

Matagorda Independent School District
Matagorda Elementary School - TIP
2021-2022 Cycle Reviews

Superintendent:
DCSI/Grant Coordinator:

Barbara Marchbanks
Barbara Marchbanks

Principal: Barbara Marchbanks
ESC Case Manager: Monica Jones
ESC Region: 3

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: For the cycle one we have met our target in each area of Domain 3. We still need some considerable effort in Domain 1 especially in meets and masters. While we have not reached our goals, we are encouraged that our hard work is seeing some improvement.

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Beginning Implementation

Rationale: Based on current parent and teachers surveys it was determined that while teachers knew how to look at data, they did not understand how to apply the data to classroom instruction. The consensus with faculty and staff was that if the Matagorda learning community including students, staff, parents, and community are united under one mission, vision, goals, and values with high expectations, all students will be successful.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Matagorda will partner with Region 3 Education Service Center to provide additional training for staff, either in-person or online, to build capacity with Focus area 3.1. To build capacity a committee made up of community members, teachers, students, parents will be selected and meet to re-evaluate the mission, vision, goals, and values. These will be posted on the school website, posted on school documents, posted in classrooms and common areas, and distributed often to the community.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: This focus area will be communicated to students, staff, parents, community through a variety of ways. We will hold open house quarterly requesting attendees to complete surveys for input and buy-in, hold stakeholder meetings to gather input, send out surveys and information through robot calls, student folders, newsletters, and host individual meetings with parents. These actions will be continued throughout the year.

Desired Annual Outcome: Before the end of the current school year 80% of all students, staff members, parents, and community members will know or at least be familiar with the school vision, mission, goals, values as measured through surveys and questioning. Knowledge of the mission, vision, goals, and values by postings throughout the school and community, frequent recitation during school events, and posting on the website and communiques will create a high degree of expectations and success for all students.

District Commitment Theory of Action: If the district provides numerous opportunities for at least 80% of students, staff, parents, and community members, as measured by surveys and questioning, to participate in developing, learning, and sharing the vision, mission, goals, and values, then the entire learning community will understand and value the direction for school improvement and high expectations for student success.

Desired 90-day Outcome: By the end of Cycle 1, Matagorda will conduct climate/culture surveys to ascertain a baseline of the current climate of our school by collecting input from students, staff, parents, and community members. The data collected will drive the development and/or refinement of our vision, mission, and values.

District Actions: If the district provides numerous opportunities for the students, staff, parents, and community members to have a part in developing, learning, and sharing the vision, mission, goals, and values then the entire learning community will understand and value the direction school improvement and student success.

Did you achieve your 90 day outcome?: Yes

Why or why not?: In September a climate/culture survey was given to students, staff and parents with a return rate of 100%, 90% and 55% respectively.

Step 1 Details	Reviews
<p>Action Step 1: To sustain and encourage student success we will host award assemblies to recognize students and invite parents, and community members to attend</p> <p>Evidence Used to Determine Progress: Sign-in sheets, increased student success, increased participation from parents and community members.</p> <p>Person(s) Responsible: Administrator Teachers Staff</p> <p>Resources Needed: Incentives for students, snacks for parents and community</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 11, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p> <p>Funding Sources: Incentives - 6300-Supplies and materials - \$150</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We will continue to recognize students for progress and improvement at six week awards assemblies.</p>
Step 2 Details	Reviews
<p>Action Step 2: Host several community meetings to gather input for the developing and updating of the aligned vision, mission, goals, values which are focused on a safe environment and high expectations.</p> <p>Evidence Used to Determine Progress: Sign-in sheets, documented input from attendees</p> <p>Person(s) Responsible: Administration, staff, Board members</p> <p>Resources Needed: Location for meeting, sign-in sheets, food for event</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p> <p>Funding Sources: food for event - 6300-Supplies and materials - \$100</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: Parent/Community attendance at face to face meetings has proven difficult with limited/no attendance. Paper Surveys will continue to be implemented to attain input.</p>
Step 3 Details	Reviews
<p>Action Step 3: Matagorda ISD will implement the use of social media including Facebook, Ingram, and also ZOOM training's with the parents and community to assist with the aligning our mission, vision, goals, and values.</p> <p>Evidence Used to Determine Progress: Number of likes, comments, and shares on Facebook and Ingram. Also the number of parents that participate in Zoom training's.</p> <p>Person(s) Responsible: Administration, teachers</p> <p>Resources Needed: Computer and internet access</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 25, 2021 - Frequency: Ongoing - Evidence Collection Date: May 28, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We have been using Facebook for some postings but have not gone to Instagram or made Zoom training's available. We hope to begin these in the spring.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Committing it to memory is easy but getting them to believe it is more difficult.

What specific action steps address these challenges?: Believing the mission and vision is easier when it is modeled and taught. The mission and vision will need to be taught and modeled by all staff.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Based on evidence from student STAAR scores for the past three years and on preliminary walk-throughs teachers need additional instruction and guidance on using data to reinforce classroom instruction. Through walk-throughs, PLC meetings, training, positive and constructive feedback, teachers and aides will be able to provide effective data-driven instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Matagorda will partner with Region 3 Education Service center to provide additional training to build capacity with Focus 5.3 To build capacity, we will implement Professional Learning Committees to teach teachers and aides how to use data to improve classroom instruction. Teacher leaders will be selected based on their knowledge of subject, maturity, and rapport with other staff members. We will partner with ESC 3 to provide instructional support through workshops in person and online to improve student outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated to all personnel during faculty and staff meetings, emails, during meetings with the administrator after walk-throughs, and during PLC's.

Emails, newsletters, flyers, and robot calls will be used to communicate our action priorities to students, parents, and the community,

There priorities will also be discussed and outlined at scheduled Board meetings in order to notify the Board and the community. Assignment of teacher leaders to assist with PLC's and work with all staff will provide an avenue for buy-in. We will also create buy-in from staff, students, parents through the use of surveys.

Desired Annual Outcome: By the end of the 21-22 school year, we will meet as a PLC group to review data at least once weekly and where intervention groups are planned based on benchmark data collected once per semester.

District Commitment Theory of Action: If teachers and instructional aides are provided with continued support through weekly Professional Learning Community meetings, consistent walk-throughs with thoughtful feedback, administrator taught lessons on how to apply data to classroom instruction, opportunities to meet with the administrator weekly, and availability to attend instructional improvement classes through the Region 3 Educational Service Center then teachers will be able to apply data driven instruction to improve student success.

Desired 90-day Outcome: Our desired 90 day outcome will be to have weekly PLC meetings 60% of the time as documented by sign-in sheets, there will be documentation of weekly walk-throughs, 15% of teachers will have an opportunity to attend training at ESC 3 or online, and 50% of teachers will be using data to transition instruction as documented by walk-throughs.

District Actions: The District will provide funding to support the activities listed. The District will support and train the teacher leaders to be effective in working with teachers and instructional aides. We will allow time in the schedule for PLC meetings and time for additional training.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Administration has met with teachers in PLC meetings at least once each week since August to consider student data, discuss instructional strategies, and effective classroom instruction.

Step 1 Details	Reviews
<p>Action Step 1: Provide after and during school tutorials structured to improve differentiation for special populations and low performing students based on data.</p> <p>Evidence Used to Determine Progress: STAAR scores for last 3 years, first benchmark this fall, and formative assessments.</p> <p>Person(s) Responsible: Administrator Barbara Marchbanks and Classroom teachers</p> <p>Resources Needed: My Path online program through Edgenuity and supplemental materials. Salaries for staff for tutoring.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 28, 2021 - Frequency: Weekly - Evidence Collection Date: April 7, 2022</p> <p>Funding Sources: Edgenuity online program - 6200-Professional and contracted services - \$5,200, Payroll for teachers and aides teaching tutorial sessions - 6100-Payroll - \$10,000</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We will continue to use district purchased online instructional tool to improve Math and Reading skills. The District has provided a lead teacher trained in the tool as a resource for teachers needing assistance with the program.</p>
Step 2 Details	Reviews
<p>Action Step 2: Provide time for PLC meetings at least once per week for all teachers and instructional aides to collaborate, study data for weaknesses and training to use data to improve classroom instruction .</p> <p>Evidence Used to Determine Progress: Sign-in sheets for PLC meetings, documentation from walk-throughs, improved student participation in classroom instruction, and improved student scores on formative assessments.</p> <p>Person(s) Responsible: Barbara Marchbanks - Superintendent Teachers and Aides</p> <p>Resources Needed: Location for meeting, walk-through logs, assessment scores</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 24, 2021 - Frequency: Weekly - Evidence Collection Date: May 12, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We will continue to provide time for weekly PLC meetings focusing on development of teacher instructional strategies.</p>

Step 3 Details	Reviews
<p>Action Step 3: Allow time for 100% of all Matagorda teachers to observe other teachers, either in person or online, that are effective and successful in data-driven instruction.</p> <p>Evidence Used to Determine Progress: Teachers will turn in copies of their notes from their observations and discuss their observations with the administrator.</p> <p>Person(s) Responsible: Barbara Marchbanks Superintendent</p> <p>Resources Needed: Qualified teachers in person or online to observe. Substitutes to cover teacher's classes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 18, 2021 - Frequency: Ongoing - Evidence Collection Date: December 3, 2021</p> <p>Funding Sources: - 6100-Payroll - \$1,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: Due to COVID concerns, there has been difficulty in securing campuses/teachers to observe. We will begin to explore other options for training.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Some teachers may not be willing to change their mode of instruction.

What specific action steps address these challenges?: Additional administrative walk-throughs, positive feedback, meetings with the teacher, and additional training's for the teachers. If the teacher cannot adapt then difficult conversations need to happen.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Beginning Implementation

Rationale: Based on current parent and teachers surveys it was determined that while teachers knew how to look at data, they did not understand how to apply the data to classroom instruction. The consensus with faculty and staff was that if the Matagorda learning community including students, staff, parents, and community are united under one mission, vision, goals, and values with high expectations, all students will be successful.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Matagorda will partner with Region 3 Education Service Center to provide additional training for staff, either in-person or online, to build capacity with Focus area 3.1. To build capacity a committee made up of community members, teachers, students, parents will be selected and meet to re-evaluates the mission, vision, goals, and values. These will be posted on the school website, posted on school documents, posted in classrooms and common areas, and distributed often to the community.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: This focus area will be communicated to students, staff, parents, community through a variety of ways. We will hold open house quarterly requesting attendees to complete surveys for input and buy-in, hold stakeholder meetings to gather input, send out surveys and information through robot calls, student folders, newsletters, and host individual meetings with parents. These actions will be continued throughout the year.

Desired Annual Outcome: Before the end of the current school year 80% of all students, staff members, parents, and community members will know or at least be familiar with the school vision, mission, goals, values as measured through surveys and questioning. Knowledge of the mission, vision, goals, and values by postings throughout the school and community, frequent recitation during school events, and posting on the website and communiques will create a high degree of expectations and success for all

students.

District Commitment Theory of Action: If the district provides numerous opportunities for at least 80% of students, staff, parents, and community members, as measured by surveys and questioning, to participate in developing, learning, and sharing the vision, mission, goals, and values, then the entire learning community will understand and value the direction for school improvement and high expectations for student success.

Desired 90-day Outcome: By the end of Cycle 2, we will have identified stakeholders to serve on our mission and vision development committees, and we will deploy 3 stakeholder surveys to solicit input. The campus level committee will utilize the collected input to develop our mission and vision.

District Actions: District leadership will commit to making this work a priority and provide guidance to the stakeholder group throughout the process.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have sent out 3 different surveys to parents by mail, online, and at campus events to get feedback from stakeholders on campus culture, mission, and vision.

We have developed a committee of stakeholders to meet in the development of the mission and vision.

Step 1 Details	Reviews
<p>Action Step 1: To sustain and encourage student success we will host award assemblies to recognize students and invite parents and community members to attend</p> <p>Evidence Used to Determine Progress: Sign-in sheets, increased student success, increased participation from parents and community members.</p> <p>Person(s) Responsible: Administrator Teachers Staff</p> <p>Resources Needed: Incentives for students, snacks for parents and community</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 11, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We have encouraged student success by hosting a rewards assembly at the end of each 6 weeks. Parents and community members were invited and attended the event. Students were rewarded with pizza, certificates, and prized for good grades and attendance. We will continue this Action step for the the future. To alleviate the barrier of funding we have worked with community businesses to provide funding for pizza and prizes.</p>
Step 2 Details	Reviews
<p>Action Step 2: Gather input from parents/community via survey for the developing and updating of the aligned vision, mission, goals, and values which are focused on a safe environment and high expectations.</p> <p>Evidence Used to Determine Progress: Survey results as documented input from stakeholders</p> <p>Person(s) Responsible: Administration, Staff, Board members</p> <p>Resources Needed: Survey, Survey Tool</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 4, 2021 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Matagorda ISD will implement the use of social media including Facebook, Instagram, and also ZOOM training's with the parents and community to assist with the aligning our mission, vision, goals, and values.</p> <p>Evidence Used to Determine Progress: Number of likes, comments, and shares on Facebook and Ingram. Also the number of parents that participate in Zoom training's.</p> <p>Person(s) Responsible: Administration, teachers</p> <p>Resources Needed: Computer and internet access</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 25, 2021 - Frequency: Ongoing - Evidence Collection Date: May 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Host a Family Event night to allow for parents to participate in the development of our mission and vision statements.</p> <p>Evidence Used to Determine Progress: Sign in sheets, agenda, list of parent suggestions</p> <p>Person(s) Responsible: Administration, Staff</p> <p>Resources Needed: Staff, Student Activities, Food</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: January 3, 2022 - Frequency: One Time - Evidence Collection Date: February 1, 2022</p> <p>Funding Sources: Food - 6300-Supplies and materials - \$150</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We anticipate challenges in getting the community to engage in the mission/vision development process. This may be even more challenging with COVID concerns.

What specific action steps address these challenges?: Action Step 3

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Based on evidence from student STAAR scores for the past three years and on preliminary walk-throughs teachers need additional instruction and guidance on using data to reinforce classroom instruction. Through walk-throughs, PLC meetings, training, positive and constructive feedback, teachers and aides will be able to provide effective data-driven instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Matagorda will partner with Region 3 Education Service center to provide additional training to build capacity with

Focus 5.3 To build capacity, we will implement Professional Learning Committees to teach teachers and aides how to use data to improve classroom instruction. Teacher leaders will be selected based on their knowledge of subject, maturity, and rapport with other other staff members. We will partner with ESC 3 to provide instructional support through workshops in person and online to improve student outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated to all personnel during faculty and staff meetings, emails, during meetings with the administrator after walk-throughs, and during PLC's.

Emails, newsletters, flyers, and robot calls will be used to communicate our action priorities to students, parents, and the community,

There priorities will also be discussed and outlined at scheduled Board meetings in order to notify the Board and the community. Assignment of teacher leaders to assist with PLC's and work with all staff will provide an avenue for buy-in. We will also create buy-in from staff, students, parents through the use of surveys.

Desired Annual Outcome: By the end of the 21-22 school year, we will meet as a PLC group to review data at least once weekly and where intervention groups are planned based on benchmark data collected once per semester.

District Commitment Theory of Action: If teachers and instructional aides are provided with continued support through weekly Professional Learning Community meetings, consistent walk-throughs with thoughtful feedback, administrator taught lessons on how to apply data to classroom instruction, opportunities to meet with the administrator weekly, and availability to attend instructional improvement classes through the Region 3 Educational Service Center then teachers will be able to apply data driven instruction to improve student success.

Desired 90-day Outcome: Our desired 90 day outcome will be to have weekly PLC meetings 70% of the time as documented by sign-in sheets, there will be documentation of weekly walk-throughs, 40% of teachers will have an opportunity to attend training on effective classroom instruction at ESC 3 or online, and 70% of teachers will be using data to transition instruction as documented by walk-throughs.

District Actions: The district will need to find substitutes for staff attending professional development.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Provide after and during school tutorials structured to improve differentiation for special populations and low performing students based on data.</p> <p>Evidence Used to Determine Progress: STAAR scores for last 3 years, first benchmark this fall, and formative assessments.</p> <p>Person(s) Responsible: Administrator Barbara Marchbanks and Classroom teachers</p> <p>Resources Needed: My Path online program through Edgenuity and supplemental materials. Salaries for staff for tutoring.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 28, 2021 - Frequency: Weekly - Evidence Collection Date: April 7, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Provide time for PLC meetings at least once per week for all teachers and instructional aides to collaborate, study data for weaknesses and training to use data to improve classroom instruction .</p> <p>Evidence Used to Determine Progress: Sign-in sheets for PLC meetings, documentation from walk-throughs, improved student participation in classroom instruction, and improved student scores on formative assessments.</p> <p>Person(s) Responsible: Barbara Marchbanks - Superintendent Teachers and Aides</p> <p>Resources Needed: Location for meeting, walk-through logs, assessment scores</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 24, 2021 - Frequency: Weekly - Evidence Collection Date: May 12, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Contract with Region 3 ESC in January to provide Effective Instructional Strategies training to be implemented by all staff.</p> <p>Evidence Used to Determine Progress: Agenda, Sign In sheets</p> <p>Person(s) Responsible: Barbara Marchbanks Superintendent</p> <p>Resources Needed: Region 3 ESC, Training materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: March 1, 2022</p> <p>Funding Sources: ESC Training - 6200-Professional and contracted services - \$1,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The teachers are not able to take the data collected and use it to drive instruction.

What specific action steps address these challenges?: Action Step 3

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Beginning Implementation

Rationale: Based on current parent and teachers surveys it was determined that while teachers knew how to look at data, they did not understand how to apply the data to classroom instruction. The consensus with faculty and staff was that if the Matagorda learning community including students, staff, parents, and community are united under one mission, vision, goals, and values with high expectations, all students will be successful.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Matagorda will partner with Region 3 Education Service Center to provide additional training for staff, either in-person or online, to build capacity with Focus area 3.1. To build capacity a committee made up of community members, teachers, students, parents will be selected and meet to re-evaluate the mission, vision, goals, and values. These will be posted on the school website, posted on school documents, posted in classrooms and common areas, and distributed often to the community.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: This focus area will be communicated to students, staff, parents, community through a variety of ways. We will hold open house quarterly requesting attendees to complete surveys for input and buy-in, hold stakeholder meetings to gather input, send out surveys and information through robot calls, student folders, newsletters, and host individual meetings with parents. These actions will be continued throughout the year.

Desired Annual Outcome: Before the end of the current school year 80% of all students, staff members, parents, and community members will know or at least be familiar with the school vision, mission, goals, values as measured through surveys and questioning. Knowledge of the mission, vision, goals, and values by postings throughout the school and community, frequent recitation during school events, and posting on the website and communiques will create a high degree of expectations and success for all students.

District Commitment Theory of Action: If the district provides numerous opportunities for at least 80% of students, staff, parents, and community members, as measured by surveys and questioning, to participate in developing, learning, and sharing the vision, mission, goals, and values, then the entire learning community will understand and value the direction for school improvement and high expectations for student success.

Desired 90-day Outcome: By the end of Cycle 3, will host an event to roll out the re-branding of Matagorda ISD to our campus community and, on a larger scale, our entire community clearly defining who we are and what we expect.

District Actions: The district will commit monetary resources to re-brand our school so that all stakeholders are aware and buy in to our new direction.

Did you achieve your 90 day outcome?: No

Why or why not?: We had an outbreak of COVID cases over the last 3 months and postponed the re-branding event until later in the spring.

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Based on evidence from student STAAR scores for the past three years and on preliminary walk-throughs teachers need additional instruction and guidance on using data to reinforce classroom instruction. Through walk-throughs, PLC meetings, training, positive and constructive feedback, teachers and aides will be able to provide effective data-driven instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Matagorda will partner with Region 3 Education Service center to provide additional training to build capacity with Focus 5.3 To build capacity, we will implement Professional Learning Committees to teach teachers and aides how to use data to improve classroom instruction. Teacher leaders will be selected based on their knowledge of subject, maturity, and rapport with other other staff members. We will partner with ESC 3 to provide instructional support through workshops in person and online to improve student outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated to all personnel during faculty and staff meetings, emails, during meetings with the administrator after walk-throughs, and during PLC's.

Emails, newsletters, flyers, and robot calls will be used to communicate our action priorities to students, parents, and the community,

There priorities will also be discussed and outlined at scheduled Board meetings in order to notify the Board and the community. Assignment of teacher leaders to assist with PLC's and work with all staff will provide an avenue for buy-in. We will also create buy-in from staff, students, parents through the use of surveys.

Desired Annual Outcome: By the end of the 21-22 school year, we will meet as a PLC group to review data at least once weekly and where intervention groups are planned based on benchmark data collected once per semester.

District Commitment Theory of Action: If teachers and instructional aides are provided with continued support through weekly Professional Learning Community meetings, consistent walk-throughs with thoughtful feedback, administrator taught lessons on how to apply data to classroom instruction, opportunities to meet with the administrator weekly, and availability to attend instructional improvement classes through the Region 3 Educational Service Center then teachers will be able to apply data driven instruction to improve student success.

Desired 90-day Outcome: Our desired 90 day outcome will be to have weekly PLC meetings 90%of the time as documented by sign-in sheets, there will be documentation of weekly walk-throughs, 75% of teachers will have an opportunity to attend training at ESC 3 or online, and 90% of teachers will be using data to transition instruction as documented by walk-throughs.

District Actions: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have held weekly PLC meetings, either in person or virtually, since August 2021. Walk-throughs have occurred weekly with documentation. Results of walk-throughs have been disseminated to teachers. All teachers have completed at least one training either at the ESC 3 or online. Teachers are using data to transition instructions in the classroom. Administration will continue to encourage and monitor the use of instructional strategies and data in the classroom.

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)