

Cuuwtcpegu

FEUKI I tcpv"Eqqt fkpcvqt

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Uki pcvwtg< Jiae Kim-Batra

Rtkpekr en"Uwrgtxkuqt

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Uki pcvwtg< Jiae Kim-Batra

Rtkpekr en

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Uki pcvwtg< Marvelia De La Rosa

Vcdng"qh"Eqpvpgpvu

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Data Analysis

Y j cv" ceeqwpvcdkknv{" i qci" j cu" { qwt" ec o r wu" ugv" hqt" v jku" { gctA

Y j cv"cee qwpvc dkkv{"i qcn"j eu"{qwt"ec o r wu"ugv" hqt"v jku"{gctA

Y jkej"uwlgevu"ctg"c"hgewu"vjk" {gct"y jgp"vj kpmkpi"cdqvw"uwvfgpv"rgthqt o cpegA" Y j {"j cxg" {qw"kf gpvkhhgf"vjgug"urgekhe"uwlgev"ctgcuA" Y j cv"ku"vjg"kpvgp fgf"ko rcev"qp" {qwt
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Y jkej"uwvfgpv"itqwr"qwveq o gu"ctg" {qw"vct igvki"kp"vjgug"iqcmuA" Y j cv"ku"vjg"kpvgp fgf"ko rcev"qp" {qwt"ceeqwpcdkkv {"fq o ckp"ueqtguA

Essential Actions

E { engu"3/5

Guugpvkcñ" Cevkqp"303<"Fgxgnqr"ec o r wu"kpvtwevkqpcñ"ngc fgtu"y kv j"engct"tqngu"cpf"tgurqpukdknkvgu0
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cpf"fgxgnqr o gpv"qrrqtvpkvgu"ctg"eqpukuvgpv"y kv j"dguv"rtcevekegu"hq t"cfwnv"ngctpkpi."fgnkdgtevg"o qfgnkpi."cpf"qdugtxcvkqp"cpf"hgghdcm"e{ engu0

Guugpvkcñ" Cevkqp"403<"Tgetwkv."ugngev."cuuki p."kpfwev"cpf"tgvckp" c"hwmm"uvchh"qh"jki j n {"s wcnkhkgf"gf wecvqtu0
K o r ng o gpvcvkqp"Ngxgn<"Rctvkcñ"K o r ng o gpvcvkqp
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Guugpvkcñ" Cevkqp"503<"Eq o rgmkpi"cpf"cnk i pgf" xkukqp." o kuukqp." i qcmu."xcnwgu"hqewugf"qp" c"uchg"gpxtqp o gpv"cpf"jki j"gzrgevcvkqpu0
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K o r ng o gpvcvkqp"Ngxgn<"Rctvkcñ"K o r ng o gpvcvkqp
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K o r ng o gpvcvkqp"Ngxgn<"Rctvkcñ"K o r ng o gpvcvkqp
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Guugpvkcñ" Cevkqp"705<"Fvcv/f tkxgp"kpvtwevkqp0
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Mg{"Rtcevekegu<"Vgcejgtu" wug" c"eqtgevkxg"kpvtwevkqp"cev kqp"rncppkpi" r tqeguu."kpfkxkfwcm{"cpf"kp"RNEu"vq"cpñ{|g" fvcv."kfgpvkh{"vtgpfu"kp"uvwfgpv" o kueqpegrvkqpu.
fgygt o kpg"v j g"tqqv"ecwug"cu"vq" y j {"uvwfgpvu" o c {"pqv"jcxg"ngctpgf"v j g"eqpegrv."cpf"etgevg"rncpu"hq t"kpvtwevkqpcñ" c flwuv o gpvu0

E { eng"6

Guugpvkcñ" Cevkqp"303<"Fgxgnqr"ec o r wu"kpvtwevkqpcñ"ngc fgtu"y kv j"engct"tqngu"cpf"tgurqpukdknkvgu0
K o r ng o gpvcvkqp"Ngxgn<"Pqv" [gv"Uvetvgf
Mg{"Rtcevekegu<

Guugpvkcñ" Cevkqp"403<"Tgetwkv."ugngev."cuuki p."kpfwev"cpf"tgvckp" c"hwmm"uvchh"qh"jki j n {"s wcnkhkgf"gf wecvqtu0
K o r ng o gpvcvkqp"Ngxgn<"Pqv" [gv"Uvetvgf
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Guugpvkcñ" Cevkqp"503<"Eq o rgmkpi"cpf"cnk i pgf" xkukqp." o kuukqp." i qcmu."xcnwgu"hqewugf"qp" c"uchg"gpxtqp o gpv"cpf"jki j"gzrgevcvkqpu0
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Mg{"Rtcevekegu<

Guugpvkcñ" Cevkqp"603<"Fckñ{"wug"qh"jki j /swcnkv{"kpvtwevkqpcñ" o cvgtkcmu"cnk i pgf"vq"kpvtwevkqpcñ"rncppkpi"ecngpfctu"cpf"kpvgtk o "cpf"hq t o cvkxg"cuugu o gpvu0
K o r ng o gpvcvkqp"Ngxgn<"Pqv" [gv"Uvetvgf

Mg{"Rtcevkegu<

Guugpvkcn"Cevkqp"703<"Ghhgevkxg"encuutqq o "tqwvkpgu"cpf"kpvtwevkqpcn"uvtcvgi kgu0

Ko r ng o gpvcvkqp"Ngxgn<"Pqv" [gv"Uvctvgf

Mg{"Rtcevkegu<

Guugpvkcn"Cevkqp"705<"F cvc/ftxgp"kpvtwevkqp0

Ko r ng o gpvcvkqp"Ngxgn<"Pqv" [gv"Uvctvgf

Mg{"Rtcevkegu<

Fkvtkev"cevkqpu The DCSI will support the campus by providing coaching and feedback on the CLT's use of the Burnet Instructional Leader Rubric. Additionally, the DCSI will create shared systems that allow campus leaders to check their progress on their 90-day outcome frequently and will provide coaching and progress monitoring on this goal

Fkf"{qw"cejkgxg"qwt";2"fc{"qweq o gA Yes

Y j {"qt"y j {"pqvA New Assistant Principal onboarded week of October 23 and has participated in 1 bi-weekly coaching meeting with the principal. Returning AP participated in 3 coaching meetings with the principal. Both have completed their BOY self-assessment.

Y j cv"ejcmgpi gu"fq" {qw"vj kpm" {qw)m" gpeqwpgt"kp cejkxgkpi" fguktgf"ec o r wu"qt"uvwfgpv"qweq o gu" hqt"v jku e {engA	Y j cv"urgek hke"cevkqp"uvgru" c f f tguu"v jgug e jcmgpi guA	J q y"fqgu"v jku"cevkqp"uvgr" c f f tguu"v jku"e jcmgpi gA
Due to changes in allowable allocations of Title 1 Funds, the campus lost two key administrative positions (Academic Dean and Assistant Principal) for SY 22-23.	Action Step 1	Supports restructuring of leadership team with clear roles and responsibilities aligned through the use of the Burnet Instructional Leader Rubric.
The campus experienced administrative turnover from the 21-22 to 22-23 SY causing a disruption to momentum. New leaders lack knowledge of systems and campus culture and expectations.	Action Step 3	Principal engages in job embedded coaching and professional learning aligned with BILR. This coaching will involve reflection and self-assessment to inform goal setting.
New administrator will join the campus in October 2022.	Action Step 2	Principal engages in ongoing coaching to onboard new AP with a focus on campus culture and expectations based on the BILR.

Uvgr"3" Fgvcknu	Tgxkyu
<p>Cevkqp"Uvgr"3 Clarify roles and responsibilities through the development and use of the Burnet Instructional Leader Rubric.</p> <p>Gxkfgpeg" Wugf"vq" Fgvgt o kpg"Rtqi tguu Burnet Instructional Leader Rubric Coaching Conversations</p> <p>Rgtuqp*u" Tgurqpukdg Principal</p> <p>Pqp/Hwpfgf" Tguwtegu" Pggfgf No</p> <p>C f f tguugu" cp" Kfgpvkkgf" E jcmgpi g Yes</p> <p>Uvctv" Fcvg October 19, 2022 - Htgs wpe{ One Time - Gxkfgpeg" Eqmgev kqp" Fcvg December 16, 2022</p>	<p>Rtqi tguu"vqy ctf" Cevkqp"Uvgru Met</p> <p>Pgeguuct {"Cflwuv o gpvulPgzv"Uvgru Roles and responsibilities clarified using the Burnet Instructional Leaders Rubric.</p>

Uvgr"4" Fgvcknu	Tgxkgyu
<p>Cevkqp"Uvgr"4 Principal will schedule bi-weekly coaching meetings with APs with a focus on campus culture and expectations based on the BILR.</p> <p>Gxkfgpeg"Wugf"vq" Fvgvt o kpg"Rtqi tguu Coaching meeting minutes/notes doc, BILR, Calendar</p> <p>Rgtuqp*u+"Tgurqpukdng Principal</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf No</p> <p>Cfftguugu"cp"Kfgpvkhhgf" Ejcmgpi Yes</p> <p>Uvctv" Fcvg October 19, 2022 - Htgswgpe{ Ongoing - Gxkfgpeg"Eqmgevkkqp" Fcvg December 16, 2022</p>	<p>Rtqi tguu"vqyctf" Cevkqp"Uvgru Met</p> <p>Pgeguuct{"Cflwuv o gpvulPgzv"Uvgru all meetings for cycle 1 scheduled.</p>
Uvgr"5" Fgvcknu	Tgxkgyu
<p>Cevkqp"Uvgr"5 Leadership team will complete BOY self-assessment using BILR.</p> <p>Gxkfgpeg"Wugf"vq" Fvgvt o kpg"Rtqi tguu Self-Assessment and BILR</p> <p>Rgtuqp*u+"Tgurqpukdng Principal Assistant Principals</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf No</p> <p>Cfftguugu"cp"Kfgpvkhhgf" Ejcmgpi Yes</p> <p>Uvctv" Fcvg October 19, 2022 - Htgswgpe{ One Time - Gxkfgpeg"Eqmgevkkqp" Fcvg December 16, 2022</p>	<p>Rtqi tguu"vqyctf" Cevkqp"Uvgru Significant Progress</p> <p>Pgeguuct{"Cflwuv o gpvulPgzv"Uvgru Newly hired AP is working to complete self-assessment</p>

40"Guugpvkcn"Cevkqp"705<

Ko ring o gpvcvkqp"Ngxgn< Partial Implementation

Mg{"Rtceveguc< Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Tevkqpcng< Burnet MS continues to implement a weekly DDI protocol campus-wide which includes instructional leadership facilitation and data review. This essential action was selected to prioritize the development of timely reteach plans in response to student data. BMS students use progress tracking tools in classrooms. BMS will continue to use 1:1 data conferences with all students.

Yjq"ykmn{"qw"rctvpgt"ykvjA< TIL

Jqy"ykmn{"qw"dwknf"ecrcekv{"kp"vjku"Guugpvkcn"CevkqpA The campus will partner with Region XIII's Texas Instructional Leadership team to build capacity of the Principal and DCSI to conduct effective PLCs centered around analyzing student data and unpacking standards through know-and-show charts.

Jqy"ykmn{"qw"eq o o wpkecvg"vjgug"rktkvgu"vq{"qwt"uvcmgjqnfgtuA"Jqy"ykmn{"qw"etgcvg"dw{/kpA< Teacher leaders will be invited to ILT meetings and assist with the facilitation of the DDI process in PLCs. Communication to campus and community stakeholders will take place at CAC meetings, campus newsletter, and coffee talk.

Fguktgf"Cppwcn"Qwveq o g< By May of 2023, 100% of PLC leaders will actively facilitate the DDI protocol in weekly PLCs (n=12). Facilitation will follow DDI process of See It, Name It, and Do it to support teachers in identifying gaps and planning for reteach.

Fluvtkev"Eq o o kv o gpv"Vjgqt{"qh"Cevkqp< IF the district has effective systems for identifying and supporting struggling learners, AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement Data-Driven Instruction.

Fguktgf";2/fc{"Qwveq o g< 100% of leadership team will be fully trained by TIL in PLC protocols for Data Driven Instruction (Weekly Data Meetings) (n=6) by the end of Cycle 1.

Fluvtkev"Cevkqpu< Academic Coaching Specialists will attend PLCs to support implementation of DDI protocols. ACSs will assist with reporting and data analysis after SCA1 interim assessment.

Fkf{"qw"cejkgxg"qwt";2"fc{"qwveq o gA< No

Yj{"qt"y j {"pqvA< One leadership team member was not hired before the TIL cohort training date. New AP is being onboarded by campus leadership team.

<p>Yjcv"ejcmgpi gu"fq{"qw"vjkmn{"qw)m"gpewpvgt"kpcejkgxpi"fguktgf"ec o r wu"qt"uwfgpv"qwveq o gu"hq"t"v jku e{engA</p>	<p>Yjcv"urgekhhke"cevkqp"uvgru"cffftguu"vjgug e jcmgpi guA</p>	<p>Jqy"fqgu"vjku"cevkqp"uvgr"cffftguu"vjku"ejcmgpi gA</p>
<p>One AP position still unfilled as of Sept 20. Remaining AP having to cover additional duties making her less available to facilitate and attend PLCs. This combined with loss of 2 administrative allocations leaves the leadership team with less capacity/availability for PLC facilitation.</p>	<p>Action Step 1</p>	<p>Campus leadership team and Academic Leadership Specialists will participate in TIL DDI cohort to build capacity and develop skills for implementation of Data Driven Instruction on campus.</p>

Uvgr"3" Fgvcknu

Tgxkgyu

Cevkqp"Uvgr"3 Campus leadership team and Academic Leadership Specialists will participate in TIL DDI cohort to build capacity and develop skills for implementation of Data Driven Instruction on campus.

E{eng'4/"*Fge"ó"Hgd+

Y jcv"ejcmgpi gu"fq" {qw"vj kpm" {qw)m" gpeqwpvgt"kp cejgxkpi" fguktgf"ec o r wu"qt"uvwfgpv"qwveq o gu" hqt"v jku e {engA	Y jcv"urgek hke"cevkqp"uvgru" c f f tguu"v jgug ejcmgpi guA	J qy"fqgu"v jku"cevkqp"uvgr" c f f tguu"v jku"ej cmgpi gA
The campus experienced administrative turnover from the 21-22 to 22-23 SY causing a disruption to momentum. New leaders lack knowledge of systems and campus culture and expectations.	Action Step 2, Action Step 3, Action Step 4	structures in place for coaching support and leadership development.
New Assistant Principal joined the team October 23rd, 2022 - after 1st 9 weeks. Challenge to get him trained on district systems and processes.	Action Step 3	1:1 meetings with Principal and new AP for onboarding and calibration

Uvgr"3" Fgvcknu	Tgxkyu
<p>Cevkqp"Uvgr"3< Principal will meet with APs to reflect on BOY self-assessment (BILR) and identify prioritized areas of growth.</p> <p>Gxkfgpeg" Wugf"vq" Fvggt o kpg"Rtqi tguu< notes from reflection with each AP with narrative about their self-assessment and prioritized areas of growth</p> <p>Rgtuqp*u+"Tgurqpukdng< Principal APs</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf< BILR Self-Assessment agenda/meeting notes</p> <p>C f f tguugu"cp"Kfgpvkkgf" E jcmgpi g< Yes</p> <p>Uvctv" F cvg< January 9, 2023 - Htgs wpe {< One Time - Gxkfgpeg" Eqmgev kqp" F cvg< March 3, 2023</p>	<p>Rtqi tguu"vqy c t f" Cevkqp"Uvgru< No Progress</p> <p>Pgeguuct { "Cflwuv o gpvulPgzv"Uvgru<</p>
Uvgr"4" Fgvcknu	Tgxkyu
<p>Cevkqp"Uvgr"4< Principal will work with each AP to identify a passion project related to campus improvement efforts.</p> <p>Gxkfgpeg" Wugf"vq" Fvggt o kpg"Rtqi tguu< AP artifact related to passion project</p> <p>Rgtuqp*u+"Tgurqpukdng< Principal APs</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf< Possible use of funds to support passion project</p> <p>C f f tguugu"cp"Kfgpvkkgf" E jcmgpi g< Yes</p> <p>Uvctv" F cvg< January 9, 2023 - Htgs wpe {< Ongoing - Gxkfgpeg" Eqmgev kqp" F cvg< March 3, 2023</p>	<p>Rtqi tguu"vqy c t f" Cevkqp"Uvgru< No Progress</p> <p>Pgeguuct { "Cflwuv o gpvulPgzv"Uvgru<</p>

Uvgr"5" Fgvcknu	Tgxkgyu
<p>Cevkqp"Uvgr"5< Principal will meet with newly hired AP to train him on district systems and processes and to onboard him with BILR and campus culture.</p> <p>Gxkfgpeg"Wugf"vq" Fvgvt o kpg"Rtqi tguu< Weekly meeting notes/agendas</p> <p>Rgtuqp*u+"Tgurqpukdng< Principal New AP</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf< District training resources BILR</p> <p>Cff tguugu"cp"Kfgpvkhhgf" Ejcmgpi g< Yes</p> <p>Uvctv" Fcv g< January 9, 2023 - Htgs wgp e< Ongoing - Gxkfgpeg" Eqmgev kqp" Fcv g< March 3, 2023</p>	<p>Rtqi tguu"vqy ctf" Cevkqp"Uvgru< No Progress</p> <p>Pgeguuct {"Cflwuv o gpvulPgzv"Uvgru<</p>
Uvgr"6" Fgvcknu	Tgxkgyu
<p>Cevkqp"Uvgr"6< APs and MCSs will complete the MOY self-assessment using the Burnet Instructional Leadership Rubric (BILR).</p> <p>Gxkfgpeg"Wugf"vq" Fvgvt o kpg"Rtqi tguu< MOY self-assessment</p> <p>Rgtuqp*u+"Tgurqpukdng< Principal APs MCSs</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf< BILR</p> <p>Cff tguugu"cp"Kfgpvkhhgf" Ejcmgpi g< Yes</p> <p>Uvctv" Fcv g< January 9, 2023 - Htgs wgp e< One Time - Gxkfgpeg" Eqmgev kqp" Fcv g< March 3, 2023</p>	<p>Rtqi tguu"vqy ctf" Cevkqp"Uvgru< No Progress</p> <p>Pgeguuct {"Cflwuv o gpvulPgzv"Uvgru<</p>

40"Guugpvkcn"Cevkqp"705<

Ko ring o gpvcvkqp"Ngxgn< Partial Implementation

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Jqy"ykm"{qw"dwknf"ecrcekv{"kp"vjku"Guugpvkcn"CevkqpA The campus will partner with Region XIII's Texas Instructional Leadership team to build capacity of the Principal and DCSI to conduct effective PLCs centered around analyzing student data and unpacking standards through know-and-show charts.

Jqy"ykm"{qw"eq o o wpkecvg"vjgug"rktkvgu"vq"{qwt"uvcmgjqnfgtuA"Jqy"ykm"{qw"etgcvg"dw{/kpA< Teacher leaders will be invited to ILT meetings and assist with the facilitation of the DDI process in PLCs. Communication to campus and community stakeholders will take place at CAC meetings, campus newsletter, and coffee talk.

Fguktgf"Cppwcn"Qwveq o g< By May of 2023, 100% of PLC leaders will actively facilitate the DDI protocol in weekly PLCs (n=12). Facilitation will follow DDI process of See It, Name It, and Do it to support teachers in identifying gaps and planning for reteach.

Fluktke"Eq o o kv o gpv"Vjgqt{"qh"Cevkqp< IF the district has effective systems for identifying and supporting struggling learners, AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement Data-Driven Instruction.

Fguktgf";2/fc{"Qwveq o g< Leadership team is modeling and/or co-facilitating 50% of PLCs (grade 6-8 core content) using DDI protocols for Weekly Data Meetings (n=12) by the end of Cycle 2.

Fluktke"Cevkqp< Academic Coaching Specialists will attend PLCs to support implementation of DDI protocols. ACSs will assist with reporting and data analysis after SCA1 interim assessment.

Fkf"{qw"cejkgxg"{qwt";2"fc{"qwveq o gA<

Yj{"qt"yj{"pqvA<

<p>Yjcv"ejcmgpi gu"fq"{qw"vj kpm"{qw)mn"gpewpvgt"kp cejkgxpi"fguktgf"ec o r wu"qt"uvwfgpv"qwveq o gu"hq t"v jku e{engA</p>	<p>Yjcv"urgek hke"cevkqp"uvgru"cff tguu"vjgug ejcmgpi guA</p>	<p>Jqy"fqgu"vjku"cevkqp"uvgr"cff tguu"vjku"ejcmgpi gA</p>
<p>New AP hired late October and is still learning campus and district systems - including PLC expectations and protocols for DDI. Neither AP has yet been trained in DDI through TIL Cohort 22-23.</p>	<p>Action Step 1, Action Step 2, Action Step 3</p>	<p>Action steps support onboarding of new AP with district and campus systems and with expectations and protocols for PLC facilitation.</p>

E{eng"5"/"*Oct"6"Oc{+

Fkf"{qw"cejkgxg"{qwt"uvwfgpv"rgthqt o cpeg"fcvc"iqcnuA"Y j {"qt"y j {"pqvA<

30"Guugpvkcn"Cevkqp"303<

Ko ring o gpvcvkqp"Ngxgn< Partial Implementation

Mg{"Rtceveku< Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

TeVkpeng< Two key administrative positions have been cut in SY 22-23: the Academic Dean and one Assistant Principal. In addition, there has been turnover in the remaining administrators. Clarifying roles, aligning systems and protocols, and job-embedded professional development will help make this transition successful.

Y j q"y kmn{"qw"rctvpgt"ykvjA< Other

Jqy"y kmn{"qw"dwknf"ecrcekv{"kp"vjku"Guugpvkcn"CevkqpA We will build capacity in essential action 1.1 through job embedded professional development in bi-weekly meetings and focused coaching conversations using the Burnet Instructional Leader Rubric. As part of the bi-weekly meeting the principal will work with campus leaders to identify a personalized passion project focused on essential areas of school improvement. Principal and Leadership Team will progress monitor throughout the year.

Jqy"y kmn{"qw"eq o o wpkecvg"vjgug"rtkqtkvku"vq{"qwt"uvcmgjqnfgtuA"Jqy"y kmn{"qw"etgcvg"dw{/kpA Stakeholders for this Prioritized Essential Action are exclusively Assistant Principals and Multi-Classroom Specialists (MCSs). They all participate in TIP Development meetings and will be involved in the development of the Burnet Instructional Leadership Rubric. Because this is internal coaching work that involves personnel matters, we won't be communicating about it to our families and community.

Fguktgf"Cpwwcn"Qwveq o g< 100% of existing Assistant Principals and Multi-Classroom Specialists will grow as instructional leaders from BOY to MOY to EOY, as measured by the personalized Burnet Instructional Leader Rubric. This growth will be measured formatively in bi-weekly coaching meetings and summatively using the BILR for BOY and MOY self assessments.

Fluktkeveq o o kv o gpv"Vjgqt{"qh"Cevkqp< If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Burnet Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

Fguktgf";2/fc{"Qwveq o g< APs are actively implementing passion project by the end of Cycle 3 focused on prioritized areas of growth on BILR with feedback and coaching from principal. The passion project demonstrates substantial growth as measured by the BILR (APs self-assessment shows growth on the rubric scale of at least one level).

Fluktkevevkvqp< The DCSI will support the campus by providing coaching and feedback on the CLT's use of the Burnet Instructional Leader Rubric. Additionally, the DCSI will create shared systems that allow campus leaders to check their progress on their 90-day outcome frequently and will provide coaching and progress monitoring on this goal

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Y j {"qt"y j {"pqvA<

Fkf"{qw"cejkgxg"{qwt"cpwwcn"qwveq o gA<

E{eng"5"/"*Oct"ó"Oc{+

40"Guugpvkcn"Cevkqp"705<

Ko ring o gpvcvkqp"Ngxgn< Partial Implementation

Mg{"Rtceveguk< Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Tevkqpcng< Burnet MS continues to implement a weekly DDI protocol campus-wide which includes instructional leadership facilitation and data review. This essential action was selected to prioritize the development of timely reteach plans in response to student data. BMS students use progress tracking tools in classrooms. BMS will continue to use 1:1 data conferences with all students.

Yjq"ykm"{qw"rctvpgt"ykvjA< TIL

Jqy"ykm"{qw"dwknf"ecrcekv{"kp"vjku"Guugpvkcn"CevkqpA The campus will partner with Region XIII's Texas Instructional Leadership team to build capacity of the Principal and DCSI to conduct effective PLCs centered around analyzing student data and unpacking standards through know-and-show charts.

Jqy"ykm"{qw"eq o o wpkecvg"vjgug"rtkqtkvku"vq"{qwt"uvcmgjqnfgtuA"Jqy"ykm"{qw"etgcvg"dw{/kpA< Teacher leaders will be invited to ILT meetings and assist with the facilitation of the DDI process in PLCs. Communication to campus and community stakeholders will take place at CAC meetings, campus newsletter, and coffee talk.

Fguktgf"Cpwwcn"Qwveq o g< By May of 2023, 100% of PLC leaders will actively facilitate the DDI protocol in weekly PLCs (n=12). Facilitation will follow DDI process of See It, Name It, and Do it to support teachers in identifying gaps and planning for reteach.

Fluktkev"Eq o o kv o gpv"Vjgqt{"qh"Cevkqp< IF the district has effective systems for identifying and supporting struggling learners, AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement Data-Driven Instruction.

Fguktgf";2/fc{"Qwveq o g< 100% of PLCs facilitated by PLC leaders using DDI protocols for Weekly Planning Meetings and Weekly Data Meetings (n=12).

Fluktkev"Cevkqpu< Academic Coaching Specialists will attend PLCs to support implementation of DDI protocols. ACSs will assist with reporting and data analysis after SCA1 interim assessment.

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E{eng'6"/"*Lwp"ó"Cwi+

Campus Grant Funding Summary

8322/Rec{tqnn					
E{eng	Guugpvkn"Cevkqp	Uvgr	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
					\$0.00
Uwd/Vqvcn					\$0.00
Dwfiygf"Dwfiy"Qdlgev"Eqfg"C o qwpv					\$157,594.00
-1/"Fkhgtgpeg					\$157,594.00
8422/Rtqhguukqpcn"cpf"eqpvtcevgf"ugtxkegu					
E{eng	Guugpvkn"Cevkqp	Uvgr	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	2	1	ESF Grant		\$7,387.50

Addendums

Burnet Middle School Leadership Rubric

2022-2023

Austin Independent School District

CAPR Instructional Leadership Practices Standards Rubric Strand 1: Instructional Leader

The campus administrator builds, develops, and empowers the school community to ensure that all students engage in authentic high-quality instruction.

		1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations
1: Instructional Leader	1.1 Instructional Vision	Rarely/Never monitors and ensures implementation of high-quality, aligned, and culturally responsive instructional practices and systems that improve performance and promote the success of marginalized and underrepresented students.	Occasionally monitors and ensures implementation of high-quality, aligned, and culturally responsive instructional practices and systems that improve performance and promote the success of marginalized and underrepresented students.	Consistently monitors and ensures implementation of high-quality, aligned, and culturally responsive instructional practices and systems that improve performance and promote the success of marginalized and underrepresented students.	Systematically monitors and ensures implementation of high-quality, aligned, and culturally responsive instructional practices and systems that improve performance and promote the success of marginalized and underrepresented students.
	1.2 Instructional Programs and Systems	Rarely/Never monitors and refines campus instructional programs and systems that ensure equity, make progress toward eliminating the opportunity gap, and maximize student growth in collaboration with teachers and staff.	Occasionally monitors and refines campus instructional programs and systems that ensure equity, make progress toward eliminating the opportunity gap, and maximize student growth in collaboration with teachers and staff.	Consistently develops, monitors, and refines campus instructional programs and systems that ensure equity, make progress toward eliminating the opportunity gap, and maximize student growth in collaboration with teachers and staff.	Systematically develops, monitors, and refines campus instructional programs and systems that ensure equity, make progress toward eliminating the opportunity gap, and maximize student growth in collaboration with teachers and staff.
	1.3 Instructional Materials	Rarely/Never aligns instructional materials and resources with expected rigor, key ideas, essential questions, and content rich texts through ongoing coaching and collaboration to connect resources to unique needs of individual students.	Occasionally aligns instructional materials and resources with expected rigor, key ideas, essential questions, and content rich texts through ongoing coaching and collaboration to connect resources to unique needs of individual students.	Consistently aligns instructional materials and resources with expected rigor, key ideas, essential questions, and content rich texts through ongoing coaching and collaboration to connect resources to unique needs of individual students.	Systematically aligns instructional materials and resources with expected rigor, key ideas, essential questions, and content rich texts through ongoing coaching and collaboration to connect resources to unique needs of individual students.

CAPR Instructional Leadership Practices Standards Rubric Strand 2: Talent Developer

The campus administrator selects, retains and grows a highly effective staff of community by developing a shared vision and a culture of continuous growth.

		1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations
2: Talent Developer	2.1 Capacity Building	Rarely/Never coaches and develops the professional capacity of the teachers and staff by providing personalized, culturally conscious, and evidence-based coaching.	Occasionally coaches and develops the professional capacity of the teachers and staff by providing personalized, culturally conscious, and evidence-based coaching.	Consistently coaches and develops the professional capacity of the teachers and staff by providing personalized, culturally conscious, and evidence-based coaching.	Systematically coaches, develops, and empowers the professional capacity of the teachers and staff by providing personalized, culturally conscious, and evidence-based coaching.
	2.2 Professional Learning	Rarely/Never provides opportunities for meaningful, aligned, and ongoing professional learning to promote each student's academic and social emotional success.	Occasionally provides opportunities for meaningful, aligned, and ongoing professional learning to promote each student's academic and social emotional success.	Consistently provides opportunities for meaningful, aligned, and ongoing professional learning to promote each student's academic and social emotional success.	Systematically provides opportunities for meaningful, aligned, and ongoing professional learning to promote each student's academic and social emotional success.
	2.3 Research-Based Programs	Rarely/Never assesses the impact of research-based programs and interventions of student learning and achievement.	Occasionally assesses the impact of research-based programs and interventions of student learning and achievement.	Consistently collaborates with teachers and staff to assess the impact of research-based programs and interventions of student learning and achievement and adjusts based on student needs.	Systematically collaborates with teachers and staff to assess the impact of research-based programs and interventions of student learning and achievement and adjusts based on student needs.

CAPR Instructional Leadership Practices Standards Rubric Strand 3: Executive Leader

The campus administrator implements a vision that aligns with the district and state's vision by continuously evaluating and improving school processes, systems, and operations.

		1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations
3: Executive Leader	3.1 School Processes	Rarely/Never evaluates the efficiency of school routines, processes, and operations.	Occasionally evaluates the efficiency of school routines, processes, and operations.	Consistently evaluates the efficiency of school routines, processes, and operations.	Systematically evaluates the efficiency of school routines, processes, and operations.
	3.2 Strategic Change	Rarely/Never leads strategic change that continuously elevates and sustains high-quality educational programs and opportunities directed at improving student outcomes.	Occasionally leads strategic change that continuously elevates and sustains high-quality educational programs and opportunities directed at improving student outcomes.	Consistently leads strategic change that continuously elevates and sustains high-quality educational programs and opportunities directed at improving student outcomes.	Systematically develops and implements strategic change that continuously elevates and sustains high-quality educational programs and opportunities directed at improving student outcomes.
	3.3 Systems Thinking	Rarely/Never leads the development of clear, concise, and agreed upon processes, routines, and initiatives for continuous school improvement.	Occasionally leads the development of clear, concise, and agreed upon processes, routines, and initiatives for continuous school improvement.	Consistently leads the development of clear, concise, and agreed upon processes, routines, and initiatives for continuous school improvement.	Systematically leads the development of clear, concise, and agreed upon processes, routines, and initiatives for continuous school improvement.

CAPR Instructional Leadership Practices Standards Rubric Strand 4: Culture Builder

The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and empowers all members of the school and student learning.

		1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations
4: Culture Builder	4.1 High Expectations	Rarely/Never communicates the expectations for high levels of performance for students and staff.	Occasionally communicates the expectations for high levels of performance for students and staff.	Consistently communicates the expectations for high levels of performance for students and staff.	Systematically communicates the expectations for high levels of performance for students and staff.
	4.2 Efficacy	Rarely/Never implements and monitors systems to improve the efficacy of students and staff to improve performance.	Occasionally implements and monitors systems to improve the efficacy of students and staff to improve performance.	Consistently implements and monitors systems to improve the efficacy of students and staff to improve performance.	Systematically implements and monitors systems to improve the efficacy of students and staff to improve performance.
	4.3 Empowerment	Rarely/Never promotes an environment that empowers families/caregivers and community members to share responsibility and ownership of the school and student learning.	Occasionally promotes an environment that empowers families/caregivers and community members to share responsibility and ownership of the school and student learning.	Consistently promotes an environment that empowers families/caregivers and community members to share responsibility and ownership of the school and student learning.	Systematically promotes an environment that empowers families/caregivers and community members to share responsibility and ownership of the school and student learning.