

# **2024-2025 Campus Improvement Plan**

**Chrysalis Middle School**

**Eber Perla**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement data

NWEA data reflects that Chrysalis MS is in the 61st percentile in growth in Math for MOY

22-23 STAAR data reflects that 50% of students hit Meets on their math assessment.

NWEA data reflects that Chrysalis MS is in the 67th percentile in growth in Reading for MOY

22-23 STAAR data reflects that 60% of students hit Meets on their reading assessment.

## Needs related to improving the quality of instruction

IRT #1 data reflects a disparity of (-.89) between campus spot ratings and IRT ratings on Domain II

IRT #2 data reflects a disparity of (-.24) between campus spot ratings and IRT ratings on Domain II

EOY conference data reflects that 50% of teachers are proficient on Domain II

## System evaluation (philosophy, processes, implementation, capacity)

The Possip survey data reflects that less than 30% of parents are satisfied with Chrysalis MS in October

The Possip survey data reflects that less than 20% of parents are satisfied with Chrysalis MS in November

The NES health checks reflect that our campus was not proficient in the implementation of the NES model

The NES health checks reflect that our campus was not proficient in following the ISAF model

## Key Action One

K E Y  A C T I O N  I	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i> <ul style="list-style-type: none"> <li>• Increase staff proficiency in Tier 1 instruction and evidence-based instructional strategies (MRS).</li> </ul>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>• By December 2024, 70% of teachers will be rated Proficient 1 using the Spot Form.</li> <li>• By March 2024, Chrysalis will be rated Proficient II based on the IRT Spot Data from IRT #2.</li> <li>• By May 2025, 80% of teachers will be rated Proficient 1 using the Spot Form.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• Provide professional development on the NES specific engagement strategies</li> <li>• Provide professional development on the Spot Observation Form</li> <li>• Conduct instructional focus walks to ensure fidelity to the model</li> <li>• Conduct calibration walks to ensure alignment in lens and feedback</li> <li>• Provide on-the-spot coaching during spot observations</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• Implement NES specific engagement strategies and techniques</li> <li>• Participate in instructional focus walks to promote peer to peer learning</li> <li>• Receive and implement on-the-spot coaching received by instructional leaders</li> <li>• Utilize planning time for internalizing lesson content</li> <li>• Implement the LSAE model to maximize targeted interventions</li> </ul>

	<b>Key Action One:</b> <i>Increase staff proficiency in Tier 1 instruction and evidence-based instructional strategies (MRS)</i>		
	Who: Principal, Tier 2 Leaders, Teachers		
	What: Provide targeted support (PD, Coaching, Side by Side Planning, etc.) to all staff members to increase proficiency on Domain II of the spot form.		
	When: The targeted support will be provided to all teachers at the beginning of the year and will be more focused after tiering teacher instruction. Teachers in tier 2 and tier 3 will receive ongoing support to gain proficiency.		
	Where: The targeted support will be provided during PLC, planning, demo thursday, and classroom observations.		
<b>B U D G E T</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	The Instructional Leadership Team will participate in an ILT Retreat at Chrysalis to plan for the upcoming school year and the PD Week	\$0
	Materials/resources	Instructional Materials and NES Components	\$30,000
	Purchased services	N/A	
	Extra Duty Pay	Compensation for staff members not yet on contract (Teacher Leaders)	\$5,000
	Misc. Operating Exp.	Light Refreshments	\$500
	<b>TOTAL</b>		\$35,500

	<p>Funding sources:</p> <ul style="list-style-type: none"> <li>● General Funds</li> </ul>
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## Key Action Two

KEY ACTION	<p><b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i></p> <ul style="list-style-type: none"> <li>● <i>Improve the quality of instruction for students in mathematics.</i></li> </ul>
	<p><b>Indicators of success</b> <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> <li>● By December 2024, 60% of students in grades 6 through 8 will meet their expected annual growth on the NWEA MOY Math assessment</li> <li>● By December 2024, 100% of mathematics teachers will be rated Proficient 1 using the Spot Form.</li> <li>● By May 2025, the percent of students at the Meets level on Math STAAR will increase by 10%</li> <li>● By May 2025, 75% of students in grades 6 through 8 will meet their expected annual growth on the NWEA EOY Math assessment</li> </ul>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>● Provide on-the-spot coaching during spot observations</li> <li>● Conduct instructional focus walks to ensure fidelity to the model</li> <li>● Conduct calibration walks to ensure alignment in lens and feedback</li> <li>● Provide side-by-side planning opportunities with teachers</li> <li>● Analyze student data to identify student focus groups (tutorials)</li> </ul>

	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Implement NES specific engagement strategies and techniques</li> <li>• Participate in instructional focus walks to promote peer to peer learning</li> <li>• Receive and implement on-the-spot coaching received by instructional leaders</li> <li>• Utilize planning time for internalizing lesson content</li> <li>• Analyze student data to identify student focus groups (tutorials)</li> <li>• Plan high quality teach two lessons for LSAE time</li> </ul>
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	<p><b>Key Action Two:</b> <i>Increase student achievement in Math by aligning curriculum and assessments with the New Education System model, ensuring instructional practices and delivery adhere to the framework.</i></p>		
	Who: Principal, Tier 2 Leaders, Teachers		
	What: Provide targeted support (PD, Coaching, Side by Side Planning, etc.) to all staff members to increase proficiency on Domain II of the spot form. Provide targeted professional development around data driven instruction to ensure teachers are providing targeted interventions.		
	When: The targeted support will be provided to all teachers at the beginning of the year and will be more focused after tiering teacher instruction. Teachers in tier 2 and tier 3 will receive ongoing support to gain proficiency.		
	Where: The targeted support will be provided during PLC, planning, demo thursday, and classroom observations. Summer conferences from PLC at Work to ensure that we have a common instructional framework in PLC that aligns with the NES model (starting with the DOL, embedding opportunities to look at student work to assess teach 2 and tutorial activities.) and attending Lead4Ward training that provides additional engagement strategies that maximize instructional time and align with the NES model. The principal will attend with tier 2 leaders to ensure activities are aligned with NES model and we can vet as a group to avoid selecting strategies that cause loss of instructional time.		
<b>B</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Data Driven Instruction PD PLC at Work Conference Lead4Ward	\$10,000

<b>U D G E T</b>	Materials/resources	Data-Driven Instruction Books Learning by Doing Books Art and Science of Teaching Books	\$5,000
	Purchased services	N/A	
	Extra Duty Pay		\$2,500
	Misc. Operating Exp.	Light Refreshments	\$500
	<b>TOTAL</b>		\$18,000
	Funding sources: General Funds		

### Key Action Three

<b>K E Y  A C T I</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<ul style="list-style-type: none"> <li>Improve the quality of instruction for students in reading.</li> </ul>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>By December 2024, 60% of students in grades 6 through 8 will meet their expected annual growth on the NWEA MOY Reading assessment</li> <li>By December 2024, 100% of reading teachers will be rated Proficient 1 using the Spot Form.</li> <li>By May 2025, the percent of students at the Meets level on Math STAAR will increase by 10%</li> <li>By May 2025, 70% of students in grades 6 through 8 will meet their expected annual growth on the NWEA EOY Reading assessment</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish</i>

O N I I I	the objective?)
	<ul style="list-style-type: none"> <li>• Provide on-the-spot coaching during spot observations</li> <li>• Conduct instructional focus walks to ensure fidelity to the model</li> <li>• Conduct calibration walks to ensure alignment in lens and feedback</li> <li>• Provide side-by-side planning opportunities with teachers</li> <li>• Analyze student data to identify student focus groups (tutorials)</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i> <ul style="list-style-type: none"> <li>• Implement NES specific engagement strategies and techniques</li> <li>• Participate in instructional focus walks to promote peer to peer learning</li> <li>• Receive and implement on-the-spot coaching received by instructional leaders</li> <li>• Utilize planning time for internalizing lesson content</li> <li>• Analyze student data to identify student focus groups (tutorials)</li> <li>• Plan high quality teach two lessons for LSAE time</li> </ul>

	<b>Key Action Three:</b> <i>Increase student achievement in Reading by aligning curriculum and assessments with the New Education System model, ensuring instructional practices and delivery adhere to the framework.</i>
	Who: Principal, Tier 2 Leaders, Teachers
	What: Provide targeted support (PD, Coaching, Side by Side Planning, etc.) to all staff members to increase proficiency on Domain II of the spot form. Provide targeted professional development around data driven instruction to ensure teachers are providing targeted interventions.
	When: The targeted support will be provided to all teachers at the beginning of the year and will be more focused after tiering teacher instruction. Teachers in tier 2 and tier 3 will receive ongoing support to gain proficiency.



	Where: The targeted support will be provided during PLC, planning, demo thursday, and classroom observations. Summer conferences from PLC at Work to ensure that we have a common instructional framework in PLC that aligns with the NES model (starting with the DOL, embedding opportunities to look at student work to assess teach 2 and tutorial activities.) and attending Lead4Ward training that provides additional engagement strategies that maximize instructional time and align with the NES model. The principal will attend with tier 2 leaders to ensure activities are aligned with NES model and we can vet as a group to avoid selecting strategies that cause loss of instructional time.		
<b>B U D G E T</b>	Proposed item	Description	Amount
	Staff development	Data Driven Instruction PD PLC at Work Conference Lead4Ward	\$10,000
	Materials/resources	Data-Driven Instruction Books Learning by Doing Books Art and Science of Teaching Books	\$5,000
	Purchased services	N/A	
	Extra Duty Pay		\$2,500
	Misc. Operating Exp.	Light Refreshments	\$500
	<b>TOTAL</b>		\$18,000
	Funding sources: General Funds		

### Key Action Four

<b>K E Y</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i> <ul style="list-style-type: none"> <li>Improve student outcomes for students with a designation of EmergentBilingual (EB).</li> </ul>
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> <li>By May 2025, the percentage of Emergent Bilinguals at the Meets level on STAAR Reading will increase by 10%</li> </ul>

A C T I O N  I V	<ul style="list-style-type: none"> <li>• By May 2025, the percentage of Emergent Bilinguals at the Meets level on STAAR Math will increase by 10%</li> <li>• By May 2025, the percentage of Emergent Bilinguals at the Advanced level on TELPAS will increase by 5%.</li> </ul>
	<p><b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Provide on-the-spot coaching during spot observations</li> <li>• Conduct instructional focus walks to ensure fidelity to the model</li> <li>• Conduct calibration walks to ensure alignment in lens and feedback</li> <li>• Provide side-by-side planning opportunities with teachers</li> <li>• Analyze student data to identify student focus groups (tutorials)</li> </ul>
	<p><b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> <li>• Implement NES specific engagement strategies and techniques</li> <li>• Participate in instructional focus walks to promote peer to peer learning</li> <li>• Receive and implement on-the-spot coaching received by instructional leaders</li> <li>• Utilize planning time for internalizing lesson content</li> <li>• Analyze student data to identify student focus groups (tutorials)</li> <li>• Collaborate with ELD Interventionist to plan high quality teach two lessons for LSAE</li> </ul>
	<p><b>Key Action Four:</b> <i>Increase student achievement of Emergent Bilinguals by aligning curriculum and assessments with the New Education System model, ensuring instructional practices and delivery adhere to the framework.</i></p>
	<p>Who: Principal, Tier 2 Leaders, Teachers</p>

	What: Provide support for teachers in the implementation of the multiple response strategies in every classroom. The multiple response strategies hold all students accountable for the learning and provide opportunities for students to listen, read, speak and write in every classroom.		
	When:Ongoing through on the spot coaching, side by side planning, and at bat opportunities.		
	Where: PLC, Planning, Demo Thursdays		
<b>B U D G E T</b>	Proposed item	Description	Amount
	Staff development		\$0
	Materials/resources		\$0
	Purchased services		\$0
	Other		\$0
	Other		\$0
	<b>TOTAL</b>		\$0
	Funding sources: N/A		