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**A Case Study of
Ongoing Planning and Decision-Making Leadership Strategies
Employed by Principals of High Performing Schools**

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Treatise

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Abstract

A Case Study of Ongoing Planning and Decision-Making Leadership Strategies Employed by Principals of High Performing Schools

by

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There are research studies that focus on principal leadership and the direct and positive impact it has on student performance, but few examine the effects of principal strategies in the areas of ongoing planning and decision making in high-performing poverty schools in urban school districts. Strategies implemented by school leaders as they relate to ongoing school reform, specifically in the areas of planning and decision-making in successful urban high-needs schools, were investigated. Research questions include: 1) What is the role of the principal in the ongoing process of planning and decision-making? 2) How do principals effectuate meaningful involvement of teachers in the ongoing planning and decision-making process? 3) What school-based support-structures and systems are created by principals to facilitate the involvement of other school personnel and community stakeholders in the ongoing planning and decision-

making process? 4) What principal leadership actions and strategies are utilized to attain sustainability of high levels of student achievement? A qualitative case study methodology is used to understand the strategies of school leaders in successful high poverty urban schools, specifically with planning and decision-making. Elementary principals and teachers are asked open-ended questions in which they describe their experiences with leadership strategies that directly impact student achievement. The most prevalent theme that emerged was the availability of resources – offering a positive impact on teachers’ instructional performances. The findings suggest that as leaders utilize ongoing planning and decision-making strategies, as they relate to the new accountability system, they will become invaluable resources to support and retain teachers.

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Chapter I : Introduction

Federal accountability systems were created to ensure that all students receive a rich educational experience and provide equity for all children regardless of their race and economic background; hence, school accountability is an important factor in evaluating schools. According to Figlio and Loeb (2011), school accountability is a process utilized to evaluate the performance of a school, based upon student performance outcomes. Levitt, Janta, and Wegrich (2008) associated accountability with school improvement. Orfield, Sunderman, and Kim (2004) stated that the No Child Left Behind Act (NCLB) of 2001 was one of the most significant changes in federal education policies, and agreed that NCLB provided a controversial take on educational policies since the federal government assumed a major role in 1965. Unlike the Elementary and Secondary Education Act of 1965, NCLB raised expectations for every state and all local educational agencies and provided additional funding for children who needed intensive improvement with their academic progress. Spellings (2012) stated that the creation of NCLB was to guarantee, within 12 years of being established, that children of all ethnic backgrounds and socioeconomic status would meet or exceed state standards in reading and mathematics. Ladd (2017) highlighted that NCLB required districts to spend funding on supplementary services for all students in a school that did not meet annual yearly progress (AYP) for two consecutive years, and argued that the policy relied heavily on test-based incentives.

In December of 2015 Congress approved the latest authorization of NCLB, a new federal accountability system, often referred to as Every Student Succeeds Act (ESSA). ESSA was developed to make certain that school districts continuously closed achievement gaps and increase student performance, according to an A-F grading system. Elgart (2016) emphasized

ESSA's strong focus on school improvement that opposed punishment, and Chenoweth (2016) asserted the basic tenet of ESSA is having all educators believe that every student can succeed and make academic progress. Zinskie, Cordelia, and Rea (2016) agreed that the process is challenging and examined how ESSA can enhance the growth and development of educators and prevent schools and students from being low-performing.

Both NCLB and ESSA advocate for student academic progress and district accountability measures, but ESSA has proven to focus mainly on accountability. Saultz, Fusarelli, and McEachin (2017) concluded that the shift in education policy, and the increase in accountability, can be applicable in other policy areas and correlates with federal and state relations. According to McGuinn (2016), ESSA allows states to make decisions on how to weigh indicators for their accountability system. McGuinn (2016) listed at least three academic indicators that states must include: (1) proficiency on math and language arts assessments, (2) English-language proficiency, and (3) student growth, based on assessment results. Non-academic factors, such as school climate, are measured to indicate overall school quality.

Currently, there are approximately 18 states that have adopted the A-F grading system for schools, and Texas is one. The new state accountability system rates a school based upon the school's evaluation with an overall letter grade and rating in three domains: Domain 1, student achievement based upon the State of Texas Assessments of Academic Readiness (STAAR) program; Domain 2, school progress; and Domain 3, closing the student achievement gap. The rigorous criteria set by the state's new accountability system requires a school to make academic progress based on overall school performance compared to other district schools in Domain 2. Closing the achievement gap, Domain 3, accounts for 30% or more of the school's overall rating

and differentiates among the outcomes of ethnic groups. The new accountability system requires that all principals become extremely knowledgeable of the new grading system in order to guide teachers and other campus personnel toward improving the performance of students in all three domains. This requirement has caused schools, once considered acceptable and high performing, to track the performance of all student groups and ensure that the academic achievement gap is closed in all tested areas, in spite of the many barriers.

The new A-F accountability system is rigorous, yet appealing to most school stakeholders. Kearns and Harvey (2000) stated that the rigorous regime of 21st century accountability is based upon a framework that guides academic and performance standards for students, campus leaders, and overall schools. Tanner (2016) argued that the purpose of the A-F school rating system makes it extremely difficult for low-performing campuses to escape being critically scrutinized. Tanner (2016) stressed that advocates of the A-F school rating system cite school competitions as one of the most key outcomes. Howe and Murray (2015) stated that the A-F system is appealing to policy makers and other school stakeholders; it's clear and they believe that grades make the system easier to be understood by most people.

With the new accountability system in place, the role of the principal has changed drastically and is more important than ever before. The traditional public's perception of a principal, someone who serves as building manager and rule enforcer, has far long disappeared since student achievement is on the forefront. According to Glanz (2005), the principal plays a vital role to ensure high student achievement, serving as the coordinator and facilitator of school-wide instructional programs. Friedkin and Slater (1994) stated that the principal is also more likely to be seen as an instructional leader, which suggests that school leaders be more

knowledgeable about instructional matters than their counterparts in otherwise similar lower achieving schools. Bamburg and Andrews (1991) agreed that teachers expect their school leaders of high achieving and high-gain schools to be more active participants in teacher learning and development. “Some ‘leading’ states are recognizing the crucial role of principals and are beginning to understand their power to influence who leads their schools” (Cheney & Davis, 2011, p. 21).

The new A-F grading system has caused principals to become more responsible for continuous school transformation and sustainable school improvement systems. Fullan (2001) stated that the importance of leadership for successful educational change is well known. According to Glickman (2002), the principal should be a change agent within the school. Case studies of “turn around” schools – interventions into teaching, learning and leadership – give credit to school leadership for school and teaching effectiveness (Scheurich, 1998; Maden, 2001). Research about school reform began in the 1970s, and today it has linked effective principal leadership to school improvement (Louis, Leithwood, Wahlstrom, & Anderson, 2010; Preston, Goldring, Guthrie, & Ramsey, 2012).

School leaders are held accountable for effective leadership strategies that impact student outcomes in order to meet the demands of the new accountability system; therefore, they must prioritize their duties in order to serve as instructional leaders. According to Masumoto and Brown-Welty (2009), in education, leadership can play a primary role in closing the achievement gap between the performance of minority children of low socioeconomic backgrounds and their nonminority counterparts from higher socioeconomic backgrounds. Hallinger (2010) reviewed 30 years of empirical research on school leadership points, in particular to the indirect and

mediated positive effects that leaders can have on student achievement. Hallinger (2010) stated that the actions of leaders could hinder the building of collaborative organizational learning, structures and cultures, and should instead develop staff and community leaders that would promote teaching and learning and create a positive school climate. Strategies such as these have been proven to promote student motivation and engagement and increase academic achievement.

This study seeks to explore the principal's understanding of continuous planning along with decision-making leadership strategies that must be utilized in order to increase student outcomes. Although there are numerous studies about their behaviors, this study examines principals within an urban school setting, who have encountered the criteria of the former Texas accountability system in comparison to the high demands of the state's new A-F grading system. This research will help understand how leadership strategies of principals, such as effective planning and decision-making processes, meet the stipulations of the new accountability system in order to produce progressive student outcomes.

Background of the Problem

Although there are many factors that contribute to the success of school performance, a strategic principal is a key determinant for improving a campus and increasing student achievement; it is critical for principals to be strategic about their leadership behaviors in order to impact student achievement. Marzano, Waters, and McNulty (2005) and Robinson, Hohepa, and Lloyd (2008) found that leadership is second only to classroom teaching as an influence on pupil learning. The Public Education Network (2003) reported that the principal can be a large contributing factor to a teacher's first years in the profession. King (2002) stated that the most

effective leaders of instruction know how to deal with campus challenges by remaining focused on improving teaching, learning, and student outcomes.

Cohen, McCabe, Michelli, and Pickeral (2009) emphasized that school leaders are considered one of the most influential factors in the development of the quality and character of a school. Because of new regulations by ESSA, there is a need for principals to fully understand the requirements of the new accountability system. They must be keen on leadership strategies that lead to immediate and sustained student performance. Normore (2004) defined “school leaders” as individuals who know how to support teacher professional experiences with their attitudes and behaviors, provide cooperation and improvement in their practices, and increase student achievement. According to Perry and McWilliams (2009), the responsibilities of school leaders include ensuring the values, philosophies and principles articulated in mission statements, strategic planning, and curricula and pedagogy frameworks. These responsibilities should be enacted in the day-to-day reality of leadership practices.

It is important to study practices and strategies of a leader, and train principals, since their main role consists of serving as instructional leader and enhancing student performance. Day, Harrison, and Halpin (2008) agreed that leadership skill qualities can be developed over time through professional development and performance assessments. The Bulach, Boothe, and Pickett (1998) study collected data from 375 graduate students in an educational leadership program, and their surveys proved common mistakes that principals make when working with staff members. The Marshall and Oliva (2006) study suggested that leadership preparation programs should better prepare school leaders to promote a broader and deeper understanding of social justice, democracy, and student equity. Having a better understanding in “equity for all”

could lead school leaders to recognize how their strategies impact teacher development and improve student results. Martinko (1995) stated that if a principal feels a student's background or socioeconomic status prohibits the student from learning at a particular level, that belief can be conveyed to the staff through the principal's actions and words.

A principal's leadership style is crucial to shaping the culture of learning on a campus in order to meet the state's accountability criteria. Research shows that a principal's strategic actions can impact a variety of teacher characteristics, from job satisfaction and efficacy to engagement levels and academic emphasis (Bird, Wang, Watson, & Murray, 2009). Since accountability currently consists of closing the achievement gap among sub-populations, research is now leaning towards identifying school factors that affect student achievement within the scope of a school leaders control (McGuigan & Hoy, 2006).

Statement of the Problem

Student achievement is the main core of accountability (Albritten et al., 2004). Today's principals are held accountable for being instructional leaders who are knowledgeable about the current accountability system. Meador (2018) stated that being a principal is hard work and consumes so much time. The role of a principal should consist of ensuring that all students achieve and make academic progress regardless of the plethora of responsibilities they face daily. Sousa (2003) stated that schools are somewhat responsible for raising students, and the principal has to be a leader of the overall campus instructional program; hence, serve as a change agent. The behaviors of principals, in addition to mastering the criteria and standards of the new system, can be studied to investigate the support that is needed to increase student results.

Walker and Ko (2011) agreed that a study of the relationship between sets of leadership behaviors and practices would investigate the ways in which student achievement could be realized. Although there are studies regarding principal leadership, there are few that examine the effects of principal leadership on overall school academic improvement that result from the strategic roles of principals to attain high performing campuses. This study addresses the problem of how leadership strategies of ongoing planning and decision-making are employed by campus leaders in high performing schools.

Purpose of the Study

The purpose of this study is to examine leadership strategies utilized by principals as they relate to ongoing school improvement planning and decision-making in highly successful, high poverty urban schools. The goal is to study how the current realities and experiences affect individual principals and their own visions and beliefs as educators. A principal's strategies and student achievement are mutually dependent to increase student performance and help close the achievement gap. More education for principals will show them how their actions impact student achievement.

Dufour and Berkey (1995) stated that the principal's role is key to helping teachers understand and believe in their own individual growth, so they in turn can support their students. Changing the principal's role to instructional leader is needed to improve student achievement and meet new and rigorous state accountability standards. The strategies of principals can be studied by examining their leadership actions and how they make decisions; how they deal with conflict and power dynamics; and how leadership goals are formed based on values, beliefs, and perceptions. If relationships exist then school leaders and districts will have data-driven research

to support the increase in student performance, based on identifiable strategic actions by the principal. The results, therefore, can lead to progressive student outcomes in accordance with the state's new accountability system, and ultimately lead to schools earning and sustaining higher overall campus ratings.

Research Questions

- 1) What is the role of the principal in the ongoing process of planning and decision-making?
- 2) How do principals effectuate meaningful involvement of teachers in the ongoing planning and decision-making process?
- 3) What school-based support structures and systems are created by principals to facilitate the involvement of other school personnel and community stakeholders in the ongoing planning and decision-making process?
- 4) What principal leadership actions and strategies are utilized to attain sustainability of high levels of student achievement?

Conceptual Framework

In an effort to gain an understanding of the leadership strategies of principals as they relate to ongoing school improvement planning and decision making, in successful urban schools, the Rational Decision Making Model was used as the conceptual framework for this study. Rational models and other prescriptive models are often used on a large scale to predict needs, plans, and making decisions about massive endeavors (Nolte, 2001, p. 20). The Rational Decision Making Model assisted in determining whether or not specific data driven decision-making skills, and campus improvement planning of campus leaders, influenced positive student

results. Eisenhardt and Galunic (2001) used this decision-making strategy in order to make important organizational decisions. Eisenhardt and Galunic (2001) suggest that “strategy answers two questions: (1) Where do you want to go? and, (2) How do you want to get there?” (p. 8).

Decision-making methods are techniques used in making imperative decisions while the process is considered as the actual steps taken to fully implement the decision-making strategy or methods. Wolf (2012) stated that decision-making is one of the most critical success factors of any successful organization. Das and Teng (1999) emphasized the strategic decision-making process as being a fundamental priority made by top management in organizations. Hoy and Tarter (2010) stated that the rationale in making decisions can be viewed as the appropriateness and chosen methods to accomplish a desired organizational outcome.

Since this study examined the leadership strategies of principals through the lens of campus leaders and teachers, the data collected could help guide principals as to which leadership approach to use when faced with the challenges of maintaining continuous student academic progress. The investigation of principal leadership planning and decision-making strategies, based on principal and teacher participant responses, could determine which strategic leadership actions had a high and/or direct impact on student achievement.

Methodology

This qualitative case study sought to understand principal leadership strategies regarding school improvement planning and decision-making in high poverty urban schools with a successful track of student academic performance. An attempt was made to identify a phenomenon within real life contexts. A bounded case was made using quality open-ended questions in a single round of one-on-one interviews with two elementary school principals and

six elementary school teachers, who described their own experiences regarding leadership strategies that employed ongoing planning and decision-making skills that impacted student outcomes. The principal and teacher interviews consisted of recorded one-on-one sessions conducted after work hours in an off-campus setting, ensuring no distractions.

The criteria for selecting principal participants consisted of finding two leaders who were current elementary principals in one urban Texas school district and who had served as campus leaders of a traditional neighborhood elementary school for at least three consecutive years under both the former Texas state accountability system and the new A-F accountability system. The two principals selected for this study were leaders of a campus in which 50% of the student population was identified as at-risk, due to socio-economic status, and had a student mobility rate of more than 5%. The study population also consisted of identified gifted and talented and special needs students, and at least 50% of the students were identified as minority. The principal participants were leaders of campuses who had demonstrated overall student academic progress in areas of reading, mathematics, writing, and science according to the State of Texas Assessments of Academic Readiness (STAAR) results in grades three, four and five. The STAAR data for this study consisted of school data only for academic years 2016-2017 and 2017-18.

A total of six teacher participants were selected from the same identified campuses of the two elementary principal participants. The six teacher participants had at least three years teaching experience as educators in grades three, four and five in the areas of reading, mathematics, writing, or science, and demonstrated overall student academic progress in reading, mathematics, writing, or science according to STAAR results for academic years 2016-2017 and

2017-2018. Student academic progress was defined as at least 50% or more of the teacher's student class/population that made academic gains in the areas of reading, mathematics, writing, or science, according to STAAR results for academic years 2016-2017 and 2017-2018.

After interview questions were answered by both principal and teacher participants in the one-on-one sessions, the recorded responses were transcribed to help formulate themes and questions. Principals and teachers were asked new interview questions only if clarification was needed after their responses had been given, transcribed, and reviewed for the data collection process. Prior to the principal and teacher interviews, participants were asked to bring artifacts to support leadership strategies. Artifacts included documents such as principal school communications, school plans that improved student achievement, professional development evidence, and other materials that proved and guided their strategic actions as leaders. After all of the data was collected, artifacts were examined and data was analyzed and documented to determine if ongoing planning and decision-making strategies of principals had a high and direct impact on student achievement.

Definition of Terms

Accountability. Accountability comes from the verb “account” which means “to reckon, count, count up or calculate” (Wagner, 1989). School accountability, the process of evaluating school performance on the basis of student performance measures, is increasingly prevalent around the world (Figlio, 2011).

Annual Yearly Progress (AYP). According to the Center on Education Policy (2005), AYP is a sanction-based system in which penalties on schools are increased if targets are not met. If a school fails to meet AYP for two years, the school is identified as in need of

improvement. Schools must utilize at least 20% of Title I funds for a school-option choice. Failure to meet AYP for the third year requires a third-party supplemental education service to give students additional instructional time, such as tutoring.

Closing Achievement Gap. Measured decreases, over time, in the differences between academic results for the student population groups. According to Strauss (2014), you cannot have a conversation about education reform without the words “achievement gap” coming in at some point, along with other specific plans on how to close it.

Elementary and Secondary Education Act (ESEA) of 1965. Federal legislation enacted in 1965 to provide financial assistance to schools educating low-income students. ESEA was a cornerstone of President Lyndon B. Johnson’s “War on Poverty” (McLaughlin, 1975).

Every Student Succeeds Act (ESSA). Zinskie and Rea (2016) emphasized that ESSA, signed into law in 2015, is the latest version of ESEA that was passed in 1965. The new law, based on the foundation of President Lyndon B. Johnson’s “War on Poverty,” fully supports students and schools in risk of academic failure due to inequity.

Instructional Leader. Instructional roles, as well as other facets, related to the responsibilities of the school principal (Waters et al., 2004).

Leadership Frames. According to Bolman and Deal (2003), four frames can be used by leaders to help navigate through organizational issues: (1) structural, (2) symbolic, (3) political, and (4) human resources. Leaders can quickly or thoroughly examine problems that arise and utilize one or more frames to help solve them.

Leadership Style. Omalayo (2007) defined leadership as a process of social influence. The style a leader uses to gain voluntary participation of subordinates in order to reach

organization goals. According to Nahavandi (2002), a person's leadership style may affect overall organizational effectiveness and or performance. Shaikah and Ibrahim (2013) found a strong correlation between the effectiveness of a leader and his or her leadership style.

No Child Left Behind (NCLB). The NCLB legislation, signed in 2002, requires states to develop assessments in basic skills and given to all students in order to receive federal funding for schools.

Principal Behaviors. Leadership behaviors include (a) organizing, (b) creativity, (c) vision, (d) communication, (e) instructional leadership and supervision, (f) group leadership and team building, (g) climate development, (h) problem solving, and (i) instructional analysis.

Delimitations

There were several limitations to this study, not the least of which was conducting the study during the 2020 Covid-19 pandemic forcing the interview sessions online via Microsoft Teams. The student STAAR data that was analyzed to select the principal participants represents only two academic years, 2016-17 and 2017-18. The selection process, used for principals and teachers, was based on STAAR data in grades three, four and five for reading, mathematics, writing, and science; no other student assessment results were utilized for this particular study. The principal and teacher participants were purposely selected, based on specific criteria. The demographic population of students selected for this study limited the generalization of the study's findings. The two elementary principals selected for this study were required to have only three consecutive years of leadership at their current school site, which limited the ability of the researcher to capture more than two years of their leadership experience under the former state's accountability system. Since the Texas new accountability A-F system was implemented

during the 2017-18 school year, only one year of student data was found to consist of outcomes utilizing the state's new accountability system rating.

The six elementary teachers of grades three, four and five, selected for this study, were required to have only three years of teaching experience in the areas of reading, mathematics, writing, or science at the elementary level. The certification content areas, educational background, and total years of teaching experience, for teacher participants, was not a requirement in the selection process. There were no specific grade levels of teaching needed prior to the teacher's elementary teaching experience. The race, gender, and age of the principal or teacher participants were not a part of the selection criteria.

Assumptions

The single assumption in this study was related to data integrity, based on principal and teacher responses during the interview sessions. It was presumed that all recorded responses from both principal and teacher participants during the one-on-one sessions were true and based upon each individual's perceptions and real life experiences of campus leadership. Participants were expected to bring artifacts as evidence of campus leadership actions, data driven decision-making processes, and evidence of leadership planning and collaboration with other staff members.

Significance of the Study

In order for school reform actions to take place at a school setting, a principal must strategically plan and make decisions on a regular basis in order to increase student performance. As a result, school leaders are under fierce accountability and fiscal pressures while coping with a larger political environment that is polarized and fearful about the growing complexities of this

new social order (Lugg & Soho, 2006; McMahon, 2007). A growing concern among educators is whether emerging school leaders are prepared to face these pressures, and create schools that advocate for education that advances the rights and education for all children (Spring, 2011). Principals of successful high poverty schools must be strategic planners, thinkers and leaders.

This study is of particular interest to policy makers, educators, such as district and campus leaders, and other researchers. For policy makers, this study can provide insight into assistance with decisions that help guide revisions of the state's accountability system and future changes. Other researchers can learn more about how the rigorous demands of the state accountability system has caused principals to shift their practices and plans. Researchers will be encouraged to conduct more studies that compare leadership strategies and determine which are more effective in producing positive student outcomes in high poverty urban schools. Additionally, this study will provide educators, such as district and campus leaders, with research that may inform them of how to make appropriate decisions based on data, and plan quality professional development trainings accordingly that assist leaders with their behaviors and actions to improve student performance.

Summary

This chapter presented the background of the problem, a statement of the problem, the purpose of this study, research questions, a brief description of the methodology, a definition of terms, delimitations and assumptions made by the researcher, and a brief explanation of the significance of the study.

Chapter II: Literature Review

Historically, the principal's role was viewed as a building and personnel manager, a rule enforcer, and dictator of students. However, more recent reforms over the past few decades have expanded the role of the principal to a more explicit focus on instruction, school improvement, and equity (DeMatthews, 2018). High-stakes testing and state accountability systems have required that principals be more than just managers and rule enforcers for teachers and students. A present day principal is responsible for making sure that all students have access to an equitable education, and that all teachers have access to improving their managerial and pedagogical skills to increase student performance.

School leaders must strive to balance and be proficient in their roles as instructional leaders since they wear many hats. Hallinger and Heck (1998) stated that a school leader's impact on student learning is mainly mediated through other people: staff, teachers and students, in addition to school climate and systems. Fullan (2001) stated that school leaders play a crucial role in strengthening school personnel and the community of schools. Today, the overall effectiveness of a school is rated by its state accountability system. In order to ensure the overall improvement of a school's instructional program and increase student-learning opportunities, it is necessary that a principal be an effective instructional leader, knowledgeable and successful in meeting the demands of the state's accountability system.

This chapter will include an examination of school leadership, federal accountability, school accountability, and high-stakes testing. The chapter begins by providing an overview of school accountability and testing, then examines the changes that occurred in the role of campus leaders. Data driven decision-making skills, collaborative efforts, and school improvement

planning of campus leaders, based on the perceptions of elementary principals and teachers, will be reviewed. The frameworks and research used to study leadership strategies, especially as it relates to effective instructional leadership and improving student outcomes, will be assessed. How strategic leaders assist with increasing student performance will be discussed, and the framework used for this study will be introduced and described. Finally a summary of the chapter will be provided at the conclusion of Chapter II.

The History of Federal Accountability

Federal accountability systems were developed to ensure that all students receive a rich educational experience. Ravitch (2000) stated that due to rapid changes in the environment, the need for more well educated citizens, and the growing technological workforce, American parents are deeply concerned about the education of their children. The intent of educational changes was to ensure that all children have equal access but there are conflicts in education due to differences in religion, race, and gender (Kliebard, 2004; Tyack, 1993; Apple, 1979; Ravitch, 1974). The civil rights issue erupted in Topeka, Kansas, in 1954 when the Supreme Court ruled that segregated schools were unconstitutional in *Brown v. Board of Education* (Brown v. Board of Education, 1954), which started desegregation of American schools. Halperin (1985) agreed that the original Southerners intended to improve impoverished schools to be equal to the more affluent northern schools until 18 schools were forced by legislation to integrate students. Congress responded by passing the National Defense Education Act of 1958, which provided funding to schools for the development of math, science, and language skills of American students; loans for students in higher education; and school construction. "It provided funds to

improve instruction in those areas considered crucial to national defense and security" (Baylis-Heerschop, 2006, p. 1).

Then in 1963, President Lyndon B. Johnson sponsored the "Great Society" program to promote equality and end poverty in the United States. The Great Society targeted funding to schools so students could "escape from poverty" (Spraggins, 1968, p. 47; Johnson, 1965, p. 55). "The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents... It is a place where men are more concerned with the quality of their goals than the quantity of their goods. But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor" (Eidenmuller, 2006, p. 2). Accountability standards and acts had impact on education, but it has drastically changed.

School Accountability

School leaders should be held accountable for effective leadership actions. According to Perry and McWilliams (2009), accountability is an essential component of the professional repertoire of contemporary leaders. Argon (2015) defined accountability as a tool that ensures organizational managers to abide with the law and its regulations during the administration of organizational goals. According to Figlio and Kenny (2009), school-based accountability emerged in the 1980s to measure school performance in public education. Ball (2001) stated that accountability could consist of internal and external factors that are informed by priorities, constraints and climate set by a policy environment. Schools must meet accountability standards

in spite of campus demographics, student socio-economic status, and a lack of materials and resources to provide intensive instructional interventions for scholars.

Taylor's (2005) study examined how accountability, based on policies, requires a new management style from principals. Schools (student results) must perform in ways that are measurable and visible to all. In an Edusource article (2011), accountability is defined as a means of transparency in which taxpayer funds are being used effectively to hold schools accountable for student performance. Argon (2015) stated accountability means that managers and employees are in line with the purpose of reaching the goals of the organization.

The literature also reveals the deficits and mistakes in services provided and points out who should be responsible for them. Carnoy and Loeb (2002) argued that strong accountability increases state control and is the main measure states use for gauging educational improvement. According to Carnoy and Loeb (2002), Texas was a pioneer state in using assessments to measure school performance directly. The state's regulations sanctioned schools that did not meet standard expectations and rewarded schools that exceeded the norm. Duke, Grogan, Tucker, and Heinecke (2003) emphasized that school accountability helps assess all school parties: principals, teachers and students. The overall school performance assessment is based on predetermined criteria, which holds every person responsible for their own actions. Porter, Chester, and Schleinger (2004) protested that accountability systems should include the responsibility of all school stakeholders and is unfair if students do not buy into their own accountability.

Elementary and Secondary Education Act of 1965

The Elementary and Secondary Education Act (ESEA) of 1965 was created to increase fairness and equity in student opportunities and achievement. McLaughlin (1975) stated that ESEA proved to be the cornerstone of the “War on Poverty” led by President Lyndon B. Johnson. Jeffrey (1978) agreed that the act served as a catalyst of change in public American education and addressed poverty and a commitment to an equal education for all. According to ESEA, funding for elementary and secondary education was utilized to create high standards and new levels of school accountability. ESEA reported that funds were authorized for teacher professional development sessions, instructional resource purchases, and parental involvement meetings and trainings.

ESEA, signed on April 9, 1965, was meant for funding appropriations to be carried out for at least five fiscal years. The largest financial component of ESEA was Title I, which was to “provide financial assistance to local education agencies serving areas with high concentrations of children from low-income families to expand and improve educational programs by various means” (Thomas & Brady, 2005, p. 52). McDonnell (2005) stated that Title I students received additional support outside of the regular classroom environment away from peers with pullout classes and tutorials.

Although ESEA had great intentions, many argued that it was not successful in closing the student achievement gaps and funding was not utilized appropriately. Wright (2011) argued that achievement has not been closed although billions of dollars have been spent on ESEA school-based programs. Thomas and Brady (2005) claimed that Title I funding was not spent on educating students of low-economic status but was used instead for general school items that

were not considered as educational resources. According to the U.S. Department of Education, Numbers and Types of Public Elementary and Secondary Schools from the Common Core of Data School Year 2010-2011, 48,990 schools of 66,646 that received Title I funds utilized a school-wide model to increase student achievement. Hence, the ESEA's effectiveness in closing student achievement gaps has been questionable.

No Child Left Behind

The No Child Left Behind (NCLB) Act of 2001, signed by President George W. Bush, was created to ensure that all students have equal opportunities. According to Abernathy (2007), the primary purpose of NCLB was to close the student achievement gap and increase fairness for students to experience a high quality education and meet at least the basic level of proficiency on state assessments. The Gamson, McDermott, and Reed (2005) article stated that the Every Student Succeeds Act (ESSA) requires state policies to enhance instructional programs in order to receive grant funding. Policies guide state academic content standards, and schools must demonstrate the implementation of regulations set by the state's accountability system. The accountability system ensures that all educational providers make adequate yearly progress (AYP).

Under the NCLB, U.S. states set the curriculum performance standards they wish to use and also monitor performance improvement against these standards in order to gain federal funding (Every Student Succeeds Act (ESSA). Lashway (2002) stated that President Bush's legislation placed the full weight of federal policy behind the accountability movement of NCLB. Classrooms had been transformed into test-prep centers. Neill (2003) stated that NCLB made test scores in the content areas of mathematics and reading the sole measure of academic

performance of students. Goetz and Duffy (2003) agreed that accountability systems that included high-stakes testing, limited the ability for teachers to be innovative and flexible.

Teachers became coaches for their student's test-taking skills rather than leaders of curriculum and life-long learners (Hombo, 2003; Neill, 2003). Oscher and Quinn (2003) emphasized that NCLB accountability included public report cards of schools, threats of reconstituting poorly performing schools, and rewards for administrators and sometimes teachers of high-performing schools. Kolodziej (2011) stated that NCLB has given attention to English Language Learners (ELL) with the intention of closing the achievement gap. Teaching English as a Second Language (ESL) has become a more attractive certified teaching area.

The NCLB Act was well-intended yet many criticisms of NCLB have existed, such as the need to categorize teachers as highly qualified, attention to specific student subgroups, and the ability for students to change schools in case a campus did not meet AYP or they were opposed to a change in the overall campus education. "To satisfy the highly qualified standard of NCLB, each teacher of a core subject must hold a bachelor's degree and a state standard teaching credential, as well as demonstrate knowledge of the subject taught" (Irons & Harris, 2007, p. 33). The intent of having highly qualified teachers was acceptable, yet many teachers who are of high caliber seldom elect to work at schools that service a high population of students from low-socio economic status.

NCLB, including the Annual Yearly Progress (AYP) is used to determine if a school meets a state's standards and whether students are or are not achieving academically. AYP has brought attention to particular subgroups of students in schools that include "those with learning disabilities, low-income students, students from all racial and ethnic groups, and students with

limited English proficiency” (Irons & Harris, 2007, p. 21). NCLB held schools accountable for student education by way of allowing students to change schools if a school failed to meet AYP. If a school did not meet AYP for three consecutive years, a student was allowed to transfer to a better school. After year four, a school was required to be restructured.

Testing

Testing can be viewed in a variety of ways. According to Carnoy and Loeb (2002), testing can be used as an indicator to gauge if teachers are reaching students and are on track to help increase their academic achievement. Carnoy and Loeb (2002) argued that testing can measure incentive programs, the need to increase standards, and the overall success or failure of a curriculum. In addition, test results can guide the perceptions of parents and school stakeholders of a specific campus. Penfield (2010) stated that performance in educational accountability testing can have critical consequences for individual students in the U.S., with several states using student outcomes for grade promotion or retention decisions and, also, for high school graduation certification. Mosle’s (2018) article stated that the NCLB guidelines led to high-stakes testing in order to hold schools accountable, yet deemed the closing of schools and the easy expansion of the nation’s charter school networks.

The new wave of accountability school-based reform consists of instructional improvements, high-stakes assessments, and student progress, but not without controversy. Intra-district assessments are highly recommended for Title I and other schools in need of improvement, driven by local education agencies. Haut and Elliott (2011) argued that student test scores were inflated due to teachers narrowing instructional delivery to test content as opposed to teaching content, standards needed for life-long learning. William (2010) reviewed studies on the

effects of high-stakes testing and found that the validity of tests can be problematic depending on the intentions. He suggested many ways to improve assessments for high-stakes accountability. Bishop (1998) found that testing has positive effects on overall student performance, since students understand the benefits of performing well on tests; getting students to pass them is part of a school's objective. Haut and Elliott (2011) argued that test-based accountability proved to be small incremental gains in student test scores.

The Principal as an Instructional Leader

It is imperative that 21st century principals are instructional leaders. An instructional leader is defined as the principal serving in an instructional leader capacity, as well as other responsibilities of the school principal (Waters et al., 2004). Hitt and Tucker (2016) stated that research on effective principal leadership has continuously evolved and is multidimensional. According to Wheatley (2005), the term "instructional leader" has become synonymous with school principal in the last decade. According to the Learning Policy Institute report (2017) report, teachers identify principal leadership as one of the most important determinants in their decision to stay in the profession or at a particular school site, more than compensation. Taylor (2005) argued that principal styles must give attention to a new "attentional economy;" school leaders are responsible for overall school performance and accountability.

The role of an "instructional leader includes growing the capacity of teachers, ensuring student progress, and overall school improvement. The National Policy Board for Educational Administration (2015), known as the Professional Standards for Educational Leaders, emphasized the actions of a principal as an instructional leader and correlated their leadership competencies directly to student learning and achievement. Hallinger and Wen-Chung (2016)

examined the role of principal over the past 60 years. The study used 40 sets of data from 28 studies and determined if there were differences in the perceptions of male and female leaders. The study process collected questionnaire data from principals and teachers from 1983 to 2014. The results yielded a significant gender difference in instructional leadership. The findings suggest that female principals are more engaged in instructional leadership than males. Garland (2018) studied the relationship between principal instructional leadership behaviors and student achievement in low performing schools. Teacher surveys were issued to allow principals to disclose their tenure, experience, and school level and size. Results of the study revealed that there was a direct correlation between student achievement in mathematics and the positive behaviors of principals of high needs campuses.

In spite of ambiguous daily responsibilities of school leaders, principals are still held accountable for student achievement and continuous campus academic gains. DeWitt (2018) agreed that a principal should spend the majority of their time as an instructional leader, but argued that there are many facets of a principal's managerial role that hinder the principal from visiting classrooms and focusing on learning. DeWitt (2018) also declared the necessity for a principal to minimize time in other areas to focus on teaching and learning. He also questioned what happens if a leader is lacking in the area of self-efficacy in order to conduct teacher observations.

Gawlik (2018) studied the behavior of four charter school principals in instructional leadership roles and the barriers they faced when serving in an instructional leader capacity. The findings revealed that when principals made an attempt to serve as an instructional leader, the school's budget and staffing issues served as barriers to make additional school improvements.

Wieczorek and Manard (2018) investigated the actions of six novice principals in a rural setting and found that they all experienced challenges as community and instructional leaders. The findings revealed that principals experienced difficulty in balancing their private lives in order to meet community expectations. The novice principals struggled with being visible in the community. They needed mentorship and professional development to better service their community and increase student achievement.

Principal leadership has been studied to examine how school leaders view themselves. Campbell, Chaseling, Boyd, and Shipway (2018) examined the insights of six principals who had an instructional leader appointed to their school and explored principal perceptions of effective instructional leadership. The study found that: principals viewed themselves as facilitators of learners; prior experience as an instructional leader was needed, and; instructional leadership is effective if student outcomes are improved by teacher practice and strong relationships throughout the school.

Using the models of Hallinger and Murphy's (1985) study, Yasin, Hamzah, and Mohd's (2018) research examined ways to identify principals' instructional leadership practices and how it affects the commitment of teachers. They found that instructional leadership is necessary for school leaders to improve student performance and establish cooperation among staff members. Yasin, Hamzah, and Mohd (2018) emphasized how their study added value to the literature regarding how effective instructional practices can lead to more commitment from teachers. Although these studies examine how principals serve as instructional leaders, there is little to no research that includes leadership skills and behaviors correlated to the new state accountability system.

Leadership Strategies

Effective leadership strategies are necessary for principals to lead staff members and students in successful school reform. Smith and Piele (2006) stated that effective school reform does not exist as a result of state capitols, but rather educational reform is guided by effective school principals and happens directly within schools. Smith and Piele (2005) stated that social intelligence and awareness of others are the foundation of self-awareness that creates an effective leader.

Hallinger and Murphy's (1995) Principal Instructional Management Rating Scale Questionnaire was given to 225 teachers in 12 schools. The findings revealed that principals should be competent in and adopt instructional leadership practices to ensure the improvement of teacher performance. This study proved that there is a significant relationship between a school leader's methods and the skillset of campus teachers.

Blasé and Blasé (2000) investigated how teachers perceive the instructional characteristics of principals and how their behaviors impact teachers significantly. A group of 800 teachers described the characteristics and actions of principals that helped increase teacher instructional delivery and overall performance in an open-ended questionnaire. The findings revealed that teachers perceive principals as highly effective instructional leaders, if they continuously collaborate with the teachers about growing professionally and challenge them to self-reflect on their teaching practices.

Silins and Mulford (2015) studied three school-level factors of high school functioning within the circumstances of effective school reform: school leadership, organizational learning, and student results. The three-year study of two Australian high schools found that all three

factors have a high impact on non-academic student outcomes, and proved that a student's participation and engagement in high school and their academic self-awareness is directly linked to school leadership behaviors.

Ismail, Don, Husin, and Khalid (2018) researched the relationship between a principal's instructional leadership practices and a teacher's competency in affluent schools. Olorunsola and Belo (2018) investigated a principal's leadership skills, their effectiveness, and administrative challenges. A random sampling of 13,123 secondary teachers of 35 schools were a part of the study, and the outcome concluded that there were many administrative challenges hindering the principal's ability to effectively manage, including monetary barriers which led to instructional deficits.

The plans and strategies of principals can shape a campus' culture and cultivate a positive environment of teaching and learning. According to Kritsonis (2000), the teacher and principal should work as team players on discipline problems. The study examined the effects of maintaining healthy relationships between teacher and principal in order to facilitate student academic success. The study investigated: school culture and the development of principal-teacher relationships; principal-teacher relationship components that influence teacher growth and performance, and; the outcome of the effects of building and sustaining principal-teacher relationships. The outcome revealed that productivity steadily increased and students excelled with the culture and climate of a campus that consists of strong adult working relationships. Programs within a school do not measure success; the people working together do. Walsh (2005) stated that principal-teacher relationships vary greatly among schools, and even among teachers at the same school. Furthermore, these relationships are proven to affect student achievement.

Influential principals can optimize the learning environment by utilizing leadership behaviors and skills that signify student success as a top priority along with school safety. This phenomenon occurs because teachers, who see principals as facilitators, supporters, and reinforcers for the jointly determined mission, rather than as guiders, directors, and leaders of their own personal agenda, are far more likely to feel personally accountable for student learning (McEwan, 2000). In addition, Hipp (1997) stated that effective school leaders and principals promote the certainty that teachers can and do impact student achievement and that their students are competent learners. The Tschannen-Moran (2004) study suggested that principals actively balance a strong sense of care for students and teachers with high performance expectations in their efforts to build a school-wide culture of trust.

Transformational leadership behaviors can increase teacher motivation and the ability of teachers to become a part of organizational change (Yu, Leithwood, & Jantzi, 2002). Bush (2008) defined transformational leadership as a model that inspires higher levels of commitment to an organization and is identified by inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. Gunn's (2018) article stated that transformational leaders are "captains" that have trust in their crew to help design and lead in the execution of improvement actions, and emphasized how a principal should be able to create a culture of innovation, motivate teachers, and provide a learning environment for all students. Allen (2018) stressed how transformational leaders influence others and their behaviors. The article highlighted that leaders with transformational characteristics shape the paths for others and understand how to positively guide others to take immediate action.

Collaboration

The partnership and cooperation of principals and staff members is necessary to make school improvements for both academic and non-academic advances. Goddard's (2017) study demonstrated a strong link between teacher collaboration and student achievement using a set of student level and school level variables, and revealed how elementary schools had a higher concentration of collaboration among staff members, including campus leaders, which led to an increase in student achievement.

Principals must incorporate systems that allow teachers to actively participate on teams to discuss student data and instructional practices that support the needs of all students. In order for teachers to increase their pedagogical skills, a campus leader must be savvy in scheduling time for teachers to collaborate; monitor their discussions about curriculum, planning, and practices; and evaluate the outcomes of teacher collaboration. Supovitz and Sirinides (2010) studied principal leadership and found that school leaders are considered effective if they have skills to remain focused on improving instructional outcomes, involve teachers in DDDM campus processes, and influence teachers to actively work together to increase student achievement. Blasé and Blasé (2000) echoed that outcome by saying that principals are highly effective if they understand how to develop strong connections with teachers by sharing knowledge and best practices to increase student performance.

Staff collaboration has not always been the norm in the past on most campuses, and teaching leaders to unite their teachers and staff members to work together has not always been part of the educational administration coursework. Goddard (2007) stressed the importance of collaboration and teachers banding together as being a part of university education programs for

future campus administrators. Ponder (1999) stated that when collaboration is not a requirement on campus there is a lack of teacher professional growth, and teachers tend to work in complete isolation from one another. Darling-Hammond and Richardson (2003) agreed that scheduling teacher collaboration times, or teachers finding a significant amount of time to effectively collaborate, are barriers for most leaders and classroom teachers.

Planning

Campus leaders who provide opportunities for common planning time, and for teachers to work together, create a positive working atmosphere that builds human capital. Kellough and Kellough (2008) defined teacher common planning time as a consistent scheduled time for teachers to discuss students' needs, plan for classroom instructional activities, and analyze student data. Dufour, Dufour, Eaker, and Many (2010) stated that the goal of teacher planning time was to work as a team and professionally grow to prioritize improving student outcomes, regardless of the grade levels and subject areas of teachers.

Many educators utilize the term Professional Learning Community (PLC) to describe teacher collaboration during planning time. Dufour (2014) used the term PLC as an organized body of teachers that share best practices and collaborate to reach a goal. Ladd (2009) found that teachers perceived their campus environment as an influential factor in increasing student achievement in the areas of mathematics and reading when given the appropriate amount of time to effectively collaborate and plan with other teachers in PLCs. Ladd's (2009) study, conducted in North Carolina, revealed that teachers with three or more planning hours per week increased their professional growth and had higher student math and reading scores than other teachers with fewer planning times. Mertens, Flowers, Anfara, and Caskey (2010) stated that common

teacher planning time and PLCs had a positive correlation on both teaching and learning, on campuses. Perkins and Reese (2014) emphasized how PLCs help build positive collegial staff relationships with teachers and leaders, which leads to school improvement. Zepeda (2003) argued that PLCs are highly recommended on campuses to help teachers improve overall campus instructional programs and create a positive school climate.

Data Driven Decision-Making Skills

Being an instructional leader is a crucial aspect in serving as a current school leader, and a school principal must be able to effectively guide teachers on ways to utilize data in order to make important decisions, especially regarding the improvement of student outcomes. Data driven decision-making (DDDM) skills require principals to strategically analyze data and allow data “to drive” processes that increase student performance. DDDM can be referred to as “teachers, principals, and administrators systematically collecting and analyzing various types of data” (Marsh et al., 2006, p. 1). Means (2010) stated that DDDM along with school improvement methods and curriculum decisions are heavily focused on, rather than teaching strategies, according to current educational research data. Coburn and Turner (2011) honed in on how DDDM processes are shaped by campus norms and principal leadership skills.

Chitwood (2018) examined a variety of district and campus level conditions that heavily influenced teacher DDDM behaviors. The data collection of this study included surveys from nine principals and 104 teachers from 11 campuses, and indicated key support systems and school conditions that increase DDDM processes. The results concluded that principal leadership behaviors, in comparison to district level support, are of a variety of conditions needed to effectively support DDDM systems on campus. Chitwood (2018) also emphasized that student

academic data was utilized more than non-academic data for student attendance or suspension rates and surveys from parents.

DDDM processes are important, however, some principals grapple with utilizing data effectively in order to support planning that improves overall school outcomes. Cosner (2011) highlighted the fact that school leaders struggle to support teachers in ways that make sense and practical use of their data. Cosner (2011) emphasized that some principals are capable of only giving a general overview of campus data in order to examine instructional practices needed to increase student outcomes. Young (2006) stated that challenges arise when teachers are expected to incorporate DDDM skills and fully understand the process regardless of their current beliefs and practices. Administrators may lack in the areas of formulating questions, selecting specific data methods, and/or planning probable solutions when reviewing campus data.

School-Based Organizational Structures and Processes

School organizational structures and systems are necessary parts to the identity of any campus, and principals must strategize ways to lead and foster conditions in which staff members work collectively as a unit to meet common goals. A principal must be strategic in the way he or she selects organizational models that increase staff performance, help make school decisions, and encourage employees to become innovative in the work needed to increase overall school instructional program. Kezar and Lester (2009) gave advice to leaders on ways to create a positive organizational environment that enhances leadership programs by stressing the importance of building the capacity in others to improve school organization. Spillane and Diamond (2007) stated that researchers suggest having distributed leadership in place, along with

accountability structures, to ensure there is organizational communication and consensus among staff members.

Frameworks Utilized to Study Principal Strategies

Research studies have examined principals' actions in both rural and urban settings. Hitt and Tucker (2016) utilized the Unified Leadership framework to summarize the work of dedicated researchers in a 10-year span who identified effective leadership domains that increased student achievement. A leadership domain creating a supportive organization for learning was used to compare an elementary school, servicing at-risk students, that outperformed other "like schools" with similar demographics in an urban setting. Hitt and Tucker (2016) suggested that a leader focus on creating a learning organization to increase teacher capacity. Their study also examined key leadership actions that help create a learning environment.

Tuters (2015) investigated how teachers perceived and responded to diversity in a rural school, and since few research studies exist regarding student achievement Tuters' study added to the literature of instructional leadership. In Stern's (2016) study on leadership in urban school settings, the sense making of educators was examined according to their responses to NCLB and Common Core Standards in an urban middle school setting. The findings revealed that neglect and compliance were the primary responses to both initiatives, and hindered the instructional leadership performance of educators.

Models Used in Educational Planning and Decision-Making

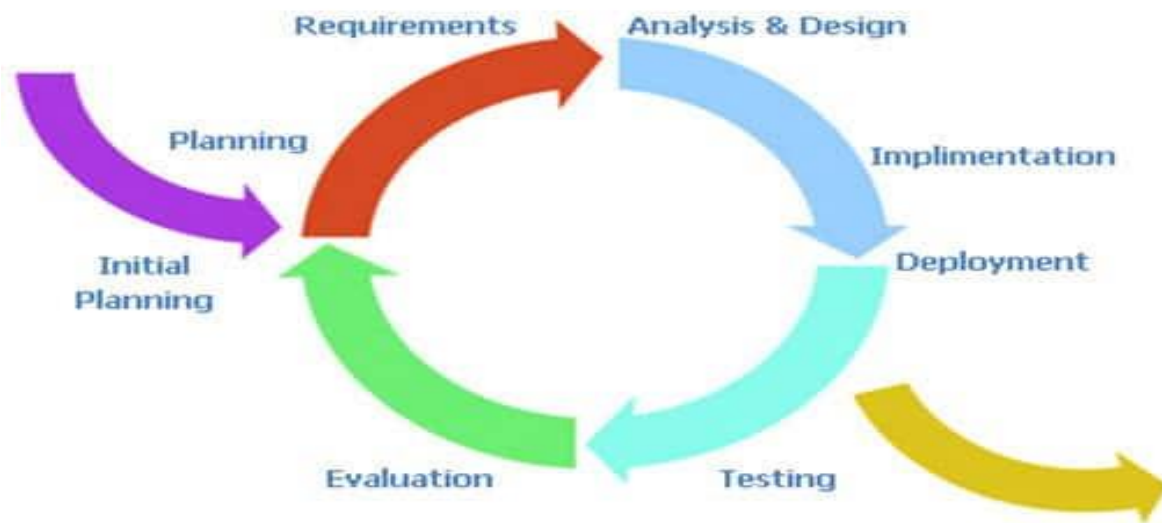
Models used in educational planning were developed to articulate organizational goals. The categorizations of models for educational planning consist of three areas: rational, incremental, and developmental. According to Beneveniste (1991), rational models articulate

goals and possible outcomes of an organization while incremental models study existing organizational goals and expand or evaluate their outcomes.

Cook (1990) presented a simplistic version of the comprehensive rational model that became a popular strategic planning tool in school reform. The basic steps consisted of identifying shared beliefs of all organizational members; understanding the school mission; establishing the framework for the plan; analyzing and assessing structures of the school; conducting an external analysis of the school; stating goal objectives, and; identifying strategies to obtain goals.

Beach and McInerney (1986) stated that an incremental model is strongly suggested for planning because it requires little time, participation, or amount of resources utilized, and requires minimal change from organizational members, yet it causes rapid changes. Clark, Lotto, and Astuto (1989) emphasized that developed models focus more on the overall improvement of an organization along with beliefs and values shared by members.

Figure 1. Incremental model used for an organizational decision-making process.



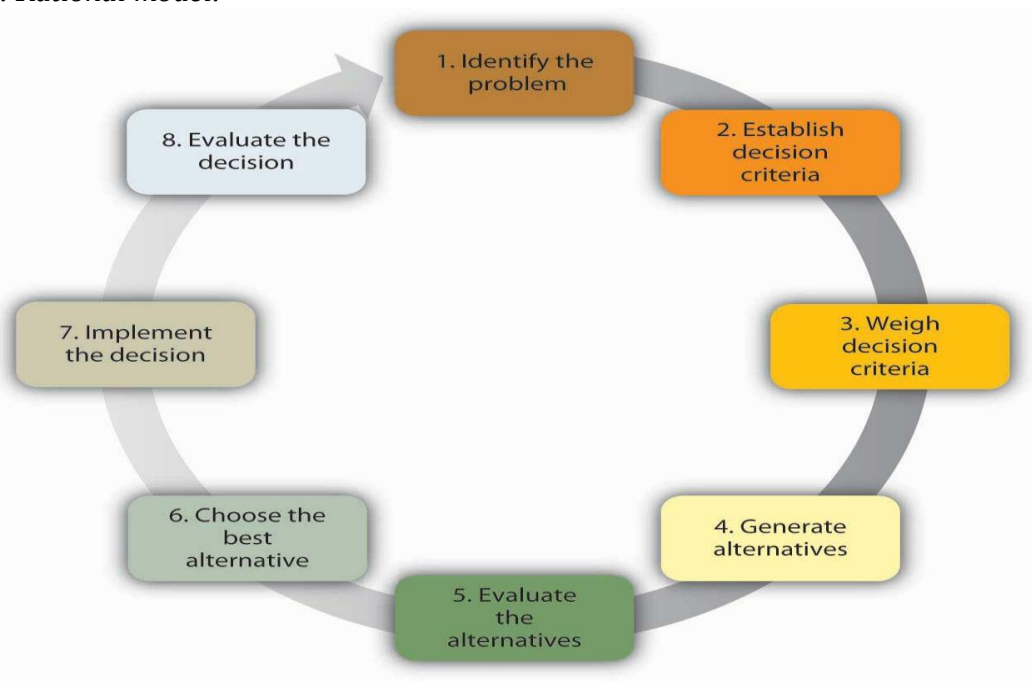
Conceptual Framework for this Study

Although other frameworks have been used to study principal leadership strategies, the Rational Decision Making Model is the best framework for this study. The specific framework chosen can be used to help determine how principal leadership strategies affect overall school improvement. According to Nolte (2001), rational models can be utilized on a grand scale if there is a strong need to plan effectively, make appropriate decisions, and predict the needs of an organization.

The Rational Decision Making Process or “rational model” has been associated with education administration research. Green (2001) and Hoy and Tarter (1995) stressed the importance of utilizing texts to teach the rational model since leaders are repeatedly responsible for making decisions at schools. Hoy and Tarter (2010) defined rationality of decision making as the ability to select appropriate methods to get results. Harvey (1997) used a six-step approach

for the rational model of decision-making: (1) mindset, (2) the defined problem (3) the criteria of the solution, (4) possible solutions of the problem(s), (5) choice of solutions, and (6) implementation. Bourgeois (1985) stated that executives of organizations, who collect data and information before making important decisions and have a more accurate perception of the overall working environment, tend to have more successful outcomes.

Figure 2. Rational model.



Rational models and other prescriptive models are often used on a large scale to predict needs, plan, and make decisions about massive endeavors (Nolte, 2001, p. 20).

Summary

This chapter presented research examining school leadership strategies and the need for principals to serve as instructional leaders in order to help increase student achievement. Additional research is needed, however, to determine the effects of principal leadership on student achievement through planning and decision-making skills. By continuing this research,

additional strategies will be revealed that campus principals can use to develop necessary skillsets to improve overall school effectiveness. With this in mind, the Rational Decision Making Model has been utilized to underline the theoretical framework of this study and explains the methods used by instructional leaders that are needed to ensure that all students make and sustain academic progress. The next chapter describes the methods used for conducting research for this study.

Chapter III: Methodology

The purpose of this qualitative research study, which designed prior to the pandemic but implemented during the pandemic, was to examine the strategies used by principals to make school improvements based upon ongoing planning and decision-making in highly successful urban schools. According to the extant literature, a school principal is held accountable for effective leadership actions that are directly correlated to student achievement (Gray & Ross, 2006). The principal has to be an instructional and influential leader in order to create and sustain a culture of academic excellence on a campus. Particularly, learning-centered and instructional leadership behaviors are less emphasized as a critical need for principals to progressively improve schools (May & Supovitz, 2011; Robinson, Lloyd, & Rowe, 2008). In order for principals to meet the rigorous demands of the state's new accountability A-F grading system, they must strategically prioritize daily duties and map out plans in order to remain focused as instructional leaders. According to Simon, Christie, Heck, Graham, and Call (2018), leadership traits include personal qualities in addition to interpersonal skills; the ability to empathize and be sensitive to the needs of others; create a positive learning environment; display ethical and moral behavior; and build trusting relationships.

The data from this study might guide campus leaders to utilize specific skillsets and leadership strategies that continuously increase student achievement in high poverty urban schools. This chapter presents the study's research questions, research design, and the selection process of the participant population. The data collection process and analysis procedures used in this study are also identified and explained. The trustworthiness of this qualitative study includes

four main components: (1) credibility, (2) transferability, (3) confirmability, (4) dependability and will be discussed. Finally, the chapter summary will be presented.

Research Questions

This study was guided by the following research questions:

- 1) What is the role of the principal in the ongoing process of planning and decision-making?
- 2) How do principals effectuate meaningful involvement of teachers in the ongoing planning and decision-making process?
- 3) What school-based support structures and systems are created by principals to facilitate the involvement of other school personnel and community stakeholders in the ongoing planning and decision-making process?
- 4) What principal leadership actions and strategies are utilized to attain sustainability of high levels of student achievement?

Research Design

The purpose of this qualitative case study was to examine the impact strategic skills of school leaders have on student achievement, and to investigate how school leadership plans impact student outcomes based on the perceptions of principal and teacher participants. The qualitative research method was chosen for this study since the voice of the school principal is considered as the examined phenomenon. According to Roller (2018), “absence of absolute truth,” for instance, is a critical factor in qualitative research. This aspect is closely connected with research in an environment where the dominant attributes of context, meaning, and participant-researcher interactions are found. Roller (2018) concluded that qualitative research is

different from quantitative research since analysts of quantitative content set coding schemes at the beginning of the research process.

Qualitative study allows researchers to revisit the content studied in order to gain a better understanding of each relevant part, as well as its relationship to the entire context. According to Korstjens and Moser (2018), quality criteria for all qualitative research studies are: credibility, transferability, dependability, and confirmability. Pathak, Jena, and Kalra (2013) argued that qualitative research is a much more reliable method of research due to the fact that it generates non-numerical data. They also emphasized how qualitative research helps to understand beliefs, attitudes and behaviors, and the “lived” experiences of people. Hammarberg, Kirkman, and DeLacy (2016) stated that questions about experiences, perspectives, and meanings are asked of participants in qualitative studies.

Henwood and Pigeon (1992) identified seven attributes for the evaluation of qualitative research: (1) the importance “of fit,” in which data collected by the researcher is fit into categories and subcategories after the data has been analyzed, (2) a framework is formed from well-developed concepts that emerge from statements, “integration of theory,” which helps to explain the phenomena, (3) reflexivity is referred to as the role which the researcher plays during the analysis process during a qualitative study, (4) qualitative research analysis should be properly documented in order to have value; proper documentation consists of describing an event, experience, emotion, or scenery depending on the person’s perspectives, (5) the researcher must develop and modify emerging themes with the aim to examine varied conditions and ranges; it is necessary that cases not “of fit” be analyzed in order to generate additional information learned, (6) viewpoints expressed by the participants, not by the researcher(s), are

the most important, and (7) research outcomes can go beyond the particular research context. Nakkeeran and Zodepy (2012) emphasized that qualitative studies are founded on interpretive and constructive epistemology. This study utilized a case study approach to determine the perceptions of principals and teachers as they gave their lived context of campus leadership planning and decision-making by leaders who affect student academic progress.

Criteria for Site Selection

The study was conducted in the state of Texas during the 2020 pandemic in a school district that is urban and consisted of a total population of 214,175 students and 284 schools for the years studied. The traditional elementary schools in this research were labeled as neighborhood schools with no specific admission requirements for its students, although the district has magnet, International Baccalaureate (IB), and other schools that specialize in specific studies. Student demographics of the district, for school year 2017-18, included: 355 American Indian/Alaskan Native students, 0.17%; 51,437 African American students, 24.02%; 8,673 Asian students, 4.0%; 132,449 Hispanic/Latino students, 61.84%; 151 Native Hawaiian/Pacific Islander students, 0.07%; 2,485 students of two or more races, 1.16%; and 18,625 White students, 8.70%.. The district also had the following student populations: 31.47% LEP, 12.35% ESL, 20.01% bilingual, 71.63% at-risk, 91.63% Title I, 7.24% Special Education, 15.72% gifted and talented, and 74.93% economically disadvantaged students.

The State of Texas Assessment of Academic Readiness (STAAR) program for Texas public schools include annual assessments in reading and mathematics for grades 3-8; writing for grades 4 and 7; science for grades 5 and 8; social studies for grade 8; and End-of-Course assessments for Algebra I, Biology, English I, English II, and U.S History. STAAR results, in the

Texas district selected for this study, in the school year 2016-17, for grades 3-8 were: ELA 63%, Math 69%, Writing 61%, Science 66%, and Social Studies 53%. The STAAR End-of-Course exam results for the 2016-17 school year included Algebra I at 79%, Biology at 81%, English I at 60%, English II at 62%, and U.S. History at 89%. The district's grade level student populations, according to 2016-17 district data, were 14.53% for Pre K and K, 40.91% for elementary (grades 1-5), 19.25% for middle (grades 6-8), and 25.29% for high school (grades 9-12).

Participants

Participants in this study were purposefully selected. A total of two elementary school principals in a Texas urban school district were selected using criteria that included principals who had served as campus leaders for at least five years. The principal leadership years included at least three consecutive leadership years at the same campus. The consecutive years of serving as an elementary school principal included campus leadership under both the former Texas state accountability and the new state accountability A-F system.

The schools consisted of a student population of both gifted and talented and special needs students. The principals selected served as leaders of comprehensive and traditional neighborhood elementary schools. In order to be selected as a principal participant, the student academic track record of student results on STAAR exams must have included an increase in reading, mathematics, writing, and science in grades 3, 4 and 5 in at least two to three grade levels. Data used in the selection process of principal participants were for academic years 2016-17 and 2017-18, STAAR results only. No additional assessment results, specific teacher demographics, or campus ratings prior to the 2016-17 school year were used to select principal

participants for this study. There was no gender, ethnicity, or leadership background preference for the principals selected to serve as participants. The location of the school settings of principal participants was not a determining factor for consideration in the participant selection process.

Six teacher participants were selected and included elementary teachers of grades 3, 4, or 5 in the areas of reading, mathematics, writing, or science. The teachers had at least three years of teaching experience in their grade level/content area. The certification and educational backgrounds and total number of years of experience as an educator were not part of the criteria for teachers selected in this study. Teacher participants had to be part of the campus team in which the two elementary principals of this study were selected. Student 2016-17 and 2017-18 STAAR results of teacher participants were used to determine if at least 50% or more of the students in their class/population made progress on the reading, mathematics, writing, or science STAAR exams.

Data Collection

Data collection consisted of principal and teacher video-recorded interviews and a collection of artifacts. “The pandemic disrupted education research throughout the country and world, particularly as schools closed. Consequently, researchers had to adapt their studies to respond to new limitations” (DeMatthews, Knight, Reyes, Benedict, & Callahan, 2020). One-on-one principal and teacher interview sessions were conducted via Microsoft Teams after work hours and/or during the weekend. Interviews were not conducted during the school day to ensure that principals and teachers were focused on the interview questions and not on their campus responsibilities. Each principal and teacher participant was asked 10 open-ended questions that allowed them the opportunity to describe their individual experiences regarding leadership

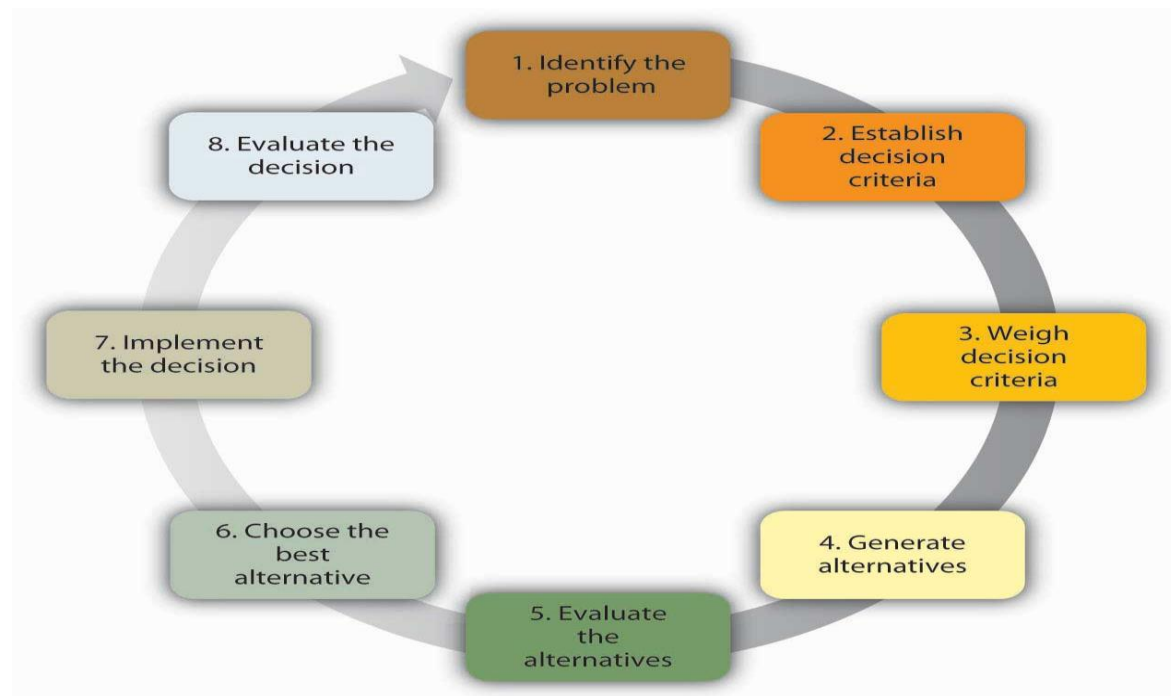
strategic planning and actions in alignment with student academic outcomes. Interview sessions were video-recorded and transcribed to assist in formulating themes.

Data Analysis

Both principals and teachers participated in the one-on-one video-recorded Microsoft Teams interview sessions after school hours, and their responses were transcribed with great care to protect confidentiality and anonymity. Each interview session lasted at least one hour and consisted of 10 questions that included additional time for follow up clarification if needed. Principal and teacher participants were asked to provide any school artifacts in his or her possession that would serve as evidence of systemic processes that increased student outcomes in the areas of reading, mathematics, writing, or science, and would prove his or her perceptions of leadership strategies in support of student achievement and/or teacher professional development plans that were used to improve student outcomes based on STAAR results.

The collected data consisted of transcribed interview sessions, notes from interview sessions, and artifacts submitted by the participants. The data was analyzed and coded to determine emerging themes on types of skills and leadership strategies used by the principals to evidence the direct impact on student achievement. Data was also analyzed to determine if the collaboration of school leaders and teachers influenced student outcomes. The data collection process also dictated if teacher planning, guided by campus leadership along with data driven decision-making skills of principals, had a direct correlation on improving the performance of students based on STAAR assessment results. The Rational Decision Making Model was utilized to investigate these leadership strategies as they planned and made decisions to increase student academic progress and achievement.

Figure 3. Bourgeois and Eisenhardt (1988) The Rational Decision Making Model



Trustworthiness

The trustworthiness of this qualitative study includes four main components: (1) credibility, (2) transferability, (3) confirmability, and (4) dependability. Credibility is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Mandal (2018) defined credibility as the believability, or the truth, in research findings. The credibility of this research study was based upon the triangulation of data collected from the first one-on-one interview session with each principal, the second one-on-one interview session with each principal, and artifacts collected from principals during the second one-on-one interview round.

According to Sim and Sharp (1998), triangulation aims to enhance the process of qualitative research through the utilization of multiple approaches. Korstjens and Moser (2018) stated that data triangulation can be secured through the use of various data sets emerged during an analysis process. Tashakkori and Teddle (2003) stated that the findings combined from two or more approaches can provide a thorough picture of results when utilizing the triangulation method. According to Hadi (2016), triangulation should not be seen as a tool to check the validity of data and labeling data as “true” or false.” Validity is derived from the usage of multiple data sources available during the research process.

Transferability consists of research findings being applicable to other contexts and situations in educational research. Lincoln and Guba (1985) suggested that a description of the phenomenon offered by the researcher can provide a detailed account of his or her experiences during the data collection process. They also suggested that researchers explicitly describe the setting of where interviews occurred, how interviews are conducted after the participants’ work hours, and other aspects that provide a clear picture of the research setting(s). As Lincoln and Guba noted, “by describing a phenomenon in sufficient detail, one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people” (p.306).

Confirmability is demonstrated through the interview sessions and data collection process. Data does not consist of biases that could skew the responses of the principal participants in the study. Mandal (2018) stated that confirmability refers to the objectivity of research during data collection and data analysis and must demonstrate quality. A *confirmability audit* can be conducted at the same time as a dependability audit. The auditor asks if the data and

interpretations, made by the inquirer, are supported by material in the audit trail, if they are internally coherent, and if they represent more than “figments of the [inquirer’s] imagination” (Guba and Lincoln, 1989, p. 243). Polit and Beck (2012) stressed the importance of congruency between two or more independent persons about the accuracy, relevance, or meaning of the data.

Other researchers may repeat this study and have findings be consistent, which will prove the dependability of this qualitative research. “Dependability can be enhanced by using overlapping methods, stepwise replications, and/or inquiry audits” (Denzin, 1994, p. 513). According to Shenton (2003), in order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. Other researchers can review the data found in this research study and arrive at similar findings or interpretations of the data gathered. Dependability would guarantee that the research conducted in this study was not misguided by data during the data collection process.

Summary

This chapter presented the methodology utilized in order to conduct this qualitative case study. It discussed the research questions, research design, setting and participants, data collection, data analysis, and the research process. Each of these components assisted in fulfilling the purpose of this study, which was to examine the perceptions of principals and teachers regarding leadership skills and strategies that directly impact student performance.

Chapter IV: Findings

There are few high poverty, high-performing schools within our state that are successful based on the A-F accountability and the Texas Education Agency report card data. Therefore, the purpose of this qualitative research study was to examine the strategies used by elementary principals to make school improvements based upon ongoing planning and decision-making in highly successful urban schools. The two elementary campuses examined were Diverse and Vision – Title I, high-poverty, economically disadvantaged, high-performing schools that have been recognized by the Texas Education Agency. The goal of this research is to enlighten educators, principals, and district administrators from what has been uncovered from this study and utilize the findings to support other schools that provide successful learning environments for low-income students.

This research recognizes Title I, non-magnet schools that incorporate planning and decision-making structures and strategies to ensure their campus is identified as a successful, high-achieving school. Reported research, cited by Johnson et al. (2000), indicates that effective principals are both physically and psychologically involved with individual classrooms and the school. Additionally, to ensure campus success, instructional leaders have organizational capacity building, and must use culturally responsive practices (Jacobson & Day, 2007, p. 9). Considering this information, the identified campuses in this research have the mindset that being in poverty, and being identified as an economically disadvantaged campus, is no excuse for an underachieving school.

Effective leadership in schools, involving planning and decision-making structures and strategies, directly affects school outcomes and teacher perceptions of student goal achievement and student grades. Results of Edmond's research state that educational leadership is an

important component to school success. Additional research from Witziers et al. stated, “the principal's routine behaviors create links between characteristics of school organization and instructional climate, which in turn affect student achievement” (p. 401). Effective leaders are proactive, utilize high effective decision-making strategies, and help followers achieve high performance outcomes, according to Bass (1998).

In addition to teacher and principal perceptions on the effectiveness of collaborative planning, this chapter provides a description and analysis of data collected for the study. Even though a wealth of literature supports the best practices of teacher collaboration (Dufour, 2014), very few studies categorize and review teacher and school principal perceptions of planning time and practices in relation to student achievement. This study focused primarily on the weekly planning time given to teachers at elementary schools and how it relates to student achievement.

Information as it relates to the relationship between student reading and math achievement and teacher planning practices will be useful to school principals in regard to the allotment and scheduling of teacher planning time, and types, during a teacher’s workday. Principals’ perspectives concerning the alignment of current school practices and collaborative best practices will be beneficial to school-, district-, and state-level administrators when designing and implementing professional development initiatives for teachers and principals.

The following questions guided this study:

1. What is the role of the principal in the ongoing process of planning and decision-making?
2. How do principals effectuate meaningful involvement of teachers in the ongoing planning and decision-making process?

3. What school-based support structures and systems are created by principals to facilitate the involvement of other school personnel and community stakeholders in the ongoing planning and decision-making process?
4. What principal leadership actions and strategies are utilized to attain sustainability of high levels of student achievement?

To address the research questions, a phenomenological qualitative study used a combination of semi-structured interviews, reflexive journaling, and document analysis to study teacher and principal perspectives. The study focused on two elementary campuses in a major urban public school district in Texas per Texas Education Agency's (TEA's) district classification system, which is represented by the pseudonym Texas Stellar ISD. Participants were selected purposefully, and pseudonyms were applied to protect the identity of all participants and to promote trustworthiness. Texas Stellar ISD was chosen as it fit the determined criteria of a major urban public school district in Texas. A description of the participants' profiles is followed by the findings and a summary of the chapter.

Description of District and Participants

A description of the district and schools provides contextual information about the location of the study. A total of ten participants from two different schools were selected through purpose sampling according to specific criteria.

Texas Stellar School District. Texas Stellar School District is a large, urban public school district located in Texas that serves over 210,000 students. The student population consists of 62% Hispanic, 22% African American, 9% White, 2% Asian, and 3% other ethnicities/races. Thirty three percent of the students are English language learners, which means

their native language is different than English. Seventy nine percent of the students are considered economically disadvantaged, and more than 100 different languages are spoken by students' families in the district. In addition, 8% of Texas Stellar ISD's student population is enrolled in special education (Facts and Figures, 2019).

Texas Stellar ISD has 280 schools and more than 26,000 employees, of which 11,531 are classroom teachers. Ninety percent of the district's highly effective teachers are retained. Eight of the schools serve early childhood students; 160 of the campuses are elementary serving students in pre-kindergarten through 5th grade; 39 schools serve middle school students 6th through 8th; 37 schools serve high school students 9th through 12th; and 36 are combined schools serving students 6th through 12th. Each campus has a head principal, a counselor, teacher specialists, and/or assistant principals. According to the district website, the vision of the district is "Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society" ("About Us," para. 1, 2019).

The district is the first two-time winner of the broad prize award, which recognizes the public school system that has made the most substantial gains in student achievement. Texas Stellar ISD has 35 schools on the Washington Post High School Challenge Index, which identifies the top 10% of high schools in the nation. Texas Stellar is one of 21 districts across the nation awarded the Race to the Top's \$30 million grant (About Us, 2019). The district currently has a graduation rate of 80.9% and Texas Stellar ISD, overall, has been rated a B average in TEA's recent accountability rating (Texas Education Agency, 2019).

Vision Elementary. Vision Elementary is located approximately three and one-half miles northeast of Hobby Airport in the southeast section of Houston. The student population of Vision Elementary is 96% Hispanic, 1% White, and less than 1% Asian and American Indian. Sixty-one percent of Vision students are economically disadvantaged, 11% of the students are identified as Gifted and Talented, and 5% are identified as Special Education students. Vision's mobility rate is 13.1% and the student attendance rate is 98%. Vision Elementary School is a school-wide Title I campus and has been identified as a Community Eligibility Provision Program Campus (CEP), which allows students to receive free meals without requiring families to complete the free and reduced lunch application.

Diverse Elementary. Diverse Elementary has been an educational landmark in the southeast residential community for over 75 years. Diverse Elementary is a school-wide Title I school that serves approximately 500 students in pre-kindergarten through 5th grade. The school is made up of 98.8% Hispanic, 1% African American, and 0.1% other. The student population represents a lower socioeconomic level of 94% who qualify for free or reduced lunches. Seventy-seven percent of the students are labeled at risk and 10% of the student population receives Special Education services. The mobility rate of Diverse Elementary is 10%, combined with a 97% attendance rate. In addition, Diverse Elementary has a Traditional Bilingual Model that serves the Limited English Proficient student population of 54%. Diverse Elementary is a neighborhood Gifted and Talented campus that serves 98 identified GT students in kindergarten through 5th grade.

Diverse Elementary "met standard" on the Texas Education Agency's accountability rating system and received a B status. A distinction designation was achieved in comparative

academic growth. The strength of Diverse Elementary is that all content areas increased at the master's performance level; reading increased from 73% to 76%, and math increased from 88% to 85%. Diverse Elementary contributes their successful math scores to several factors: a strong math team lead; small group interventions; co-teaching from a math interventionist; daily math problem-solving journal exercises; extended time devoted to math during and after school, and Saturday camps; teaching math vocabulary; common problem-solving plans across all grade levels; family math night; and using literacy best practices in math class.

The reading instructional program of Diverse Elementary is composed of four essential reading skills: phonemic awareness, fluency, vocabulary development, and comprehension. Improvement and overall achievement is attributed to professional learning community meetings, a focus and emphasis on backwards planning, curriculum mapping, analysis of assessment data, and planning strategic re-teaching and intervention plans. This type of leadership ensures that PLCs are centered on data, and discussion is centered on aligning rigorous teaching practices with TEKS in order to increase student achievement.

Data Collection

This study investigated 3rd through 5th grade student reading and math achievement in relation to types and amounts of teacher planning time. The study also examined principals' perspectives on the effectiveness of collaborative planning practices as a means to increase student achievement. The population for this study consisted of two Houston schools, housing 3rd through 5th grade students. Spring 2018 and 2019 reading and math proficiency levels for each school cohort were collected via the Texas Education Agency website.

Information about planning period types and amounts for 3rd through 5th grade teachers during the 2017-18 and 2018-19 school years were collected via a Microsoft Teams video call to each participant. Data was collected from eight teachers and two principals. The data collection period coincided with the end of the 2019-20 school year, well into the pandemic, which made connecting with school principals difficult; therefore, subsequent phone calls and e-mails were needed to obtain an adequate response rate.

Description of Participants

Nine out of ten participants in the study served as elementary school teachers within the Texas Stellar Independent School District. Of these nine, eight were female and one was male with years of teaching experience ranging from three to twenty-six years. Each of the schools in which the teachers taught were both high-poverty and high-minority campuses that served student populations of at least 75% poverty and 50% minority.

David is a fourth year principal who was an ESL teacher for 6th through 8th grade students. All three of his years of principalship have been at the same school within the Texas Stellar ISD. David studied English as a second language for ESL students and received his Master's in bilingual education and administration before moving into school administration.

Alice is a sixth year principal who has been working in education, specifically in Texas Stellar ISD, for 15 years. Alice began as a 4th grade teacher, but also taught 3rd and 2nd grades, with the majority of her classes being self-contained or departmentalized. Alice taught for a total of five years, and her areas of specialty as a teacher included International Baccalaureate (IB), dual language, bilingual and regular educational programs. After teaching, Alice transitioned as a

teacher specialist for two years, an assistant principal for two years, and finally as a principal for the last six years.

Table 1 summarizes the participant group, which consisted of three English Language Arts teachers, five math teachers, and two school principals. Pseudonyms were used for each participant to ensure anonymity and trustworthiness.

Table 1

Participant Description Summary

Pseudonym	Title/Subject Taught	Campus	Years of Experience
David	Principal	Vision Elementary	4
Alice	Principal	Diverse Elementary	6
Brenda	3 rd -5 th Math	Vision Elementary	8
Sam	3 rd -5 th Reading	Vision Elementary	21
Michelle	4 th Math	Vision Elementary	14
Tracy	3 rd Math	Vision Elementary	17
Jennifer	3 rd Math	Diverse Elementary	12
Danielle	4 th Math	Diverse Elementary	12
Natalie	5 th Reading	Diverse Elementary	26
Kasey	5 th Reading	Vision Elementary	3

Emergent Themes

Data collected through the two-series interview process provided a description of the participants' lived experiences. Interview transcripts, reflective journals, and field notes were analyzed first to identify meaningful statements and reflections aligned to the study. All participant interviews were digitally recorded via Microsoft Teams. All recordings were transcribed under a secure user account via Otter.com transcription software. Through process coding, excerpts were then analyzed to identify frequent and relevant words and actions that resulted in initial codes and categories. The researcher coded the transcriptions in the context of the 21 responsibilities of a school leader by Marzano et al. (2005).

Eight prominent themes emerged from the collective findings: 1) resources, 2) involvement of curriculum, instruction and assessment, 3) monitors/evaluates, 4) culture, 5) ideals/beliefs, 6) relationships, 7) contingent rewards, 8) flexibility. Participants considered these to be the most important actions that principals can take for supporting teachers with their ongoing planning.

Research has shown that principal leadership can have a positive and significant impact on student achievement. Marzano, Waters, and McNulty identified twenty-one principal actions that have a positive effect on teachers (Dufour & Marzano, 2011). Resources and involvement in curriculum, instruction and assessment were the most requested themed areas by respondents for supporting and maintaining teachers. Delivery of the found themes begins with resources.

Resources

Resources guide and provide teachers the ability to be successful with their students, which leads to school success. Based on participants' responses, resources played an important

role in planning and were a major theme communicated throughout the interview process.

Jennifer responded positively when asked about resources provided.

If we need a resource, our principal tries to get it for us. She would also try to have a consultant come by once a month to help the math department. She would also make sure the teacher assistants would help, come into our classrooms and provide small group instruction or pullout for students.

Brenda added:

We also have the tutors to help with our tier three students. That really helped to try to bridge the gap. And then we also had funding for after school tutorials and Saturday tutorials. That way teachers can work more one-on-one or small group with the students who may need it.

Sam talked about the use of outside resources.

There are the specialists. We also have outside tutors that came in and they supported us tremendously by working with our tier three students, making sure they received the support they needed. We also have several workbooks, from watching someone else or from another school. Another type of resource for us to be able to benefit from is our consultant.

Kasey appreciated the support from the stress.

As a teacher, it gets overwhelming on a weekly/daily basis, and to have a team supporting you, the administration is pretty good at supporting us and getting us what we need.

Danielle commented on the benefits of having an outside coach come to the campus.

The coach from Rice University would come and she would coach us, I think once a month or once every two months, where we would get half a day and we would plan with her. She would sit with us and we would look at school-wide data. What was it that we're lacking in as far as the math department? So that was a huge resource that I think was very beneficial to our school, and she would talk to us about what we needed to do to get to an A-rating.

Involvement of Curriculum, Instruction and Assessment

Teachers saw the validity and importance of having their campus leaders involved in the planning process, which displayed support, competency, and a level of integrity that brought a positive culture and working environment to the campus. Danielle talked about the benefits of working collaboratively with other teachers.

When it comes time for PLC's, we do more collaborative planning together. What is it that we look at, what we're struggling with? We look at data; we do data digs. We might do at-bats, where we say 'Okay, what objective are you struggling with? How did you teach it? Can you show us what strategies you're using? What type of support did you provide the students?' We kind of do glows and grows. So, I think it helps as far as collaborating with other teachers, but also for the leadership team to see us planning and what it is that we're struggling with so they can provide that support for us. We would also look at the STAAR assessment from the previous year. This would let us know how students were coming in at the beginning of the year so we could group them as far as which ones were not, or which ones were, at meets or approaches. Although it was rigorous, it kind of pushed us to teach at that level. We knew that students who would

pass that assessment would be those students that would get mastery on the STAAR test, and we would group them according to those assessments.

Sam explained how teachers and specialists work together on assessments.

Each specialist prints the data for each teacher, and creates data folders. The teachers get a report after every assessment that includes student's scores in order from highest to lowest, then those scores are color coded to match the STAAR requirements for approaches, meets and masters. We look for trends. We look for things that teachers and students did well, things they need work on. We are asked to develop ideas on how it can be approached, and everyone may offer some suggestions. Teachers take those ideas and implement them in their small groups, whole groups, or any interventions they may be conducting.

Kasey emphasized the importance of group support.

The people on campus. We do have a teacher specialist for reading. He's constantly pushing and it's kind of like building a support group. As a teacher, it gets overwhelming on a weekly and daily basis, so to have a team support you is like, 'Okay, the administration is pretty good at supporting us and what we need.'

Michelle commented on the role of the principle.

Our principal does have a direct role. He shares concerns or things that we can do to improve the school, and he's very open. He does surveys, he asks us how we feel, and I think that that's really good. It's really a community-type thing. He is about improving, and I do think he's a good leader.

Brenda also talked about the importance of the principle's role.

He does have a direct role, and he does set his expectations. He kind of gives framework-based data, and if the data is not showing that their lessons are effective then they need to go back and collaborate with other specialists or teachers.

Monitors/Evaluates

Participants described the systems in place for monitoring assessments and feedback, and how those results drive student success. Danielle explained the assessment/feedback system and how it benefits the students.

All of us have data folders in each of our classrooms that we refer to during parent/student/teacher conferences, especially for students who may be struggling. Every time we take an assessment, the students look to see what they're lacking in, what they need to improve, and then graph their assessments, being very specific. Giving that feedback right away is really important for students, and then setting their goals. If students know where they're headed then they can realize, 'This is the step I need to take to get there.' It's very important to set those goals every time. We have assessment students write down what it is they did, what they need to work on, and what their goal is. It's important for them to determine where they got locked down. Is it that they're not using strategies? Is it that they're rushing? It's really important for students to reflect, and then to get guidance from their teachers. It's like, 'Okay, you got a 50, what's going to be your goal next time? What is it that you saw?' It's important for students to reflect, and also for teachers to have those conversations with their students and come up with a plan to achieve their goals.

Brenda explained the assessment system further.

We go over blueprints, and break them down to see, ‘Okay, what do we need to really prepare the kids for the assessment?’ We don’t want to be teaching fractions on the district assessment, so we come up with an action plan and get ready for assessments. Afterwards, we break down the data and identify which questions or objectives had a low percentage of mastery.

Sam described the system in more detail.

Most teachers have their own personal tracking system for their grade level or for their subject. We start tracking groups of students for the teachers and record student assessments so that we can identify the students who could be pushed into ‘from approaches to meets’ and ‘from meets to masters.’ Also, in our data sessions, we often talk about students who are on ‘the bubble.’ Bubble students are students who are approachable but at ‘the bubble’ of ‘going to meets.’ We are reassured as teachers to encourage those students to push forward and go to the next category.

Natalie explained how data is used.

We have targets. We have to do common assessments, obviously, and track the data. We have data folders and things where we track our students’ progress. We also have to present that information, sometimes in PLC meetings. We have goal trackers and talk a lot about how we’re going to use data to guide instruction, and we also have individual conferences with our students.

Culture

Danielle emphasized culture as a key component for school success and ongoing effective planning.

We're all constantly collaborating. I think that's just the culture of our school at this point, where we just talk to each other. It's not like, 'Oh, I'm not going to share with you' or anything; that's just the culture of our school, sharing ideas. It's more like, 'What is it that you did on this objective? or Let me look at what you did for so-and-so. Let me review your anchor charts. What is it that you're providing your students? What activity are you doing?' So I think definitely, right now, that's just the culture of the school.

Ideals/Beliefs

With all participants involved, the importance of value and a strong sense of beliefs among all stakeholders was a driving force on both campuses. Kasey described how the principle would get involved in their professional development.

When we do on-campus professional development (PD), the principal often leads several of those himself, or he'll encourage others to lead professional developments as well. We do a lot of professional development, whether they're district based or whether it's by someone on campus sharing ideas. So, usually whenever someone had a successful outcome on their assessment, they would be like a point person that we go to and find out what they did. And it works.

Sam noted:

Our principal usually pushes for us to go to Professional Developments and to make sure that we're involved.

Relationships

Many participants expressed the importance of professional collaboration and relationships to ensure student success. Relationships are part of their working environment

when it comes to instructional planning, because everyone leans on one another for their strengths and areas of expertise. Sam explained how good relationships on campus can benefit the students as well as the teachers.

I think there's a direct correlation between student/teacher/staff collaboration and student outcomes, because students, first of all, are very wise and they can see the dynamics between staff members. The saying, 'It takes a whole village to raise a child' is no more evident than in a school where students realize that their math teacher, reading teacher, science and social studies teacher, ESL teacher, counselor, administrator are all collaborating for success. They all want to be in sync to support each other and the students.

Natalie talked about the importance of having a commonality.

If you want to achieve those outcomes, I think there has to be consistency across grade levels. We all have to have a similar mission, a same vision, because if we don't then we're not there for the same reasons. It's really important to have that commonality and make it present, otherwise, we can't work together and we can't get those expected outcomes if we're all thinking a different way.

Kasey explained how working collaboratively with other teachers makes him a better teacher.

The more I work with others the more I learn, and that directly helps me be a better teacher in the classroom. I think one of the biggest mistakes a teacher can make is to say they know everything. Everything is constantly changing. For instance, if I learned how to teach something one way, then suddenly I see a resource from someone else and I'm like, 'Wow, this is so much better than what I've been doing.' So the more I collaborate

with other teachers, whether by using online resources or in person on my campus, I become better at helping my students perform their best.

Danielle saw data as an asset to staying focused on the mission and vision of the school.

I think more collaboration. All stakeholders need to be involved in planning for the mission and the vision, and see what is it that we want to do as a campus together. What do we want our students to achieve, and how are we going to get there? So, I think it needs to be teamwork and, as a campus, we need to come together to look at data, learn from each other, and hold each other accountable.

Contingent Rewards

The theme of contingent rewards surfaced many times with teachers. According to participants, contingent rewards not only motivate and celebrate teachers' work, but also motivate students with incremental growth and progress. Jennifer explained how celebrating helped her and her students create positivity.

There are things out of my control, like what happened at home. It's just making sure students feel safe in the classroom and that they want to learn. I'm really big about celebrations and having a positive environment; my passion is to help myself and students. If the whole school has a positive environment and attitude, then we're all going to work together to get us there.

Brenda also talked about the importance of celebrating growth.

After every district assessment we do have celebrations where, if they made two masters, we do celebrate those who've mastered, or students who even grew from approach to meets.

Sam explained the connection between celebrations and student outcome.

We hold celebrations and then tie those celebrations into student outcomes. So the celebration becomes an incentive for students to increase their levels. Most grade levels, 3rd through 5th, and I can say 2nd and 1st as well for their high frequency words, they all hold grade level celebrations. But those celebrations are tied to student success. The incentive could be if you can increase by five or six words you can attend the celebration. So those celebrations become incentives for student achievement, because they're tied to some type of student outcome that the student must meet in order to celebrate.

Flexibility

Flexibility was an important component of the ongoing planning as teachers are faced with many deadlines, responsibilities and challenges with new curriculum. Flexibility ensures planning as another priority of the instructional day even if it means creating a half or full day uninterrupted planning session among teachers and vertical teams. Natalie discussed the importance of teachers and principal being flexible during their daily schedules.

She is really good about just giving us our time to do what we need to do. We want to be able to use it effectively and she gives us an opportunity to do what we need to do when we need to do it to ensure that we can do what we can to help our students meet their specific needs. Our principal gives us guidance there when it comes to planning.

Sometimes planning is a half-day, sometimes it's a full day, but it gives us an opportunity

to come together as a vertical team or even just as grade levels to be able to pull that information together.

Findings for the Research Questions

The qualitative findings for the research questions have been presented followed by responses from the participants, which were represented by reoccurring themes.

Research Question 1

What is the role of the principal in the ongoing process of planning and decision-making? Responses from the participants were in alignment and consistent with the work of the 21 responsibilities of a school leader from Marzano et al. (2005). Participants expressed the need for implementation of collaboration, and want to be involved in instructional planning with their campus principal and other campus leaders. In addition, participants deemed it important for the growth and development of teachers to have principal support for professional development. Moreover, the teachers found it important to have a campus leader who held everyone accountable for having strong professional relationships with their colleagues that would result in the campus having a successful rating. Finally, the teachers perceived delivery of resources to be a priority from their campus leaders that would ensure success in the classroom. Resources ranged from consultants, tutors, consumables, campus-based teacher specialists, and professional development.

With the qualitative study conducted, open dialogue allowed participants to express their perceptions of what was required in order to support teachers during ongoing planning and, specifically, what teachers appreciated from the school principal and the leadership team.

Research Question 2

How do principals effectuate meaningful involvement of teachers in the ongoing planning and decision-making process? Both principals mentioned the importance of being involved and supportive and found it most imperative to have a team who helped guide the work that was needed. As principals, they know the importance of keeping the work moving in the right direction, because with no focus the work would not be effective. Input, collaboration, and utilizing resources effectively with progress monitoring were all factors that had meaningful involvement for teachers in the ongoing process.

Research Question 3

What school-based support structures and systems are created by principals to facilitate the involvement of instructional personnel in the ongoing planning and decision-making process? Implementation of resources, ongoing professional development, planning time, monitoring, and involvement with planning were structures mentioned by the respondents that reflected Morzano's 21 responsibilities of a leader. Participants consistently communicated the importance of implementing uninterrupted planning time, utilizing resources they were given, and collaborating with colleagues. Equally important was the evaluation of data on an ongoing basis during planning, a critical role in a system created by both principals.

Research Question 4

What principal leadership actions and strategies are utilized to attain sustainability of high levels of student achievement? Based on the evidence collected from respondents, it was evident that professional development, involvement of curriculum, instruction and assessment, positive culture and contingent rewards were among the actions of both principals that

maintained the sustainability of high levels of student achievement. The insights from all participants revealed the importance of having a positive school culture with contingent rewards, which motivates students and teachers. Consequently, the results not only motivate students and produce results, but show progress as well.

Summary

When conducting this research, it was enlightening to learn more about the context of each school along with the structures and strategies each participant found important as it relates to planning and decision-making. The schools identified as high performing received recognition by making progress in growth in mathematics and reading, as well as ensuring that achievement gaps are being closed. Each participant gave their perceptions about how leadership impacted their school's ability to earn successful recognition by answering the same questions asked by the researcher. Each school, and participant, was given a name that does not correspond to their actual name, to maintain confidentiality. Collected artifacts from the researched schools included professional development plans, data action planning protocols for PLC's, school improvement plans, lesson plans, administrative schedules, pacing calendars among other planning documents, all of which can be found in Appendices C through I.

Information collected from the study included participants who had three or more years of experience in public education. Questions within this research were answered effectively, which allowed emerging themes to reveal a clear picture of what effective planning consists of and what specific strategies were implemented by the principals of the high performing campuses. Furthermore, there was a relationship between the strategies implemented by the participating school leaders and the perceptions of the teachers, which is discussed in Chapter V.

Chapter V: Discussion and Recommendations

The purpose of this study was to explore and understand continuous planning and decision-making leadership strategies used by educators to increase student outcomes in non-magnet, Title I elementary campuses. Although there are numerous studies on principal behaviors, this study examined principals within an urban school setting who have encountered Texas accountability criteria and the high demands of the state's new A-F grading system. This research helps to understand the leadership strategies used by principals and how their effective planning and decision-making processes meet the stipulations of the new accountability system that produce progressive student outcomes.

The findings from this research help provide insight into how leaders of Title I, non-magnet schools of recognition interpret their leadership styles/practices as impacting their schools to become "high-progress" schools. This research was based on the school principals' influence and implementation of planning and decision-making structures and strategies of their schools, specifically high-poverty schools. Through the use of interviews, analysis of school artifacts and other qualitative and quantitative data it was apparent that each effective characteristic of planning and decision making was present in both schools. The design of this study provided evidence that the principals' influence on their schools had been validated by the A-F accountability letter grade from the Texas Education Agency.

Horng and Loeb (2010) found that instructional leaders who were improving student outcomes were also strong in their planning and organizational skills. Their research also found that principals cannot be in the classrooms all the time; therefore, developing defined systems and strategies in which effective teachers are given support and encouragement are the best ways

to make improvements in student learning. In addition, Brown (2011) found that high poverty schools being studied were committed to a strong central vision and sharing leadership responsibilities with staff, all of which were found in the artifacts and perceptions of participants in this study.

The research – conducted to study planning and decision-making structures and strategies in high performing, non-magnet, Title I schools – adds an additional perspective to student achievement and closing the achievement gap. Many research studies have been conducted, yet few communicate how principals and teachers interpret the structures and strategies of the planning and decision-making progress that impact their school's success. Having a more desirable idea of how school leaders and teachers perceive school leadership, as it relates to planning and decision-making strategies, adds to the answer of how to create more schools that are successful.

Summary of the Findings

Markow, Macia, and Lee, (2013) found that three-quarters of principals feel the position of school leadership is too complex for them, and nearly half of all principals are feeling stressed multiple times a week. That being said, it is imperative that effective structures and strategies be implemented when planning and leading a campus. The effective use of data, involvement of curriculum instruction and assessment, monitoring, collaboration, and valuing the beliefs of all stakeholders are just a few qualities needed by Title I, non-magnet, high poverty schools.

This study focused on teachers' perceptions of support they received and how it was effective in the decision-making process when planning in tandem with administrative support. Qualitative data came from interviews with teachers and principals, who had between three and

26 years of experience. The most prevalent theme in the decision-making process was the availability of resources that offer a positive impact on teachers' instructional performances. Examples of resources included tutors, consumables, teacher assistants, campus content specialists, and coaches. Participants' response data included eight top emerging themes, all of which can be found in Appendix B Codes of Responsibility Categories.

- Resources
- Involvement of Curriculum, Instruction and Assessment
- Monitors/Evaluates
- Culture
- Ideals/Beliefs
- Relationships
- Contingent Rewards
- Flexibility

Resources

The majority of teachers interviewed quoted teacher content specialists and coaches as having a direct impact on their instructional performance. Specialists and coaches were able to provide classroom teachers with innovative and professional support, such as targeting feedback on instructional activities; creating professional development specifically designed for teachers in an assigned content; and building teacher capacity that, in turn, increased student achievement. To ensure that effective instructional practices are implemented, and consistency of training is given to teachers on an ongoing basis, the collected data suggests assigning campus-based

specialists to teachers. Moreover, teacher assistants and tutors provided additional support for teachers when it came to implementing small groups and intervening with struggling students.

Based on Joyce and Showers (2002), coaching is an essential feature of professional development training that facilitates a teacher's ability to translate knowledge and skills into actual classroom practice. In addition to this, helping teachers improve the quality of their instructional practice will lead to improvements in student achievement (Cohen & Hill, 2000; Kennedy, 2016; Scher & O'Reilly, 2009; Weiss & Miller, 2006). According to Russell and Webster (2012), teachers are largely positive about the contribution of teacher assistants in classrooms, reporting that increased attention and support for learning, for those students who struggle most, has a direct impact on their learning and an indirect effect on the learning of the rest of the class. Benefits of teacher assistants also include aiding in student engagement, supporting to keep students on-task, and allowing access to immediate support and differentiation (Davies et al, 2010).

Involvement in Curriculum and Instruction

The participants interviewed communicated the importance of their administrators being involved in their curriculum and instruction. Each one viewed involvement as support, competency, and a level of integrity that brought a positive culture and working environment to the campus. Being involved with each teacher's curriculum and instruction created a sense of collaboration, which also gave the teachers more direction and purpose when meeting with professional learning communities. Administrators could fully and effectively articulate the meaning behind data conferences, create systems for PLC's, and gather feedback from teachers that created a community of inclusion and resulted in greater student achievement.

Involvement in curriculum and instruction can be challenging, therefore the involvement of all stakeholders, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum execution (Johnson, 2001). According to Carl (2009), the team involved in curriculum and instruction must consider the teacher as part of the environment that affects curriculum, and teachers have to be empowered in the execution process of curriculum development. Fullan (1991) found that empowerment of teachers through participation of curriculum and instruction, along with administrators, leads to effective achievement of educational reform. Above all, teacher involvement with curriculum and instruction is important to align content of curriculum with students' needs in the classroom (Alsubaie, 2016).

Monitors and Evaluates

The evidence collected for monitoring and evaluation gave a clear indication of how imperative it is to provide effective feedback, monitor data, and constantly evaluate systems that are put into place for success. Participants articulated the importance of creating action plans, backwards planning for assessments, utilizing data to guide instruction, and having individual conferences to communicate directly to students and parents of what the data is saying. It goes without saying that successful leaders on a campus must provide a data driven culture that is ongoing and constantly being revisited by all stakeholders.

When it comes to high performing campuses, it is evident that principals have a primary role of influencing the campus culture to be data driven with strong monitoring and evaluation systems. Based on Williams (2000), a principal is responsible for monitoring and evaluating at the school level to ensure that effective teaching and learning is occurring, and Dufour reminds

of the fact that state legislature mandates that principals serve as instructional leaders. Moreover, the school districts have written job descriptions for principals to include a reference to instructional leadership (Dufour, 2002, p. 12). In turn, the purpose of the evaluation system is to recognize, cultivate and develop good teaching skills (Danielson, 2001).

Culture and Ideals and Beliefs

School leaders contribute a plethora of support to their teachers by setting the stage for a positive school environment among all stakeholders. Based on collected data, participants communicated the importance of feeling validated, embraced, acknowledged, and having a culture of collaboration. It is evident that positive feedback and having a positive culture is a dynamic force in school success. Maslowski defined school culture as the norms and values shared by school members that influence their functioning at school (Maslowski, 2001, pp. 8-9; Sammons et al., 1995). Based on Fullan (2001), there are also strong associations between effective principals and school cultures that support learning. Sergiovanni explained that a high commitment and high performance seem to be distinguishing features of schools with healthy organizational cultures and high levels of staff well-being (Sergiovanni, 2006). Dimmock reported evidence that school culture, both its content and application, has an effect on students' learning (Dimmock, 1993).

It has been reported that a principal's impact on learning is mediated through the belief system and climate and culture of the school, and is not a direct effect (Hallinger and Heck 1998). Watson (2001) explained that if the culture is not hospitable to learning then student achievement can suffer. Just as important, school principals who care and focus on the specific

aspects of the dimensions of school, such as climate, culture and beliefs of the school, promote student achievement (Pellicer, 2003).

Relationships

Teachers obtained support through professional relationships with their teammates and collaboration of planning. Relationships were part of their working environment and when it came to instructional planning everyone leaned on one another for their strengths and areas of expertise. Apart from this, participants felt a direct correlation among student-teacher staff collaborations and successful student outcomes. Additionally, when faced with struggles and challenges, teachers reported having generous support from their administrators and specialists. As researched by Fredrickson and Roffey, the active promotion of positive feelings – enjoyment, achievement, optimism, safety and a sense of belonging alongside positive and healthy relationships – facilitate an environment in which everyone can flourish and learn (Fredrickson, 2009; Roffey, 2011a).

Contingent Rewards

Teachers communicated how important rewards were to their students, and to themselves, in promoting a successful working environment. Celebrations encouraged teachers to be authentically present for their students because a positive environment and student success were the outcomes. Principals were intentional with their rewards to students and teachers. Those involved were rewarded for their attendance, growth, and academic achievement. As noted by Ryan and Deci, the motivation to learn entails engaging in learning opportunities because they are seen as enjoyable, interesting, or relevant to meeting one's core psychological needs (Ryan & Deci, 2000). Gottfried (1990) explained that students who have a well-developed motivation are

more likely than others to demonstrate strong conceptual learning, improved memory, and high overall achievement in school. Motivated learners have a greater sense of well-being and are more engaged in the classroom because they understand the inherent benefit of education (Ryan & Deci, 2000).

Flexibility

Being a leader with flexibility was just as important as the other occurring themes. Participants described the importance of having a leader who checked in with them on an ongoing basis to ensure they were able to manage deadlines, obtain required courses, and balance tasks, among other obligations. Flexibility and managing meetings and other deadlines shows adaptability in leadership, and research shows that the use of a flexible management system, including teamwork, structural support, cultural support, and team management (Van der Mescht & Tyala, 2008) is critical.

Implications for Practice

The collected data from this study demonstrates that through the framework of ongoing planning and decision-making strategies used by principals, several opportunities arose for school leaders to support teachers. The implications, as leaders utilize the decision-making model on an ongoing basis to produce successful outcomes as it relates to the new accountability system, can be a valuable resource to support and retain teachers.

- Principals should create an environment where resources are targeted specifically, effectively and strategically to support teacher growth and student learning.
- Principals should create a coaching environment where teachers are receiving authentic instructional support to produce successful outcomes.

- Principals should create an environment where the administrative team and other supporting personnel are actively involved in the curriculum and instruction along with their teachers.
- Throughout the decision-making process, principals should create an environment where systems are constantly being evaluated and aligned to the teacher and student needs based on data of monitoring and evaluating.
- From beginning to end, culture and ideals from teachers should be validated, as systems are being designed, developed, implemented and evaluated throughout the decision-making process.
- During the decision-making process, principals should create a system where teachers and students receive motivation rewards to produce successful outcomes.
- During the decision-making process, principals should create time for ongoing professional development, collaboration, and be flexible throughout the process.

Recommendations for Future Research

In conclusion, this research indicates that there are other areas of analysis that could be studied regarding leadership strategies as they relate to school improvement planning and decision-making.

- A review of the strategies utilized by principals as they relate to ongoing school improvement planning and decision-making at the secondary level in non-magnet, Title I schools.
- A study on the impact of central office's support to campuses and the strategies used by principals throughout the ongoing planning and decision-making process.

- A study on the impact of strategies utilized by principals on highly successful campuses with high leadership turnover.

The implications of this research is to help district leaders and other school principals to understand the importance of specific strategies as they relate to teacher success and the importance of applying decision-making models to produce high-performing schools.

Appendices

Appendix A: Focus Group Questions

Teacher Perceptions

Comfortable Setting Questions

What is your name?

What grade and subject do you teach?

What are your years of experience?

When did you first become interested in pursuing a pathway to teaching?

Tell me a little bit about your journey to teaching.

Overview Question

What strategies and support have been implemented from the principal to ensure effective planning?

Specific Questions

Resources

What resource allocations are in place to support the overall campus improvement plan and professional learning community?

What supports are you provided as a teacher?

Involvement of Curriculum, Instruction and Assessments

Specifically, who is involved with the planning? Is it just the teachers themselves, by themselves, and the planning piece?

What strategies have been implemented from great level PLC sessions from your principal? Can you describe the process?

Does the principal have a direct role in the decision-making process when it comes to planning?

If so, how?

Monitors, Evaluates

How were Interim Assessments utilized as a strategy development on campus?

What systems are in place to ensure that all staff members collaborate regarding campus data driven decisions?

What other campus processes or systems are in place besides PLCs that help teachers improve student outcomes, according to the new A through F grading system?

What systems are in place to determine, monitor and evaluate campus or student goals and targets?

Culture/Contingent Rewards

What systems are in place to measure how teachers improve student outcomes, according to the new A through F grading system? Give examples.

Ideals/Beliefs/Relationships

What other campus systems are in place besides PLCs that help teachers improve student outcomes, according to the new A through F grading system?

Do you think there is a direct correlation between staff collaboration and student outcomes? If so, why or why not?

Flexibility

Are there systems in place to ensure that teachers effectively utilize their time to plan? If so, what are those specific systems and how are they monitored and evaluated?

What systems are in place to ensure that all staff members collaborate regarding campus data-driven decisions when enough time is not given?

Questions were preapproved by The University of Texas at Austin.

Appendix B: Codes of Responsibility Categories

Nodes	N for Coding References	One of the Responsibilities of a School Leader	School Leader Description
Professional Learning Communities	3	No	
Resources	24	Yes	Provides teachers with materials and professional development necessary for the successful execution of their jobs.
Culture	12	Yes	Fosters shared beliefs and a sense of community and cooperation.
Input	16	Yes	Involves teachers in the design and implementation of important decisions and policies.
Relationships	6	Yes	Demonstrates an awareness of the personal aspects of teachers and staff.
Monitoring and Evaluating	52	Yes	Monitors the effectiveness of school practices and the impact on student learning.
Organized/Systems	15	No	
Communication	7	Yes	

			of communication with and among teachers and students.
Focus	21	Yes	Establishes clear goals and keeps those goals in the forefront of the school's attention.
Flexibility	2	Yes	Adapts his/her leadership behavior to the needs of the current situation and is comfortable with dissent.
Listen	2	No	
Knowledge of Curriculum, Instruction, and Assessments	68	Yes	Is knowledgeable about current curriculum, instruction, and assessment practices.
Ideals/Beliefs	8	Yes	Communicates and operates from strong ideals and beliefs about schooling.
Contingent Rewards	3	Yes	

Appendix C: Reteach, Pacing, and Testing Calendar Samples

Teacher: _____ Grade/Subject: _____ Assessment: _____ Date: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Week of:				
UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____
Week of:				
UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____
Week of:				
UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____	UNIT/LESSON: TEKS: SPIRAL TEKS: DN ML WS ET SG HW T Other _____

DN: Do Now ML: Mini-Lesson WS: Workstation ET: Exit Ticket SG: Small Group
 HW: Homework T: Tutorial

2019-2020 Pacing Calendar

Units of Instruction
Unit 1: Establish Math Routines and Whole Number Place Value
Students will establish procedures and routines for daily problem solving and number sense activities.

Students will interpret, represent, compare, and order whole numbers and decimals using concrete, pictorial, and abstract representations.

2019	August				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
28	29	30	31	01	02
04	05	06	07	08	09
11	12	13	14	15	16
	Teacher Service Days (no students)				
18	19	20	21	22	23
	Teacher Prep Day (no students)	Teacher Service Days (no students)			
25	26	27	28	29	30
	Unit 1: Establish Math Routines and Whole Number Place Value (6 lessons)				

2019-2020 Pacing Calendar

Units of Instruction
Unit 1: Establish Math Routines and Whole Number Place Value
Students will interpret, represent, compare, and order whole numbers using concrete, pictorial, and abstract representations.

Unit 2: Fractions
Students will use concrete and pictorial models to represent, decompose, and compare fractions, including those that are greater than one. Students will use a variety of methods including models (e.g., concrete, pictorial, and number line) to determine if two fractions are equivalent, and will use symbols (i.e., $>$, $<$, $=$) to represent the comparison of two fractions.

Unit 3: Decimal Place Value
Students will interpret, represent, compare, and order decimals using concrete, pictorial, and abstract representations.

Unit 4: Relate Decimals to Fractions
Students will use concrete and pictorial models to relate fractions to decimals. Students will represent fractions and decimals on a number line and metric ruler.

2019	September				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
01	02 Labor Day	03 Unit 1 (6 lessons)	04 • Extend • Review • Assess • Reteach	05	06 Unit 2: Fractions (7 lessons)
08	09	10	11	12	13
	Unit 2: Fractions (7 lessons)				
15	16 Unit 2: Fractions (7 lessons)	17 • Extend • Review • Assess • Reteach	18	19	20
	Unit 3: Decimal Place Value (6 lessons)			21	22
22	23	24	25	26 • Extend • Review • Assess • Reteach	27 Early Dismissal/Staff Development
	Unit 3: Decimal Place Value (6 lessons)				
29	30 Unit 4: Relate Decimals to Fractions (5 lessons)	01	02	03	04

2019-2020 Pacing Calendar

Units of Instruction

Unit 4: Relate Decimals to Fractions
Students will use concrete and pictorial models to relate fractions to decimals. Students will represent fractions and decimals on a number line and metric ruler.

Unit 5: Addition and Subtraction Problems with Whole Numbers and Decimals
Students will establish procedures and routines for daily problem solving and number sense activities. Students will add and subtract whole numbers and decimals using the standard algorithm to solve problems involving money in real world contexts.

Unit 6: Add and Subtract Fractions
Students will use concrete objects, pictorial models, and properties of operations to represent and solve addition and subtraction of fractions with equal denominators.

Unit 7: Multiplication Problem Solving
Students will use estimation, strategies, and algorithms, including the standard algorithm, to solve whole number multiplication problems.

2019 October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
29	30	01 Unit 4: Relate Decimals to Fractions (5 lessons)	02	03	04
06	07 Unit 5: Addition and Subtraction Problems with Whole Numbers and Decimals (8 lessons)	08	09 Teacher Service Day (no students)	10 Unit 5: Addition and Subtraction Problems with Whole Numbers and Decimals (8 lessons)	11
13	14 Unit 5: Addition and Subtraction Problems with Whole Numbers and Decimals (8 lessons)	15	16	17	18 Early Dismissal/Staff Development
20	21 Unit 6: Add and Subtract Fractions (5 lessons)	22	23	24	25
27	28 • Extend • Review • Assess • Reteach	29	30 Unit 7: Multiplication Problem Solving (7 lessons)	31	01

2019-2020 Pacing Calendar

Units of Instruction

Unit 7: Multiplication Problem Solving
Students will use estimation, strategies, and algorithms, including the standard algorithm, to solve whole number multiplication problems.

Unit 8: Division Problem Solving
Students will use strategies and algorithms, including the standard algorithm, to solve whole number division problems.

Unit 9: Multiplication and Division Problem Solving
Students will solve with fluency one- and two-step multiplication and division problems, including interpreting remainders.

2019 November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
27	28	29	30	31	01 Unit 7 (7 lessons)
03	04 Unit 7: Multiplication Problem Solving (7 lessons)	05	06	07	08 Early Dismissal/Staff Development
10	11 Unit 8: Division Problem Solving (7 lessons)	12	13	14	15
17	18 Unit 8: Division Problem Solving (7 lessons)	19	20 • Extend • Review • Assess • Reteach	21 Unit 9: Multiplication and Division Problem Solving (5 lessons)	22

2019-2020 Pacing Calendar

Units of Instruction

Unit 9: Multiplication and Division Problem Solving

Students will solve with fluency one- and two-step multiplication and division problems, including interpreting remainders.

Unit 10: Area and Perimeter

Students will use models to determine formulas and will solve problems involving perimeter and area of rectangles.

2019 December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
01	02	03	04	05	06
	Unit 9: Multiplication and Division Problem Solving (5 lessons)			• Extend • Review • Assess • Reteach	
08	09	10	11	12	13
	Unit 10: Area and Perimeter (7 lessons)				
15	16	17	18	19	20
	Unit 10: Area and Perimeter (7 lessons)		• Extend • Review • Assess • Reteach		Teacher Prep Day (no students)

2019-2020 Pacing Calendar

Units of Instruction

Unit 11: Geometry

Students will analyze geometric attributes of two-dimensional figures in order to develop generalizations about their properties.

Unit 12: Angles

Students will solve problems involving measuring and constructing angles with a given measure less than or equal to 180° .

2020 January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
29	30	31	01	02	03
			Winter Break		
05	06	07	08	09	10
	Unit 11: Geometry Part 1: Lines, Rays, and Angles (2 lessons)		Unit 11: Geometry Part 2: Classify Two-Dimensional Figures (5 lessons)		
12	13	14	15	16	17
	Unit 11: Geometry Part 2: Classify Two-Dimensional Figures (5 lessons)		Unit 11: Geometry Part 3: Symmetry (2 lessons)		Early Dismissal/Staff Development
19	20	21	22	23	24
	Martin Luther King, Jr. Day	Unit 12: Angles (7 lessons)			
26	27	28	29	30	31
	Unit 12: Angles (7 lessons)			• Extend • Review • Assess • Reteach	

2019-2020 Pacing Calendar

Units of Instruction

Unit 13: Patterns in a Table
Students will represent problems and develop concepts of expressions by using an input-output table to generate a numerical pattern that follows a given rule.

Unit 14: Length
Students will solve problems including the conversion of units of measure for a given attribute within the same system involving measurements of length in both the customary and metric measurement systems.

Unit 15: Capacity, Liquid Volume, Weight, and Mass

Students will solve problems including the conversion of units of measure for a given attribute within the same system involving measurements of capacity, liquid volume, weight, and mass in both the customary and metric measurement systems.

2020	February				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
26	27	28	29	30	31
02	03	04	05	06	07
	Unit 13: Patterns in a Table (7 lessons)				
09	10	11	12	13	14
	Unit 13: Patterns in a Table (7 lessons)		• Extend • Review • Assess • Reteach		Early Dismissal/Staff Development
16	17	18	19	20	21
	Unit 14: Length (5 lessons)				• Extend • Review • Assess • Reteach
23	24	25	26	27	28
	Unit 15: Capacity, Liquid Volume, Weight, and Mass (8 lessons)				

2019-2020 Pacing Calendar

Units of Instruction

Unit 15: Capacity, Liquid Volume, Weight, and Mass
Students will solve problems including the conversion of units of measure for a given attribute within the same system involving measurements of capacity, liquid volume, weight, and mass in both the customary and metric measurement systems.

Unit 16: Time
Students will use strategies and tools (e.g., analog and digital clocks) to solve problems involving intervals of time.

Unit 17: Data Problem Solving
Students will collect, organize, display, and interpret data on a frequency table, dot plot, or stem-and-leaf plot, and solve problems using the data.

2020	March				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
01	02	03	04	05	06
	Unit 15 (8 lessons)	• Extend • Review • Assess • Reteach	Unit 16: Time (8 lessons)		
08	09	10	11	12	13
	Unit 16: Time (8 lessons)			• Extend • Review • Assess • Reteach	
15	16	17	18	19	20
	Spring Break				
22	23	24	25	26	27
	Unit 17: Data Problem Solving Part 1: Frequency Tables (3 lessons)			Unit 17: Data Problem Solving Part 2: Dot Plots and Stem-and-Leaf Plots (8 lessons)	
29	30	31	01	02	03
	Chávez/Huerta Day	Unit 17 Part 2 (8 lessons)			

2019-2020 Pacing Calendar

Units of Instruction

Unit 17: Data Problem Solving
Students will collect, organize, display, and interpret data on a frequency table, dot plot, or stem-and-leaf plot, and solve problems using the data.

Unit 18: Personal Financial Literacy
Students will understand how financial information, such as taxes, income, methods of payments, financial records, and budgets, can be used to help people manage their financial resources effectively.

Unit 19: Cumulative Review
Students will receive differentiated instruction based on areas of need according to assessment data.

2020 April					
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
29	30	31	01	02	03
			Unit 17: Data Problem Solving Part 2: Dot Plots and Stem-and-Leaf Plots (6 lessons)		
05	06 • Extend • Review • Assess • Reteach	07	08	09	10 Spring Holiday
12	13	14	15	16 • Extend • Review • Assess • Reteach	17
	Unit 18: Personal Financial Literacy (5 lessons)				
19	20	21	22	23	24
	Unit 19: Cumulative Review (15 lessons)				
26	27	28	29	30	01
	Unit 19: Cumulative Review (15 lessons)				

2019-2020 Pacing Calendar

Units of Instruction

Unit 19: Cumulative Review
Students will receive differentiated instruction based on areas of need according to assessment data.

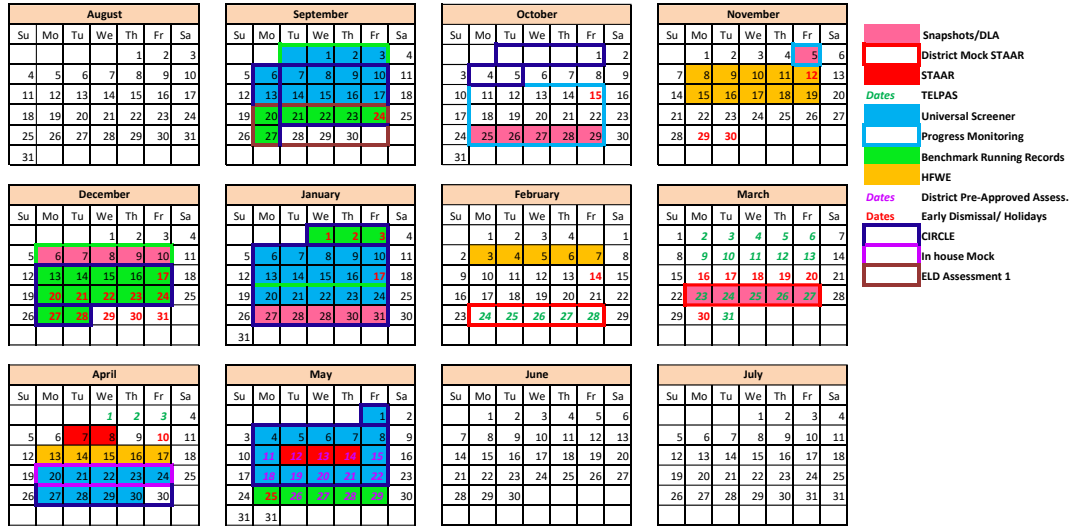
Unit 20: Multiplication and Division Review
Students will develop and use strategies and algorithms to solve whole number multiplication and division problems.

Unit 21: Decimals Place Value Review
Students will interpret, represent, compare, and order decimals using concrete, pictorial, and abstract representations and will extend their place value understanding to the thousandths.

Unit 22: Add and Subtract Whole Numbers and Decimal Review
Students will add and subtract whole numbers and decimals using the standard algorithm to solve problems in real world contexts involving money and perimeter. Students will interpret data on a frequency table, dot plot, or stem-and-leaf plot, and solve problems using the data.

2020 May					
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
26	27	28	29	30	01 Unit 19: Cumulative Review (15 lessons)
03	04	05	06	07	08
	Unit 19: Cumulative Review (15 lessons)				
10	11 • Extend • Review • Assess • Reteach	12	13	14	15
17	18	19	20	21	22
	Unit 20: Multiplication and Division Review (3 lessons)			Unit 21: Decimals Place Value Review (3 lessons)	
24	25 Memorial Day	26 Unit 21: Decimals Place Value Review (3 lessons)	27	28	29
			Unit 22: Add and Subtract Whole Numbers and Decimal Review (3 lessons)		

2019 - 2020 Testing Calendar



Appendix D: Data Conference Template, Instructional Planning Worksheet, Data Action Planning, School Data, and Accountability Ratings

Leader Analysis & Conference Template

School: _____ Assessment Name: _____ Date: _____

Surface Analysis: Use Custom Cluster Reports, Item Analysis, Summary by Standard Report & Banding Report for this section					
Content: Reading	Grade: 1st	Grade: 2nd	Grade: 3rd	Grade: 4th	Grade: 5th
Campus Assessment Results (Did we achieve overall class/grade-level goal?)	NO	NO	NO	NO	NO
Standards We Rocked OR Encouraging Progress (≥65%; ID Teacher & Standards)					
Standards for Whole Group Re-teaching (Below 50% & Priority TEKS)					
Teachers/Sub-Pops of Major Concern (When and how will they get coached/supported?)					
Reflection (When you analyze the results, what have you done to support what you see? What could you have done differently?)					

Deep Analysis: Use Summary by Standard Report & Item Analysis for this section			
Priority Standards & Test Items			
Error Analysis: What have you learned? (What common misconceptions are evident from the data?) Review the Item Analysis Report.			
Teaching Ideas (What teaching ideas will you propose at the PLC/conference?)			

Leader Analysis & Conference Template

School: _____ Assessment Name: _____ Date: _____

Surface Analysis: Use Custom Cluster Reports, Item Analysis, Summary by Standard Report & Banding Report for this section					
Content: Reading	Grade: 1st	Grade: 2nd	Grade: 3rd	Grade: 4th	Grade: 5th
Campus Assessment Results (Did we achieve overall class/grade-level goal?)	NO	NO	NO	NO	NO
	Goal:	Goal:	Goal:	Goal:	Goal:
Standards We Rocked OR Encouraging Progress (≥65%; ID Teacher & Standards)					
Standards for Whole Group Re-teaching (Below 50% & Priority TEKS)					
Teachers/Sub-Pops of Major Concern (When and how will they get coached/supported?)					
Reflection (When you analyze the results, what have you done to support what you see? What could you have done differently?)					

Deep Analysis: Use Summary by Standard Report & Item Analysis for this section			
Priority Standards & Test Items			
Error Analysis: What have you learned? (What common misconceptions are evident from the data?) Review the Item Analysis Report.			
Teaching Ideas (What teaching ideas will you propose at the PLC/conference?)			

Follow Up	<i>Have teachers embedded action plans into upcoming lessons?</i> <i>How are we monitoring the standards on the plan as we go? What system should we create?</i> <i>How will the plan will be assessed for its effectiveness?</i> <i>When will I schedule observations to see plan in action?</i>
------------------	--

Instructional Planning Worksheet

Anchor: What implications does this have on your school improvement goals and/or strategies?

Guiding Question: How do you balance addressing skill deficits and teaching grade level standards?

G r a d e s p a n n d / o r C o n t e n t	How will you group students strategically?	How will instruction differ for students that have skill deficits versus those with standard deficits?	How will you monitor instruction once students are grouped?
	We will group students strategically utilizing the following data: - BOY Renaissance Data - BOY Benchmark Running Records Results - BOY CIRCLE - ELD Assessment - DLA/Snap 2 (2019-2020 school year) - Teacher Observation - Tiered Student Groups Groups will be flexible and change as needed based upon student progress data.	Students who have skill deficits will need to receive skill-based intervention. Teachers will need to pinpoint the skills that are needed as a focus utilizing the data, especially the instructional planning report. The Instructional Planning - Class Report and Instructional Planning - Student Report are key for an accurate understanding of students' skill deficits. This will help us to fill in skill gaps by creating interventions and scaffolded support. Students with standard deficits will need to be taught (or re-taught) those individual standards. For this, we will need to utilize the State Standards Mastery - Class Report. This will help us identify which subjects/classes need additional support. Students who have skill deficits will be provided with explicit and intensive small group instruction to address specific deficits Gradual release of tasks will be utilized to scaffold student learning. Additional supports include use of visual aids, graphic organizers, and other supplemental aids.	We will observe instruction utilizing the TADS Rubric, especially as it relates to small group instruction and intervention blocks. We will monitor student progress on Exit Tickets and HUB independent activities through Student, Classroom, and Campus Data Trackers. Student test data will be monitored bi-weekly to ensure students are making academic progress and positive tier movement. Data will be utilized to make instructional decisions.

Next Steps		
Task	Person Responsible	Timeline (Completion Date)
Ensure 100% of students are tested in Renaissance (K-5) and BRR (1-5)	Ms. CC	October 14: Virtual Administration October 30: Face-to-Face
Lead Data PLC for Renaissance & BRR results	DDIS, Leadership Team	October 15
Identify skill deficits	Teachers, DDIS, Leadership Team	October 15
Identify standard deficits	Teachers, DDIS, Leadership Team	October 15
Create an action plan for small group intervention to address skill and standard deficits	Teachers, DDIS, Leadership Team, TDS	October 15, 23
Monitor action plan - observation, exit ticket/HUB data	Leadership Team, TDS, DDIS	Ongoing Basis (Checkpoint on Oct. 30)
Administer progress monitoring of Renaissance and BRR	Ms. CC	Ongoing Basis (Checkpoint on Oct. 30)
Facilitate Data PLCs to equip teachers to effectively interpret, monitor, and respond to data	Teachers, DDIS, Leadership Team	October 15, November 19
Monitor tiered instruction and provide the teachers feedback and support	Leadership Team	Ongoing Basis (Checkpoint on Oct. 30)

Data Analysis & Action Plan
Preparation for Individual/Team Data Discussion

Teacher: _____ Subject: _____ Assessment Name: _____

 **(Complete this section before PLC)**

SURFACE ANALYSIS						
Assessment Results (Class/Group Average)	Standards We Rocked OR Encouraging Progress (Celebrate!) *Standard Analysis	Maintenance Plan • What was effective about your teaching of these standards? • How will you leverage Do Now's, Exit Tickets, etc. to maintain these standards?	Standards for Small Group Re-teaching: Standard & Question #s between 50% - 65% (up to 3 priority standards) *Standard Analysis *Student Grouping by Standard		What did scholars understand? (When analyzing incorrect responses for each standard, what do scholars understand about the concept, skill, strategy?) *Item Analysis	What didn't scholars understand? • When analyzing incorrect responses, what concepts, skills, strategies did scholars struggle with? • Were misconceptions conceptual, procedural, or a result of application challenges? *Item Analysis
Did I Achieve Overall Class or Group Goal? Y N			Standard	Question #s		

 **(Complete this section during the PLC)**

DEEP ANALYSIS							
Whole Group Re-Teaching Plan							
Standards & Items below 50% (1-3 priority standards) *Item Analysis		Misconceptions (What did scholars misunderstand?) *Item Analysis *Field Guides	Teaching Objective (Will the objective correct misunderstandings?)	Assessing Mastery (Exit Ticket, Independent Practice, Quiz, etc.)	Re-teaching Approach (New Varied Approaches, Collaborative Practice or Format, Structure, Differentiated Instruction) *Lead4ward Instructional Strategies Playlist	Re-teaching Date/Time	Ongoing Reinforcement (Do Now's, Cumulative Review, HW, etc.)
Standard	Question #s						

Six Week Instructional Plan:

Modify lesson plans to demonstrate varied approaches/activities and assessment for mastery. How will you drive results for the next teaching cycle? Who will do what and by when?

WEEK 1—Date _____	WEEK 2—Date _____	WEEK 3—Date _____
Standards for Review	Standards for Review	Standards for Review
New Standards	New Standards	New Standards
WEEK 4—Date _____	WEEK 5—Date _____	WEEK 6—Date _____
Standards for Review	Standards for Review	Standards for Review
New Standards	New Standards	New Standards

Vision Elementary

LEADERSHIP TEAM

Principal:

Teacher Specialist

Math:

Teacher Specialist |

Magnet Coordinator:

N/A

TEA Accountability 2019

D1	D2	D3	OVERALL	RATING
69	85	77	83	B

DISTINCTIONS

A.A. Reading	A.A. Math	A.A. Science	A.A. Social Studies	Comparative Growth	Post-Secondary Readiness	Closing the Gaps

Essential Positions

- 1. FTE Nurse
- 1 Counselor
- Librarian – N/A

Instructional Programs

- Transitional Bilingual
- ESL
- Life Skills
- PALS
- Explorers (3 years old under medical condition but highly functioning)
- Resource

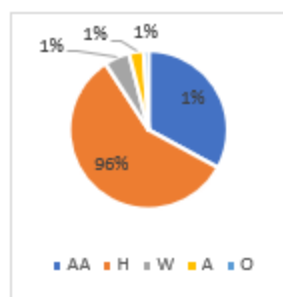
SEL Program

Counselor

Daily Schedule

7:30 AM - 2:50 PM

Student Demographics



Special Populations

Econ: 92%

GT: 13%

SPED: 7%

Overage: 7%

ELL: 46%

Enrollment 2019 - 2020

Projection	790
Actual	768

Teachers

Teachers	#33
PPAs	1 (2 nd Bilingual-Math)
New	7
Vacancies	0
Resignations	0
Need Improvement	4%
Effective	58%
Highly Effective	38%

Discipline

2018-2019	2019-2020
OSS	2
	0

Attendance

2017-2018	2018-2019	2019-2020
96.99%	96.99%	97.38%

Assessment Plan
Campus formative
plan (Option B)

Utilizing Snapshots
for all subjects in
grades Prek-5th

Overage Plan

Total 2y+
0

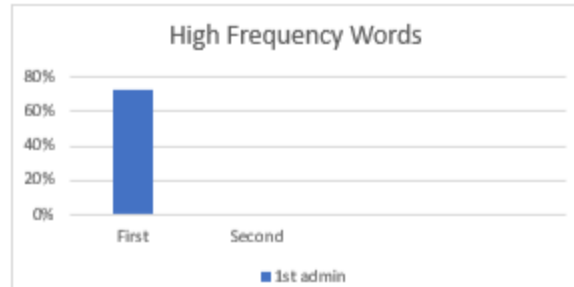
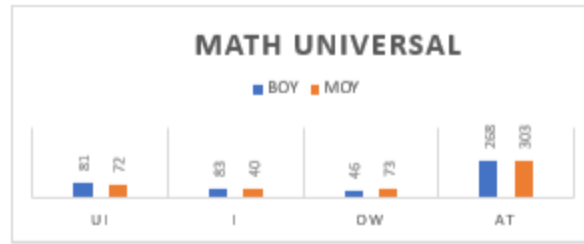
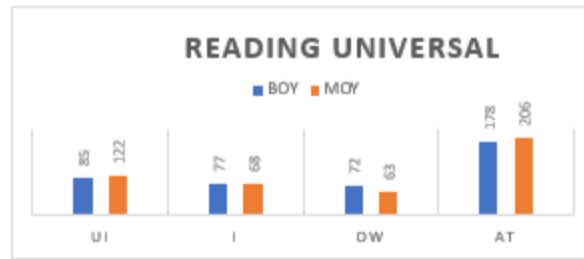
- Math Lab and Reading Lab during the week along with Saturdays – (I station, Education Galaxy)
- IAT
- Summer Acc. Prog.

Intervention Plan

- MyOn
- Teacher Specialist support with interventionist
- Classroom teacher feedback
- Intervention lab (Reading).
- Math interventionist also goes in for 3-5th
- Mentoring Minds; I Station
- After School Tutorials
- Imagine Math
- Imagine Literacy
- K-12 Summit

DATA

	Snapshot 1			DLA			Snapshot 2		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3 rd Reading	56%	23%	19%	49%	15%	6%	40%	12%	1%
3 rd Math	48%	20%	5%	34%	10%	1%	22%	1%	0
4 th Reading	36%	14%	4%	37%	13%	4%	45%	21%	1%
4 th Math	47%	24%	9%	38%	21%	13%	51%	21%	6%
4 th Writing	63%	36%	15%	25%	9%	3%	62%	36%	16%
5 th Reading	72%	41%	23%	61%	35%	15%	62%	33%	19%
5 th Math	63%	37%	11%	67%	27%	9%	72%	41%	12%
5 th Science	71%	44%	24%	80%	56%	30%	66%	25%	13%



<u>School Programs</u> • After School Tutorials • Enrichment <u>District Level Support</u> Requested Science TDS on Demand– has a new teacher in 5th																																		
	<table><tr><th colspan="4"><u>Budget</u></th><th rowspan="8"><u>Budget Action Plan</u></th></tr><tr><th></th><th>Original</th><th>Spent</th><th>Remaining</th></tr><tr><td>101</td><td>122,407</td><td>74,492.34</td><td>47,669</td></tr><tr><td>Bilingual</td><td>18,632</td><td>8,020.14</td><td>10,611.86</td></tr><tr><td>GT</td><td>3,623</td><td>3,623</td><td>3,623</td></tr><tr><td>Comp Ed</td><td>77,820</td><td>33,942.84</td><td>42,459.15</td></tr><tr><td>Title I</td><td>134,131.64</td><td>55,951.79</td><td>78,179.85</td></tr><tr><td>Title III</td><td>12,064</td><td>2,532.28</td><td>9,530.72</td></tr></table>	<u>Budget</u>				<u>Budget Action Plan</u>		Original	Spent	Remaining	101	122,407	74,492.34	47,669	Bilingual	18,632	8,020.14	10,611.86	GT	3,623	3,623	3,623	Comp Ed	77,820	33,942.84	42,459.15	Title I	134,131.64	55,951.79	78,179.85	Title III	12,064	2,532.28	9,530.72
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SCHOOL OFFICE SUPPORT																																		
<u>School Support Officer Support</u> <table><tr><th colspan="4">Instructional Rounds</th></tr><tr><td>Classroom Walkthroughs</td><td colspan="3">10/2/19</td></tr></table> <table><tr><th>Total Visits</th><th>PLC</th><th>LTM</th><th>PD</th></tr><tr><td>16</td><td></td><td></td><td>3</td></tr></table> Ongoing PLC's and professional development			Instructional Rounds				Classroom Walkthroughs	10/2/19			Total Visits	PLC	LTM	PD	16			3	<u>Challenges/Current Status/Next Steps</u> • Visit campus every other week with a focus on defining instruction at the different achievement levels • Challenge – A number of administrators were being recruited to other campuses. Principal had to replenish and build capacity with incoming administrators. • 3rd and 4th grade Reading and Math is the area of growth to monitor for. • Support principal in developing Tier 2 leaders. • Support Tier 2 leaders with TADS rubric. • Support with implementation of New ELA TEKS															
Instructional Rounds																																		
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Total Visits	PLC	LTM	PD																															
16			3																															

Diverse Elementary

LEADERSHIP TEAM

Principal

Assistant Principal:

Teacher Specialist:

Math Interventionist:

Magnet Coordinator:

N/A

Counselor: N/A

TEA Accountability 2019

D1	D2	D3	OVERALL	RATING
74	86	78	84	B

DISTINCTIONS

				★		
A.A. Reading	A.A. Math	A.A. Science	A.A. Social Studies	Comparative Growth	Post-Secondary Readiness	Closing the Gaps

Essential Positions

- 1. FTE Nurse
- Librarian

Instructional Programs

- Transitional Bilingual
- ESL
- Life Skills
- SLC
- Resource

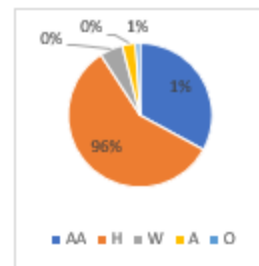
SEL Program

N/A

Daily Schedule

7:30 AM - 2:50 PM

Student Demographics



Special Populations

Econ: 95%
GT: 9%
SPED: 11%
Overage: 10%
ELL: 49%

Enrollment 2019 - 2020	
Projection	560
Actual	565

Teachers

Teachers	#21
PPAs	0
New	3
Vacancies	0
Resignations	0
Need Improvement	10%
Effective	77%
Highly Effective	13%

Discipline

2018-2019		2019-2020
OSS	0	0

Attendance

2017-2018	2018-2019	2019-2020
96.29%	96.93%	97.98%

Assessment Plan

Campus formative plan (Option B)

Utilizing Snapshots for all subjects in grades Prek-5th

Overage Plan

**Total 2y+
3**

- IAT
- Summer Acc. Prog.

Intervention Plan

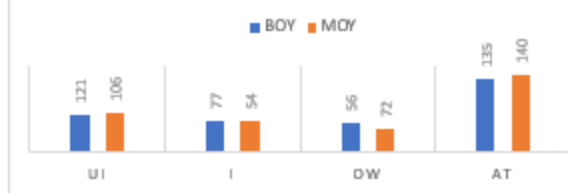
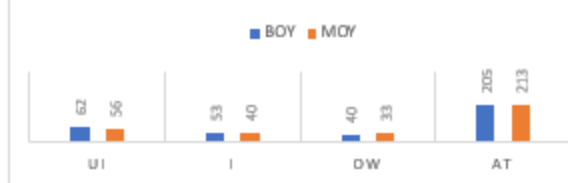
- ~~MyOn~~
- 30 minute intervention block embedded into daily schedule
- Has an intervention lab (Reading)
- Math interventionist also goes in for 3-5th
- Literacy Interventionist
- After School Tutorials
- Imagine Math
- Imagine Literacy
- K-12 Summit

District Level Support

- Science TDS – Bonita Deleon

DATA

	Snapshot 1			DLA			Snapshot 2		
	App	Meets	Masters	App	Meets	Masters	App	Meets	Masters
3 rd Reading	68%	47%	27%	84%	31%	15%	71%	35%	12%
3 rd Math	52%	22%	7%	58%	17%	15%	41%	1%	0
4 th Reading	45%	15%	8%	53%	13%	1%	51%	24%	14%
4 th Math	51%	27%	10%	65%	42%	25%	56%	27%	13%
4 th Writing	23%	9%	0	30%	4%	1%	42%	17%	1%
5 th Reading	73%	46%	19%	75%	47%	17%	61%	39%	11%
5 th Math	49%	24%	4%	78%	27%	8%	35%	1%	0
5 th Science	67%	37%	13%	83%	48%	10%	47%	12%	0

READING UNIVERSAL**MATH UNIVERSAL**

	High Frequency Words <table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>First</td><td>100%</td></tr><tr><td>Second</td><td>0%</td></tr></tbody></table>	Category	Percentage	First	100%	Second	0%																													
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School Programs • After School Tutorials • After school enrichment	<table><thead><tr><th colspan="4">Budget</th><th>Budget Action Plan</th></tr><tr><th></th><th>Original</th><th>Spent</th><th>Remaining</th><th></th></tr></thead><tbody><tr><td>101</td><td>168,176.82</td><td>49,040.71</td><td>50,936.11</td><td rowspan="6">Money has been set aside to pay for tutorials, spring break camp, new smartboards for classrooms, etc... What's left in 101 is also being used for remaining programs and activities for the remainder of the year (extra money for increased enrollment and for half of the AP position salary). Pending quote from a tutoring company.</td></tr><tr><td>Bilingual</td><td>7,923</td><td>1,737.63</td><td>4,750</td></tr><tr><td>GT</td><td>4,187</td><td>131.96</td><td>1,165.04</td></tr><tr><td>Comp Ed</td><td>34,542</td><td>2,389.08</td><td>10,651.20</td></tr><tr><td>Title I</td><td>79,075.47</td><td>48,407.10</td><td>5,468.47</td></tr><tr><td>Title III</td><td>9,000</td><td>5,446.04</td><td>553.96</td></tr></tbody></table>	Budget				Budget Action Plan		Original	Spent	Remaining		101	168,176.82	49,040.71	50,936.11	Money has been set aside to pay for tutorials, spring break camp, new smartboards for classrooms, etc... What's left in 101 is also being used for remaining programs and activities for the remainder of the year (extra money for increased enrollment and for half of the AP position salary). Pending quote from a tutoring company.	Bilingual	7,923	1,737.63	4,750	GT	4,187	131.96	1,165.04	Comp Ed	34,542	2,389.08	10,651.20	Title I	79,075.47	48,407.10	5,468.47	Title III	9,000	5,446.04	553.96
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School Support Officer Support Instructional Rounds Instructional Walkthroughs 9/25/19 <table><thead><tr><th>Total Visits</th><th>PLC</th><th>LTM</th><th>PD</th></tr></thead><tbody><tr><td>16</td><td>1</td><td></td><td></td></tr></tbody></table>	Total Visits	PLC	LTM	PD	16	1			Challenges/Current Status/Next Steps • Visit campus every other week with a focus on defining instruction at the different achievement levels. Will begin to go once a week due to the transition of new Assistant Principal and new role. • Continue to monitor Writing. Teachers will continue to collaborate with Sanchez elementary. • Will support Principal with new Assistant Principal on operational management. • Have been supporting Principal with Assistant Principal screening process for when she goes out on FML in March. • Will support Assistant Principal with instruction and management • Support principal in establishing practices that provide conditions for the proper growth and development for teachers in Language Arts (With new TEKS specifically)																											
Total Visits	PLC	LTM	PD																																	
16	1																																			

Vision Elementary

Texas Education Agency 2019 Accountability Ratings Overall Summary

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		69	D
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		85	B
Academic Growth	78	85	B
Relative Performance (Eco Dis: 95.6%)	40	76	C
Closing the Gaps	76	77	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Diverse Elementary

Texas Education Agency 2019 Accountability Ratings Overall Summary

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		74	C
STAAR Performance	46	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	B
Academic Growth	79	86	B
Relative Performance (Eco Dis: 94.0%)	46	83	B
Closing the Gaps	81	78	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Vision Elementary

Texas Education Agency

2018 Accountability Ratings Overall Summary

	Component Score	Scaled Score	Rating
Overall		79	Met Standard
Student Achievement		67	Met Standard
STAAR Performance	39	67	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	Met Standard
Academic Growth	75	80	Met Standard
Relative Performance (Eco Dis: 95.2%)	39	75	Met Standard
Closing the Gaps	68	75	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Diverse Elementary

Texas Education Agency

2018 Accountability Ratings Overall Summary

	Component Score	Scaled Score	Rating
Overall		81	Met Standard
Student Achievement		73	Met Standard
STAAR Performance	45	73	
College, Career and Military Readiness			
Graduation Rate			
School Progress		82	Met Standard
Academic Growth	72	75	Met Standard
Relative Performance (Eco Dis: 93.0%)	45	82	Met Standard
Closing the Gaps	85	80	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Appendix E: Classroom Observation Forms– Teacher and Student Observation

Classroom Observations Focus: Teachers

Date: _____ Campus: _____ Teacher: _____

Subject: _____ Grade: _____

Notes:

Teacher “Look Fors”	Distinguished	Proficient	Needs Improvement	N/A
Teacher Clearly Communicate Knowledge of Content				
Effective Delivery of a Cohesive Lesson				
Checks for Understanding throughout the lesson using a variety of strategies				
High yield instructional strategies/activities				
Following daily schedule				
Transitions throughout the lesson cycle				
Maximizing instructional time				
Effective co-teaching or small group instruction				
Good teacher/student rapport				

Model Classrooms:

Teacher Name: _____ Area of Expertise: _____

Next Steps:

Classroom Observations

Focus: Students

Date: _____ **Campus:** _____ **Teacher:** _____

Subject: _____ **Grade:** _____

Notes:

Student "Look Fors"	Distinguished	Proficient	Needs Improvement	N/A
Full Engaged in the Lesson (Cold Call, Turn & Talk, Teach Back, Peer Discussions)				
Aware of systems and routines				
Academically challenged with rigorous activities aligned to the objective				
Students referring to anchor charts and instructional anchors for supports				
Aware of learning outcomes & rationale				
Students using appropriate academic vocabulary				
Peer discussions observed				
Enjoying the learning process				

Next Steps:

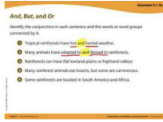
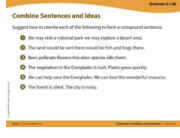
Appendix F: Math Lesson Plans and Math Intervention Plans

Sample Lesson Plans						
Grade: Fourth	Teacher: ELAR & Social Studies				Week of: (9) 11-2 through 11-6	
ELA						
TEKS: (Word Study)4.3 B Context Clues, multiple meaning words (Read Aloud) 4.9C Drama, 4.8C Plot, 4.7D Summarize & Retell (Writing) 4.7D Writing a Summary (Grammar) Run-on, fragments, compound sentences and comma splice (review) Subject verb agreement (review) (SS) Canceled to extend SNAP 1 Spiral Review			Vocabulary: Drama, theme, intercept, dialogue, stage directions, retell			Read Aloud: <i>Playground Problems_Passage</i>
DAYS:	Monday	Tuesday	Wednesday	Thursday	Friday	Anchor Charts/Notes/Etc.
Word Study/Morning Meeting (15 -20 min)	Content Objective: I will use my context clues to determine the meaning of unfamiliar words. Language Objective: I will recommend words in a sentence that helped me determine meaning. I Do: T. will introduce short paragraph and allow st. to read and think about what the word means and make a prediction. We Do: St. and T will write a prediction for the word unfamiliar word You Do: St. will complete context clues Hub-Word Work	Professional Dev.	Content Objective: I will use my context clues to determine the meaning of unfamiliar words. Language Objective: I will recommend words in a sentence that helped me determine meaning. I Do: T. will introduce thesaurus to St. and discuss components We Do: St. and T will look up antonyms and synonyms for word: You Do: St. will complete context clues Hub-Word Work	Content Objective: I will use my context clues to determine the meaning of unfamiliar words. Language Objective: I will recommend words in a sentence that helped me determine meaning. I Do: T. will draw a picture to represent the word We Do: St. will create a sentence using their word and illustrate their scene: You Do: St. will complete context clues Hub-Word Work	Content Objective: I will use my context clues to determine the meaning of unfamiliar words. Language Objective: I will recommend words in a sentence that helped me determine meaning. I Do: T. will display an image related to word We Do: St. will create a sentence using their word and sentence and within the correct context. You Do: St. will complete context clues Hub-Word Work	<i>Which words in paragraph _ help the reader understand the meaning of _?</i>
Reading Workshop						

Sample Lesson Plans

	<i>How would you change the story's ending?</i> Exit Ticket: Playground Problems <i>The reader can tell that this is dramatic text because-</i>					
Independent Reading and Conferencing (10-20 min)	T. will review book tasting suggestions for the week: Drama St. will complete daily reading log using google form. St. will complete asynchronous assignments on HUB.		T. will review book tasting suggestions for the week: Drama St. will complete daily reading log using google form. St. will complete asynchronous assignments on HUB.	T. will review book tasting suggestions for the week: Drama St. will complete daily reading log using google form. St. will complete asynchronous assignments on HUB.	T. will review book tasting suggestions for the week: Drama St. will complete daily reading log using google form. St. will complete asynchronous assignments on HUB.	Mrs. Alejo's Week 9 Book Tasting Menu
Guided Reading Workstations (45 min) REN 360 Data: (2) Relative Adverbs (2) POV (5) Detail character interactions and impact on plot (5) Use grade appropriate vocabulary correctly Orcas & Seals	Polar Bears: Warm Up: HFW Check Fluency Check Word Work: St. will complete sentence stems using relative adverbs: why, where, when Orcas: (St. will read passage: In Nathaniel's House) St. will look up the meaning of unfamiliar words and write their own meaning: sprinted, imagining, creaking, drifted		Polar Bears: Warm Up: HFW Check Fluency Check (St. will read passage: (In Nathaniel's House) St. will look up the meaning of unfamiliar words and write their own meaning: sprinted Orcas: St. will complete comprehension check to determine who is the narrator and support responses with text evidence	Polar Bears: Warm Up: HFW Check(In Nathaniel's House) St. will complete comprehension check and support responses with text evidence Seals: St. will complete comprehension check and support responses with text evidence	Polar Bears: Warm Up: HFW Check St. will complete comprehension check to determine who is the narrator and support responses with text evidence All St. will complete quick check	Materials: Focused Kit Lesson 15: In Nathaniel's House Polar Bears: Julian C., Aiden, Jaylen, Nathan, Cassius/Noel, Carlito, Amberly, Nathaly, Jaden, Ludin Orcas: Aaron, Axel, Alexander, Angel, Juan/Isabella, Efrain, Dylan, Elena Seals: Kate, Gerardo, Noah, Anabel/Max, Josue, Julian Z.,
Workstation Activities						

Sample Lesson Plans

Reading Closure (5 min)	What is one characteristic of drama?		How can I utilize my 5 senses when I read a text?	St. will vote on their favorite character from read aloud.	St. will jot down a question they have.	
Writing Workshop						
Writing Warm-Up (5 min)	Do Now: T. will display subject verb agreement slide St. will identify changes to be made What changes should be made in sentence 1?		Do Now: T. will display subject verb agreement slide St. will identify changes to be made What changes should be made in sentence 3?	Do Now: St. will edit and revise sentences using common conjunctions: and, but, or  Grammar: 5.1.1b	Do Now: St. will combine two sentences to form a compound sentence  Grammar: 5.12b	1) Swimming is one of my favorite hobbies. (2) When I was younger, my dad taught me how to swim. (3) Now, I looks forward to the summer months, so I can swim and float all day. (4) Some days I spend so much time in the water, my fingers starts to look like wrinkled prunes. (5) My mom and dad think I might be part fish. (6) I'm thinking they might be right!
Mini Lesson (10-15 min)	Content Objective: 4.7D I will summarize a story by recalling the important events. Language Objective: I will write a summary and include important events from a drama. I Do: T. will model using SWBS summary G.O. orally summarize scene 1 from <i>Perseus and Fall of Medusa</i> We Do: St. and T. will continue to write summary of drama and use guided questions to guide in determining which information is important and which can be left out. You Do: St. will continue to plan their		Content Objective: 4.7D I will summarize a story by recalling the important events. Language Objective: I will write a summary and include important events from a drama. I Do: T. will model using SWBS summary G.O. orally summarize scene 2 from <i>Perseus and Fall of Medusa</i> We Do: St. and T. will continue to write summary of drama and use guided questions to guide in determining which information is important and which can be left out. You Do: St. will continue to plan their summary of scene 3	Content Objective: 4.7D I will summarize a story by recalling the important events. Language Objective: I will write a summary and include important events from a drama. I Do: T. will model using SWBS summary G.O. orally summarize scene 3 from <i>Perseus and Fall of Medusa</i> We Do: St. and T. will continue to write summary of drama and use guided questions to guide in determining which information is important and which can be left out. You Do: St. will continue to plan their summary of scene 4	Content Objective: 4.7D I will summarize a story by recalling the important events. Language Objective: I will write a summary and include important events from a drama. I Do: T. will model using SWBS summary G.O. orally summarize scene 4 from <i>Perseus and Fall of Medusa</i> We Do: St. and T. will continue to write summary of drama and use guided questions to guide in determining which information is important and which can be left out. You Do: St. will continue to plan their Entire Play Summary	

Sample Lesson Plans

	summary of <i>Playground Problems_Passage</i>					
Independent Writing and Conferring (20-30 min)	St. will meet in small group to create mapping of SWBS		St. will meet in small group to create mapping of SWBS	St. will meet in small group and T. will guide St. to utilize writer's rubric.	St. will continue to edit and revise writing using writing rubric-Summarize	
Writing Closure (5 min)	St. will convert a fragment to a complete sentence.	St. will write a complete sentence and identify the subject and predicate.	St. will compose a sentence w/correct subject verb agreement and restate rule.	St. will convert a fragment to a complete sentence.	St. will correct a run-on sentence.	
Social Studies						
	Social Studies Block will be utilized to review SNAPSHOT 1 RALLY SKILLBOOK: Inference/Drama		Social Studies Block will be utilized to review SNAPSHOT 1 Editing Revising: Peardeck slide	Social Studies Block will be utilized to review SNAPSHOT 1 RALLY SKILLBOOK: Inference/Drama	Social Studies Block will be utilized to review SNAPSHOT 1 Editing Revising: Peardeck slide	
Modifications GT and/or Special Needs	Use of sentence stems and interactive slides, audio provided, variety of preselected texts recommendations How: Playground Passage will contain audio for st. To utilize as needed. Epic Pen will be utilized by T. to model annotating on passage.		Use of sentence stems and interactive slides, audio provided, variety of preselected texts recommendations T. will provide sentence stems for St. To inference	Use of sentence stems and interactive slides, audio provided, variety of preselected texts recommendations How: Playground Passage will contain audio for st. To utilize as needed. Epic Pen will be utilized by T. to model annotating on passage.	Use of sentence stems and interactive slides, audio provided, variety of preselected texts recommendations How: Playground Passage will contain audio for st. To utilize as needed. Epic Pen will be utilized by T. to model annotating on passage.	
Intervention Block						

Sample Lesson Plans

Interactive Read Aloud and Mini Lesson (20-45 min) Include Content & Language Objective HOT Questions *Context Clue DoNows are done before all reading mini-lessons	Content Objective: 4.8A I will infer basic themes supported by text evidence. Language Objective: I will use my sentence stems to explain the lesson I learned from the story. Playground Problems Do Now: St. will read a short excerpt and highlight the clues that helped them determine the meaning of the word: I Do: T. will model how the character's interactions change and help us infer the theme. We Do: T. and St. will add on to their Theme G.O. You Do: St. will complete Theme G.O. In today's passage the theme is implied, so we have to think about the story and figure out what the author wants us to learn. HOT Question: Explain the theme of the story. <i>How do you know?</i> Provide textual evidence to support your response. <i>How can you apply this to your own life?</i>		Content Objective: 4.6F Make inferences and use evidence to support understanding. Language Objective: I will infer my character's actions and support my theory using text evidence. Do Now: St. will read a short excerpt and use their context clues to determine meaning I Do: T. will model how to analyze a line from scene 1 and reveal deeper insight on a character. T. will introduce O of OLE strategy: 1 & 2 Playground Problems We Do: St. will use lines to think about bully's actions and words and determine what is character doing/ actions/ inference using Peardeck G.O. You Do: St. will complete G.O. inference section HOT Question: <i>What can you infer about _ from reading these lines and stage directions?</i> Exit Ticket: Playground Problems <i>The author uses the phrase "there's nothing like flying through the blue sky when the sun is shining" to suggest that-</i>	Content Objective: 4.6F I will analyze plot elements including the rising action, climax, falling action, and resolution Language Objective: I will distinguish between important events versus interesting events and discuss how they influence the plot. Do Now: St. will read a short excerpt and use their context clues to determine meaning I Do: T. will model how to notice which events from a story are important versus irrelevant and how they influence other events: Show series of events in order PD We Do: St. will fill in G.O. with missing events from read aloud You Do: St. will respond and highlight minor details that could be changed which wouldn't influence the plot of the story HOT Question: <i>What it really affect the story if I removed that event?</i> Exit Ticket: Playground Problems <i>How does Ms. Aspen's conversation with Suchita contribute to the plot of the play?</i>	Content Objective: 4.7D I will retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. Language Objective: I will retell the important events of a drama Do Now: St. will read a short excerpt and use their context clues to determine meaning I Do: T. will model how to use ole strategy P/M & who and Playground Problems is about We Do: T. and St. will use OLE strategy and determine who and what scene 2 is about You Do: St. will respond to google form quiz HOT Question: What do the lines tell us about our characters? Exit Ticket: Playground Problems <i>What is the best summary of lines 1-8?</i>	Elements of Dram...  Make Inference  Plot  Read Aloud: <i>Playground Problems_Passage</i>
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E. S. Math Intervention Plan

S.M.A.R.T. Goal	Have at least 80% of the students at approach on Mock STAAR I and 30% of the students at Master on Mock STAAR I Have at least 85% of the students at approach on STAAR 2020 and 35% of the students at Master on STAAR 2020 Effectively implement online learning and engage students in math lessons		
Action Plan	Responsible Person(s)	Resources	Timeline
3 rd – 5 th grade teachers will analyze the Lead4Ward frequency distribution to identify the heavily tested objectives on the STAAR Assessment <u>Plan lessons by month, so we can make copies of activities for students to do at home.</u> Teachers will create August – October pacing calendar Discuss Imagine Math and come to an agreement as to how effective the program is and minimum time requirement for program usage	Leadership team Teachers (input)	Renaissance 360 Reasoning Minds Math Lab RTI Reports Education Galaxy District Assessments State Assessment Data	Aug. 11 th
Kinder – 5 th grade teachers will utilize August boot camp to review computation/ word problems with tier III students <u>Create the same assignment/assessment through OnTrack</u>	Teachers Math Specialist	Lead4Ward Near Pod SeeSaw Itematica	Aug. 18 th – Aug. 20 th
Professional Development will be provided to the teachers over objectives that was low performing based off the first district level assessment. Teachers will identify the tier I students who would benefit from online testing.	Teachers Math Specialist		Sept. -On-going

E. S. Math Intervention Plan

Online learning platform PD will be provided to the teachers Near Pod, OnTrack, and See Saw Look at Mentoring Mind Itematica			
Ms. Jones will be working with the computation group with 4 th and 5 th grade students during ancillary time	Teachers Math Interventionist		
Regroup with the math team to discuss if we're reaching 100% of the students and what activity work can we create in advance for students			
Teachers will get the opportunity to share best practices with their colleagues across 2 nd – 5 th grade through VAM. Teachers will be able to share best practices with their colleagues across 3 rd – 5 th grade through TEAMS Teachers will create pacing calendar from Nov. to Dec.	Teachers Math Specialist		Nov On-going
Teachers will regroup the intervention groups based off the data from DLA. Teachers will review the tier I online testing student list to make changes according to data Online data template will be provided to the teachers to fill out online.	Teachers		Dec – On-going
Teachers will identify which objectives needs to be retaught and continue creating their pacing calendar during VAM. Teachers will create pacing calendar from Jan. to March	Teachers Math Specialist		Jan. – On-going

E. S. Math Intervention Plan

Teacher Specialist will provide intervention for the "bubble" students based off DLA data. Teacher specialist will work with the teachers to create an online schedule working with bubble students	Math Specialist		Dec. – On-going
Teachers will regroup their students and identify the objectives that need to be retaught based off the Mock STAAR data. Teacher will create an action plan/pacing calendar Teacher will create pacing calendar from April to June	Teachers Math Specialist		April – On-going

Math Intervention plan (After DLA)

DLA Data

3rd grade Math English: 33% Approaches; 0% Mastered

3rd grade Math Spanish: 52% Approaches; 3% Mastered

4th grade Math 59% Approaches; 17% Mastered

5th grade Math 75% Approaches; 22% Mastered

Third Grade English/Spanish Intervention Plan

- 3rd Math English Mock STAAR Goal: 65% Approaches and 15% Master
- 3rd Math Spanish Mock STAAR Goal: 75% Approaches and 20% Master

3rd Grade Math English Action Plan

- DLA approach %: 33 percent Goal for Snapshot #2: 50 percent or higher
- Ms. G will consistently implement "CHAMPS" in her classroom starting 2nd semester. I will provide a CHAMPS guidebook and CHAMPS poster for her
- Ms. G suggested planning on Mondays with Ms. C to look over lesson plans and learn strategies and best practices works best with her
- Intervention
 - Ms. C will do pull-out intervention for Ms. G on Tuesdays and Wednesdays. Ms. G will continue after school tutorials on Tuesdays and Ms. C will conduct after school tutorials on Thursdays. Ms. G and Ms. C will co-teach during Saturday tutorials
 - Outside tutors will pull-out/push-in the tier III students
- Resources:
 - Continue to create packets using Countdown to STAAR, old Snapshots/DLA, and 2017, 2016, and 2015 STAAR questions
 - GPS: Warmup using the open ended questions
- Parent Conferences:
 - Ms. G will set up parent conferences with students to discuss data and the progress the students are doing in her classroom

3rd Grade Math Spanish Action Plan

- DLA approach %: 52% Goal for Snapshot #2: 60 percent or higher
- Ms. Co suggested we meet every other Thursday to touch base and review lesson plans and pacing calendar
- Interventions:
 - Ms. C will do pull-out intervention on Thursday (non-PLC days)
 - Outside tutors will pull-out/push-in the tier III students

4th Grade Math Action Plan

- 4th Math Mock STAAR Goal: 75% Approaches and 30% Master
- Interventions:
 - Outside tutor will pull-out/push-in the tier III students

5th Grade Math Action Plan

Math Intervention plan (After DLA)

- 5th Math Mock STAAR Goal: 85% Approaches and 40% Master
- Interventions:
 - Ms. JJ works with the tier III students during ancillary
 - After school tutorials

Outside Math Tutor Intervention Schedule

Month of January: Tuesday, Wednesday, Thursday, Friday

Tuesday and Wednesday

- GG: 7:40 am – 8:40 am (1 hour)
- CC/RR: 8:40 am – 9:40 am (1 hour)
- GG: 9:40 am – 10:25 am (45 minutes)
- CC/RR: 10:25 am – 11:10 am (45 minutes)
- CC/RR: 12:10 pm – 1:00 pm (50 minutes)
- GG: 1:00 pm – 2:00 pm (1 hour)

Thursday and Friday

- PP/YY: 7:30 am – 8:30 am (1 hour)
- CC: 8:30 am – 9:30 am (1 hour)
- CC: 9:30 am – 10:15 am (45 minutes)
- PP/YY: 10:15 am – 11:00 am (45 minutes)
- PP/YY: 11:15 am – 12:00 pm (45 minutes)
- PP/YY: 12:40 pm – 1:00 pm (20 minutes)
- CC: 1:00 pm – 2:00 pm (1 hour)

Month of February, March, and April: Tuesday, Wednesday, Thursday

Tuesday and Wednesday

- GG: 7:40 am – 8:40 am (1 hour)
- CC/RR: 8:40 am – 9:40 am (1 hour)
- GG: 9:40 am – 10:25 am (45 minutes)
- CC/RR: 10:25 am – 11:10 am (45 minutes)
- CC/RR: 12:10 pm – 1:00 pm (50 minutes)
- GG: 1:00 pm – 2:00 pm (1 hour)

Thursday

- PP/YY: 7:30 am – 8:30 am (1 hour)
- CC: 8:30 am – 9:30 am (1 hour)
- CC: 9:30 am – 10:15 am (45 minutes)
- PP/YY: 10:15 am – 11:00 am (45 minutes)
- PP/YY: 11:15 am – 12:00 pm (45 minutes)
- PP/YY: 12:40 pm – 1:00 pm (20 minutes)
- CC: 1:00 pm – 2:00 pm (1 hour)

Appendix G: Professional Development and School Bulletin Sample

Area/Content	Level	Title	OneSource Learning Course #	Target Audience	Location
Counselors	All	CG_Job Alike 2019: Counseling and Guidance	1437051	School Counselors PK – 12	Scarborough High School
FAC (Formative Assessment Coordinators)	All	STE_Job Alike 2019: Formative Assessment Coordinator (FAC)	1437265	Formative Assessment Coordinators (FAC)	Teledyne
Fine Arts	All	FA_Job Alike 2019: Dance	1437120	Dance Teachers and PE teachers with dance teaching assignment K – 12	TBD
Fine Arts	All	FA_Job Alike 2019: General Music/Choir/Piano	1437084	Music and Piano Teachers K-5	Meyerland Visual and Performing Arts MS Travis ES
Fine Arts	All	FA_Job Alike 2019: Instrumental Music	1437157	Instrumental Music Teachers K-12	TBD
Fine Arts	All	FA_Job Alike 2019: Theatre	1437101	Theatre Teachers K-12	Alley Theatre
Fine Arts	All	FA_Job Alike 2019: Visual Art Teachers	1437104	Visual Art Teachers K-12	Museum of Fine Arts
Gifted and Talented	All	GT_Job Alike 2019: G/T Coordinators	1437270	Gifted and Talented Coordinators K-12	TH Rogers idle School
Health and Physical Education	All	CU_Job Alike 2019: PK -12 HPE	1436020	Health/Phys Ed PK-12	TBD
Elementary/Middle School Instructional	All	CU_Job Alike: ES & MS Instructional Technology	1438122	ES & MS Instructional Technology	Milby HS

Instructional Technology					
Librarians	All	LS_Job Alike 2019: Librarians	1437062	PK – 12 Library Personnel	Law Enforcement Criminal Justice High School
Math Elementary – Secondary	All	CU_Job Alike 2019: Imagine Math	1437068	Grade 2 -12 Mathematics teachers, Specialists	Deady MS
Nurses	All	HM_Job Alike 2019: Nursing Practice	1437262	All campus-based Nurses	TBD
Special Education	All	SE_Job Alike PALS All Regions	1437296	Special Education PALS Teachers	HELC: HISD Education Learning Center
Special Education	All	SE_Job Alike PALS and PALS Paraprofessionals	1437195	Special Education PALS and Para-Professionals	HELC: HISD Education Learning Center
Special Education	All	SE_Job Alike 2019: PALS and Explore Teachers	1437269	Preschoolers Achieving Learning Skills (PALS), Explore Teachers	HELC: HISD Education Learning Center
Special Education	All	SE_Job Alike 2019: Resource, Inclusion and Department Chairs	1437295	Resource, Inclusion and Department Chairs	HELC: HISD Education Learning Center
Special Education	All	SE_Job Alike: Skills for Learning and Living (SLL) Teachers	1437297	Skills for Learning and Living (SLL) teachers	HELC: HISD Education Learning Center
Special Education	All	SE_Job Alike 2019: Para-Professionals	1437298	Paraprofessionals	HELC: HISD Education Learning Center
Title I Coordinators	All	EX_Job Alike 2019: Title 1	1437251	PK – 12 Title I Coordinators	
World Languages	All	CU-JOB Alike: Engaging all	1437289	Bilingual/ESL Teachers PK-12	TBD

January 13-17

School Bulletin

Thanks, to our Teacher Specialist for designing the new tutors' intervention schedules

Thanks, bilingual and ESL teachers for your flexibility and for adjusting your schedules to conduct TELPAS Online reading MOY.

Thanks, Teacher Specialist and 2nd Grade team for planning and monitoring TELPAS MOY assessments.

Instructional Practice Focus:

Refer to our "Pacing Calendar" for grade level Instructional "Look for"

Review your ongoing "Action Plans" based on our most recent data.

I-7: Promote High Academic Expectations for Students:

- Teacher reinforces the expectations with students that they will meet annual learning goals and creates a sense of possibility by articulating specific strategies by which individual students will overcome academic challenges.
- Students have the opportunities to regularly use technology tools in activities that may have been impossible to engage in without technology.

Ensure that the following is present in every lesson:

I-8 Students actively participating in lesson activities

- Students demonstrate engagement during direct instruction by participating in and completing instructional tasks, volunteering responses to questions, following teacher directions, and asking appropriate questions

The expectation is to deliver effective instruction in a safe and secured learning environment to all students.

No formal observations on January 6th

The following five guiding questions will be addressed through all classroom visits:

1. *What do we want students to learn?*
2. *How will we know they have learned it?*
3. *How will we plan and deliver first instruction that gets the majority of students to mastery?*
4. *How will we respond when some students do not achieve mastery the first time?*
5. *mastery?*

This Week: Jan. 13-17/ 2020

Monday, Jan. 13

Specialists and two new tutors implement post DLA "Action Plans" and interventions across grade levels.

EL Assessments (TELPAS) M.O.Y. 2nd 3rd make-up, 4th and 5th test during Ancillary

9:30 a.m. F.A.C.E. School Walk Through

Spelling Bee Practice 3:30-4:30

Administrative Meeting 9-10am

"Tiger Buck" Attendance. Vision store is open during lunch time.

Universal Screener MOY - CAMPUS window:

Jan. 6th - Jan 24th. Follow computer lab schedule.

Print out 2 parent letters for Universal Screener.

(One to file and one to send home).

Mr. S.S. Reading Pull-Outs Resume

Tuesday, Jan. 14

EL Assessments (TELPAS) M.O.Y. 4th, 5th

Ancillary

Spelling Bee Practice 3:30-4:30

Writing Workshop/Principal Meeting @ Vision

E.S. 3:30pm Library. Ms. J. J.

Title I Audit. Mrs. V.V

Wednesday, Jan. 15

EL Assessments (TELPAS) M.O.Y. 4th, 5th

Ancillary

Faculty Meeting 3:15p

No Reading Rockets Wednesday

Thursday, Jan. 16

School Spelling Bee 1: 15p- (Cafeteria)

School Bulletin

SDMC Meeting

Friday, Jan. 17

Early Dismissal (Mandatory STAAR Training)

Plan to attend. No make-ups

Universal Screener MOY. How are your students doing? Monitor progress/regression.

Running Records due day (Kinder-3rd)

Modified Tutoring Schedule on Friday

Special reminder

- **Update your hallway bulletin boards by January 23, 2020**
- **Arrive at your duty post as scheduled. Refer to our "Faculty Handbook" for arrival and dismissal times**
- **Always conduct proactive monitoring of students**

Upcoming Events and reminders:

Sign in and out through our time clock. Mrs. P.P will record only the time that you show on the system.

- **'Student's "Absence Report" sticky note, should be left outside your door by 8:15am.**
- **Post your student attendance/ADA every day from 9:30-9:50am**
- Campus weekly attendance for the week was **97.2%** compared to **98%** the week before. Total Year attendance stays the same at **97.3%.**

Please keep up with your student's attendance interventions!

- Be mindful of copy right policies when uploading any type of material in the "Cloud"
- Teachers make sure that the substitute bin is already in place. (Update as needed). Add an Emergency Folder to the bin that contains prepared student packets)
- Emergency Substitute Folder- Please make sure you have your emergency sub's packets ready/Split list etc.

- **Support our early morning reading project "Reading Matters". Encourage your students to pick up their favorite book and read while they wait for you in the hallways.**

Kudos to Ms. J. H. for planning and providing a valuable Writing Workshop to East Area principals and their specialists this week.

Kudos to M.M. Ms. R.R. and the dance team and cheerleaders for their 1st place on Saturday competition.

Kudos Mr. J.J. for reviewing and promoting high expectations with his students.

Kudos to the Safety Committee, for another successful "Emergency Procedure"

Best instructional practice is the norm in every classroom at Vision E. S.

Appendix H: Elementary School Improvement Plans and SIP Follow Up Break Out Session Feedback Form

SCHOOL PROFILE

Diverse Elementary has been an educational landmark in the Southeast residential community of Pecan Park for over seventy five years. Elementary is a school wide Title I school which serves approximately 600 students in grades Pre-kindergarten to fifth grade. Of that, 97.8 % of our students are Hispanic, 1.6% are Anglo American, 0.5% are African American, and 0.1% are other. The student populations represents a lower socioeconomic level of 94% who qualify for free or reduced lunch. 77 % of our students are labeled at risk and 10% of our student population receives special education services. Student mobility rate of 12.1 % combined with a 97% attendance rate allows for a stable instructional environment. The Special Education Department provides services in the following areas: Speech Pathology, Life Skills, SLC, and additional support is provided through inclusion and resource programs. In addition, it has a Traditional Bilingual Model that serves the Limited English Proficient student population of 48%. Elementary is a neighborhood Gifted and talented campus that serves 98 identified GT students in Kindergarten-Fifth grade. All instructional staff are G. T. certified. Diverse elementary has a state of the art wing which includes two science labs: an investigation lab serves our 5th grade students and the exploration lab serves our Kinder-4th grade students, a fully equipped computer lab, a music room, an art room, and a STEM lab. Our students participate in extracurricular activities such as robotics, drama club, dance, Art, and sports clubs. Our parent center is the site for several parent classes and meetings.

NEEDS ASSESSMENT

Elementary "met standard" on the Texas Education Agency's accountability rating system and received a B status. A distinction designation was achieved in comparative academic growth. A strength this school year included all content areas increasing at the masters' performance level. Additionally Science increase its percentages across all levels. Science increased from 67% to 77%. Reading increased from 73% to 76. Math went from 88% to 85% and Writing remained at 44%. Our attendance increased by 1% to 97%. Our gains in Science and Reading are attributed to a systematic approach in our planning and interventions. The following initiatives have proven to be effective in helping Southmayd maintain or achieve higher scores. The plan includes guided reading, Empowering Writers, Wordly Wise 3000 Vocabulary development, Cougar Science Investigations (CSI), daily journal writing exercises, common ESL block, peer editing activities, extended writing time during school, afterschool, and Saturday camps, Science word of the week, monthly literacy best practices, weekly essay writing, cognitive strategies, features of effective instruction, family literacy nights, and common lesson planning formats. Our strong math scores are credited to a strong math team lead, cougar math bowls for 3rd -5th grade, small group interventions during ancillary classes, co-teaching from math interventionist, daily math problem solving journal exercises, extended time in math during school, after school and Saturday camps, teaching math vocabulary, common problem solving plan across all grade levels, family math night, and using literacy best practices in math class. Science, has been making progress and has continued growth. An increase in achievement is attributed to incorporating the 5E Science model, dividing 5th grade students into smaller instructional groups, extending science time during school, afterschool, and Saturday camps, daily Science lab classes, family science night, teaching science vocabulary, using reading strategies with science reading passages. Through universal screener, teachers in grades k-5 followed strict progress monitoring guidelines. Teachers assessed students regularly and provided targeted intervention in a tiered system. If Diverse Elementary replicates a progress monitoring system in Writing similar to Universal Screener system, then achievement gap will be reduced and scores will increase as well as the number of students meeting the standard at the advanced level. To achieve this, daily schedules have been created to include a thirty minute intervention block, a 30 minute Wordly wise block for Kinder through 5th grade, and a common ESL time for our bilingual classes. Progress monitoring will be provided in grade 1 and 2 through formative common assessments and grades 3-5 will develop common formative assessments and use the district's i snapshots to identify the students that need targeted intervention. The reading instructional program highlighted the five essential reading skills: phonemic awareness, fluency, vocabulary development, and comprehension. Continued focus is needed in providing interventions in making connections, creating mental images, making inferences, making predictions, asking and answering questions, determining importance and summarizing. Improvement and overall achievement is attributed also to our professional learning communities meetings, there was a focus and emphasis on backwards planning, curriculum mapping, analysis of assessment data, and planning strategic re-teaching and intervention plans. The leadership ensures that PLCs are centered on data and discussion is centered on aligning rigorous teaching practices with TEKS in order to increase student achievement.

Domain 1: Student Achievement

STAAR Component Details	# Tested	App. or Above		Meets or Above		Masters	
		#	%	#	%	#	%
Reading/ELA	275	210	76	91	33	40	15
Math	275	234	85	165	60	87	32
Writing	85	37	44	19	22	4	5
Science	93	72	77	38	41	10	11
Social Studies	-	-	-	-	-	-	-
Total	728	553	76	313	43	141	19

Components	Component Score	Scaled Score	Weight	Points Earned
STAAR Performance	46	74	100	74.0
CCMR±				
Graduation Rate				
Scaled Score				74

Domain 1 Rating = **C**

Domain 3: Closing the Gaps

Components	# of Groups Evaluated	% Met Target	Weight	Points Earned*
Academic Achievement	14	57	30.0	17.1
Growth	10	100	50.0	50
Graduation Rate	-	-	-	N/A
English Language Prof.	1	100	10.0	10
Domain 1 STAAR	7	43	10.0	4.5
CCMR±	-	-	-	N/A
Component Score				81
Scaled Score				78

Domain 3 Rating = **C**

*Not Applicable to this campus

±CCMR-College, Career, and Military Readiness

Source: TEA Accountability Data Download on 8/20/2019

Domain 2: School Progress

Part A: Academic Growth Details		# Tested	Points Earned	%
Reading/ELA		145	112	77
Math		177	145	81
Total		322	255	
Component Score				79
Scaled Score				86

Part B: Relative Performance Details	
% Economically Disadvantaged	94.0
Domain 1 Component Score	46
Scaled Score	83

*Domain 2, Part B is not used for AEA

Domain 2 Higher Component = Stu Gwth

Domain 2 Rating (based on higher of Part A or B) **B**

Overall Rating and Distinctions

	Scaled Score	Weight	Points Earned	90-100 A	80-89 B	70-79 C	60-59 D	0-59 F
Domain 1 or 2 (better)	86	70	60.2					
Domain 3	78	50	25.4					
Overall Scaled Score			84					

Overall Rating = **B**

Distinctions			
Reading	N	Student Progress	Y
Math	N	Closing the Gap	N
Science	N	Post Secondary Readiness	N
Social Studies	NE	Number Earned	1

NE=Not Eligible (2019 Accountability Manual, p. 63)

F: If a campus scores a 59 or less in 3 of 4 areas (Domain 1, Domain 2 Part A, Domain 2 Part B, Domain 3), they receive an overall rating of F even if the overall projected score is >=50.

Narrative of Priority Needs and Root Causes – Include Special Education Needs

Schoolwide emphasis still needs to be placed in Writing. The staff will continue to strengthen foundation in literacy skills. There is a correlation between improved reading skills and improvement in all content areas. Our Reading goals will assist us in placing emphasis in improving all literacy related instruction and interventions. Additionally, we will continue the implementation of our phonics programs Neuhaus and Esperanza. Our areas for continued improvement include Writing. Our focus will continue in school wide writing skills for our bilingual students, and sufficient and strong English vocabulary skills for our students who are English Language Learners. Teachers will share instructional strategies through vertical professional learning communities in grades 2-5 to facilitate more effective teaching. We will be monitoring core subjects as well as strengthening our bilingual program by focusing on the ESL component in grades PK-3. Additionally, we will provide daily interventions and/or tutorials when students fail weekly common assessments. Moreover, we will monitor the vertical implementation of instruction in PK-4 classes. Effective teaching practices include effective implementation of core subject curriculum, providing purposeful intervention daily, and consistently involving parents. We will be utilizing campus resources and personnel to support student learning, involving the students in tracking their own progress, and using weekly data to drive instruction and tutorials. In regards to the

implementation of an effective intervention/tutorial program, we will provide individualized intervention/tutorial plans based on the academic needs of each student that is data driven from the beginning of the year. Teachers will provide additional support to students by providing intervention time during the school day which is embedded in their daily program.

Additionally, hourly lecturers have been hired to assist with intervention for our students. Our instructional focus will continue to be: planning for rigor, engage all students using critical thinking skills and higher level questioning strategies campus wide, build student vocabulary, writing every day in all content areas, and meeting the needs of diverse learners through differentiation. Leadership practices that will make the most impact on performance are daily classroom observations, continuous feedback coaching sessions, modeling lessons, providing resources, and utilizing formative assessments/data charts to conduct DDI protocols and monitor progress.

STAFF DEVELOPMENT PLANS

Date	Audience	Topic
August 12, 2019	All Faculty Members	AM- Visit last year's data. Celebrate our success and establish where we are heading Core Values and Commitments will be established PM- Team Building: Teams will work together by using their <u>problem solving</u> skills to achieve a common goal
August 13, 2019	All Faculty Members	HISD Academic Day- Teacher will be planning Instruction with mastery in mind, unpack standards, backwards plan with data, utilization of district resources, planning for special populations, checking for understanding, literacy best practices

August 15, 2019	All Faculty Members	Social Emotional- Staff will learn de-escalation strategies that will ~~postively~~ impacts students that are dealing with various traumas.
August 16, 2019	All Faculty Members	AM- Staff will participate in the three types of data conversations: *Gathering information *Guiding Improvement *Finding solutions Staff will participate in data chats/reflection/set grade level SMART goals/Establish Data Expectations for data tracking, interventions and concise planning PM- Staff will participate in data chats/reflection/set grade level SMART goals/Establish Data
August 20, 2019	All Faculty Members	AM- Staff will vertically align to discuss trends in data, create actions plans, and have at bat sessions. PM- Staff will participate in Risk Management Training. The Safety committee will present additional school specific safety routines and systems.
August 21, 2019	All Faculty Members	AM- Staff will participate in Summit k-12 in which they will learn to engage all students by differentiating content, instruction, vocabulary, assessments.

		Additionally, they will learn to navigate reading levels, content mastery, and language acquisition needs. PM- Staff will participate in TADS training and complete HISD's mandatory online courses.
August 22, 2019	All Faculty Members	AM- Staff will participate in integrating writing across content areas, grammar routines, developing vocabulary along with language development using ELPS and sheltered instruction. The staff will evaluate and reflect on our Writing plan and goals in order to identify areas of improvement so that we can establish new goals and create supplemental action plans. PM- Staff will participate in receiving special education updates. Additionally, they will participate in activities using UDL in order to ensure high achievement levels for all students by creating an environment of success for all students.
August 23, 2019	All Faculty Members	AM- Review school and classroom expectations, campus walkthrough forms, essential agreements, and 1st week teacher checklist IAT process

Early Release Staff Development -

September 27, 2019	All Faculty Members	Teachers will attend district wide planning sessions
October 18, 2019	All Faculty Members	Review lessons, Data, Instructional Focus- Universal Design for Learning lessons
November 8, 2019	All Faculty Members	Review lessons, Data, Instructional Focus- Targeting student levels
January 17, 2019	All Faculty Members	Review lessons, Data, Instructional Focus- Checking for Understanding
February 14, 2019	All Faculty Members	Review lessons, Data, Instructional Focus- Maximizing interventions

Student Achievement: *Reading/Language Arts/Literacy					
*Goal:		By the end of the 2019-2020 school year, students meeting standards on STAAR will increase by 4%.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Based on the 2018-2019 STAAR data our area to target is 4 th grade Reading in order to achieve our goal and increase our overall percentage.			
*Summative Evaluation: (Year-End)		STAAR Reading will increase from 76% to 80% at approaches, 33% to 40% at meets. In the area of Reading for "Meets", Elementary has been at the following: 40% 2017 36% 2018 33% 2019			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Increase percentage of students performing at higher levels	Teachers will utilize k-12 summit mentored text and online activities to integrate expository text and help support Science objectives.	Teachers Consultant Teacher Specialist Principal	Title I and GF1 funds K-12 summit license and books	August 2019- Ongoing	Progress monitoring online assessments
Provide targeted training for teachers	Teachers will attend planning for success days that will help with planning, data, and interventions as it relates to their	Teachers Teacher Development Specialist Teacher Specialist Interventionist Principal	GF1 Funds for Subs And trainings	Once a month starting September	Lesson plans, data documents, observations, intervention plans

	specific content and grade level.				
Increase percentage of students using ~~myOn~~	Teachers will have a <u>sign up</u> day for students to use ~~myOn~~ at the lab, computers will be available in the cafeteria for students to login, and parents will receive a class regarding logging in at home. Grade level competitions for usage will be conducted to encourage students to read.	Teachers Librarian Technologist Teacher Specialist Principal	Laptops ~~loads~~	September 2019- Ongoing	Usage reports Reading board with results
Decrease the percent of students not reading on grade level.	Teachers will ensure guided reading and literature circles are occurring in their daily schedule along with built in intervention time during workstations. The reading lab will be set up as part of the ancillary schedule to provide interventions to TIER 2 and 3 students.	Teachers Teaching assistants Interventionist Teacher Specialist Principal	Scholastic and Fountas and Pinnell Kits-Title I Esperanza training and resources- GF1 Neuhaus Training- GF1	July and September for trainings Intervention lab- October- ongoing	On track data Reports Running Records Reports Intervention Documentation
Increase parental involvement in literacy	There will be literacy nights in which teachers will demonstrate	Title I coordinator Teachers Teacher Specialist Principal	Title I <u>funds</u> for supplies	two per semester	Sign in sheets Flyers Call out messages
	calendars as needed along action plans and intervention.				
Rigor Readiness Protocols	Teachers will utilize the rigor readiness protocols when conducting at Bat sessions for lesson and interventions in order to increase the level of rigor in questions and student products.	Specialist Principal Teachers Interventionist	Curriculum documents Question stems	October-Ongoing	Student products Formative assessments Observations Walkthroughs Intervention documents

	strategies they can use to help support fluency and comprehension. In <u>addition</u> each grade level will conduct homework nights in which they will show parents how to better assist students with their homework and what the expectation of learning is for the year.				
Strategic Vertical Alignment Collaborative	ELA Vertical Alignment meeting will be held Bi-weekly. Instructional Focus will be targeted at each meeting. Teachers will unpack the standards and share instructional strategies, "at bat" lessons. Planning <u>For</u> Success Day: Gives teachers additional time during the day in order to backwards plan, set up pacing scheduling or through assessment data, adjust	Reading Specialist Principal ELA lead teacher	Funds for trainings and subs for planning for success days	September-Ongoing	Agendas, Lesson plans, Observation, intervention documentation, and non-negotiable systems in every classroom
	calendars as needed along action plans and intervention.				
Rigor Readiness Protocols	Teachers will utilize the rigor readiness protocols when conducting at Bat sessions for lesson and interventions in order to increase the level of rigor in questions and student products.	Specialist Principal Teachers Interventionist	Curriculum documents Question stems	October-Ongoing	Student products Formative assessments Observations Walkthroughs Intervention documents

Student Achievement: *Math					
*Goal:	Based on the 2018 - 2019 STAAR data our overall Math passing percentage at approaching was 85%. Our priority for the 2019 – 2020 school year will be to increase the percentage of overall meets and masters.				
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Based on the 2018-2019 STAAR data our area of need is to target the lowest percentage of meets and masters at the 3 rd grade level.				
*Summative Evaluation: (Year-End)	By the end of the 2019 – 2020 school year, Diverse Elementary will show an overall 5% increase on the meets level from 60% to 65% and the mastery level from 32% to 37%. In the area of Math for “Meets”, Diverse has been at the following: 68% 2017 63% 2018 60% 2019				
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State	*Timeline	*Formative Evaluation

			Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)		
Adding rigor professional development	All teachers 1 st -5 th grade will attend monthly planning sessions and follow up which will focus on increasing the level of rigor during first instruction and intervention time.	RUSMP Math Interventionist Teacher Specialist Teacher Principal	Title I funds for consultant and subs for coverage of meetings	September-April	Training sign in sheets Agendas Observations Data protocol forms
Strategic Vertical Alignment Collaborative	Teachers will meet afterschool on a monthly basis to plan, refocus curriculum mapping as needed, and assist with low scoring TEKS.	Math Interventionist Math Lead Teacher Specialist Teachers	Funds for trainings as needed	October-May	Agendas Sign in sheets Training certificates
Schoolwide Intervention	Math Interventionist will co-teach alongside teachers based on a set schedule in order to challenge students that are ready to be challenged while class teacher provides interventions for students that need it.	Math Interventionist Teacher Specialist Teacher Principal	Mentoring Minds resources, Problem solving board, Daily calendar with spiraled TEKS, Number Talks, Interactive Math wall, Anchor charts, Interactive notebooks, Workstations, Go Math resources, Green apple Educator resources, TEKSing towards STAAR resources, math manipulatives, General Funds for hourly lecturer	September-Ongoing	Daily exit tickets, weekly formative assessments that assess Readiness and Supporting standards, Unit completion common assessments, Summative Assessments

Cougar Bowls Competitions	Challenges will be created for students to participate in problem solving and other math related projects in order to increase higher order thinking skills, spiral objectives, and place a focus on low performance TEKS. Students will win prizes if their answers are turned in by a certain time and are correct.	Teachers Math Interventionist Principal	Funds for incentives	October-Ongoing	Challenge board- data tracking Formative/Summative assessments
Math camps for students and parents	Teachers will be provided time to create action plans in which high yield strategies will be used to address Readiness Standard TEKS and teach students those standards a variety of ways during Math camps.	Teachers Math Interventionist Teacher Specialist Principal	General funds for Subs to provide coverage for meetings Manipulatives needed for camps	October-Ongoing	Action plans Snapshot assessments Summative Assessments
Increase percentage of students using imagine math	In order for students to have continuous support in areas they are in need of, teachers will increase the usage of imagine math in <u>their</u> classroom.	Technologist Teachers Principal	Funds for <u>I pads</u> or laptops	October-Ongoing	Usage reports Snapshots Benchmarks Common Assessments

Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)					
*Goal:		Based on our 2018-2019 STAAR data our Writing, while we had an increase percentage in meets and masters, there was a 2 % decrease at approaches. Our goal for the 2019-2020 school year is to increase all levels by 10%			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Vertical alignment of our action plan is critical in ensuring continued growth and strategic planning at the <u>fourth grade</u> level will facilitate the growth this current school year.			
*Summative Evaluation: (Year-End)		STAAR Writing will increase from 44% to 54% at approaches 22% to 32% at meets and 5% to 15% at masters			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Targeted Professional Development	Fourth grade teachers will attend Barry Lane professional development to add to our existing writing plan in order to support revising strategies.	Teachers Teacher Specialist Principal	Funds for training and subs and books needed for the training	November	Certificate of completion Writing plan Observations Common Assessments Writing Samples
Writing collaborative with other schools	Teachers will be partnered with highly effective teachers in writing to help support their planning, instruction, interventions, and overall	Teachers Teacher Specialist Principal	Funds for coverage to observe and plan with other teachers	October-Ongoing	Observations Planning documents Common Assessments Writing Samples

	implementation of our writing plan.				
Increase number of writing camps	Teacher specialist will work alongside the teacher to co-teach and provide a monthly writing camp once data is available to re-teach low achieving TEKS. All teaching assistants will be trained and part of the planning process so that students can work in smaller groups to address the needs.	Teachers Teacher Specialist Teaching Assistants Principal	Gretchen Barnabei resources Empowering Writers resources Cloned questions Writing Organizer template	October-Ongoing	Observations Planning documents Common Assessments Writing Samples
Planning for success days	Teachers will attend Writing PD with TDS on a monthly basis to receive additional support with planning documents, instructional strategies, and interventions	TDS Teacher Specialist Teachers	Funds for sub Planning documents	September-Ongoing	Action plans Planning documents Observations Assessments
Writing Workshops	Parents will be invited to intervention days in which they can observe strategies used in the classroom that help students become better writers.	Teachers Title I coordinator Teacher Specialist Principal	Notebooks for students	Two per semester beginning October	Sign in sheets
	Parents will be able to observe strategies they should look for in their child's writing at home.				
Spotlight student writing samples and review writing in each classroom.	Monthly writing samples turned in and highlight students writing for student of the month board outside of teacher's classrooms.	Teachers Teacher Specialist Principal	Funds for frames to put <u>students</u> pictures Celebration incentives for students Funds for school wide writing folders	September-May	Writing folders Writing Rubric Writing Tracker

Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc.					
*Goal:		By the end of the 2019-2020 school year, the percentage of Economically Disadvantaged students, English Language Learners, and Special Education will improve in STAAR reading by 3%.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Strategically identify students that didn't meet standards and what subcategories they fall on in order to monitor closely.			
*Summative Evaluation: (Year-End)		Domain 3 will note percentage of students passing in Reading will be met			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Close reading level gaps	Students will receive additional intervention for Reading during their reading block and as part of Reading lab during ancillary class	Reading Interventionist Classroom Teacher	Fountas and Pinnell	August -Ongoing	Running Records
Planning for Co-teaching success	Days will be scheduled for teachers and resource teachers to plan effectively to meet the needs of our SPED students	Resources Teachers ~~Teachers~~ Teacher Specialist Principal	Curriculum documents IEPs Funds for subs for additional planning time	August -Ongoing	Action plans Observations Assessments
Precise data tracking by subgroup	During planning for success meeting, teachers will be expected to conduct DDI protocols for students by subgroup.	Resource Teachers ~~Teachers~~ Teacher Specialist Principal	Funds for extra planning day Funds for data binders	August-Ongoing	On track data reports Trackers of common assessments
Sheltered Instruction Coaching	Weekly Sheltered instruction focus strategies in lesson plans. Data tracking EL students to ensure progress of achievement	SEL coach Teacher Specialist Teachers Principal	ELPS Data trackers Sheltered Instruction book	August- Ongoing	Lesson Plans K-12 Summit TELPAS practice reports

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

Elementary School educates all PK-5th grade scholars to excel in college and career through rigorous, differentiated instruction, strategic support, and excellence in all that we do

SCHOOL PROFILE

Elementary School is located in the southeast section of Houston, two blocks east of I-45. The student population is ninety-six percent (96%) Hispanic, one percent (1%) White, and less than one percent (<1%) Asian and American Indian. Sixty-one percent (61%) of students are economically disadvantaged, eleven percent (11%) of the students are identified as Gifted and Talented, and five percent (5%) are identified as special education students. The mobility rate is thirteen point one percent (13.1%) and the student attendance rate is ninety-eight percent (98%). Elementary School is a school-wide Title 1 campus and this year, has been identified as a Community Eligibility Provision Program Campus (CEP), which allows students to receive free meals without requiring families to complete the free and reduced lunch application. The mission of Elementary School is to educate all PK-5th grade scholars to excel in college and career readiness. Our vision is to educate today to triumph tomorrow. Our mission and vision are sustained by values which include an in-depth focus on student learning high academics and behavioral expectations, collaborative planning and sharing of best practices, organization, consistency, open and effective communication and strong parental involvement. This vision consists of growth in every academic indicator of STAAR, as well as maintaining our 98% attendance rate. Furthermore, it is our vision to maintain a safe and orderly environment where students feel free to express themselves, practice solving problems and seek help when needed. It is our goal to increase parental involvement, which will enhance the collaboration between the school and home to help students meet challenges ahead.

NEEDS ASSESSMENT

Narrative of Data Analysis

(causal factors – include % of economically disadvantaged data)

The data used for our needs assessment is derived directly from the result of or STAAR test as well as the TEA School Report Card, data from PEIMS, Analytics for Education, and from teachers, student and parent surveys. Elementary met Standards and achieved a distinction in science according to TEA's School Accountability Rating for the 2017-2018 school year, as determined by our campus' 2018 STAAR scores. Campus Report Cards include information regarding the academic excellence indicators, disaggregated data on student academic achievement and the school performance. By law, schools must provide a Campus Report Card each year to parents. This information will be communicated to our parents and the community during Title 1 Parent Meetings, through written communication, and will be posted on the school website as well as on the campus bulletin.

Below is our data broken down for the 2017-2018 school year with Special Education population included. To help us further analyze the trend for our campus, we also disaggregated data separately for specific subgroups such as Economically Disadvantage, Special Education, and English Language Learners.

Grade-Level	2018	2019	Difference
3rd Reading (Regular)	63%	65%	+2%
3rd Math (Regular)	75%	68%	-7%

Grade-Level	2018	2019	Difference
3rd Reading (Bilingual)	74%	72%	-2%
3rd Math (Bilingual)	73%	87%	+14%

Grade-Level	2018	2019	Difference
4th Reading	54%	61%	+7%
4th Math	61%	69%	+8%
4th Reading (Bilingual)		13%	
4th Math (Bilingual)		30%	

Grade-level	2018	2019	Difference
5th Reading	60%	68%	+8%
5th Math	86%	83%	-3%

Grade-Level	2018	2019	Difference
4th Writing	53%	50%	-3%

4th Writing (Bilingual)		33%	
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Grade-level	2018	2019	Difference
5th Science (Regular)	71%	65%	-6%

Based on assessment of our campus data, our focus area for 2018-2019 will be to improve percentage of English Language Learners and economically disadvantaged students approaching standards in reading and writing. Specifically, for our economically disadvantaged students, we will also focus on increasing the percentage of students mastering standards in the reading and writing. For our students in Special Education, we will focus on improving the percentage of students approaching grade level standards in both reading and math.

Elementary offers different programs to approach students' needs. As a campus, our ESL component is taught in the afternoon with the academic areas of Science and Social Studies. To meet the needs of our student subgroups and help them achieve academic excellence, we provide the following programs at Bonner: Regular or traditional bilingual program, ESL program, Cultural Heritage program, and Special Education program. All the teachers are fully certified to service our students in the various programs and are in compliance with TEA guidelines determined by the No Child Left Behind Act. Our teachers strive to practice and enforce an environment that reinforces students' ability to learn and grow academically.

Our overall percentage for students mastering standards for the 2017-2018 school year are as follows:

Mastering Standards	Reading			Math			Writing			Science		
	2018	2019	Differ.	2018	2019	Differ.	2018	2019	Differ.	2018	2019	Differ.
With Sp.Ed.	2018	2019	Differ.	2018	2019	Differ.	2018	2019	Differ.	2018	2019	Differ.
3rd Grade	14%	24%	+10%	9%	21%	+12%						
4th Grade	12%	12%	0%	14%	21%	+7%	5%	2%	-3%			
5th Grade	11%	15%	+4%	27%	31%	+4%				16%	12%	-4%
All Grades	12%	17%	+5%	17%	24%	+ 7%	5%	2%	-3%	16%	12%	-4%

	may need strategy ideas.				
85% of our students will approach grade level standards on the Math STAAR	Use Imagine Math computer program to differentiate instruction and progress monitor. Use Renaissance 360 Universal Screener results to identify which tiers the students are in. Teacher specialist will use data to create pull out intervention groups (Math lab) will incorporate number talk in her class to increase students' computation skills	Teachers grades PreK-5th Formative Assessment Coordinator Teacher Specialist Teacher Assistants	Imagine Math Renaissance 360 Push In/Pull Out Intervention	September-May	Imagine Math data Universal Screener Data (BOY, MOY, EOY) Push In/Pull Out results
The percentage of our ELL Students approaching grade level standards will increase from 69% to 75%	Provide after school tutorials for intervention students	Teachers Teacher Specialist Interventionist	Title I or Title III funds to pay for teachers to offer extended day tutorials	Weekly, October-May	Intervention plans OnTrack results
The percentage of our ELL Students approaching grade level standards will increase from 69% to 75%	ELL students will receive support starting from lower grades by regrouping students based off	Teachers Teacher Specialist	Saxon and Phonics Teacher PD Renaissance 360 OnTrack	September - June	Intervention Plans Push In/Pull Out results Renaissance 360 data OnTrack data

	may need strategy ideas.				
85% of our students will approach grade level standards on the Math STAAR	Use Imagine Math computer program to differentiate instruction and progress monitor. Use Renaissance 360 Universal Screener results to identify which tiers the students are in. Teacher specialist will use data to create pull out intervention groups (Math lab) will incorporate number talk in her class to increase students' computation skills	Teachers grades PreK-5th Formative Assessment Coordinator Teacher Specialist Teacher Assistants	Imagine Math Renaissance 360 Push In/Pull Out Intervention	September-May	Imagine Math data Universal Screener Data (BOY, MOY, EOY) Push In/Pull Out results
The percentage of our ELL Students approaching grade level standards will increase from 69% to 75%	Provide after school tutorials for intervention students	Teachers Teacher Specialist Interventionist	Title I or Title III funds to pay for teachers to offer extended day tutorials	Weekly, October-May	Intervention plans OnTrack results
The percentage of our ELL Students approaching grade level standards will increase from 69% to 75%	ELL students will receive support starting from lower grades by regrouping students based off	Teachers Teacher Specialist	Saxon and Phonics Teacher PD Renaissance 360 OnTrack	September - June	Intervention Plans Push In/Pull Out results Renaissance 360 data OnTrack data

2019- 2020 Staff Development Plan		
Date	Who should attend	Purpose
Full Day Staff Development – 7.75 hours		
August 12, 2019 (Monday)	All faculty members	Welcome Back! Ice Breaker Campus Data Grade Level Content Goals Lunch Break Handbook/Schedules/School Procedures Grade Level Planning
August 13, 2019 (Tuesday)	All faculty members	Academic Professional Development Sessions: Pre-K, Kinder, SPED 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade Enrichment: Fine Arts- Health/PE- Library- Computer- Leadership:
August 14, 2019 (Wednesday)	All faculty members	Job Alike Day ALL Teachers

August 15, 2019 (Thursday)	All faculty members	Socio-Emotional Learning Professional Development Day (A.M.-) Lunch Break (P.M. - Staff Meeting)
August 16, 2019 (Friday)	All faculty members	Writing Workshop School-Wide Ice Breaker (Admin Team) Reading Specialist: Reading Teachers Pre-K through 5th Math Specialist: 2nd-5th Math Teachers, Science Teachers, Technology Teacher and Dance Teacher Writing Specialist 4th Grade Writing Teachers Lunch Break Special Education Inclusion Crime Stopper: Cyber Safety

August 19, 2019 (Monday)	All faculty members	Teacher Work Day
August 20, 2019 (Tuesday)	All faculty members	Grade Level Planning *Two weeks of Lesson Plans *Pacing Calendar August-September (Upload to SharePoint by 12:00 p.m.) Lunch Break Grade Level Planning *Grade Level Master Schedule (Rotation Scheduled) *Daily Schedule *Split List (Upload to SharePoint by 3:05 p.m.) *Fire Drill Roster (Place in the back of the Emergency Procedures Flipbook
August 21, 2019 (Wednesday)	All faculty members	IAT G.T. Training/Update Lunch Break Risk Management Universal Screener/OnTrack

August 22, 2019 (Thursday)	All faculty members	SUMMIT K-12 Training Lunch Break Accelerated Reader (A.R.) Meet the Teacher 2:00 p.m.-3:05 p.m.
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August 23, 2019 (Friday)	All Teachers	TADS Update Ice Breaker Attendance Nurse Lunch Break District Online Compliance Trainings-OneSource
September 12, 2019	All faculty members	Prek – 2 Running Record, Literacy by 3 Guided Reading Expectations 3rd – 5th Data Talk - BOY Assessment ELD (Mock TELPAS)
September 19, 2019	All faculty members	Prek – 2 Running Record Results & Goals Guided Reading PK Circle Assessment Window Starts 3rd – 5th Data Talk - Intervention Plan

October 10, 2019	All faculty members	PreK – 5th Common Assessment & Interventions GT Expos & GT Recommendations
October 17, 2019	All faculty members	PreK – 5th Grade Level IAT Review of interventions
October 24, 2019	All faculty members	PreK – 5th GT Testing Window MOY Benchmark Running Record
October 31, 2019	All faculty members	PreK – 5th Essential Standards Data Talk MOY Benchmark Running Record PK Circle Assessment
November 7, 2019	All faculty members	PreK -5th Grade Level IAT Meeting MOY Running Record Results & Set Goals
November 14, 2019	All faculty members	TELPAS Training
November 21, 2019	All faculty members & Hall Monitors	STAAR Security Training
December 5, 2019	All faculty members & Hall Monitors	STAAR Procedures TELPAS
December 12, 2019	All faculty members	Common Assessment & Intervention Grade Level IAT review and planning
December 19, 2019	All faculty members & Hall Monitors	Close Out Procedures
Leadership Staff Development – 1 hour		
August 1, 2019	Leadership Team	Leadership Duties Assignment & Expectations
August 2, 2019	Leadership Team	Pre-service Agenda
August 8, 2018	Leadership Team	Debriefed and Interview Panel

August 26, 2019	Leadership Team	SIP, scheduling, debrief opening of school, emergency procedures
August 27, 2019	Leadership Team	Data analysis/SIP
September 9, 2019	Leadership Team	Core Subject action plans
September 16, 2019	Leadership Team	IAT Goals and Plans. Action Plan updates/TADS Schedule
September 23, 2019	Leadership Team	Attendance
September 30, 2019	Leadership Team	Progress Monitoring
October 7, 2019	Leadership Team	Guided Reading
October 14, 2019	Leadership Team	Instructional Coaching & Six Steps to Effective Feedback
October 21, 2019	Leadership Team	Leading Effective Facilitative PLC's
October 28, 2019	Leadership Team	Teachers Support
November 4, 2019	Leadership Team	Common Assessment Data
November 11, 2019	Leadership Team	TADS Progress Conferences
November 18, 2019	Leadership Team	TADS Progress Conferences
December 2, 2019	Leadership Team	TADS Progress Conferences
December 9, 2019	Leadership Team	Common Assessment Data
January 6, 2020	Leadership Team	Guided Reading and Teacher Support
January 13, 2020	Leadership Team	Intervention Plan & IAT
January 27, 2020	Leadership Team	Guided Reading and Teacher Support

February 3, 2020	Leadership Team	Intervention Plan & IAT
February 10, 2020	Leadership Team	Common Assessment Data
February 17, 2020	Leadership Team	Intervention Plan

March 2, 2020	Leadership Team	Common Assessment Data
March 9, 2020	Leadership Team	TADS End of Year
March 23, 2020	Leadership Team	TADS End of Year
April 6, 2020	Leadership Team	TADS End of Year
April 13, 2020	Leadership Team	Close Out Plans/Duty assignments
April 20, 2020	Leadership Team	GPC and Summer School

Student Achievement: *Reading/Language Arts/Literacy	
*Goal:	By the end of 2019-2020 school year, the percentage of students at approach will increase from 64% to 72% By the end of 2019-2020 school year, the percentage of students at mastery will increase from 17% to 21% By the end of 2019-2020 school year, the percentage of ELL students at approach will increase from 53% to 65%
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	
*Summative Evaluation: (Year-End)	By the end of 2019-2020 school year, the percentage of students at approach will increase from 64% to 72% By the end of 2019-2020 school year, the percentage of ELL students at approach will increase from 53% to 65%

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
72% of our students will approach grade level standards on STAAR Reading 2020	Provide OnTrack training and support for teachers to implement data driven instruction.	Technologist Teacher Specialists Teachers	OnTrack Data Results District Curriculum Documents. Pacing Calendar Individual teacher data Tracking spreadsheet	August 2019-2020	Common assessments District Snapshots District Leveled Assessment Renaissance 360 Universal Screener.
72% of our students will approach grade level standards on STAAR Reading 2020	Create a PLC template to ensure collaborative discussions revolve around the four critical questions: What do we want	Principal Administration Team Teachers Teacher Specialist	PLC Template	Bi-weekly	Data Binder, Ontrack results, common Assessments.

	our students to learn? (Curriculum) How will we know they have learned it? (Assessment) How will we respond when they don't learn? (Intervention) How will we respond when they do learn? (Enrichment)				
72% of our students will approach grade level standards on STAAR Reading 2020	Provide a vertical alignment meeting after every snapshot. Teachers will plan lessons based on essential standards needed to ensure that students learn at high levels. Teachers will share best practices. Reading teachers grades 3-5 will align the reading curriculum so that all 3rd-5th reading teachers can teach the same TEKS at the same time. After each common and district assessment, teachers will re-group students in order to	All Teachers Administration Team	Lesson Plans Supplemental Resources	On-going	Click here to enter text.

	keep the focus on "bubble" students. Mr. Smith will provide inclusion support.				
The percentage of economically disadvantaged students approaching standards on STAAR Reading 2018 will increase from 61% to 72%	Interventionist and teacher specialists will work with ELL students in a small group setting. Implement Renaissance 360 to support English Language Learners Mr. Smith, as Reading Specialist, will create an after school club for students who are having serious trouble in reading. Teachers in 3rd-5th grade will select students for weekly club meetings. 3rd-5th grade teachers as well as Mr. Smith will be conducting after-school tutorials. These group of students will be fluid and constantly changing	Teacher Specialists Technologist Classroom Teachers	Pull Out Support Schedule Renaissance 360 Universal Screener	Weekly	Common assessment data results OnTrack data results disaggregated

Student Achievement: *Math

*Goal:	By the end of 2019-2020 school year, students' performance on the Math STAAR will increase from 76% to 85% (including ELL students) By the end of 2019-2020 school year, students' Mastering performance on the Math STAAR will increase from 27% to 35% By the end of 2019-2020 school year, the percentage of ELL students at approach will increase from 69% to 75%
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Increase Academic Performance Improve Academic Mastery Increase Academic Performance for ELL students
*Summative Evaluation: (Year-End)	By the end of 2019-2020 school year, students' performance on the Math STAAR will increase from 76% to 85% (including ELL students) By the end of 2019-2020 school year, students' Mastering performance on the Math STAAR will increase from 27% to 35%

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title I, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
85% of our students will approach grade level standards on the Math STAAR	Provide Vertical Alignment Meeting for teachers to plan based off of district assessment data and opportunities for teachers to share best practices. PD will also be provided for teachers who	Teachers grade 3-5 Teacher Specialist	OnTrack Data Curriculum Documents Unit Planning guide Pacing Calendar Supplement resources Lead4Ward Documents	Once a month until May	Student data Teacher created assessments using OnTrack

	may need strategy ideas.				
85% of our students will approach grade level standards on the Math STAAR	Use Imagine Math computer program to differentiate instruction and progress monitor. Use Renaissance 360 Universal Screener results to identify which tiers the students are in. Teacher specialist will use data to create pull out intervention groups (Math lab) will incorporate number talk in her class to increase students' computation skills	Teachers grades PreK-5th Formative Assessment Coordinator Teacher Specialist Teacher Assistants	Imagine Math Renaissance 360 Push In/Pull Out Intervention	September-May	Imagine Math data Universal Screener Data (BOY, MOY, EOY) Push In/Pull Out results
The percentage of our ELL Students approaching grade level standards will increase from 69% to 75%	Provide after school tutorials for intervention students	Teachers Teacher Specialist Interventionist	Title I or Title III funds to pay for teachers to offer extended day tutorials	Weekly, October-May	Intervention plans OnTrack results
The percentage of our ELL Students approaching grade level standards will increase from 69% to 75%	ELL students will receive support starting from lower grades by regrouping students based off	Teachers Teacher Specialist	Saxon and Phonics Teacher PD Renaissance 360 OnTrack	September - June	Intervention Plans Push In/Pull Out results Renaissance 360 data OnTrack data

	students based off their English proficiency level to develop their language. Teachers will include ESL strategies in their lesson plans.				
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Student Achievement: *Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)					
*Goal:	By the end of 2019-2020, we will increase the Students Achievement percentage from 69% to 75%.				
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent	Increase Academic Achievement and Closing the Gaps Increase Academic Achievement in Writing				
*Summative Evaluation: (Year-End)	By the end of 2019-2020, we will increase the Students Achievement percentage from 69% to 75%.				

*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
100% of teachers will implement the Writer's Workshop.	Teachers will follow the Writer's Workshop Schedule in the Literacy Block. Students in grades PK-5th will keep a writer's notebook. Teachers will keep writing conference forms for each student to monitor progress.	Teachers Teacher Specialist Principal	HUB Curriculum Lead4Ward TEA	August 2019-May 2020	Writing Conference Form/Data Forms Writing Samples

	Vertical alignment PD (Computer lab) will incorporate writing in technology lesson plans. Teachers will display writing samples on the "Authors of the Month" bulletin board.				
60% of our students will approach grade level standards on STAAR Writing 2020	Provide OnTrack training and support for teachers to implement data driven instruction.	Technologist Teacher Specialist Teachers	OnTrack Data Results Teacher data/Writing Conference Forms	August 2019-May 2020	Common Assessments District Snapshots District Leveled Assessment Writing Conference Forms
60% of our students will approach grade level standards on STAAR Writing 2020	Create a PLC template to ensure collaboration based on data	Principal Administration Team Teachers	PLC Template Writing Conference Form/Teacher Data Forms	Bi-weekly	Data Binder- OnTrack Results, Common assessment Results/Writing Conference Forms
Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

1. **Comprehensive Needs Assessment** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

• **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**

Based on school needs assessments, our staff development plans will focus on three major goals:

1. Increase the percentage of students approaching grade level standards on the Math, Reading, and Writing STAAR.
2. Increase the percentage of Special Education Students approaching standards on both the Reading and Math STAAR
3. Increase the percentage of economically disadvantaged students mastering grade level standards on the Math, Reading, and Writing STAAR

• **Indicate the programs and resources that are being purchased out of Title I funds.**

In addition to utilizing district adopted programs and resources, we will also purchase Imagination Station: I-Station, Reading A to Z, The Next Step Forward in Guided Reading Book for teachers K-2, Think Up! Math, Think Up! Reading, Measuring Up, Math GPS, Kamico: STAAR Connection, SUMMIT K-12, ECS Learning: STAAR Master and Imagine Learning in order to support our plans to improve student achievement and improve school climate.

Area Meeting BREAK OUT SESSION

Date: June 15-17th, | Time: 8:00 AM – 5:30 PM | Location:

Essential Questions: 1. Based on the SIP evaluation, what did you accomplish? 2. What worked, what didn't work? 3. Based on your assessment, what are you planning to adjust, correct, and strengthen?			
SIP GOAL:			
<u>Data Points</u>	<u>What Worked?</u>	<u>What didn't Work?</u>	<u>Changes Needed?</u>

Leading Sustainable Change: From the SIP to Student Success

Area Meeting BREAK OUT SESSION

Date: June 15-17th, | Time: 8:00 AM – 5:30 PM | Location:

What misconceptions or assumptions related to DATA might be limiting your ability to succeed attaining your SIP goals?		
Misconception/Assumption	Implication	Actions needed to Remove this Barrier
Example: The belief that “is all about STAAR” 	Losing track of attendance, limited support to the lower grades, moving ineffective teachers to non-STAAR grades, limited interventions for grades Pre-K thorough 5 th , limited PD for lower grades and more.	Ensure that data is tracked and analyzed from a triangulation standpoint. All data points must be considered as leaders at the school look to build capacity of ALL students.
“Is all about growth”	Data Analysis	

Leading Sustainable Change: From the SIP to Student Success

Appendix I: Elementary Admin Schedule Samples

	Monday, 3/2	Tuesday, 3/3	Wednesday, 3/4	Thursday, 3/5	Friday, 3/6
7:10-7:30	Travel to HMW	Arrival Duty	Arrival Duty	Arrival Duty	Arrival Duty
7:30-8:00	Arrival Duty/Announcements	New Leaders' Cohort Meeting at Wisdom HS	Arrival Duty/Announcements	Arrival Duty/Announcements	Arrival Duty/Announcements
8:00-8:30	Weekly Celebrations		Observation: Bradshaw	PLC	Field Day Meeting
8:30-9:00	Phone Call Prep		Fire Drill		Dr. C/Abydos Support
9:00-9:30	Phone Call		Walkthrough: E.E.		Dr. C/Abydos Support
9:30-10:00	Growth Template Review		Office Check-in/TADS		Dr. C/Abydos Support
10:00-10:30	Growth Template Review		Parent Conference: J. J & Mentor Visit		Parent Conference: A. Trejo (10:20)
10:30-11:00	4 th Grade Planning		Parent Conference: J. Jaimes & Mentor Visit/Classroom Walks		Parent Conference: A. Trejo
11:00-11:30	Observation: A.A/Brown (11:15)		Mentor Visit/Classroom Walks		Office Check-in/TADS
11:30-12:00	Observation: E.E (11:45)		Lunch		Lunch
12:00-12:30	Observation: EE (until 12:15)		Reading Group: 4 th Grade (12:15)		Reading Group: 4 th Grade (12:15)
12:30-1:00	Reading Group: 4 th Grade	Reading Group: 4 th Grade	Travel HMW	Reading Group: 4 th Grade	
1:00-1:30	Lunch	Conference: A.G(1:15)	Travel HMW	Conference: MM	
1:30-2:00	Office Check-in / TADS	Observation: D.J.	Conference	File Review HMW	Conference: MM
2:00-2:30	Houston Symphony Performance	Alcoer Designated Supports Meeting	Conference: MG (2:15)	Budget Conference HMW	Attendance (Perfect Attendance)
2:30-3:00	Houston Symphony Performance / Office	Office Check-in / TADS	Conference	Budget Conference HMW	Office Check-in/TADS
3:00-3:30	Dismissal Duty				
3:30-4:00	5 th Grade Designated Supports Meeting	Empowerment Event	Leadership Meeting	Priority Schools Check-in / Review Lesson Plans	Lesson Plans/Grades Review
4:00-5:00					Lesson Plans/Grades Review

Assistant Principal					
	Monday 3/9	Tuesday 3/10	Wednesday 3/11	Thursday 3/12	Friday 3/13
7:10-7:45	Morning Duty	Morning Duty	Morning Duty	Morning Duty	
7:45-8:15	Office Check Follow with Parent concerns PK and 4 th (2)	A.G Support	Office Check In A.G. Support	PLCs	Off Campus
8:15- 9:00	TELPAS MONITOR (SG) Room 28	TELPAS MONITOR (S.G) Room 28 Alcocer Classroom visit	Fire Drill 8:15		
9:00-9:30	Office Check Follow with Parent concerns PK and 4 th (2)		A.G Support		
9:30-10:00	C.A Observation		10:15 Parent Meeting - J. J		
10:00-10:30	A.G. classroom visit				
10:30-11:00	A.B Observation				
11:00-11:30	Lunch	Lunch	Lunch		
11:30-12:00	TADs Feedback	TADs Feedback	TADs Feedback		
12:00-12:30	Cafeteria Check In	Cafeteria Check In	Cafeteria Check In		
12:30-1:00	F.B Observation	L.G Observation	Check rooms for new drill route exits (Posted with routes, and highlighted)		
1:00-1:30	TADs Feedback	TADs Feedback	TADS Feedback	Dismissal Duty	Off Campus
1:30-2:00	Houston Symphony 1:45-2:40	Office Check In	A.G Support		
2:00-2:30		A.G-Designated Supports-Follow Up	Classroom Visits-KN and 3rd		
2:30-2:50	Office Check In Discipline Follow ups	Office Check In Discipline Follow ups	Office Check In Discipline Follow ups		
2:50-3:30	Dismissal Duty	Writing Collaborative 3:30	Dismissal Duty		
3:30-4:30	5 th Grade Designated Supports Update Meeting	Robinson Elementary	Leadership Meeting		



TDS Schedule

Mr. E (Monday Only This Week)	Ms. C (Mondays, Thursdays)	Ms. L (Wednesdays, Thursdays)	Ms. M (Tuesdays, Thursdays)
7:30-8:15: Mr. A (Work with students/ Teacher will be out) 8:15-9:15: Ms. O	Monday: 7:30-8:45: Ms. B 8:45-9:15: Mr. E (Complete an Observation of I-1 and I-9) Thursday: 7:30-9:15: Ms. B	7:30-10:00: Mr. M	7:30-9:15: Mr. T.
9:15-10:10: Check with Ms. A to see if support needed for planning 10:15-11:30: Ms. S	Monday: 9:15-10:10: Planning with Ms. B 10:15-11:20: Planning with Ms. A. G Thursday: 9:15-10:10: Ms. A. G. 10:15-11:45: Ms. B	10:00-12:00: Ms. A	Tuesday: 9:15-10:10: Planning with Mr. G/Ms. B Thursday: 9:15-10:00: Ms. M (Complete an Observation of I-1 and I-3)
11:30-12:30: Lunch		12:00-1:00: Lunch	10:10-12:00: Ms.
12:30-2:50: Ms. S (including support during planning if teacher willing)	11:45-12:45: Lunch Monday: 12:45-1:45 Ms. A. G 1:45-2:50: Planning with Ms. E Thursday: 12:45-1:40: Ms. E 1:45-2:50: Ms. A. G	1:00-2:50: Mr. A (Complete an Observation of I-1 and I-3 on one of the days)	12:00-1:00: Lunch 1:00-2:50: Ms. B
ELA/SLA Open Labs: Monday 3:15-4:15	ELA/SLA Open Labs: Mondays 3:15-4:15		Math/Science Open Labs: Tuesdays 3:15-4:15

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