Austin Independent School District

Govalle Elementary School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 227901116

Board Approval Date: December 15, 2022
ESF Diagnostic Date: April 10, 2023

Superintendent: Dr. Anthony Mays   **Principal:** Yesenia Martinez
DCSI/Grant Coordinator: Mary Alvirez   **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: Mary Alvirez

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: Mary Alvirez

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: Yesenia Martinez

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our Domain 1 goal is 75% App, 35% Meets and 15% Masters. This will give us an overall Domain 1 score of 71 C. Since we are focusing on Domain 2A with a goal of 80 B this domain should not impact our overall accountability rating. If it did however it would contribute 49.7 points to our overall rating.

School Progress

What accountability goal has your campus set for this year?

We are focusing on Domain 2A. Our goal is a raw score of 75 which will give us an approximate scale score of 80 B. This was determined based on having 75% of our students exhibit expected growth based on their individualized target (progress measure score)

Based on our domain 1 goal of 42 raw score, combined with our ECD rate of 90.1-91%, we would have a scaled score of 79 C, if we meet our domain 3 goal of 77 This will give us an overall rating of 79 C.

Closing the Gaps

What accountability goal has your campus set for this year?

- Closing the Gaps: "Based on the upcoming 2023 Accountability system redesign, we will aim to meet 3 out of 5 of our Closing the Gaps targets for Academic Achievement in Reading & Math, Student Growth in Reading, 4 out of our 5 targets in Student Growth and 3 out of our 5 targets in Student Success. We will aim to meet our ELP target. Targets will be released by TEA this Fall. Meeting these targets will give us a domain 3 score of approximately 77 C. A score of 77 C will contribute approximately 23.1 points to our overall score (30%). This combined with our domain 2A goal of 80 B will give us an overall score of a 79 C.

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?

Academic Growth Reading and Math for Hispanic students: Goal 75% of students hit their growth targets in this demographic group. Why? Hispanic was one of the 2 lowest performing ethnic groups in this domain in SY 2021-22. Achieving this goal will enable Govalle to achieve their overall accountability score of 79 C using domain 2A and the Growth section of Domain 3.

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

Academic Growth Reading and Math for Af. Amer. students: Goal 75% of students hit their growth targets in this demographic group. Why? Af. Amer. was one of the 2 lowest performing ethnic groups in this domain in SY 2021-22. Achieving this goal will enable Govalle to achieve their overall accountability score of 79 C using domain 2A and the Growth section of Domain 3.

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.

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: Beginning Implementation
Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

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: Beginning 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?: Govalle did not meet any of their goals in reading for achievement or growth. In reading students struggled with the new item types associated with the STAAR redesign - specifically TEI items, constructed response items and revising and editing items. ELA PLCs have a plan in place to increase student writing opportunities in class, and to incorporate new STAAR items during warm ups on a weekly basis. Additionally, they have developed and are implementing a campus-wide text processing method to improve student performance in reading.

Govalle did not meet any of their student achievement goals in math or science, but they were only 1% away from meeting their goal for Master GL in each subject. At Meets GL Govalle missed their student achievement goal by 6% in math and 8% in science, and at Approaches grade level they missed their goals by 20% in math and 22% in science. Govalle exceeded their growth goal in math by 4% points.

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Improve tier one instruction and the tools (instructional resources/formative assessments) used to assess student knowledge and skills for the purpose of adjusting instruction to meet all students needs. By utilizing high quality TEK aligned instructional resources and assessments Govalle can ensure students meet their individualized learning goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Use district assessments and curriculum for the foundation of campus lesson plans. Leverage the PLC process to inform instruction, and improve first-teach. Teachers will plan first teach during "look forward" PLCs, and they will analyze campus formative assessments during data meetings to plan reteach and reflect on the effectiveness of the first teach.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff PLCs (2x weekly) staff meeting (weekly), community principal meeting (Monthly) & CAC, and student Assemblies (weekly), Teacher conferences after SCAs for goal setting.

Desired Annual Outcome: By the end if the 2022-23 school year fifty percent of campus PLCs will be teacher facilitated and focus on ensuring that assessments are TEK aligned to appropriate levels of rigor and instructional materials are TEK aligned based on district instructional planning guides (IPGs). Lead teachers will create PLC agendas, facilitate PLC meetings, develop the demonstration of learning (campus level formative assessment), and teacher exemplars. Campus administrators will join teacher led PLCs once monthly and coach them with a campus-derived PLC rubric. Goal is that all teacher led PLCs will score "MEETS EXPECTATIONS" on the PLC rubric.

District Commitment Theory of Action: If the district
* provides the campus with a standards-aligned, high-quality curriculum that includes the full unit and daily lesson plans, scope and sequence, integrated supports and suggestions for differentiating for students such as those with disabilities and emergent bilingual students, and the necessary instructional materials for implementation with fidelity;
* provides interim assessments which are aligned to the standards and at the expected level of rigor;
* provides an interim data assessment platform to capture data by item and student level; and
* builds into the academic/assessment calendar time for data-driven reflection and planning,

Then, quality of teaching will improve resulting in improved learning outcomes for students.

Desired 90-day Outcome: During the first semester (August-December 2022) A-Team members will facilitate 100% of campus PLCs at a level of "Meets expectations" as defined by the PLC rubric. Campus leadership models how PLCs are implemented. PLCs will develop student exemplars, and weekly demonstrations of learning (DOL) for use

during classroom instruction.

District Actions: The DCSI will:
* Attend and participate in both looking forward and looking back grade-level PLCs at the campus
* Provide feedback to the principal regarding the PLCs
* Observe instruction with the campus principal to look for alignment of instruction to the depth and complexity of the standards
* Work with the principal to ensure that campus-based, formative assessments are aligned to the standards and are at the appropriate level of rigor

Did you achieve your 90 day outcome?: Yes

Why or why not?: Campus leaders have modelled PLCs. PLCs have developed daily formative assessments, weekly DOLs, and student exemplars. A-Team members are currently developing the PLC rubric which will be used to support teacher leaders in the facilitation of PLCs.

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?
Staffing challenges have left 3 teaching positions unfilled in STAAR tested areas.	Action Step 1	Instructional coaches and specialists are teaching classes experiencing challenges. The PLC process is supporting substitute teachers with planning and assessments in classes they are covering. Teachers are teaching multiple subjects to cover vacancies.
Special education teachers are not currently being provided with classroom exemplars.	Action Step 4	Minimally special education teachers and the TAs will be provided with classroom exemplars.

Step 1 Details	Reviews

Action Step 1: Substitute teachers and A-Team members that are covering classes experiencing vacancies are included in the content area PLCs so they are apprised of instructional planning, delivery and assessment practices.
    Evidence Used to Determine Progress: PLC Agendas including attendees.
    Person(s) Responsible: A-Team members
    Non-Funded Resources Needed: PLC agenda/minutes
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 16, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Continue this practice until all vacancies are filled.

Step 2 Details	Reviews

Action Step 2: By the end of September campus administration will have developed and implemented a PLC schedule.
    Evidence Used to Determine Progress: PLC Schedule
    Person(s) Responsible: Campus Administrative Team
    Non-Funded Resources Needed: Time built in the schedule to conduct PLCs
    Addresses an Identified Challenge: No
 	
    Start Date: August 16, 2022 - **Frequency:** One Time - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: N/A

Step 3 Details	Reviews

Action Step 3: By November A-Team members will facilitate all PLCs using the campus PLC framework and the campus level PLC rubric.
    Evidence Used to Determine Progress: PLC Agenda & Minutes
    Person(s) Responsible: A-Team member.
    Non-Funded Resources Needed: PLC Agendas, PLC Rubric
    Addresses an Identified Challenge: No
 	
    Start Date: August 16, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: Development and integration of the rubric.

Step 4 Details	Reviews

Action Step 4: By the end of the first 9-weeks general education teachers will create classroom exemplars a week in advance.
    Evidence Used to Determine Progress: Classroom exemplars
    Person(s) Responsible: Classroom teachers
    Non-Funded Resources Needed: None
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 16, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Continue this practice. Focus on improving the quality of the exemplars.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning 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: Implementing a continuous cycle of assessing reteach and re-assess with allow staff to respond to student needs in real time. The effect is teachers will successfully close learning gaps allowing students to meet their individual goals, and therefore improve overall student outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Staff will use campus and district PLC protocols to provide structure to analyze student work products and make instructional adjustments. Students in grades 2-6 will use an individualized demonstration of learning (DOL) tracker to identify their individual academic progress and set individualized learning goals.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff PLCs (2x weekly) staff meeting (weekly), community principal meeting (Monthly) & CAC, and student Assemblies (weekly), Teacher conferences after SCAs for goal setting.

Desired Annual Outcome: Campus leaders and teachers will review district short cycle assessment data every nine weeks to develop ongoing accelerated instruction plans and intervention groups in reading and math. On the STAAR 2023 administration 75% of students will achieve their individual growth target (Domain 2A).

District Commitment Theory of Action: If the district
* ensures that the principal has ongoing training, coaching, and support in implementation of instructional leadership systems such as standards-aligned, data-driven instruction and observation and feedback;
* provides a data assessment platform by which to analyze student achievement results by student, standard, and item;
* provides reports that the principal can consult for purposes of data analysis in a timely manner; and
* has effective systems for identifying and supporting struggling learners,

Then, quality of teaching and responsiveness to student achievement data will improve resulting in improved learning outcomes for students.

Desired 90-day Outcome: 75% of students will achieve their individual growth target (Domain 2A) on the reading and math district short cycle assessment 1 (SCA1). Campus leaders and teachers will review district short cycle assessment data to develop accelerated instruction plans and intervention groups in reading and math by November 10, 2022. Data review will identify the students that have not met their individual growth goals. Intervention plans will focus on ensuring that 75% of students will achieve their individual growth target on SCA 2.

District Actions: The DCSI will:
* Attend and participate in looking back grade-level PLCs at the campus (assist in the review and analysis of disaggregated data and the development of reteach/enrichment plans)
* Provide feedback to the principal regarding the PLCs
* Observe in classrooms with the principal to ensure that reteach/enrichment plans are being implemented
* Work with the principal to ensure that students are tracking their own academic progress in order to foster student ownership and goal setting

The Campus and District Accountability Department will generate and provide reports to the principal in a timely manner which will support the review and analysis of student achievement data.

Did you achieve your 90 day outcome?: No

Why or why not?: Overall in reading and math 53% of students met their individualized growth target (reading 28%, math 69%). The lack of a campus-wide text processing method in combination with the new question items associated with the STAAR redesign negatively impacted student scores in reading. In math Govalle was only 6 percentage points from meeting their target. In math teachers are implementing more scaffolds to instruction, and using a common problem-solving method.

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?
Staffing challenges have left 3 teaching positions unfilled in STAAR tested areas.	Action Step 1	Substitute teachers are included in all PLCs. Administrators are attending each PLC to ensure consistency in instructional practices, student data analysis and the associated student interventions.

Step 1 Details	Reviews
Action Step 1: Campus administration will attend each data meeting to ensure consistency in data analysis protocols using the Govalle look backward protocol (modelled on Bambrik-Santoyo). **Evidence Used to Determine Progress:** PLC Agendas, look back protocol **Person(s) Responsible:** Campus Administrators **Non-Funded Resources Needed:** PLC framework documents, look back protocol **Addresses an Identified Challenge:** Yes **Start Date:** August 16, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** N/A

Step 2 Details	Reviews
Action Step 2: Teachers in grades 2-6 will participate in weekly data meetings where they analyze student assessment data and plan the associated re-teach. **Evidence Used to Determine Progress:** Data meeting agendas. look backward protocol. Re-teach plans **Person(s) Responsible:** Teachers and A-Team **Non-Funded Resources Needed:** Data meeting framework documents. Look backward protocol **Addresses an Identified Challenge:** Yes **Start Date:** August 16, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** N/A

Step 3 Details	Reviews
Action Step 3: Campus instructional leaders will lead teacher analysis of disaggregated short cycle assessment 1 (SCA1) data to track and monitor the progress of all students. Student progress towards our 90-day goal will be documented and tracked using the AISD campus data tracker. **Evidence Used to Determine Progress:** AISD Data Tracker **Person(s) Responsible:** District support staff, A-Team **Non-Funded Resources Needed:** AISD Data Tracker **Addresses an Identified Challenge:** No **Start Date:** August 16, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** December 16, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** N/A

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Improve tier one instruction and the tools (instructional resources/formative assessments) used to assess student knowledge and skills for the purpose of adjusting instruction to meet all students needs. By utilizing high quality TEK aligned instructional resources and assessments Govalle can ensure students meet their individualized learning goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Use district assessments and curriculum for the foundation of campus lesson plans. Leverage the PLC process to inform instruction, and improve first-teach. Teachers will plan first teach during "look forward" PLCs, and they will analyze campus formative assessments during data meetings to plan reteach and reflect on the effectiveness of the first teach.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff PLCs (2x weekly) staff meeting (weekly), community principal meeting (Monthly) & CAC, and student Assemblies (weekly), Teacher conferences after SCAs for goal setting.

Desired Annual Outcome: By the end if the 2022-23 school year fifty percent of campus PLCs will be teacher facilitated and focus on ensuring that assessments are TEK aligned to appropriate levels of rigor and instructional materials are TEK aligned based on district instructional planning guides (IPGs). Lead teachers will create PLC agendas, facilitate PLC meetings, develop the demonstration of learning (campus level formative assessment), and teacher exemplars. Campus administrators will join teacher led PLCs once monthly and coach them with a campus-derived PLC rubric. Goal is that all teacher led PLCs will score "MEETS EXPECTATIONS" on the PLC rubric.

District Commitment Theory of Action: If the district
* provides the campus with a standards-aligned, high-quality curriculum that includes the full unit and daily lesson plans, scope and sequence, integrated supports and suggestions for differentiating for students such as those with disabilities and emergent bilingual students, and the necessary instructional materials for implementation with fidelity;
* provides interim assessments which are aligned to the standards and at the expected level of rigor;
* provides an interim data assessment platform to capture data by item and student level; and
* builds into the academic/assessment calendar time for data-driven reflection and planning,

Then, quality of teaching will improve resulting in improved learning outcomes for students.

Desired 90-day Outcome: By the end February 2 out of the 8 campus PLCs will be teacher facilitated and focus on ensuring that assessments are TEKS aligned to appropriate levels of rigor and instructional materials are TEKS aligned based on district instructional planning guides (IPGs). Lead teachers will prepare the PLC agendas and facilitate PLC meetings. PLCs will develop the demonstration of learning (campus level formative assessment), and teacher exemplars. Campus administrators will join teacher led PLCs weekly to coach them with a campus-derived PLC rubric.

District Actions: The DCSI will:
* Attend and participate in both looking forward and looking back grade-level PLCs at the campus
* Provide feedback to the principal regarding the PLCs
* Observe instruction with the campus principal to look for alignment of instruction to the depth and complexity of the standards
* Work with the principal to ensure that campus-based, formative assessments are aligned to the standards and are at the appropriate level of rigor

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?
Principal is finding it hard to observe the classes she would like to, because she is currently facilitating all PLCs.	Action Step 2, Action Step 3	Having teacher leaders run PLCs will allow administration to do more walkthroughs.

Step 1 Details	Reviews

Action Step 1: Adjustments to PLC to increase collaboration and ownership of the PLC process by teachers. Teachers develop weekly demonstrations of learning (DOL) and daily formative assessments that are aligned with the rigor of state standards, STAAR assessments, and district instructional planning guides. DOLs will be reviewed, discussed and refined as needed during weekly PLCs.
 	
    Evidence Used to Determine Progress: DOLs, IPGs, PLC agendas
    Person(s) Responsible: Teachers, A-Team
    Non-Funded Resources Needed: NA
    Addresses an Identified Challenge:
 	
    Start Date: January 9, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Lead teachers will prepare PLC agendas and facilitate PLC meetings. PLCs will collaboratively develop the demonstration of learning, daily formative assessments, and teacher exemplars on a weekly basis.
 	
    Evidence Used to Determine Progress: DOLs, PLC agendas, Exemplars, PLC Presentations
    Person(s) Responsible: Lead Teachers
    Non-Funded Resources Needed: NA
    Addresses an Identified Challenge:
 	
    Start Date: January 9, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Campus administrators will join teacher led PLCs weekly to coach them with a campus-derived PLC rubric.
 	
    Evidence Used to Determine Progress: PLC Rubric, PLC Schedule
    Person(s) Responsible: Principal and Assistant Principal
    Non-Funded Resources Needed: NA
    Addresses an Identified Challenge:
 	
    Start Date: January 9, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Adopt a campus-wide text processing method that will be utilized across all grade levels with fidelity. Administrators will include this expectation in normally scheduled observations.
    Evidence Used to Determine Progress: Lesson Plans, Walkthroughs, Wall anchors, Student work
    Person(s) Responsible: A-Team, teachers
    Non-Funded Resources Needed: none
    Addresses an Identified Challenge:
 	
    Start Date: December 19, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 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: Beginning 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: Implementing a continuous cycle of assessing reteach and re-assess with allow staff to respond to student needs in real time. The effect is teachers will successfully close learning gaps allowing students to meet their individual goals, and therefore improve overall student outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Staff will use campus and district PLC protocols to provide structure to analyze student work products and make instructional adjustments. Students in grades 2-6 will use an individualized demonstration of learning (DOL) tracker to identify their individual academic progress and set individualized learning goals.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff PLCs (2x weekly) staff meeting (weekly), community principal meeting (Monthly) & CAC, and student Assemblies (weekly), Teacher conferences after SCAs for goal setting.

Desired Annual Outcome: Campus leaders and teachers will review district short cycle assessment data every nine weeks to develop ongoing accelerated instruction plans and intervention groups in reading and math. On the STAAR 2023 administration 75% of students will achieve their individual growth target (Domain 2A).

District Commitment Theory of Action: If the district
* ensures that the principal has ongoing training, coaching, and support in implementation of instructional leadership systems such as standards-aligned, data-driven instruction and observation and feedback;
* provides a data assessment platform by which to analyze student achievement results by student, standard, and item;
* provides reports that the principal can consult for purposes of data analysis in a timely manner; and
* has effective systems for identifying and supporting struggling learners,

Then, quality of teaching and responsiveness to student achievement data will improve resulting in improved learning outcomes for students.

Desired 90-day Outcome: All students will take the district reading and math short cycle assessment 2 (SCA2) by December 21, 2022. Campus leaders and teachers will review district short cycle assessment 2 data to develop accelerated instruction plans and intervention groups in reading and math by January 28, 2023. Data review will identify the students that have not met their individual growth goals. Intervention plans will focus on ensuring that 75% of students will achieve their individual growth target on the SCA 3 in reading and math.

District Actions: District Actions
The DCSI will:
* Attend and participate in looking back grade-level PLCs at the campus (assist in the review and analysis of disaggregated data and the development of reteach/enrichment plans)
* Provide feedback to the principal regarding the PLCs
* Observe in classrooms with the principal to ensure that reteach/enrichment plans are being implemented
* Work with the principal to ensure that students are tracking their own academic progress in order to foster student ownership and goal setting

The Campus and District Accountability Department will generate and provide reports to the principal in a timely manner which will support the review and analysis of student achievement data.

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?
Lack of 100% teacher ownership in the PLC process. (compliance vs ownership)	Action Step 4	Allows staff to observe model PLCs in action, and to identify actions observers can bring back to their own PLCs.

Step 1 Details	Reviews
Action Step 1: Teachers and the A-Team will review disaggregated SCA 2 data, and identify all students that did not meet their individualized growth target. Teachers will develop individual reteach plans based on student learning gaps. Student progress towards our 90-day goal will be documented and tracked using the AISD campus data tracker. **Evidence Used to Determine Progress:** Govalle ES domain 2A tracking sheet **Person(s) Responsible:** A-Team, Teachers **Non-Funded Resources Needed:** None **Addresses an Identified Challenge:** Yes **Start Date:** December 18, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Administrators will observe classroom re-teach weekly. Administrators will provide teachers with written feedback and schedule conferences as needed. Teachers observations will be documented using PPfT. **Evidence Used to Determine Progress:** Govalle walkthrough form. **Person(s) Responsible:** Campus administrators. **Non-Funded Resources Needed:** None **Addresses an Identified Challenge:** No **Start Date:** December 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: During a faculty meeting staff will engage in a fishbowl activity where teachers observe model PLCs in action, and reflect on their current PLC practices (identify one "takeaway").	**Progress toward Action Steps:** No Progress
Evidence Used to Determine Progress: Fishbowl observation sheets	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Teachers and A-Team	
Non-Funded Resources Needed: none	
Addresses an Identified Challenge: Yes	
Start Date: December 19, 2022 - **Frequency:** One Time - **Evidence Collection Date:** February 28, 2023	

Cycle 3 - (Mar – May)

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

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Improve tier one instruction and the tools (instructional resources/formative assessments) used to assess student knowledge and skills for the purpose of adjusting instruction to meet all students needs. By utilizing high quality TEK aligned instructional resources and assessments Govalle can ensure students meet their individualized learning goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Use district assessments and curriculum for the foundation of campus lesson plans. Leverage the PLC process to inform instruction, and improve first-teach. Teachers will plan first teach during "look forward" PLCs, and they will analyze campus formative assessments during data meetings to plan reteach and reflect on the effectiveness of the first teach.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff PLCs (2x weekly) staff meeting (weekly), community principal meeting (Monthly) & CAC, and student Assemblies (weekly), Teacher conferences after SCAs for goal setting.

Desired Annual Outcome: By the end if the 2022-23 school year fifty percent of campus PLCs will be teacher facilitated and focus on ensuring that assessments are TEK aligned to appropriate levels of rigor and instructional materials are TEK aligned based on district instructional planning guides (IPGs). Lead teachers will create PLC agendas, facilitate PLC meetings, develop the demonstration of learning (campus level formative assessment), and teacher exemplars. Campus administrators will join teacher led PLCs once monthly and coach them with a campus-derived PLC rubric. Goal is that all teacher led PLCs will score "MEETS EXPECTATIONS" on the PLC rubric.

District Commitment Theory of Action: If the district
* provides the campus with a standards-aligned, high-quality curriculum that includes the full unit and daily lesson plans, scope and sequence, integrated supports and suggestions for differentiating for students such as those with disabilities and emergent bilingual students, and the necessary instructional materials for implementation with fidelity;
* provides interim assessments which are aligned to the standards and at the expected level of rigor;
* provides an interim data assessment platform to capture data by item and student level; and
* builds into the academic/assessment calendar time for data-driven reflection and planning,

Then, quality of teaching will improve resulting in improved learning outcomes for students.

Desired 90-day Outcome: By the end of March fifty percent of campus PLCs will be teacher facilitated and focus on ensuring that assessments are TEK aligned to appropriate levels of rigor and instructional materials are TEK aligned based on district instructional planning guides (IPGs). Lead teachers will create PLC agendas, facilitate PLC meetings, develop the demonstration of learning (campus level formative assessment), and teacher exemplars. Campus administrators will join teacher led PLCs once monthly and coach them with a campus-derived PLC rubric. Goal is that all teacher led PLCs will score, at minimum, "MEETS EXPECTATIONS" on the PLC rubric by the end of the school year.

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: Beginning 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: Implementing a continuous cycle of assessing reteach and re-assess with allow staff to respond to student needs in real time. The effect is teachers will successfully close learning gaps allowing students to meet their individual goals, and therefore improve overall student outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Staff will use campus and district PLC protocols to provide structure to analyze student work products and make instructional adjustments. Students in grades 2-6 will use an individualized demonstration of learning (DOL) tracker to identify their individual academic progress and set individualized learning goals.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff PLCs (2x weekly) staff meeting (weekly), community principal meeting (Monthly) & CAC, and student Assemblies (weekly), Teacher conferences after SCAs for goal setting.

Desired Annual Outcome: Campus leaders and teachers will review district short cycle assessment data every nine weeks to develop ongoing accelerated instruction plans and intervention groups in reading and math. On the STAAR 2023 administration 75% of students will achieve their individual growth target (Domain 2A).

District Commitment Theory of Action: If the district
* ensures that the principal has ongoing training, coaching, and support in implementation of instructional leadership systems such as standards-aligned, data-driven instruction and observation and feedback;
* provides a data assessment platform by which to analyze student achievement results by student, standard, and item;
* provides reports that the principal can consult for purposes of data analysis in a timely manner; and
* has effective systems for identifying and supporting struggling learners,

Then, quality of teaching and responsiveness to student achievement data will improve resulting in improved learning outcomes for students.

Desired 90-day Outcome: 75% of students in STAAR tested subjects will meet their growth targets (individualized progress measure score) on the reading and math 2022-23 STAAR assessment. Campus leaders and teachers will analyze SCA 3 data to develop accelerated instruction and intervention plans in reading and math.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

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 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	146	38	60	N/A	Interim Assessment	75	28	Interim Assessment	75		75	
			All	All	Reading	Meets	STAAR	146	12	33	N/A	Interim Assessment	35	10	Interim Assessment	35		35	
			All	All	Reading	Masters	STAAR	146	7	15	N/A	Interim Assessment	15	4	Interim Assessment	15		15	
			All	All	Mathematics	Approaches	STAAR	146	24	46	N/A	Interim Assessment	75	55	Interim Assessment	75		75	
			All	All	Mathematics	Meets	STAAR	146	7	15	N/A	Interim Assessment	35	29	Interim Assessment	35		35	
			All	All	Mathematics	Masters	STAAR	146	2	4	N/A	Interim Assessment	15	14	Interim Assessment	15		15	
			All	All	Science	Approaches	STAAR	55	27	33	N/A	Interim Assessment	75	53	Interim Assessment	75		75	
			All	All	Science	Meets	STAAR	55	4	8	N/A	Interim Assessment	35	27	Interim Assessment	35		35	
			All	All	Science	Masters	STAAR	55	0	0	N/A	Interim Assessment	15	14	Interim Assessment	15		15	
Closing the Gaps	Focus 1	Academic Growth Status	All	All Students	Mathematics	N/A	Mathematics	N/A	60	62	98	Interim Assessment	65	69	Interim Assessment	75		80	
	Focus 2	Academic Growth Status	All	All Students	ELA	N/A	ELA	N/A	75	71	98	Interim Assessment	65	28	Interim Assessment	75		80	

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	146	Did Not Meet	40	25	72	25		25	
					Approaches	60	75	28	75		75	
					Meets	33	35	10	35		35	
					Masters	15	15	4	15		15	
	Math	All	STAAR	146	Did Not Meet	54	25	45	25		25	
					Approaches	46	75	55	75		75	
					Meets	15	35	29	35		35	
					Masters	4	15	14	15		15	

Addendums

Look Forward Meeting Planning
Week 14 November 14 - November 18, 2022
Grade:2nd
Subject: Math
Lesson Plan Slides
PLC Date: 11/9/22

PLC Meeting Norms	Group Roles
- Open Minded - Instructional Focus - Solutions Oriented - High Expectations - Growth Mindset - Accountability	- Facilitator- Gallegos - Time Keeper- Hosmer - Cheerleader- Martinez - Scribe- Gallegos/Martinez

Objectives and Connections:
- Script, rehearse, and receive feedback on critical moments of next week's highest leverage lessons
- Prepare lesson slides/customization and materials

Closing the Loop Celebrations: (teacher actions that lead to student results/connect to DATA)
(strategy that we've talked about that we'll implement from last MODELING)
- More students are using the 100 chart successfully.
- Having more strategies available for students to use when problem solving, empowers them to be successful in their problem solving.

High-Leverage Standard:
Math 2.4 C Solve one-step & multi-step word problems involving addition & subtraction within 1,000 using a variety of strategies based on place value, including algorithms
Reteach: 2.4A Recall basic facts to add & subtract within 20 with automaticity

Know *What do students need to know to be able to show mastery of this standard?*	Show *What will students need to be able to show in their work to demonstrate mastery?*
- Do they know the addition and subtraction symbols - When adding numbers they get larger & when subtracting, they get smaller. - Concepts of whole and part. - Vocabulary- "all together", "more than", "less than", "swam away", "joined" - Know the vocabulary even, odd - Know the strategy of making a pair	- Identify the important numbers in the story problem - Show the operation looking at the vocabulary words - Identify the question in the story problem - Draw the picture - How to use touch math - When subtracting, the larger number goes on top - Make pairs with dots to show the pairs

Possible Misconceptions:
Confusion between addition and subtraction.
Not understanding the concept of the vocabulary in the story problems.
Not understanding the order of the numbers when subtracting.
Not making pairs correctly.

Teacher Exemplar: (Align to STAAR/Lead 4Ward & SCA)

Teacher will be using the teacher exemplar to go back to the Know/Show chart.
Eventually, data will be on clipboard with student data to guide who to facilitate first.

Rigor Trajectory Considerations: (Optional): multi-step problems next week

Academic Vocabulary: (Optional) **All together, less than, more than, joined, combined, difference**	Anchor Chart Ideas: **(in slides)**

Resources:

Lead4Ward

RLA Frequency Distribution

Math Lead 4Ward Frequency Distribution

Engaging Mathematics

Illustrative Mathematics

Also, Great Minds (Eureka Math) in the portal

Week At A Glance

Monday Day 21	Tuesday Day 22	Wednesday Day 23	Thursday Day 24	Friday Day 25
Addition and subtraction	Odd/Even Numbers	Odd/Even Numbers	Odd/Even Numbers	Odd/Even Numbers
Exit ticket: Odd and even 2.7 A #1	Exit ticket: 2.7 A #2	Exit ticket: 2.7 A #3	D.O.L. assessment	Exit ticket: 2.7 A #4

Determine whether a number up to 40 is even or odd using pairing of objects to represent the number.

Make pairs of soccer balls to determine if there is an even or odd number of soccer balls.

15 soccer balls   Circle one: Even   Odd

Scripting for "I Do": (enter the I Do slide/problem)
Teacher says: What did you hear me say, what did you hear me do?

Feedback for "Go Live":

Glow: Use of manipulatives, review of objective before beginning lesson, reviewed pre-taught material, 2-D, Grouping the dots leads to conceptual understanding of regrouping.

Grow: Remember to count the tens column not as ones but as tens- 10, 20, 30, 40…

Teacher Exit Ticket~REFLECTION:

Something I liked about today is...
Something I learned today…
Something is still going around in my head…
Something I can implement from today this week….

Reteach Plan: Model or Guided Discourse

Modeling Planning Steps	Script
1. Share data from previous assessments and punch the gap in learning. 2. Give students a clear listening/note-taking task that fosters active listening of the model. 3. Model precisely the thinking when moving through a specific task: ❖ Narrow the focus to precisely the thinking students are struggling with: that frees their mind to focus only on that component. ❖ Model replicable thinking steps that students can follow. ❖ Model how to activate one's content knowledge/skills that have been learned in previous lessons. 4. Vary in tone and cadence to sound different from a "teacher" voice. 5. Debrief the model: ❖ What did I do in my model? ❖ What are the key things to remember when you are doing the same in your Own work?	
Guided Discourse Planning Steps	**Script**
1. Know the endgame: ❖ What strategy/skill/thinking do you	

want students to understand via the discourse?

❖ Punch the gap in student learning.

2. Start from student work (Show-Call):

❖ Post/Display/Chart an exemplar student response OR an incorrect student response OR post both.

3. Call on students-ID the student thinking:

❖ Exemplar: what did this student do?

a. Push for clearer answers when they haven't precisely IDed the successful strategy.

❖ Incorrect response: do you agree/disagree with this answer? What is the error?

4. Stamp the understanding:

❖ What are the key things to remember when solving problems like these?

❖ Name the strategy/conceptual understanding.

❖ Have students put it in their own words.