

Heritage Academy Charter Schools
Heritage Academy of Windcrest - TIP
2022-2023 Targeted Improvement Plan



HERITAGE
A C A D E M Y™

Campus Number: 015815001

Board Approval Date: November 18, 2022

Superintendent:
DCSI/Grant Coordinator:

Dina Acevedo
Eric Davis

Principal: Dr. Raye Lynn White
ESC Case Manager: Deborah Rosenbaum
ESC Region: 20

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: Eric Davis

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: Dina Acevedo

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: Dr. Raye Lynn White

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our student achievement goal is to increase the campus overall STAAR rating of 83% in 2021 – 2022 school year to 85% during the 2022 – 2023 school year. All student groups and subject areas need to increase for us to meet our goals; however, based on campus demographics there will be a focus on improving performance for the two or more race student group. They scored 33% approaches, 33% meets, and 33% masters. Another area of emphasis is the special education student group to help them maintain their scores of 77% approaches, 62% meets, and 23% masters.

School Progress

What accountability goal has your campus set for this year?

Our accountability goal for Domain 2 part A is to increase school progress from 92% in 2021 - 2022 school year to 96% in the 2022 - 2023 school year. We are determined to make a 4% increase. To make this improvement, we used the 2021 - 2022 math and reading STAAR scores along with the MAP scores for third through fifth grade for all students. To improve this accountability goal, we will need to focus on all students in all grade levels and all content areas this year. We will ensure that our students can demonstrate academic growth in the 2022 – 2023 school year with effective instruction, targeted intervention, and after school tutoring.

Closing the Gaps

What accountability goal has your campus set for this year?

The accountability goal for closing the gap is to increase the continuous enrolled performance target from 46% in 2021 – 2022 school year to 50% in 2022 – 2023 school year in math. This will be a 4% increase for this target area. The students in this group scored 76% approaches, 49% meets, and 28% masters. The data indicates that our campus needs to implement differentiated instructional strategies to support our continuously enrolled groups in math and reading in grades third through fifth for the 2022-2023 school year.

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?

Our focus for the 2022 - 2023 school year will be in the content areas of math and reading for continuous enrolled students in grade levels third through fifth. We will prioritize this focused area to support our students by closing the academic gaps with effective instruction, targeted intervention, classroom materials, and after school tutoring. By prioritizing math and reading instruction, the campus can improve its data points/domain scores for the 2022 - 2023 school year. We will ensure our instructional practices are strong and effective. Interventions will be targeted and scheduled. After school tutoring will also be purposeful and rigorous to ensure teacher/student small group ratios. By utilizing our intervention and tutoring time from October to April, we will provide all students with the tools they need to be successful. The planning effort will aid in closing the academic gap for our continuously enrolled students, which in turn will improve our overall performance.

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

By focusing on our continuous enrolled students in math and reading, we will improve our performance target by 4%.

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: 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.

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 – Nov)

Did you achieve your student performance data goals? Why or why not?: We could not determine if we achieved the student performance data goals. The reason is due to only having data obtained for student performance. The only student performance data obtained was the MAP BOY which was given in September. The next opportunity will be in December with MAP MOY.

1. 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.

Rationale: We (campus instructional leaders) prioritized this EA knowing our student performance data determined an urgent need to focus on individual student growth and closing the achievement gap. We will do this by strengthening effective instruction across all classrooms through a shared instructional framework that provides for campus-wide commitments related to classroom routines and instructional strategies. EA 5.1 will guide us to focus our leadership and systems on professional learning and coaching that helps teachers build strong relationships and classroom procedures, successfully implement research-based instructional strategies and engage students with learning experiences that are relevant and differentiated.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We will attend and participate in E3 Alliance professional learning and follow-up coaching focused on developing an instructional framework that clarifies campus-wide commitments and expectations for classroom routines and instructional strategies. This professional learning is grounded in the PLC processes and systems. To ensure successful implementation of this instructional framework, campus instructional leaders will continue working with the E3 Team throughout the year to engage in continuous improvement practices, including developing systems for cycles of observation and feedback on classroom instruction. Developing our leadership understanding of the practices in EA 5.1 will guide us to communicate, with clarity, the why and how of implementing shared, high-yield instructional practices across all classrooms. This understanding will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in successful implementation of campus-wide, shared classroom routines and procedures, research-based strategies and learning experiences that are differentiated, engaging and relevant for all learners.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will build awareness and understanding with our staff of the why and how behind our campus wide instructional framework. Development of campus wide PLC protocol will be used as a start to using common language. We will develop detailed documents (PLC protocol and campus playbook), meet weekly to align and calibrate our language and feedback. We will work to align the language used in our shared documents, observation and feedback cycles and leadership of meetings so they all reinforce our commitments related to the shared, campus instructional framework. Our students will be made aware of our focus on excellent teaching and learning by engaging with our campus instructional framework and aligned practices. We will engage in shared voice and support commitments by frequently gathering feedback from all stakeholders on our focus areas and share/communicate on progress/challenges throughout the year. Campus leaders will use shared documents to provide consistency and continuity, contributing to fulfilment our commitments to the campus wide instructional framework. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation of effective instructional practices.

Desired Annual Outcome: By May 2023:

100% of all leaders and teachers are able to demonstrate awareness of campus-wide commitments and expectations, specifically the why, how and what of the campus instructional framework. (end-of-year survey or interviews; documented/shared systems for campus instructional framework). Evidence will be collected through the weekly protocols and the team effort to the development of campus playbook.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of effective classroom routines and instructional strategies, then the campus leaders will be able to facilitate effective professional learning communities and

consistently provide meaningful feedback to teachers regarding the use and implementation of those routines and strategies. District leaders align their guidance and support with the campus instructional framework routines and strategies

Desired 90-day Outcome: By the end of November:

We will have developed a draft of a detailed, documented campus instructional framework that represents routines and strategies selected to support all learners and improve outcomes. (document draft/leadership meeting agendas/minutes) Leadership meeting agendas/minutes reflect the work of developing a campus instructional framework informed by student performance data and data collected from cycles of observation and feedback.

District Actions: The district will ensure alignment between district guidance/support and the campus instructional framework. Also, the DCSI will participate in the development of and provide feedback on components of the campus instructional framework (routines and strategies).

Did you achieve your 90 day outcome?: Yes

Why or why not?: During PLC time, discussions has uncovered the three routines and strategies to support all learners and improve outcomes. The three strategies are critical writing, exit ticket, and graphic organizers. January 3rd Professional Development was dedicated to the introduction of the playbook and the academic language that will be used for each. Reminders and/or refresher sessions will be held during the February and March professional development day. Teachers will be using other instructional strategies, however the ones in the playbook are being used Kinder - 5th grade on a consistant basis.

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 campus instructional leaders may have a hard time attending all PLC meetings in order to get feedback on strategies to include in the playbook.	Action Step 1	By planning PLC time before school, campus instructional leaders will be able to attend without any issues.
Teachers may be resistant to campus wide shared commitment/expectation for instructional routines and strategies.	Action Step 1	By creating an atmosphere of community, teachers will be willing to be open to new ideas, instructional routines, and strategies
Teachers may be resistant to campus wide shared commitment/expectation for instructional routines and strategies.	Action Step 2	By creating an atmosphere of community, teachers will be willing to share as well as to be open to new ideas, instructional routines, and strategies.
The campus instructional leaders may have a hard time attending all PLC meetings in order to get feedback on strategies to include in the playbook.	Action Step 3	By using instructional staff in leadership roles (when needed) will provide campus instructional leaders to be available for PLC.

Step 1 Details	Formative Reviews
<p>Action Step 1: Campus Instructional Leaders will, along with the district, participate in professional learning and coaching with the E3 Team to learn about Instructional Leadership Systems for Effective Instruction, which includes the Campus Instructional Playbook, a shared framework of instructional routines and strategies to be developed and implemented campus-wide.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan, slides from training (Drifts to share with campus leadership team)</p> <p>Person(s) Responsible: DCSI, Principal, and Assistant Principals</p> <p>Non-Funded Resources Needed: Time scheduled to meet /collaborate and learn with the E3 Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 26, 2022 - Frequency: One Time - Evidence Collection Date: August 26, 2022</p> <p>Funding Sources: Professional Learning & Coaching - 6200-Professional and contracted services - \$13,750</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The first PLC was done on September 1. Slides, protocol sheets, and E3 implementation plan were executed during PLC and begin to develop the Heritage Playbook.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Campus instructional leaders, with the support of the teachers, will determine which strategies to include on the campus instructional playbook.</p> <p>Evidence Used to Determine Progress: Heritage Campus Instructional Playbook (for grades 3rd-5th), PLC meeting protocol</p> <p>Person(s) Responsible: DCSI, Principal, Assistant Principal, and Teachers</p> <p>Non-Funded Resources Needed: Regularly scheduled work/collaboration meetings with teachers and administration and PLC meeting protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 31, 2022 - Frequency: Weekly - Evidence Collection Date: November 9, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The campus instructional leader was able to identify teacher leads to do morning announcements so that all campus instructional leaders can attend PLC.</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: We will participate in a coaching visit with E3 Team to collaborate on a drafted campus instructional playbook and draft of observation/feedback system. During this visit we will work to finalize both documents and prepare for implementation and support. This will include systems thinking and instructional leadership systems planning.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan--Coaching Agenda Notes; artifacts reflecting the final draft of instructional framework (playbook) and observation/feedback systems.</p> <p>Person(s) Responsible: DCSI, Principal, and E3 Team</p> <p>Non-Funded Resources Needed: Time to meet with the E3 Alliance team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 18, 2022 - Frequency: One Time - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The Heritage Instructional Playbook was finalized. The agenda, power point, and participant guide were created and finalized for January 2, 2023, professional development. After professional development, teachers should be documenting in their lesson plans which strategy they are using.</p>

Cycle 1 - (Sept – 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: We (campus instructional leaders) prioritized this EA knowing our student performance data determined a need for continuing to focus on individual student growth and closing the achievement gap. We will address this by providing the time for the campus leadership team and teachers to review student-level data to monitor progress, ensuring teachers follow protocols, structures and processes for analyzing and leveraging student performance data throughout each instructional cycle. This will help with our work focused on Essential Action 5.1, ensuring the purposeful instructional planning and classroom implementation of that planning to benefit student learning at an individual level. EA 5.3 will guide us to focus our leadership and systems on professional learning and coaching that helps teachers utilize structures and processes to analyze student performance data throughout the learning cycle to make instructional adjustments to meet the needs of all learners.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We will attend and participate in professional learning and coaching support with E3 Alliance focused on leadership systems and professional learning communities' structures, protocols, and practices. This will help us build our leadership systems around the work of our PLCs, including alignment of our leadership meeting protocols to the data collected (student performance data from formative, unit and interim assessments, as well as classroom observation data) and active participation in data analysis meetings with teachers. The professional learning on PLC practices will build the necessary structures and support needed for teachers to develop their practice of analyzing data as a whole and on the individual student level to make adjustments on instructional strategies and delivery to meet the needs of all of our learners (struggling and those needing acceleration). The campus instructional team along with teacher leads will provide learning and model the PLC practices and protocols (including the data analysis protocol), additional instructional strategies needed, and the instructional systems of how to use these structures to meet the needs of all learners and continuously improve Tier 1 instructional practices as well.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will build awareness and understanding with our staff of the why and how behind our campus wide data analysis protocols, structures and systems. We will develop detailed documents, meet weekly to actively develop, participate in and monitor the progress of these practices, consistently communicating the why along the way and calibrating leadership language so the message is clear. Community and families will be notified of their student's performance and if additional support is needed. Our students will be empowered by our focus on data driven instruction by taking ownership in the data process and tracking their own data and meeting with their teachers regularly to make a plan to succeed when necessary. We value shared voice and support commitments by frequently gathering feedback from all stakeholders on our focus areas and share/communicate on progress/challenges throughout the year. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation.

Desired Annual Outcome: By May 2023, 100% of teachers will meet once a month for in-depth conversations about formative, unit and interim student performance data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners. These practices will be evidenced through documented systems, including data analysis meeting protocol, and data analysis form (templates and completed artifacts) and site base team will meet quarterly to monitor the data-driven instruction practices.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of effective PLCs that have a focus on tier 1 instruction and a data driven instructional plan to reach all students learning needs, then the campus leaders will be able to facilitate effective professional learning communities that consistently provide the time and space needed to have conversations about effective instructional strategies and adjustments that need to be made for all students to be successful.

Desired 90-day Outcome: By the end of November, 90% of our teachers will have access to a detailed, documented PLC protocol that includes a data analysis used to support all learners and improve outcomes. We will measure this by looking at the teacher's informal work through.

District Actions: The DCSI will ensure alignment between district guidance/support and the campus PLC system as learned and coached by E3 Alliance. Also, the DCSI will participate in the development of PLC protocol (which includes data analysis), implemented and monitored in alignment with this prioritized focus area.

Did you achieve your 90 day outcome?: No

Why or why not?: The campus PLC has been using the PLC protocol as learned and coached by E3 Alliance, however we are working on using the data analysis used to support all learners and improve outcomes. During PLC, teachers are discussing issues, concerns, and/or strategies they are currently using.

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 campus instructional leaders will not be able to align with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas, including 5.1	Action Step 1	The campus instructional leaders will have conversations among themselves to ensure the current practices are aligned with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas, including 5.1
The campus instructional leaders may forget to communicate adjustments to PLC meeting protocol with data analysis system.	Action Step 1, Action Step 2	The campus instructional leaders will use goggle doc to communicate adjustments to PLC meeting protocol with data analysis system
Finding additional time for the consultants to work and advise teachers grades 2-5 in reading and math.	Action Step 3	The campus instructional leadership will create a schedule to allow for the consultants to work and advise teachers grades 2-5 in reading and math.
Will 30 minutes be enough time to ensure that the consultants have enough time to meet with teachers collectively?	Action Step 3	Using the PLC protocol will ensure enough time for the consultants to meet with teachers collectively. We will strive to add 30 more minutes to give the consultants 60 minutes with the teachers.

Step 1 Details	Formative Reviews
<p>Action Step 1: Campus instructional leaders will engage in professional learning/coaching conversations with the E3 Team to evaluate current practices aligned with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas, including 5.1.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan, documents/artifacts from the learning/coaching visit; PLC protocol</p> <p>Person(s) Responsible: DCSI, Principal, Assistant Principal, E3 Alliance Team</p> <p>Non-Funded Resources Needed: Time scheduled to meet /collaborate and learn with the E3 Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 18, 2022 - Frequency: One Time - Evidence Collection Date: November 18, 2022</p> <p>Funding Sources: Professional Learning and Instructional Playbook - 6200-Professional and contracted services - \$13,750</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: E3 Alliance team gave positive feedback on our efforts to align our current practices with data-driven instruction key practices and success criteria, with learning and work in other areas, including 5.1. In response to the feedback, PLC will alternate the focus point of the meeting between student data and instructional strategies.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Campus instructional leaders will communicate adjustments to PLC meeting protocol with data analysis system.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan, documents/artifacts from the learning/coaching visit; PLC meeting protocol with data analysis system</p> <p>Person(s) Responsible: DCSI, Principal, and Assistant Principal</p> <p>Non-Funded Resources Needed: Regularly scheduled work/collaboration meetings with leadership team and DCSI</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 30, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Campus instructional leaders meet with DCSI to discuss and collaborate E3 Implementation Plan, documents/artifacts from the learning/coaching visit; PLC meeting protocol with data analysis system.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Consultants will work and advise teachers grades 2-5 in reading and math. Consultants will meet with teachers collectively and individually to work on creating, developing, and delivery of lessons.</p> <p>Evidence Used to Determine Progress: Agenda and artifacts</p> <p>Person(s) Responsible: Teacher(s) and Consultants</p> <p>Non-Funded Resources Needed: Scheduled of sessions. Three to six sessions each month.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 21, 2022 - Frequency: Ongoing - Evidence Collection Date: November 14, 2022</p> <p>Funding Sources: Advising, PD, Co-Teaching, and Coaching - 6200-Professional and contracted services - \$6,000</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Consultants have been vexed and contracts extended. We have a schedule for math and reading consultant to work with teachers.</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: We achieved limited gains on our student performance data goals. There was significant improvement between the STARR Intermin and the MOY. We know and understand that we have a way to go but with the addition of the tutor, the changes made to tutoring groups and master schedule should help us to meet our goal.

1. 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.

Rationale: We (campus instructional leaders) prioritized this EA knowing our student performance data determined an urgent need to focus on individual student growth and closing the achievement gap. We will do this by strengthening effective instruction across all classrooms through a shared instructional framework that provides for campus-wide commitments related to classroom routines and instructional strategies. EA 5.1 will guide us to focus our leadership and systems on professional learning and coaching that helps teachers build strong relationships and classroom procedures, successfully implement research-based instructional strategies and engage students with learning experiences that are relevant and differentiated.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We will attend and participate in E3 Alliance professional learning and follow-up coaching focused on developing an instructional framework that clarifies campus-wide commitments and expectations for classroom routines and instructional strategies. This professional learning is grounded in the PLC processes and systems. To ensure successful implementation of this instructional framework, campus instructional leaders will continue working with the E3 Team throughout the year to engage in continuous improvement practices, including developing systems for cycles of observation and feedback on classroom instruction. Developing our leadership understanding of the practices in EA 5.1 will guide us to communicate, with clarity, the why and how of implementing shared, high-yield instructional practices across all classrooms. This understanding will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in successful implementation of campus-wide, shared classroom routines and procedures, research-based strategies and learning experiences that are differentiated, engaging and relevant for all learners.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will build awareness and understanding with our staff of the why and how behind our campus wide instructional framework. Development of campus wide PLC protocol will be used as a start to using common language. We will develop detailed documents (PLC protocol and campus playbook), meet weekly to align and calibrate our language and feedback. We will work to align the language used in our shared documents, observation and feedback cycles and leadership of meetings so they all reinforce our commitments related to the shared, campus instructional framework. Our students will be made aware of our focus on excellent teaching and learning by engaging with our campus instructional framework and aligned practices. We will engage in shared voice and support commitments by frequently gathering feedback from all stakeholders on our focus areas and share/communicate on progress/challenges throughout the year. Campus leaders will use shared documents to provide consistency and continuity, contributing to fulfilment our commitments to the campus wide instructional framework. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation of effective instructional practices.

Desired Annual Outcome: By May 2023:

100% of all leaders and teachers are able to demonstrate awareness of campus-wide commitments and expectations, specifically the why, how and what of the campus instructional framework. (end-of-year survey or interviews; documented/shared systems for campus instructional framework). Evidence will be collected through the weekly protocols and the team effort to the development of campus playbook.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of effective classroom routines and instructional strategies, then the campus leaders will be able to facilitate effective professional learning communities and consistently provide meaningful feedback to teachers regarding the use and implementation of those routines and strategies. District leaders align their guidance and support with the campus instructional framework routines and strategies

Desired 90-day Outcome: By the end February 85% of staff would be able to articulate and explain the 3 main strategies in the Heritage Instructional Playbook. This would be

evident in lesson plans, walkthroughs and PLC protocol.

District Actions: The district will ensure alignment between district guidance/support and the campus instructional framework. Also, the DCSI will participate in the development of and provide feedback on components of the campus instructional framework (routines and strategies).

Did you achieve your 90 day outcome?: Yes

Why or why not?: Limited achievements were made due to the repairs of the facilities. We are not able to meet occurring to our assigned teams. PLC are taking place but with limited engagement within the teams. They are being conducted on Wednesday during the teacher's conference period. This is not ideal because the master schedule does permit all of the team to meet at the same time. Repairs are projected to be completed the middle of March.

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?
Campus instructional leaders will not present January 2, 2023, professional development information in a manner that is well received by teachers.	Action Step 1, Action Step 2	Campus instructional leaders will consult with E3 Alliance and review developed professional development before January 2, 2023.
Campus instructional leaders will need to explain the observation/feedback system to instructional staff.	Action Step 1	During PLC, campus instructional leaders will explain and demonstrate how the observation/feedback system works. It will be important to note how the observation/feedback system will be looking for the use of Heritage Instructional Playbook, Capturing Kids Hearts, and any other program used by the district.
Participants will not be honest on participants survey from January 2, 2023, professional development.	Action Step 3, Action Step 4	Campus instructional leaders will stress to participants the need to be honest in order for them to develop the best next step.

Step 1 Details	Formative Reviews
<p>Action Step 1: The campus instructional leaders will use the observation/feedback system to communicate with instructional staff which instructional strategy or another instructional framework component that were visible or demonstrated during informal walkthrough and documented in lesson plans.</p> <p>Evidence Used to Determine Progress: Heritage Campus Instructional Playbook (for grades 3rd-5th), PLC meeting protocol</p> <p>Person(s) Responsible: DCSI, Principal, Assistant Principal, and Teachers</p> <p>Non-Funded Resources Needed: Regularly scheduled work/collaboration meetings with teachers and administration and PLC meeting protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 2, 2023 - Frequency: Weekly - Evidence Collection Date: February 17, 2023</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: PLC was changed to conference periods until the facilities are back to normal. We are working with our landlord to get the gym floor resolved. Until then, we will continue with PLC during conference period until the completion of the gym floor.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Campus instructional leaders will facilitate professional development January 2, 2023. Teachers will help provide leadership by providing facilitating one of the three strategies.</p> <p>Evidence Used to Determine Progress: Heritage Campus Instructional Playbook (for grades 3rd-5th), Agenda from Meeting with E3 Alliance meeting (November 18, 2022), Agenda and Participant Guide from January 2, 2023, professional development, Lesson Plans, and PLC meeting protocol</p> <p>Person(s) Responsible: Principal, Assistant Principal, and Teachers</p> <p>Non-Funded Resources Needed: Heritage Campus Instructional Playbook (for grades 3rd-5th), Agenda from Meeting with E3 Alliance meeting (November 18, 2022), Agenda and Participant Guide for January 2, 2023, professional development, Lesson Plans, and PLC meeting protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 2, 2023 - Frequency: Ongoing - Evidence Collection Date: January 2, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Feedback from teachers were positive. They really enjoyed having their colleague lead the strategies from the playbook.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Feedback from the January 2, 2023, professional development will be obtained from participants on delivery and comprehension of all concepts discussed.</p> <p>Evidence Used to Determine Progress: Participants Survey</p> <p>Person(s) Responsible: Principal and Vice Principal</p> <p>Non-Funded Resources Needed: Survey</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 2, 2023 - Frequency: One Time - Evidence Collection Date: January 2, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Feedback from survey showed positive gains from the January 2nd Professional Development Day.</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Campus instructional leaders will participate in a coaching visit with E3 Team to debrief January 2, 2023, professional development and next steps. The coaching visit will be driven by exit survey, comments on the instructional framework (playbook) and observation/feedback systems.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan--Coaching Agenda Notes, January 2, 2023 professional development exit survey, artifacts reflecting the final draft of instructional framework (playbook) and observation/feedback systems.</p> <p>Person(s) Responsible: DCSI, Principal, and E3 Team</p> <p>Non-Funded Resources Needed: Time to meet with the E3 Alliance team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Ongoing - Evidence Collection Date: January 10, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: E3 Alliances help to make minor adjustments to the walkthrough form. Feedback from teacher were positive.</p>

Cycle 2 - (Dec – Feb)

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: We (campus instructional leaders) prioritized this EA knowing our student performance data determined a need for continuing to focus on individual student growth and closing the achievement gap. We will address this by providing the time for the campus leadership team and teachers to review student-level data to monitor progress, ensuring teachers follow protocols, structures and processes for analyzing and leveraging student performance data throughout each instructional cycle. This will help with our work focused on Essential Action 5.1, ensuring the purposeful instructional planning and classroom implementation of that planning to benefit student learning at an individual level. EA 5.3 will guide us to focus our leadership and systems on professional learning and coaching that helps teachers utilize structures and processes to analyze student performance data throughout the learning cycle to make instructional adjustments to meet the needs of all learners.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We will attend and participate in professional learning and coaching support with E3 Alliance focused on leadership systems and professional learning communities' structures, protocols, and practices. This will help us build our leadership systems around the work of our PLCs, including alignment of our leadership meeting protocols to the data collected (student performance data from formative, unit and interim assessments, as well as classroom observation data) and active participation in data analysis meetings with teachers. The professional learning on PLC practices will build the necessary structures and support needed for teachers to develop their practice of analyzing data as a whole and on the individual student level to make adjustments on instructional strategies and delivery to meet the needs of all of our learners (struggling and those needing acceleration). The campus instructional team along with teacher leads will provide learning and model the PLC practices and protocols (including the data analysis protocol), additional instructional strategies needed, and the instructional systems of how to use these structures to meet the needs of all learners and continuously improve Tier 1 instructional practices as well.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will build awareness and understanding with our staff of the why and how behind our campus wide data analysis protocols, structures and systems. We will develop detailed documents, meet weekly to actively develop, participate in and monitor the progress of these practices, consistently communicating the why along the way and calibrating leadership language so the message is clear. Community and families will be notified of their student's performance and if additional support is needed. Our students will be empowered by our focus on data driven instruction by taking ownership in the data process and tracking their own data and meeting with their teachers regularly to make a plan to succeed when necessary. We value shared voice and support commitments by frequently gathering feedback from all stakeholders on our focus areas and share/communicate on progress/challenges throughout the year. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation.

Desired Annual Outcome: By May 2023, 100% of teachers will meet once a month for in-depth conversations about formative, unit and interim student performance data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners. These practices will be evidenced through documented systems, including data analysis meeting protocol, and data analysis form (templates and completed artifacts) and site base team will meet quarterly to monitor the data-driven instruction practices.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of effective PLCs that have a focus on tier 1 instruction and a data driven instructional plan to reach all students learning needs, then the campus leaders will be able to facilitate effective professional learning communities that consistently provide the time and space needed to have conversations about effective instructional strategies and adjustments that need to be made for all students to be successful.

Desired 90-day Outcome: By the end of February, 85% of the staff will be using the developed, detailed, documented PLC protocol that includes a data analysis used to support all learners and improve outcomes. It will be evidenced by the goggle doc by dates.

District Actions: The DCSI will ensure alignment between district guidance/support and the campus PLC system as learned and coached by E3 Alliance. Also, the DCSI will participate with the implementation and monitoring of the alignment with this prioritized focus area.

Did you achieve your 90 day outcome?: Yes

Why or why not?: There was a small gain due to teachers meeting during their conference period for PLC. Campus instructional leadership were not able to attend every meeting due to other responsibilities. However, the PLC's they attended data analysis did occur.

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 campus instructional leaders will not be able to align with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas, including 5.1.	Action Step 1, Action Step 3	The campus instructional leaders will continue conversations to ensure the current practices are aligned with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas, including 5.1.
The campus instructional leaders may forget to communicate adjustments to PLC meeting protocol with data analysis system.	Action Step 1, Action Step 2	The campus instructional leaders will continue to use goggle doc to communicate adjustments to PLC meeting protocol with data analysis system.
Finding additional time for the consultants and additional support staff (tutor) to work with teachers grades 2-5 in reading and math.	Action Step 3, Action Step 4, Action Step 5	The campus instructional leadership will continue to create a schedule to allow for the consultants and additional support staff (tutor) to work with teachers grades 2-5 in reading and math.
Will 30 minutes be enough time to ensure that the consultants and additional support staff (tutor) have enough time to meet with teachers collectively?	Action Step 3, Action Step 4, Action Step 5	Using the PLC protocol will ensure enough time for the consultants and additional support staff (tutor) to meet with teachers collectively. We will strive to add 30 more minutes to give the consultants 60 minutes with the teachers.

Step 1 Details	Formative Reviews
<p>Action Step 1: Campus instructional leaders will engage in professional learning/coaching conversations with the E3 Team to evaluate current practices aligned with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas, including 5.1.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan, documents/artifacts from the learning/coaching visit; PLC protocol</p> <p>Person(s) Responsible: DCSI, Principal, Assistant Principal, E3 Alliance Team</p> <p>Non-Funded Resources Needed: Time scheduled to meet /collaborate and learn with the E3 Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: One Time - Evidence Collection Date: January 10, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Consultants provided support to teacher on February 20th, to include data driven instruction by incorporating Heritage's Playbook Strategies. Campus Instructional leadership supported the teachers with new information from Lead4Ward. A tutor was added to help support 3rd grade teacher and students.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Campus instructional leaders will communicate adjustments to PLC meeting protocol with data analysis system.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan, documents/artifacts from the learning/coaching visit; PLC meeting protocol with data analysis system</p> <p>Person(s) Responsible: DCSI, Principal, and Assistant Principal</p> <p>Non-Funded Resources Needed: Regularly scheduled work/collaboration meetings with leadership team and DCSI</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: February 17, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Leadership will continue to monitor and adjusted as needed. Follow up with E3 Alliances is schedule for March 1st.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Campus instructional leadership with collaborate to create a schedule to ensure enough time for the consultants and tutor to meet with teachers collectively.</p> <p>Evidence Used to Determine Progress: Consultant's Schedule</p> <p>Person(s) Responsible: Principal and Assistant Principal</p> <p>Non-Funded Resources Needed: Consultant's and Tutor Individual Schedule and Heritage Academy's Master Schedule</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: February 17, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: To meet the needs of the consultants and tutor, minor changes were made to the master schedule.</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Consultants will work and advise teachers grades 2-5 in reading and math. Consultants will meet with teachers collectively and individually to work on creating, developing, and delivery of lessons.</p> <p>Evidence Used to Determine Progress: Agenda and artifacts</p> <p>Person(s) Responsible: Teacher(s) and Consultants</p> <p>Non-Funded Resources Needed: Scheduled of sessions. Three to six sessions each month.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 28, 2022 - Frequency: Ongoing - Evidence Collection Date: February 17, 2023</p> <p>Funding Sources: STAAR Master - 6300-Supplies and materials - \$5,447.38</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Consultants will continue to work with teachers and support staff (MTSS).</p>

Step 5 Details	Formative Reviews
<p>Action Step 5: Tutor will be added to help support the 3rd grade teacher and students.</p> <p>Evidence Used to Determine Progress: Teacher Lesson Plan</p> <p>Person(s) Responsible: Teacher and Tutor</p> <p>Non-Funded Resources Needed: Contracted Services for 32 days</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: February 20, 2023 - Frequency: Ongoing - Evidence Collection Date: April 21, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Tutor will continue to work with the 3rd grade and support staff (MTSS).</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: 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: We (campus instructional leaders) prioritized this EA knowing our student performance data determined an urgent need to focus on individual student growth and closing the achievement gap. We will do this by strengthening effective instruction across all classrooms through a shared instructional framework that provides for campus-wide commitments related to classroom routines and instructional strategies. EA 5.1 will guide us to focus our leadership and systems on professional learning and coaching that helps teachers build strong relationships and classroom procedures, successfully implement research-based instructional strategies and engage students with learning experiences that are relevant and differentiated.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We will attend and participate in E3 Alliance professional learning and follow-up coaching focused on developing an instructional framework that clarifies campus-wide commitments and expectations for classroom routines and instructional strategies. This professional learning is grounded in the PLC processes and systems. To ensure successful implementation of this instructional framework, campus instructional leaders will continue working with the E3 Team throughout the year to engage in continuous improvement practices, including developing systems for cycles of observation and feedback on classroom instruction. Developing our leadership understanding of the practices in EA 5.1 will guide us to communicate, with clarity, the why and how of implementing shared, high-yield instructional practices across all classrooms. This understanding will build the capacity of our campus instructional leaders in their work to coach and support classroom teachers in successful implementation of campus-wide, shared classroom routines and procedures, research-based strategies and learning experiences that are differentiated, engaging and relevant for all learners.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will build awareness and understanding with our staff of the why and how behind our campus wide instructional framework. Development of campus wide PLC protocol will be used as a start to using common language. We will develop detailed documents (PLC protocol and campus playbook), meet weekly to align and calibrate our language and feedback. We will work to align the language used in our shared documents, observation and feedback cycles and leadership of meetings so they all reinforce our commitments related to the shared, campus instructional framework. Our students will be made aware of our focus on excellent teaching and learning by engaging with our campus instructional framework and aligned practices. We will engage in shared voice and support commitments by frequently gathering feedback from all stakeholders on our focus areas and share/communicate on progress/challenges throughout the year. Campus leaders will use shared documents to provide consistency and continuity, contributing to fulfilment our commitments to the campus wide instructional framework. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation of effective instructional practices.

Desired Annual Outcome: By May 2023:

100% of all leaders and teachers are able to demonstrate awareness of campus-wide commitments and expectations, specifically the why, how and what of the campus instructional framework. (end-of-year survey or interviews; documented/shared systems for campus instructional framework). Evidence will be collected through the weekly protocols and the team effort to the development of campus playbook.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of effective classroom routines and instructional strategies, then the campus leaders will be able to facilitate effective professional learning communities and consistently provide meaningful feedback to teachers regarding the use and implementation of those routines and strategies. District leaders align their guidance and support with the campus instructional framework routines and strategies

Desired 90-day Outcome: By the end of May

100% of staff will be implementing the 3 main strategies in the Heritage Instructional Playbook. This would be evident in lesson plans, walkthroughs and PLC protocol.

District Actions: The DCSI will review the walkthrough feedback excel sheet to ensure the implementation of the playbook. They will ensure alignment between district guidance/support and the campus instructional framework. Also, the DCSI will participate in the development of and provide feedback on components of the campus instructional framework (routines and strategies). They will also ensure the fidelity of the implementation and conduction of PLC.

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?
Instructional framework component (Playbook) will not be visible or demonstrated during informal walkthrough and documented in lesson plans.	Action Step 1, Action Step 2	Campus instructional leaders will use PLC and professional development days to revisit and review the playbook.
Determining what additional support will be needed after reviewing the data from the observation feedback walkthrough form.	Action Step 3, Action Step 4	Campus instructional leaders will meet with E3 Alliance to determine what additional support will be needed after review of the data from observation feedback walkthrough form.

Did you achieve your annual outcome?:

Step 1 Details	Formative Reviews
<p>Action Step 1: The campus instructional leaders will use the observation/feedback system to communicate with instructional staff which instructional strategy or another instructional framework component that were visible or demonstrated during informal walkthrough and documented in lesson plans.</p> <p>Evidence Used to Determine Progress: Heritage Campus Instructional Playbook (for grades 3rd-5th), PLC meeting protocol</p> <p>Person(s) Responsible: DCSI, Principal, Assistant Principal, and Teachers</p> <p>Non-Funded Resources Needed: Regularly scheduled work/collaboration meetings with teachers and administration and PLC meeting protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 6, 2023 - Frequency: Weekly - Evidence Collection Date: May 30, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Campus instructional leaders will facilitate professional development February 20, 2023. Campus instructional leaders will provide additional learning and support on Heritage Playbook strategies based on walkthrough data.</p> <p>Evidence Used to Determine Progress: Heritage Campus Instructional Playbook (for grades 3rd-5th), Agenda from Meeting with E3 Alliance meeting (February 3, 2023), Agenda from February 20, 2023, professional development, Lesson Plans, and PLC meeting protocol.</p> <p>Person(s) Responsible: Principal, Assistant Principal, and Teachers</p> <p>Non-Funded Resources Needed: Heritage Campus Instructional Playbook (for grades 3rd-5th), Agenda from Meeting with E3 Alliance meeting (February 3, 2023), Agenda from February 20, 2023, professional development, Lesson Plans, and PLC meeting protocol. Review of the playbook's instructional strategies will also be done during our March and April professional development. The participant's survey, lesson plans, and the data from the feedback walkthrough will be used to determine what and how the review will be done.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: March 1, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Additional support will be determined after review of the data from observation feedback walkthrough form. Observation feedback will start March 1st.</p> <p>Evidence Used to Determine Progress: The excel sheet from the observation feedback walkthrough form.</p> <p>Person(s) Responsible: Principal and Vice Principal</p> <p>Non-Funded Resources Needed: The excel sheet from the observation feedback walkthrough form.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: March 31, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: Campus instructional leaders will participate in a coaching visit with E3 Team to debrief observation feedback walkthrough check-in and next steps. The coaching visit will be driven by the excel sheet data from the observation feedback walkthrough form in order to provide support for instructional framework (playbook).</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan--Coaching Agenda Notes, previous professional development notes and the excel sheet from the observation feedback walkthrough form.</p> <p>Person(s) Responsible: DCSI, Principal, and E3 Team</p> <p>Non-Funded Resources Needed: Time to meet with the E3 Alliance team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: March 1, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

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: We (campus instructional leaders) prioritized this EA knowing our student performance data determined a need for continuing to focus on individual student growth and closing the achievement gap. We will address this by providing the time for the campus leadership team and teachers to review student-level data to monitor progress, ensuring teachers follow protocols, structures and processes for analyzing and leveraging student performance data throughout each instructional cycle. This will help with our work focused on Essential Action 5.1, ensuring the purposeful instructional planning and classroom implementation of that planning to benefit student learning at an individual level. EA 5.3 will guide us to focus our leadership and systems on professional learning and coaching that helps teachers utilize structures and processes to analyze student performance data throughout the learning cycle to make instructional adjustments to meet the needs of all learners.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? We will attend and participate in professional learning and coaching support with E3 Alliance focused on leadership systems and professional learning communities' structures, protocols, and practices. This will help us build our leadership systems around the work of our PLCs, including alignment of our leadership meeting protocols to the data collected (student performance data from formative, unit and interim assessments, as well as classroom observation data) and active participation in data analysis meetings with teachers. The professional learning on PLC practices will build the necessary structures and support needed for teachers to develop their practice of analyzing data as a whole and on the individual student level to make adjustments on instructional strategies and delivery to meet the needs of all of our learners (struggling and those needing acceleration). The campus instructional team along with teacher leads will provide learning and model the PLC practices and protocols (including the data analysis protocol), additional instructional strategies needed, and the instructional systems of how to use these structures to meet the needs of all learners and continuously improve Tier 1 instructional practices as well.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will build awareness and understanding with our staff of the why and how behind our campus wide data analysis protocols, structures and systems. We will develop detailed documents, meet weekly to actively develop, participate in and monitor the progress of these practices, consistently communicating the why along the way and calibrating leadership language so the message is clear. Community and families will be notified of their student's performance and if additional support is needed. Our students will be empowered by our focus on data driven instruction by taking ownership in the data process and tracking their own data and meeting with their teachers regularly to make a plan to succeed when necessary. We value shared voice and support commitments by frequently gathering feedback from all stakeholders on our focus areas and share/communicate on progress/challenges throughout the year. This consistent, aligned communication with clarity and shared voice will support the development of systems of accountability, increasing effectiveness of implementation.

Desired Annual Outcome: By May 2023, 100% of teachers will meet once a month for in-depth conversations about formative, unit and interim student performance data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners. These practices will be evidenced through documented systems, including data analysis meeting protocol, and data analysis form (templates and completed artifacts) and site base team will meet quarterly to monitor the data-driven instruction practices.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial professional development and ongoing coaching/support to lead the implementation of effective PLCs that have a focus on tier 1 instruction and a data driven instructional plan to reach all students learning needs, then the campus leaders will be able to facilitate effective professional learning communities that consistently provide the time and space needed to have conversations about effective instructional strategies and adjustments that need to be made for all students to be successful.

Desired 90-day Outcome: By the end of May, 100% of the staff will be using the developed, detailed, documented PLC protocol that includes a data analysis used to support all learners and improve outcomes. It will be evidenced by the goggle doc by dates.

District Actions: The DCSI will ensure alignment between district guidance/support and the campus PLC system as learned and coached by E3 Alliance. Also, the DCSI will participate with the implementation and monitoring of the alignment with this prioritized focus area.

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?
Campus instructional leaders will not be able to participate and/or understand the implementation and monitoring of the alignment of 5.3 prioritized focus area.	Action Step 1	Campus instructional leaders will schedule coaching sessions with E3 Alliance in person and virtually.
Due to not having access to the gym, PLC adjustments will need to be communicated clearly and in enough time for teachers to respond appropriately.	Action Step 2	Campus instructional leaders will communicate via email and remind app to teachers the adjustments to PLC.
Consultants and additional support staff (tutor) will not have adequate time to meet with teacher collectively.	Action Step 3, Action Step 4, Action Step 5	Campus instructional leaders will provide time for the consultants and additional support staff (tutor) to meet with teacher collectively by allocating time and substitutes.

Did you achieve your annual outcome?:

Step 1 Details	Formative Reviews
<p>Action Step 1: Campus instructional leaders will engage in professional learning/coaching conversations with the E3 Team to evaluate current practices aligned with data-driven instruction key practices and success criteria, ensuring alignment with learning and work in other areas, including 5.1.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan, documents/artifacts from the learning/coaching visit; PLC protocol</p> <p>Person(s) Responsible: DCSI, Principal, Assistant Principal, E3 Alliance Team</p> <p>Non-Funded Resources Needed: Time scheduled to meet /collaborate and learn with the E3 Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: March 31, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: Campus instructional leaders will communicate adjustments to the PLC meeting schedule and data analysis system.</p> <p>Evidence Used to Determine Progress: E3 Implementation Plan, documents/artifacts from the learning/coaching visit; PLC meeting schedule and protocol with data analysis system</p> <p>Person(s) Responsible: DCSI, Principal, and Assistant Principal</p> <p>Non-Funded Resources Needed: Regularly scheduled work/collaboration meetings with leadership team and DCSI</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 20, 2023 - Frequency: Ongoing - Evidence Collection Date: May 30, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Campus instructional leadership with collaborate to create a schedule to ensure enough time for the consultants and additional support staff (tutor) to meet with teachers collectively.</p> <p>Evidence Used to Determine Progress: Consultant's Schedule</p> <p>Person(s) Responsible: Principal and Assistant Principal</p> <p>Non-Funded Resources Needed: Consultant's Individual Schedule, Additional Support Staff (tutor), and Heritage Academy's Master Schedule</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Ongoing - Evidence Collection Date: March 31, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: Consultants will work and advise teachers grades 2-5 in reading and math. Consultants will meet with teachers collectively and individually to work on creating, developing, and delivery of lessons.</p> <p>Evidence Used to Determine Progress: Agenda and artifacts</p> <p>Person(s) Responsible: Teacher(s) and Consultants</p> <p>Non-Funded Resources Needed: Scheduled of sessions. Three to six sessions each month.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 6, 2023 - Frequency: Ongoing - Evidence Collection Date: April 21, 2023</p> <p>Funding Sources: - 6200-Professional and contracted services</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Formative Reviews
<p>Action Step 5: Additional support staff (tutor) will be used to support 3rd grade teacher and students.</p> <p>Evidence Used to Determine Progress: Lesson plans & Sign In Sheets</p> <p>Person(s) Responsible: Teacher & Additional Support Staff (Tutor)</p> <p>Non-Funded Resources Needed: Contracted services Days</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: February 20, 2023 - Frequency: Ongoing - Evidence Collection Date: April 21, 2023</p> <p>Funding Sources: Contracted Services for Additional Support Staff (Tutor) - 6200-Professional and contracted services - \$4,160</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$38,250.00
+/- Difference					\$38,250.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Professional Learning & Coaching		\$13,750.00
1	2	1	Professional Learning and Instructional Playbook		\$13,750.00
1	2	3	Advising, PD, Co-Teaching, and Coaching		\$6,000.00
3	2	4			\$0.00
3	2	5	Contracted Services for Additional Support Staff (Tutor)		\$4,160.00
Sub-Total					\$37,660.00
Budgeted Budget Object Code Amount					\$39,575.00
+/- Difference					\$1,915.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	2	4	STAAR Master		\$5,447.38
Sub-Total					\$5,447.38
Budgeted Budget Object Code Amount					\$11,585.70
+/- Difference					\$6,138.32
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$13,699.14
+/- Difference					\$13,699.14
Grand Total Budgeted					\$103,109.84

6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				Grand Total Spent	\$43,107.38
				+/- Difference	\$60,002.46