

Austin Independent School District
Burnet Middle School - TIP
2022-2023 Targeted Improvement Plan



BURNET
MIDDLE SCHOOL
AUSTIN Independent School District

Campus Number: 227901046

Board Approval Date: December 15, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Anthony Mays
Jiae Kim-Batra

Principal: Marvelia De La Rosa
ESC Case Manager: Adrienne King
ESC Region: 13

Assurances

DCSI/Grant Coordinator

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

Signature: Jiae Kim-Batra

Principal Supervisor

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

Signature: Jiae Kim-Batra

Principal

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

Signature: Marvelia De La Rosa

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

This year, the students at Burnet Middle School will achieve 60% Approaches, 30% Meets, and 10% Masters across all grades and subjects. This will help us achieve our goal with a scaled score of 62 in Student Achievement.

School Progress

What accountability goal has your campus set for this year?

This year, 70% of the students at Burnet Middle School will meet their personal progress targets in Reading and Math. This will help us achieve our goal of a B in Domain 2A and a C overall.

Closing the Gaps

What accountability goal has your campus set for this year?

This year, Burnet Middle School will meet 8 out of 15 Growth targets and their ELP target. This will result in a Closing the Gaps score of D. This will help us achieve our goal of a C overall.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

This year, Burnet Middle School will focus on Mathematic achievement for Hispanic and African American students because we have not yet met the Closing the Gaps target for either group.

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

Meeting these targets will support us in meeting our Closing the Gaps score of a D.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

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

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: progress made toward the outcome"

- Science exceeded the goal
- Math super close (9% masters)
- Social studies exceeded masters goal and close on all others (16% masters)
- ELA behind other areas - mostly due to the challenge of language acquisition

examples of teachers/faculty/staff behaviors -

- many new teachers still learning how to best meet the needs of language learners
- writing new and teachers having to adjust instruction to prepare

barriers and challenges faced -

- Emerging Bilingual students need the accommodation for more time - most were not accommodated on SCA 1
- Vacancies and turnover

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

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

Rationale: 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.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: 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.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: By November 18th, Assistant Principals will be familiar with the Burnet Instructional Leader Rubric(BILR) and will participate in at least one bi-weekly coaching meeting with the Principal. APs will have completed their BOY self-assessment on the BILR.

District Actions: 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

Did you achieve your 90 day outcome?: Yes

Why or why not?: 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.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
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.

Step 1 Details	Reviews
<p>Action Step 1: Clarify roles and responsibilities through the development and use of the Burnet Instructional Leader Rubric.</p> <p>Evidence Used to Determine Progress: Burnet Instructional Leader Rubric Coaching Conversations</p> <p>Person(s) Responsible: Principal</p> <p>Non-Funded Resources Needed: No</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 19, 2022 - Frequency: One Time - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Roles and responsibilities clarified using the Burnet Instructional Leaders Rubric.</p>

Step 2 Details	Reviews
<p>Action Step 2: Principal will schedule bi-weekly coaching meetings with APs with a focus on campus culture and expectations based on the BILR.</p> <p>Evidence Used to Determine Progress: Coaching meeting minutes/notes doc, BILR, Calendar</p> <p>Person(s) Responsible: Principal</p> <p>Non-Funded Resources Needed: No</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 19, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: all meetings for cycle 1 scheduled.</p>
Step 3 Details	Reviews
<p>Action Step 3: Leadership team will complete BOY self-assessment using BILR.</p> <p>Evidence Used to Determine Progress: Self-Assessment and BILR</p> <p>Person(s) Responsible: Principal Assistant Principals</p> <p>Non-Funded Resources Needed: No</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 19, 2022 - Frequency: One Time - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Newly hired AP is working to complete self-assessment</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Rationale: 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.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: 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.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: 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.

District Actions: Academic Coaching Specialists will attend PLCs to support implementation of DDI protocols. ACSs will assist with reporting and data analysis after SCA1 interim assessment.

Did you achieve your 90 day outcome?: No

Why or why not?: One leadership team member was not hired before the TIL cohort training date. New AP is being onboarded by campus leadership team.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
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.	Action Step 1	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.

Step 1 Details	Reviews
<p>Action Step 1: 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> <p>Evidence Used to Determine Progress: Agenda and attendance at TIL DDI Cohort PD</p> <p>Person(s) Responsible: Leadership team Academic Coaching Specialists</p> <p>Non-Funded Resources Needed: Region 13 TIL Trainings</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2022 - Frequency: One Time - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: ESF Grant - 6200-Professional and contracted services - \$7,387.50</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Campus leadership team (including Multi-Classroom Specialists) and Academic Coaching Specialists attended TIL DDI training together.</p>
Step 2 Details	Reviews
<p>Action Step 2: Instructional staff will be compensated for extra time outside of the school day to finalize reteach lessons and assessments that reflect DDI protocols.</p> <p>Evidence Used to Determine Progress: DDI PLC Agendas, lesson plans, assessments, reteach plans</p> <p>Person(s) Responsible: Leadership Team Teachers Teaching Assistants</p> <p>Non-Funded Resources Needed: Stipends for extra-duty time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: July 1, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Extra compensation being offered for extra planning time outside of school. ELAR teachers are taking advantage of this but we may want to reconsider this action step.</p>

Step 3 Details	Reviews
<p>Action Step 3: Teachers will participate in weekly PLC meetings where they analyze student assessment data and plan the associated re-teach (modeling or guided discourse).</p> <p>Evidence Used to Determine Progress: PLC agendas and minutes Reteach Plans</p> <p>Person(s) Responsible: Leadership Team Teachers</p> <p>Non-Funded Resources Needed: No</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 10, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: ELAR and SS- 6th ELA - every member actively participating (not always focused and on track with "script" - building capacity and becoming more familiar with protocols to be able to move through quicker 7th ELA - less experience, still getting used to protocol 8th ELA - several transitions have disrupted PLC flow, moving back toward alignment. Do a really good job with backward design from the SCA and standards. Challenge is to consider instructional/planning shifts based on results (same for SS 8th)</p> <p>Math Transitions and vacancies pose a challenge to consistency. Team we do have are still learning the process and growing in their capacity. See it Name it Do it and protocol working well for data meetings and summative assessment analysis.</p> <p>Science Same team from previous year - more comfortable with PLC protocols. not doing scripting of reteach yet but strong with finding the gaps, analyzing student work, and planning reteach. 6th gr more support</p>

Cycle 2 - (Dec – Feb)

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

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

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

Rationale: 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.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: 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.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: Ongoing coaching conversations during bi-weekly meetings with reflection on the BOY self-assessment to identify prioritized areas of growth at the beginning of Cycle 2. Principal will work with each AP to identify a passion project related to identified priorities. APs will begin initial stages of implementation for their passion projects by the end of Cycle 2. APs and MCSs will have completed the MOY self-assessment by the end of Cycle 2.

District Actions: 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

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
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	ongoing coaching with the leadership rubric to support building capacity with new leaders.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The campus 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

Step 1 Details	Reviews
<p>Action Step 1: Principal will meet with APs to reflect on BOY self-assessment (BILR) and identify prioritized areas of growth.</p> <p>Evidence Used to Determine Progress: notes from reflection with each AP with narrative about their self-assessment and prioritized areas of growth</p> <p>Person(s) Responsible: Principal APs</p> <p>Non-Funded Resources Needed: BILR Self-Assessment agenda/meeting notes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: One Time - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Principal will work with each AP to identify a passion project related to campus improvement efforts.</p> <p>Evidence Used to Determine Progress: AP artifact related to passion project</p> <p>Person(s) Responsible: Principal APs</p> <p>Non-Funded Resources Needed: Possible use of funds to support passion project</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: 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>Evidence Used to Determine Progress: Weekly meeting notes/agendas</p> <p>Person(s) Responsible: Principal New AP</p> <p>Non-Funded Resources Needed: District training resources BILR</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: APs and MCSs will complete the MOY self-assessment using the Burnet Instructional Leadership Rubric (BILR).</p> <p>Evidence Used to Determine Progress: MOY self-assessment</p> <p>Person(s) Responsible: Principal APs MCSs</p> <p>Non-Funded Resources Needed: BILR</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: One Time - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Rationale: 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.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: 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.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: 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.

District Actions: Academic Coaching Specialists will attend PLCs to support implementation of DDI protocols. ACSs will assist with reporting and data analysis after SCA1 interim assessment.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
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.	Action Step 1, Action Step 2, Action Step 3	Action steps support onboarding of new AP with district and campus systems and with expectations and protocols for PLC facilitation.

Step 1 Details	Reviews
<p>Action Step 1: Principal and MCSs who attended Fall TIL DDI cohort training will onboard APs, with trainer of trainer approach. Leadership team will continue to calibrate around how TIL training translates into Burnet PLCs .</p> <p>Evidence Used to Determine Progress: DDI PLC script/planning documents Training attendance documentation</p> <p>Person(s) Responsible: Assistant Principals</p> <p>Non-Funded Resources Needed: TIL</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 8, 2022 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: APs will begin partnering with PLC leads to co-facilitate and practice the DDI script.</p> <p>Evidence Used to Determine Progress: PLC agendas and notes PLC DDI Script/plans</p> <p>Person(s) Responsible: Assistant Principals</p> <p>Non-Funded Resources Needed: TIL DDI</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Principal will observe APs facilitation of selected PLC meetings (n=3) and provide feedback and coaching during bi-weekly 1:1 meetings.</p> <p>Evidence Used to Determine Progress: Burnet PLC Protocol/agenda Observation notes</p> <p>Person(s) Responsible: Principal APs</p> <p>Non-Funded Resources Needed: Burnet PLC Protocol</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 9, 2023 - Frequency: Quarterly - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

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

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

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

Rationale: 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.

Who will you partner with?: Other

How will you build capacity in this Essential Action? 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: 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.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: 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).

District Actions: 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

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Rationale: 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.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: 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.

Desired Annual Outcome: 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.

District Commitment Theory of Action: 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.

Desired 90-day Outcome: 100% of PLCs facilitated by PLC leaders using DDI protocols for Weekly Planning Meetings and Weekly Data Meetings (n=12).

District Actions: Academic Coaching Specialists will attend PLCs to support implementation of DDI protocols. ACSs will assist with reporting and data analysis after SCA1 interim assessment.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$157,594.00
+/- Difference					\$157,594.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	ESF Grant		\$7,387.50
Sub-Total					\$7,387.50
Budgeted Budget Object Code Amount					\$54,884.00
+/- Difference					\$47,496.50
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$42,075.00
+/- Difference					\$42,075.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$21,500.00
+/- Difference					\$21,500.00
Grand Total Budgeted					\$276,053.00
Grand Total Spent					\$7,387.50
+/- Difference					\$268,665.50

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	806	19	46	N/A	Interim Assessment	60	22	Interim Assessment	60		60	
			All	All	Reading	Meets	STAAR	806	9	22	N/A	Interim Assessment	30	5	Interim Assessment	30		30	
			All	All	Reading	Masters	STAAR	806	1	10	N/A	Interim Assessment	10	1	Interim Assessment	10		10	
			All	All	Mathematics	Approaches	STAAR	806	24	34	N/A	Interim Assessment	60	53	Interim Assessment	60		60	
			All	All	Mathematics	Meets	STAAR	806	7	8	N/A	Interim Assessment	30	24	Interim Assessment	30		30	
			All	All	Mathematics	Masters	STAAR	806	1	2	N/A	Interim Assessment	10	9	Interim Assessment	10		10	
			All	All	Science	Approaches	STAAR	285	20	48	N/A	Interim Assessment	60	74	Interim Assessment	60		60	
			All	All	Science	Meets	STAAR	285	6	19	N/A	Interim Assessment	30	42	Interim Assessment	30		30	
			All	All	Science	Masters	STAAR	285	2	5	N/A	Interim Assessment	10	29	Interim Assessment	10		10	
			All	All	Social Studies	Approaches	STAAR	285	21	30	N/A	Interim Assessment	60	54	Interim Assessment	60		60	
			All	All	Social Studies	Meets	STAAR	285	6	9	N/A	Interim Assessment	30	28	Interim Assessment	30		30	
			All	All	Social Studies	Masters	STAAR	285	1	4	N/A	Interim Assessment	10	16	Interim Assessment	10		10	
Closing the Gaps	Focus 1	Academic Achievement	All	African American	Mathematics	N/A	Mathematics	N/A	8	2	97	Interim Assessment	31	25	Interim Assessment	31		31	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	6	9	97	Interim Assessment	40	24	Interim Assessment	40		40	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	806	Did Not Meet	54	40	78	40		40	
					Approaches	46	60	22	60		60	
					Meets	22	30	5	30		30	
					Masters	10	10	1	10		10	
	Math	All	STAAR	806	Did Not Meet	64	40	47	40		40	
					Approaches	34	60	53	60		60	
					Meets	8	30	24	30		30	
					Masters	2	10	9	10		10	

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: Instructional Leader	1.2 Instructional Practices	1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations
		Rarely/Never monitors and ensures implementation of high-quality, aligned, and culturally responsive instructional practices among teachers and staff that improves performance for all student groups and promotes equitable outcomes for marginalized and underrepresented students.	Occasionally monitors and ensures implementation of high-quality, aligned, and culturally responsive instructional practices among teachers and staff that improves performance for all student groups and promotes equitable outcomes for marginalized and underrepresented students.	Consistently monitors and ensures implementation of high-quality, aligned, and culturally responsive instructional practices among teachers and staff that improves performance for all student groups and promotes equitable outcomes for marginalized and underrepresented students.	Systematically monitors and ensures implementation of high-quality, aligned, and culturally responsive instructional practices among teachers and staff that improves performance for all student groups and promotes equitable outcomes for marginalized and underrepresented students.
		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.
		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 school community by developing a shared vision and a culture of continuous growth.					
2: Talent Developer	2.2 Coaching and Capacity Building	1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations
		Rarely/Never coaches and develops the professional capacity of the teachers and staff by providing personalized, culturally conscious, and equitably-minded actionable feedback.	Occasionally coaches and develops the professional capacity of the teachers and staff by providing personalized, culturally conscious, and equitably-minded actionable feedback.	Consistently coaches and develops the professional capacity of the teachers and staff by providing personalized, culturally conscious, and equitably-minded actionable feedback.	Systematically coaches, develops, and empowers the professional capacity of the teachers and staff by providing personalized, culturally conscious, and equitably-minded actionable feedback.
		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.
		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 systems that align with the district and school's vision by reflecting on results, maximizing resources, establishing and implementing shared accountability, and ensuring effective management.					
3: Executive Leader	3.2 Systems Thinking	1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds Expectations
		Rarely/Never utilizes systems thinking for efficiency of school routines, processes, and operations.	Occasionally utilizes systems thinking for efficiency of school routines, processes, and operations.	Consistently utilizes systems thinking for efficiency of school routines, processes, and operations.	Utilizes and consistently monitors systems thinking for efficiency of school routines, processes, and operations.
		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.
				Consistently leads the development of clear, concise, and agreed upon processes, routines, and initiatives for continuous school improvement.	Systematically leads the development, implementation, and refinement 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 develops the whole child while meaningfully engaging students, families, caregivers and community members.					
4: Culture Builder	4.7 Culture of High Expectations	1-Support Needed	2-Developing	3-Meets Expectations	4-Exceeds 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.
		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.
		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.	Collaboratively promotes an environment that empowers families/caregivers and community members to share responsibility and ownership of the school and student learning.	Ensures and sustains an environment that empowers families/caregivers and community members to share responsibility and ownership of the school and student learning.