Austin Independent School District

Garcia Young Men's Leadership Academy - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 227901064

Board Approval Date: December 15, 2022

Superintendent:	Dr. Anthony Mays	**Principal:**	Jose Mejia
DCSI/Grant Coordinator:	Dr. Angel Wilson	**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: Dr. Angel Wilson

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: Dr. Angel Wilson

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: Jose Mejia

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

This year, the scholars at Garcia YMLA will achieve 70% Approaches, 30% Meets, and 15% Masters across all grades and subjects. This will help us achieve our goal of a 70 (C) in Student Achievement.

School Progress

What accountability goal has your campus set for this year?

This year, 85% of the scholars at Gus Garcia YMLA will meet their personal progress targets in Reading and Math. This will help us achieve our goal of an 93 (A) in Domain 2A and an 89 Overall.

Closing the Gaps

What accountability goal has your campus set for this year?

This year, Gus Garcia YMLA will meet 8 out of 16 Academic Achievement Targets, 16 out of 16 Growth targets, their ELP target, and 2 out of 8 Student Success targets. This will result in a Closing the Gaps score of 80 (B). This will help us achieve our goal of an 89 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, Gus Garcia YMLA wil focus on African American/Black and Hispanic Mathematics performance at Meets Grade Level. We have not yet met the Closing the Gaps target for either group. By meeting these targets (and others), we will meet our Closing the Gaps score of 80 (B).

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

This year, Gus Garcia YMLA wil focus on African American/Black and Hispanic Mathematics performance at Meets Grade Level. We have not yet met the Closing the Gaps target for either group. By meeting these targets (and others), we will meet our Closing the Gaps score of 80 (B).

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices:

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: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

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. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

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?: Gus Garcia YMLA exceeded their student performance data goals for Science. They were close to meeting their goals in each performance level for Math, except for "meets" level, which exceeded the goal by 2%. Student performance goals were not yet met for ELA and Social Studies due to teacher turnover and the amount of beginning/intermediate emergent bilingual students Gus Garcia YMLA serves in 6th grade.

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: With the high staff turnover this year, we want to ensure teachers receive instructional support and timely feedback during PLCs to assist with the first teach to target all student population that minimize the need for extended interventions. Teachers will receive timely classroom feedback on implementation of instructional strategies designated in their lesson plans using the campus observation/feedback form.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Leadership team will take time to review the Effective Schools Framework and the prioritized essential actions guides to create better classroom routines.

Teachers will focus on instructional practices that align to Kagan, AVID, and CLI. ESF grant money is available for professional learning.

Designated teachers will be selected as ambassadors for each instructional strategy to help develop ongoing professional development for staff. New teachers will receive campus based PD as part of their induction.

Leadership team will create a non-negotiable list of agreed upon classroom routines that align to the campus house system, creed, and school vision/mission.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will attend a leadership retreat that will help develop the 2022-2023 classroom instructional framework. In August the leadership team helped develop a non-negotiable list of items that need to be present for classroom routines. Classroom routines will be implemented and vetted through weekly campus administrative walkthroughs. Walkthroughs will be documented using the campus and district PPfT system.

Desired Annual Outcome: By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of high quality first teach derived from PLC lesson planning. - evidence: walkthrough forms

District Commitment Theory of Action: If the district policies and practices support effective instruction in schools, then teachers will be able to be supported and receive feedback on instructional practices.

Desired 90-day Outcome: By the end of cycle 1 (Sept-Nov), at least 90% of ELAR and Math teachers (n=6) will demonstrate evidence of high quality first teach derived from PLC lesson planning and campus professional development. - evidence: walkthrough forms, lesson plans, and PLCs agendas.

District Actions: Academic Coaching Specialists will be assigned to Learning Community 2 to assist in facilitating twice weekly PLCs. The focus of Day 1 will be DDI and the focus of Day 2 will lesson planning. MTSS team is providing campus support sessions every 2 weeks.

Did you achieve your 90 day outcome?: Yes

Why or why not?: This has been a consistent team for the campus which contributed to our success with accomplishing this goal.

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 teachers getting accustomed to the DDI process and learning the Effective Schools Framework.	Action Step 3	Action Step 3 provides explicit support to new teachers.
The campus is not yet fully staffed.	Action Step 1	Academic Coaching Specialists will assist the campus.
The campus serves a high population of students receiving special education services and emergent bilingual students	Action Step 2	The PLC framework is aligned to the needs of these student groups.

Step 1 Details	Reviews
Action Step 1: Gus Garcia YMLA will implement a PLC framework that offers twice weekly dedicated time for teachers to meet to review IPGs, data, and plan for targeted reteach in their upcoming lesson plans. Academic Coaching Specialists will assist in facilitating PLCs. The focus of Day 1 will be DDI and the focus of Day 2 will be lesson planning. **Evidence Used to Determine Progress:** weekly PLC notes and weekly lesson plans **Person(s) Responsible:** ILT **Non-Funded Resources Needed:** Support from Academic Coaching Specialists **Addresses an Identified Challenge:** Yes **Start Date:** September 13, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 25, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue this work in cycle 2

Step 2 Details	Reviews
Action Step 2: The Administrative team will visit ELAR and Math classrooms every other week to observe implementation of the PLC framework and provide targeted feedback to teachers. [PLC framework includes a 3-part objective, Know/Show charts, success criteria, main lesson focus (guided, independent) and exit ticket for DDI which guides reteach]. **Evidence Used to Determine Progress:** PPfT informal/formal walkthrough forms (6 teachers x 7 weeks) **Person(s) Responsible:** ILT **Non-Funded Resources Needed:** Kagen PL on 10/14 CLI Ambassadors Lead4ward Resources **Addresses an Identified Challenge:** Yes **Start Date:** September 13, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** November 25, 2022	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** None

Step 3 Details	Reviews
Action Step 3: To support new teachers and teachers identified as in need of support, the district's Multi-Tiered System of Support (MTSS) team will provide campus support sessions. Topics will include classroom expectations, routines and procedures, student service tracking, intervention development, and engagement strategies. **Evidence Used to Determine Progress:** campus support session sign-in sheets reflection form/take-away **Person(s) Responsible:** MTSS Team ILT **Non-Funded Resources Needed:** none **Addresses an Identified Challenge:** Yes **Start Date:** September 15, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** November 25, 2022	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Personnel was lost on MTSS team and now campus only received routine check ins

Step 4 Details	Reviews
Action Step 4: Teachers will participate in a Kagan PD focused around collaborative student groups and student engagement strategies for better learning outcomes during first teach. **Evidence Used to Determine Progress:** PD Agenda **Person(s) Responsible:** Principal, Leadership team, Teachers **Non-Funded Resources Needed:** ESF Funds for PD **Addresses an Identified Challenge:** No **Start Date:** October 14, 2022 - **Frequency:** One Time - **Evidence Collection Date:** December 16, 2022 **Funding Sources:** ESF Grant - Kagan PD - 6200-Professional and contracted services - $3,499	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** no action needed

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. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: We are focusing on DDI in order to build the capacity of the Principal, instructional leaders, and teachers to use student data to drive instruction and implement on-time interventions / enrichment to students that will help the school meet accountability goals in growth measurement.

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?: The campus will have ongoing staff meetings, dedicated PLC times, and ongoing walkthroughs for support. Families will be updated through CAC meetings and school events. The community will be kept in the loop through social media posts, photos, and the school website.

Desired Annual Outcome: By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of re-teach and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs. - evidence: walkthrough forms

District Commitment Theory of Action: IF the district has effective systems for identifying and supporting struggling learners, AND for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, THEN the campus will be able to effectively implement Data-Driven Instruction.

Desired 90-day Outcome: By end of cycle 1, 90% of ELAR and Math classrooms will demonstrate evidence of re-teach (teachers will select guided discourse or modeling based on data) and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs. - evidence: walkthrough forms, lesson plans, PLC agendas.

District Actions: The DCSI will engage the ILT in data analysis, following the TIL DDI protocol. The district will provide Academic Coaching Specialists to assist in facilitating PLCs. District learning walks will focus on areas identified by the campus, based on the campus TIP, recently collected student performance data, and recent classroom observations.

Did you achieve your 90 day outcome?: Yes

Why or why not?: This goal was met because teachers utilized SchoolCity to track data and specific targeted SEs from Short Cycle Assessment 1. Teachers continued to use DDI process during Monday PLCs to find patterns in student work of low, medium, and high.

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?
It is challenging to transfer planning into classroom implementation.	Action Step 1	Professional learning will focus on how to transfer planning into implementation
When analyzing data, sometimes it is overwhelming because everything seems to be an area of need.	Action Step 2	The data analysis process encourages teachers to focus on specific high-leverage SEs.

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?
Scheduling is challenging; the campus has transitioned away from a double-block schedule	Action Step 2	Teachers will identify opportunities for enrichment and intervention outside of the regular school day.

Step 1 Details	Reviews
Action Step 1: Teachers and campus leaders will engage in ESF-aligned professional learning activities focusing on the TIL DDI script (identifying misconceptions, identifying gaps, and planning for re-teach). **Evidence Used to Determine Progress:** sign-in sheets and agenda **Person(s) Responsible:** Principal **Non-Funded Resources Needed:** TIL DDI Training **Addresses an Identified Challenge:** Yes **Start Date:** August 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 25, 2022 **Funding Sources:** ESF Grant - TIL Training - 6200-Professional and contracted services - $7,387.50	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** no action needed

Step 2 Details	Reviews
Action Step 2: ELAR and Math teachers will create online common assessments in PLCs two times per 9 weeks. Teachers will also analyze the results to ensure students are growing and to identify interventions and enrichment accordingly. **Evidence Used to Determine Progress:** SchoolCity assessments **Person(s) Responsible:** ILT and Academic Coaching Specialists **Non-Funded Resources Needed:** Academic Coaching Specialists SchoolCity Supplemental Instructional Materials **Addresses an Identified Challenge:** Yes **Start Date:** October 7, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** November 25, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** will continue this work in cycle 2

Step 3 Details	Reviews

Action Step 3: ELAR and Math teachers will run reports in SchoolCity and provide students their own common assessment data two times per 9 weeks, so that students can track their progress toward Approaches, Meets and Masters.
 	
    Evidence Used to Determine Progress: student data tracking sheet
    Person(s) Responsible: ELAR and Math teachers
    Non-Funded Resources Needed: none
    Addresses an Identified Challenge: Yes
 	
    Start Date: October 7, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** November 25, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: will continue this work in the following cycles

Cycle 2 - (Dec – Feb)

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

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: With the high staff turnover this year, we want to ensure teachers receive instructional support and timely feedback during PLCs to assist with the first teach to target all student population that minimize the need for extended interventions. Teachers will receive timely classroom feedback on implementation of instructional strategies designated in their lesson plans using the campus observation/feedback form.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Leadership team will take time to review the Effective Schools Framework and the prioritized essential actions guides to create better classroom routines.

Teachers will focus on instructional practices that align to Kagan, AVID, and CLI. ESF grant money is available for professional learning.

Designated teachers will be selected as ambassadors for each instructional strategy to help develop ongoing professional development for staff. New teachers will receive campus based PD as part of their induction.

Leadership team will create a non-negotiable list of agreed upon classroom routines that align to the campus house system, creed, and school vision/mission.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will attend a leadership retreat that will help develop the 2022-2023 classroom instructional framework. In August the leadership team helped develop a non-negotiable list of items that need to be present for classroom routines. Classroom routines will be implemented and vetted through weekly campus administrative walkthroughs. Walkthroughs will be documented using the campus and district PPfT system.

Desired Annual Outcome: By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of high quality first teach derived from PLC lesson planning. - evidence: walkthrough forms

District Commitment Theory of Action: If the district policies and practices support effective instruction in schools, then teachers will be able to be supported and receive feedback on instructional practices.

Desired 90-day Outcome: Cycle 2 (Dec-Feb) At least 90% of Science and Social Studies (n=4) teachers will demonstrate evidence of high quality first teach derived from PLC lesson planning and campus professional development. - evidence: walkthrough forms, lesson plans, and PLC agendas.

District Actions: Academic Coaching Specialists will be assigned to Learning Community 2 to assist in facilitating twice weekly PLCs. The focus of Day 1 will be DDI and the focus of Day 2 will lesson planning.

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 teachers getting accustomed to the DDI process and learning the Effective Schools Framework.	Action Step 1	Action Step 3 provides explicit support to new teachers.

Step 1 Details	Reviews
Action Step 1: Gus Garcia YMLA will implement a PLC framework for Science and Social Studies teachers that offers twice weekly dedicated time for teachers to meet to review IPGs, data, and plan for targeted reteach in their upcoming lesson plans. Academic Coaching Specialists will assist in facilitating PLCs. The focus of Day 1 will be DDI and the focus of Day 2 will be lesson planning. **Evidence Used to Determine Progress:** PLC framework, PLC Agendas, Lesson Plans. **Person(s) Responsible:** Campus Leadership Team (Administrators, department chairs, ACS, and Teachers (Science & Social Studies) **Non-Funded Resources Needed:** -DDI Script and principal toolkit. **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** March 3, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: The Administrative team will visit Science and Social Studies classrooms every other week to observe implementation of the PLC framework and provide targeted feedback to teachers. [PLC framework includes a 3-part objective, Know/Show charts, success criteria, main lesson focus (guided, independent) and exit ticket for DDI which guides reteach]. **Evidence Used to Determine Progress:** Teacher Observation Trackers, lesson plans, observation forms, and PLC agendas. **Person(s) Responsible:** Campus Leadership Team (Administrators) **Non-Funded Resources Needed:** Classroom observation forms. **Addresses an Identified Challenge:** **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 3, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: To continue to support new teachers identified as in need of support, the district's Multi-Tiered System of Support (MTSS) team will provide campus support sessions. Topics will include classroom expectations, routines and procedures, student service tracking, intervention development, and engagement strategies.
    Evidence Used to Determine Progress: MTSS PD agendas & live school implementation
    Person(s) Responsible: Campus Leadership Team (Administrators) and teachers.
    Non-Funded Resources Needed: Live school software
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 3, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

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. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: We are focusing on DDI in order to build the capacity of the Principal, instructional leaders, and teachers to use student data to drive instruction and implement on-time interventions / enrichment to students that will help the school meet accountability goals in growth measurement.

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?: The campus will have ongoing staff meetings, dedicated PLC times, and ongoing walkthroughs for support. Families will be updated through CAC meetings and school events. The community will be kept in the loop through social media posts, photos, and the school website.

Desired Annual Outcome: By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of re-teach and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs. - evidence: walkthrough forms

District Commitment Theory of Action: IF the district has effective systems for identifying and supporting struggling learners, AND for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, THEN the campus will be able to effectively implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of cycle 2, 90% of Science and Social Students classrooms will demonstrate evidence of re-teach (teachers will select guided discourse or modeling based on data) and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs. - evidence: walkthrough forms, lesson plans. and PLC agendas.

District Actions: The DCSI will engage the ILT in data analysis, following the TIL DDI protocol. The district will provide Academic Coaching Specialists to assist in facilitating PLCs. District learning walks will focus on areas identified by the campus, based on the campus TIP, recently collected student performance data, and recent classroom observations.

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?
Scheduling is challenging; the campus has transitioned away from a double-block schedule	Action Step 2	Teachers will identify opportunities for enrichment and intervention during first teach/advisory period/after school tutoring.

Step 1 Details	Reviews

Action Step 1: Teachers and campus leaders will implement the TIL DDI Script (identifying misconceptions, identifying gaps, and planning for re-teach) during weekly designated PLC times.
    Evidence Used to Determine Progress: DDI PLC Monday agendas, Know and show charts, and lesson plans.
    Person(s) Responsible: Campus administration, teachers, and ACS.
    Non-Funded Resources Needed: DDI Script
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** March 3, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Science and Social Studies teachers will create online common assessments in PLCs two times per 9 weeks in school city that reflect new STAAR TE items. Teachers will also analyze the results to ensure students are growing and to identify interventions and enrichment accordingly.
    Evidence Used to Determine Progress: School city assessments and data analysis.
    Person(s) Responsible: Administration team, Teachers, and ACS.
    Non-Funded Resources Needed: Data Analysis
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 3, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Science and Social Studies teachers will run reports in SchoolCity and provide students their own common assessment data tracker two times per 9 weeks, so that students can track their progress toward Approaches, Meets and Masters.
    Evidence Used to Determine Progress: Student data trackers and grade sheets.
    Person(s) Responsible: Administration and teachers.
    Non-Funded Resources Needed: School city reports and student feedback cards.
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 3, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Cycle 3 - (Mar – May)

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

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: With the high staff turnover this year, we want to ensure teachers receive instructional support and timely feedback during PLCs to assist with the first teach to target all student population that minimize the need for extended interventions. Teachers will receive timely classroom feedback on implementation of instructional strategies designated in their lesson plans using the campus observation/feedback form.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Leadership team will take time to review the Effective Schools Framework and the prioritized essential actions guides to create better classroom routines.

Teachers will focus on instructional practices that align to Kagan, AVID, and CLI. ESF grant money is available for professional learning.

Designated teachers will be selected as ambassadors for each instructional strategy to help develop ongoing professional development for staff. New teachers will receive campus based PD as part of their induction.

Leadership team will create a non-negotiable list of agreed upon classroom routines that align to the campus house system, creed, and school vision/mission.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will attend a leadership retreat that will help develop the 2022-2023 classroom instructional framework. In August the leadership team helped develop a non-negotiable list of items that need to be present for classroom routines. Classroom routines will be implemented and vetted through weekly campus administrative walkthroughs. Walkthroughs will be documented using the campus and district PPfT system.

Desired Annual Outcome: By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of high quality first teach derived from PLC lesson planning. - evidence: walkthrough forms

District Commitment Theory of Action: If the district policies and practices support effective instruction in schools, then teachers will be able to be supported and receive feedback on instructional practices.

Desired 90-day Outcome: Cycle 3 (March-May) By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of high quality first teach derived from PLC lesson planning and campus professional development. - evidence: walkthrough forms, lesson plans, and PLC agendas.

District Actions:

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. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: We are focusing on DDI in order to build the capacity of the Principal, instructional leaders, and teachers to use student data to drive instruction and implement on-time interventions / enrichment to students that will help the school meet accountability goals in growth measurement.

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?: The campus will have ongoing staff meetings, dedicated PLC times, and ongoing walkthroughs for support. Families will be updated through CAC meetings and school events. The community will be kept in the loop through social media posts, photos, and the school website.

Desired Annual Outcome: By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of re-teach and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs. - evidence: walkthrough forms

District Commitment Theory of Action: IF the district has effective systems for identifying and supporting struggling learners, AND for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, THEN the campus will be able to effectively implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of May '23, 90% of core classrooms will demonstrate evidence of re-teach (teachers will select guided discourse or modeling based on data) and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs. - evidence: walkthrough forms, lesson plans, PLC agendas.

District Actions:

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	$56,734.00
				+/- Difference	$56,734.00
			6200-Professional and contracted services		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	ESF Grant - Kagan PD		$3,499.00
1	2	1	ESF Grant - TIL Training		$7,387.50
				Sub-Total	$10,886.50
				Budgeted Budget Object Code Amount	$23,584.00
				+/- Difference	$12,697.50
			6300-Supplies and materials		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$7,734.00
				+/- Difference	$7,734.00
			6400-Other operating costs		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$1,800.00
				+/- Difference	$1,800.00
				Grand Total Budgeted	$89,852.00
				Grand Total Spent	$10,886.50
				+/- Difference	$78,965.50

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Summative Goal	2023 Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	257	35	61	N/A	Interim Assessment	70	34	Interim Assessment	70		70	
			All	All	Reading	Meets	STAAR	257	16	31	N/A	Interim Assessment	30	12	Interim Assessment	30		30	
			All	All	Reading	Masters	STAAR	257	5	16	N/A	Interim Assessment	15	6	Interim Assessment	15		15	
			All	All	Mathematics	Approaches	STAAR	257	28	55	N/A	Interim Assessment	70	65	Interim Assessment	70		70	
			All	All	Mathematics	Meets	STAAR	257	11	20	N/A	Interim Assessment	30	32	Interim Assessment	30		30	
			All	All	Mathematics	Masters	STAAR	257	3	5	N/A	Interim Assessment	15	13	Interim Assessment	15		15	
			All	All	Science	Approaches	STAAR	79	29	46	N/A	Interim Assessment	70	74	Interim Assessment	70		70	
			All	All	Science	Meets	STAAR	79	10	13	N/A	Interim Assessment	30	36	Interim Assessment	30		30	
			All	All	Science	Masters	STAAR	79	2	7	N/A	Interim Assessment	15	22	Interim Assessment	15		15	
			All	All	Social Studies	Approaches	STAAR	79	18	40	N/A	Interim Assessment	70	45	Interim Assessment	70		70	
			All	All	Social Studies	Meets	STAAR	79	5	12	N/A	Interim Assessment	30	13	Interim Assessment	30		30	
			All	All	Social Studies	Masters	STAAR	79	2	9	N/A	Interim Assessment	15	6	Interim Assessment	15		15	
Closing the Gaps	Focus 1	Academic Achievement	All	African American	Mathematics	N/A	Mathematics	N/A	7	16	99	Interim Assessment	31	33	Interim Assessment	31		31	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	11	21	99	Interim Assessment	40	30	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	265	Did Not Meet	39	30	66	30		30	
					Approaches	61	70	34	70		70	
					Meets	31	30	12	30		30	
					Masters	16	15	6	15		15	
	Math	All	STAAR	262	Did Not Meet	45	70	35	30		15	
					Approaches	55	70	65	30		15	
					Meets	20	70	32	30		15	
					Masters	5	70	13	30		15	

Addendums

ELA DDI PLC Meeting

https://drive.google.com/file/d/1UD2isL_KrTET7WGs8KQfR4K1H8s2G-Gy/view?usp=sharing