% masters.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: For the 2022-2023 school year, our campus will increase our Domain 3 component score from 26 (scaled 61) to a 83 by increasing the number of student groups that met their targets from 8 student groups (out of 38) to at least 30 student groups (out of 38).
Rationale: The data chart prioritizes the major student groups within Domain 3. Overall, a continued focus upon student groups in need along with our TELPAS progress will be closely monitored and addressed within our PLCs

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 have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

Essential Action 2.1:

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 ï Nov)

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?
Leadership team's familiarity and understanding of the Essential Four components, as well as ways in which campus can implement a comprehensive needs assessment to determine performance levels under each component, in order to determine which one to prioritize for the Transformation Initiative. Administ¾		

Cycle 1 - (Sept ï Nov)

2. Essential Action 5.1: (I I H F W L Y H F O D V V U R R P U R X W L Q H V D Q G L Q V W U X F W L R Q D O V W U D W H J L H V

Implementation Level: Partial 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:

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Step 1 Details	Reviews
Action Step 1: Administrators and lead teachers will develop a professional development cycle aligned to key instructional practices expected for teachers to gradually implement with clear look-fors to support teacher clarity. **Evidence Used to Determine Progress:** Professional development calendars, Content, Management and Rigor Look Fors **Person(s) Responsible:** Principal, APs, CICs **Resources Needed:** document cameras, IPADs, colored pens, mobile desks **Addresses an Identified Challenge:** **Start Date:** September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Administray O $` S H *3](rF 0 0 € à 0ÝÅ0 € cå p a%X¥Y $ R R F 5$ Q 5` Ð T a T °	° A†

Cycle 2 - (Dec ï Feb)

Cycle 2 - (Dec ï Feb)

2. Essential Action 5.1: (I I H F W L Y H F O D V V U R R P U R X W L Q H V D Q G L Q V W U X F W L R Q D O V W U D W H J L H V

Implementation Level: Partial 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:

Cycle 3 - (Mar ï May)

Cycle 3 - (Mar ï May)

2. Essential Action 5.1: (I I H F W L Y H F O D V V U R R P U R X W L Q H V D Q G L Q V W U X F W L R Q D O V W U D W H J L H V

Implementation Level: Partial 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: To ensure that teachers are providing high quality first instruction and implementing best practices that will support student achievement and close any learning gaps, campus leaders will provide professional development and utilize an observation and feedback cycle to support teacher growth and development. By providing this clarity of expectations, using data to drive instruction as well as ongoing support through the coaching cycle, leaders will ensure proficient instruction with interventions are routine.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will receive support from the Instructional Lead Coaches, Early Childhood Department, Campus Instructional Coaches, and ACE on best practices and data driven instruction. Teachers will participate in extra professional development sessions throughout the school year. We will partner with the University of Virginia, through their Partnership for Leaders in Education program to continue strengthening the leadership capabilities of our current cohort of instructional leaders. We will also continue to partner with Region 10 service center and the case manager, Kimi Mills, who will provide initial ESF/TIP training, TIP feedback for each TIP submission, and support the campus through campus visits with instructional calibration rounds and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate to our students through our morning announcements and morning meetings. We will also visit classrooms and share information through classroom and grade level assemblies. We will share this with teachers and staff in weekly newsletters, staff meetings, and during our professional development. We will communicate with our parents and community through our social media, newsletters, PTA, and SBDM meetings. We will gain their buy-in by involving them in the planning process with a strong rationale as well as getting their feedback. We will share our progress via meetings and newsletters as well.

Desired Annual Outcome: By May 2023, we will have completed designing a comprehensive framework for professional development and an observation & feedback systems based on current campus needs that support increasing teacher proficiency in implementation of best instructional practices and classroom routines. This will lead 95% of teachers to improve their delivery of instruction based upon the district teacher evaluation system and others will be supported through tiered intentional plans as necessary.

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 & feedback), then our teachers will implement effective teaching strategies and utilize data to make informed decisions about student learning that will increase student achievement.

Desired 90-day Outcome: By the end of cycle 3, the leadership team will coach 100% of teachers in understanding and leveraging the components of both rigor and

Cycle 4 - (Jun ï Aug)

Student Data

Addendums

Coaching Expectations and Roles

	Principals Role	Assistant Principals Role	CIC and Teacher Leaders Role

2022-2023

Rita Castillo-Vela, Principal

Rosa Moize, Asst. Principal

Santiago Hernandez, Asst. Principal

CMS Mid Year Review	November 7-11	Spot 4	February	Principal to AP/CIC Feedback	as needed within 1 days of observation

Dallas Independent School District

107 Jose Joe May Elementary School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 057905107

Board Approval Date: November 17, 2022

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

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1 Goals:

Approaches = 90

Meets = 48

Masters = 20

Component Score of =53

Scaled Score of =80/ Letter Grade B

From the 731 tests that will be taken this year, we need 656 in passing score (Approaching, Meets and Masters) level to achieve 77% which is a 50% increase from last year. At the meets level we will increase 165 tests from previous year ant the Mastery we will increase from 74 to 150 tests. Our focus on high-quality instructional materials and assessments and data-driven instruction will support in this area of growth. In addition, our campus leadership team will be conducting weekly observations and providing feedback to teachers. These efforts will aide in increasing our overall achievement.

Domain II:

2023 Summative Goal

DNM	APP	MEETS	MASTERS
75	302	204	150

Domain III:

Domain 3 ï Closing the Gap

Indicator	Total Met	Total Evaluated	Domain 3 Letter Grade
AA	1	14	
GS	2	13	F
ELP	0	1	
SSS	0	8	

Focus Group #1: Hispanic: Reading Academic Achievement

Indicator	Student group	2022 Results	2023 Goal
Reading AC	Hispanic	30%	45%

Focus Group #2: EL Math Growth

Indicator	Student group	2022 Results	2023 Goal
Math Growth	EL	55%	70%

School Progress

What accountability goal has your campus set for this year?

Our goal for ELAR is 45% (Hispanics) Academic Achievement

Our goal for Math is 70% (EL) Growth

We will focus on Domain 2A, which is student growth. Many of our students missed the targets for growth and therefore, did not receive growth points. We will focus on increasing

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3 ï Closing the Gap

Indicator	Total Met	Total Evaluated	Domain 3 Letter Grade
AA	1	14	
GS	2	13	F
ELP	0	1	
SSS	0	8	

Domain 3 ï Closing the Gap

Focus Group #1: Hispanic: Reading Academic Achievement

Indicator	Student group	2022 Results	2023 Goal
Reading AC	Hispanic	30%	45%

Focus Group #2: EL Math Growth

Indicator	Student group	2022 Results	2023 Goal
Math Growth	EL	55%	70%

Approaches: Increase from 54% to 90%.

From the 731 tests that will be taken in 2023, we need 658 at or above approaches level to achieve 90%, which is a 73% increase from 2022.

Meets: Increase from 27% to 48%

From the 731 tests that will be taken in 2023, we need 351 at or above meets level to achieve 48%, which is an 86% increase from 2022.

Masters: Increase from 10% to 20%

Rationale: From the 731 tests that will be taken in 2023, we need 147 at masters level to achieve 20%, which is a 99% increase from 2022.`

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?

Focus Group 1: Hispanic: Reading Aademic Achievement 2022: 30% 2023: 45%
Focus Groups 2: EL: Math: 2022: 55% 2023: 70%

We will focus on the subject areas of reading and Math. Based on our 2022 STAAR Data our perfomance level for Reading was at 30% achievement and our targeted goal for 2023 will be at 45%, which is higher than the allotted metric. Based on our 2022 STAAR Data our perfomance level for Math was at 55% achievement and our targeted goal for 2023 will be at 70%, which is higher than the allotted metric.

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

These two focus groups encompass a big part of our campus popuolation. If we target these student groups we will be able to make evident ant targeted goals in the areas of Math EL acquisiton and Academic Achievement in Reading.

Out Intended outcome:

Approaches: Increase from 54% to 90%. From the 731 tests that will be taken in 2023, we need 658 at or above approaches level to achieve 90%, which is a 73% increase from 2022.

Meets: Increase from 27% to 48%. From the 731 tests that will be taken in 2023, we need 351 at or above meets level to achieve 48%, which is an 86% increase from 2022.

Masters: Increase from 10% to 20%. From the 731 tests that will be taken in 2023, we need 147 at masters level to achieve 20%, which is a 99% increase from 2022.

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 have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. Â Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. Â 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: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
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: Fully Implemented
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial 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.

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 ï 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 have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and

Step 3 Details	Reviews
Action Step 3: Campus principal will train leadership team in the Specialized Leadership Development PD that will be led by central district administration with a focus on observing, modeling, and giving instructional feedback. **Evidence Used to Determine Progress:** Leadership meeting agenda, leadership coaching calendar for walking, talking, modeling, and giving feedback, informal and formal observations of leadership team **Person(s) Responsible:** principal, assistant principals, and leadership team **Resources Needed:** Specialized Leadership Development training given by district leadership **Addresses an Identified Challenge:** No **Start Date:** September 26, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** December 20, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 1 - (Sept ï Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial 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.

Rationale: 2021-2022 STAAR data indicated gaps in learning in both reading and math. In addition, we have a large number of new teachers who will need development on data-driven practices to align instruction to meet the rigor of the TEKS. We want to focus on essential action 5.3 so that instruction is more targeted for individual student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Dallas ISD will support our campus and the leadership team by providing professional development that will target data and accountability. Principals will participate in central-led professional development (Specialized Leadership Development) that will occur 3 times a semester.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication will be on a weekly basis to determine campus leadership needs based on feedback and observations. We will communicate our leadership goals and plan for supporting teachers via staff meetings, PLCs, and grade-level team planning.

Desired Annual Outcome: By the end of May 2023, 100% of all teachers will be at least proficient in using 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. This will be evidenced by PLC agendas, data trackers (student and teacher trackers) and informal and formal observations and feedback from campus instructional leaders.

District Commitment Theory of Action: If the district supports the campus with effective data-driven instruction and the use of corrective instruction action planning process, then teachers will build in their capacity to disaggregate data, identify gaps, and develop targeted instructional adjustments, leading to increased student achievement.

Desired 90-day Outcome: By the end of Cycle 1, 50% of all teachers will be at least proficient in using a corrective instruction action planning process, individually and in

If all the ditrict supports the campus with effective data-driven instruction ent in using a corrective instruction action plnt ach` veme

Step 1 Details	Reviews
Action Step 1: The A-team (leadership team) will plan PLCs and coach teachers in identifying the high leverage TEKS to unpack for the upcoming instructional week. **Evidence Used to Determine Progress:** Teachers will be able to internalize and create exemplars, differentiate instruction, identify the gaps, plan to reteach, and be able to implement the instructional plan **Person(s) Responsible:** A-team, classroom teachers **Resources Needed:** standards, PLC agendas, year-at-a-glance documents **Addresses an Identified Challenge:** Yes **Start Date:** September 7, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 20, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: The A-team will coach teachers in PLCs to disaggregate assessment data and identify gaps and level of student mastery of previously taught standards and create a plan for reteach. **Evidence Used to Determine Progress:** Student trackers to determine gaps and areas of growth, quality of teacher reteach plans, and interventions strategies **Person(s) Responsible:** A-team, classroom teachers, campus administration **Resources Needed:** assessment data, PLC agendas, TEKS **Addresses an Identified Challenge:** No **Start Date:** September 7, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 20, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: The A-team will provide training to all instructional staff on the A-F accountability system in order to build a better understanding of student achievement and projected ratings. **Evidence Used to Determine Progress:** Training agenda and teacher and staff survey to determine understanding, informal discussions in PLCs ᵐ Æ א l נ ה ᵐ א נ ᵐ - א	א p˛ raini ő

Cycle 2 - (Dec ï 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 have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • 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: Campus has substantial amount of systems and protocols and will continue to build on those systems analyzing, embedding and simplifying key roles and expectations to determine best campus practices needed to move our academic achievement at a faster rate. Focusing on Essential Action 1.1 will support in the improvement of planning and instruction through timely observation and feedback, coaching, collaboration, and professional development.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Dallas ISD will support our campus and the leadership team by providing professional development that will target strong leadership planning and that leadership systems are focused on the vision and mission of the school. Principals will participate in central-led professional development (Specialized Leadership Development) that will occur 3 times a semester.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication will be on a weekly basis to determine campus leadership needs based on feedback and observations. We will communicate our leadership goals and plan for supporting teachers via staff meetings, PLCs, and grade-level team planning.

Desired Annual Outcome: By May 2023, 100% of all campus leadership team (principal, assistant principals, campus instructional coaches, and grade level team members) will consistently use written protocols and processes to lead their
department, PLCS, professional development, grade level teams, or other areas of responsibility. Using the protocol and giving teachers effective feedback will improve the overall quality of instruction. This will
be evidenced by agendas, sign-in sheets, calibration walks, and continuous teacher observation of lesson development and effective implementation, and feedback forms.

District Commitment Theory of Action: If the district supports with development of campus instructional leaders with having clear roles and responsibilities and using consistent protocols and processes to lead their teams, then leaders will be able to effectively monitor and implement strategic feedback to all instructional staff.

Desired 90-day Outcome:cunte c wofll bensistent y moir f _ ng nt rotocols and processes to lead their tersnd ´ ı A T , pro Đ le ! tr Ď Diir teams

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?
Keeping consistent meetings (PLCs, leadership team meetings) as a priority	Action Step 1	Provides prioritized focus to align campus goals.

Cycle 2 - (Dec ï Feb)

2. Esse É Feb)

Cycle 3 - (Mar ï May)

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?
Keeping consistent meetings (PLCs, leadership team meetings) as a priority	Action Step 1	

Cycle 4 - (Jun ï Aug)

Student Data

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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

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