

Austin Independent School District
Pecan Springs Elementary School - TIP
2022-2023 Targeted Improvement Plan



PECAN SPRINGS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Campus Number: 227901129

Board Approval Date: December 15, 2022

ESF Diagnostic Date: April 4, 2023

Superintendent:
DCSI/Grant Coordinator:

Dr. Anthony Mays
La Kesha Drinks

Principal: Andrea Williams
ESC Case Manager: Sandra Rodriguez
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: La Kesha Drinks

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: La Kesha Drinks

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: Andrea Williams

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

This year, the students at Pecan Springs Elementary will achieve 60% Approaches, 30% Meets, and 15% Masters across all grades and subjects. This will help us achieve our goal of a D in Student Achievement.

School Progress

What accountability goal has your campus set for this year?

Pecan Springs Elementary will focus on Doman 2A Accountability Goal for 22-23 school year. An Academic Growth Raw Score of 79 (along with a scaled score of 57 in Domain 1 and scaled score of 74 in Domain 3) will yield an overall score of 82:B.

Closing the Gaps

What accountability goal has your campus set for this year?

This year, Pecan Springs Elementary will meet 2 out of 10 Academic Achievement Targets, 7 out of 9 Growth targets, and their ELP target. This will result in a Closing the Gaps score of 72 (C). This will help us achieve our goal of an 83 (B) 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, Pecan Springs Elementary will focus on Math and Reading Achievement for Hispanic students because we have not yet met the Closing the Gaps target for either group.

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

Meeting these targets will support us in reaching our Closing the Gaps score of a C (72).

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: Beginning 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: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices:

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?: progress made toward the outcome

- exceeded achievement goals in Math
- exceeded growth goals in Math

examples of teachers/faculty/staff behaviors

- effective planning using high leverage strategies
- successful shift to online testing (more evident with math performance - need to catch up with reading strategies for online testing)

trends identified in campus data

- need for text processing strategies
- even with high math scores, need to maintain level of support and focus on math instruction

barriers and challenges faced

- inconsistent implementation
- continue to use data to inform interventions/small group planning

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: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: High-quality instructional materials are provided to teachers via BLEND. An area of growth/improvement is in ensuring all teachers are consistently using the materials.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We intend to build capacity in this Essential Action by partnering with our DCSI as well as district level representatives that will help us craft & implement lesson plans and assessments that are aligned and are at the appropriate level of rigor. Our ILT will also review lesson plans and observe instruction to ensure our teachers are utilizing high leverage instructional practices and strategies that are engaging and meaningful.

Face to face and virtual professional learning experiences, modeling/implementation support and on site coaching will also build our ILT as well as teacher's capacity on their planning and implementation of high-quality, engaging, relevant, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During our back to school professional learning in August, the campus leadership team began communicating the importance of every scholar in the Pecan Springs Learning Community making progress and reaching his/her performance targets. Progress toward our priorities will be public and evident in our weekly communication to staff. We will also be intentional in our practices to focus on effective instructional practices during our weekly PLCs. We will ensure our staff are all reflective practitioners and consistently make data informed decisions to ensure progress. Community business partners provide incentives for staff and students.

Scholars in the Pecan Springs Learning Community will be made aware of our these priorities during Goal Setting Meetings & Student Data Conferences, as well as weekly assemblies.

Community and families will be notified of our focus at our back to school event, monthly SMORE family newsletter, Principal Coffee, and CAC Meetings. Our scholars will be made aware of our focus on excellent teaching through our motto of Building a Better Future, One Eagle at a Time , as well as our announcing the teacher of the month at each EAFK Assembly.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will respon to this data and make adjustments as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of SY 22-23, 100% of core classrooms will demonstrate evidence of high quality first teach utilizing high-leverage instructional strategies (planned during PLCs). - evidence: walkthrough forms

District Commitment Theory of Action: IF the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement effective classroom routines and instructional strategies AND implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of cycle 1, 7 out of 13 core classrooms will demonstrate evidence of high quality first teach utilizing high-leverage instructional strategies (planned during PLCs) as evidenced by Frontline walkthrough forms.

District Actions: The DCSI will support the campus by providing coaching and feedback on planning-focused PLCs. Academic Coaching Specialists will support the campus by participating in planning-focused PLCs as co-facilitators and will model instructional best practices in PLCs and during opportunities for co-teaching.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We achieved our 90-day outcome because our teachers utilize HQM and consistently receive support (from our ACSs, administrators, & MET department) during PLC.

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?
Time and availability (in addition to unforeseen circumstances) will be a potential challenge in the follow through of walkthroughs.	Action Step 1	Action step 1 will provide a calendar for consistent walkthroughs to monitor implementation.
With many new to grade level teachers (in addition to "new to profession" 1st year teachers), the CLT is working on creating consistent expectations across all levels for high quality lessons.	Action Step 2	Action step 2 models high expectations for all grades, across the campus, while providing timely, applicable feedback to teachers.
Campus lesson plans developed during PLC were inconsistently implemented in classrooms.	Action Step 3	Action step 3 will create a monthly calendar, with designated high leverage instructional strategies, incorporated into the PLC framework and supported by district ACS.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will visit 3rd- 5th grade classrooms a minimum of once a week to observe the use of high-leverage instructional strategies, based on the walkthrough schedule as evidenced in frontline walkthrough forms (principal and assistant principal have divided the classrooms equitably so that each classroom has consistency in feedback).</p> <p>Evidence Used to Determine Progress: Frontline Walkthrough Forms/ Campus Walkthrough Schedule (Google Calendar)</p> <p>Person(s) Responsible: Principal AP</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Delayed Centralized Placement for (3) scholars; On track for completion of walkthroughs</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus leadership team will visit Pre-K- 2nd grade classrooms a minimum of 3 visits per semester to observe the use of high-leverage instructional strategies, as evidenced in frontline walkthrough forms (principal and assistant principal have divided the classrooms equitably so that each classroom has consistency in feedback).</p> <p>Evidence Used to Determine Progress: Frontline Walkthrough's/ Campus Walkthrough Schedule (Google Calendar)</p> <p>Person(s) Responsible: Principal AP</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Quarterly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Delayed Centralized Placement for (3) scholars; On track for completion of walkthroughs</p>

Step 3 Details	Reviews
<p>Action Step 3: The grade level Team Leaders will create a monthly High Leverage Implementation Calendar to support teachers in the use of high leverage instructional strategies. Teachers will plan for the implementation of the designated strategies during weekly PLC's with the support of district ACS.</p> <p>Evidence Used to Determine Progress: High Leverage Implementation Calendar PLC Framework Lesson Plans (Part 4 of PLC framework)</p> <p>Person(s) Responsible: Team Leaders Teachers ACS CLT</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: PLCs are planning for instruction with support from ACSs - next step is to support alignment of instruction to what is planned in PLCs (3rd grade - new teachers are well onboarded and doing well with this process, 4th grade - on track, 5th grade - less collaborative)</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: 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: At Pecan Springs, are beginning to refine and refocus our PLC practices. Last year, our teachers began the work to unpack the standard and create teacher exemplars. This school year, it is our intent to also focus on the reteach/reassessment to maximize instruction and ensure all scholars are making progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We intend to build capacity in this Essential Action by partnering with our DCSI as well as district level representatives that will help us craft & implement lesson plans and assessments that are aligned and are at the appropriate level of rigor. Our ILT will also review lesson plans and observe instruction to ensure our teachers are utilizing high leverage instructional practices and strategies that are engaging and meaningful.

Face to face and virtual professional learning experiences, modeling/implementation support and on site coaching will also build our ILT as well as teacher's capacity on their planning and implementation of high-quality, engaging, relevant, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During our back to school professional learning in August, the campus leadership team began communicating the importance of every scholar in the Pecan Springs Learning Community making progress and reaching his/her performance targets. Progress toward our priorities will be public and evident in our weekly communication to staff. We will also be intentional in our practices to focus on effective instructional practices during our weekly PLCs. We will ensure our staff are all reflective practitioners and consistently make data informed decisions to ensure progress. Community business partners provide incentives for staff and students.

Scholars in the Pecan Springs Learning Community will be made aware of our these priorities during Goal Setting Meetings & Student Data Conferences, as well as weekly assemblies.

Community and families will be notified of our focus at our back to school event, monthly SMORE family newsletter, Principal Coffee, and CAC Meetings. Our scholars will be made aware of our focus on excellent teaching through our motto of Building a Better Future, One Eagle at a Time , as well as our announcing the teacher of the month at each EAFK Assembly.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will respond to this data and make adjustments as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of SY 22-23, 100% 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 ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement effective classroom routines and instructional strategies AND implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of Cycle 1, 7 out of 13 core classrooms will demonstrate evidence of re-teach and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs.

District Actions: The DCSI will:

- Provide feedback to the principal regarding the PLCs

- Observe in classrooms with the principal to ensure that reteach/enrichment plans are being implemented

Academic Coaching Specialists will attend and participate in grade-level PLCs at the campus (assist in the review and analysis of disaggregated data and the development of reteach/enrichment plans)

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?: While teachers created re-teach calendars/enrichment plans, progress/gains are not as evident. Continue using data to inform interventions and small group instruction plans.

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?
Time and availability of staff.	Action Step 1	Action step 1, the campus will develop a contingency plan for addressing when staff is unavailable.
The ILT being able to get feedback to teachers in a reasonable timeframe that impacts instructional delivery.	Action Step 2	Action step 2 provides parameters around the timeframe for entering feedback in Frontline (2 days).
Consistency in the uniformity of student data notebook location in classrooms.	Action Step 3	Action step 3 will designate a central location for the data notebooks (in each classroom).

Step 1 Details	Reviews
<p>Action Step 1: Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, re-teach and intervention planning, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Evidence Used to Determine Progress: Campus Master Schedule</p> <p>Person(s) Responsible: Teachers ACS Team Leaders ILT</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Create a Contingency Plan for the Contingency Plan</p>

Step 2 Details	Reviews
<p>Action Step 2: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p>Evidence Used to Determine Progress: Campus Data Tracker DDI Meeting Agenda SCA & MAP Growth Data</p> <p>Person(s) Responsible: ILT Teachers Team Leaders</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Quarterly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Feedback provided in PLC conversations and also in coaching conversations with principal/AP and individual teachers.</p>
Step 3 Details	Reviews
<p>Action Step 3: Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.</p> <p>Evidence Used to Determine Progress: Individual Student Data Notebooks</p> <p>Person(s) Responsible: Teachers Students ILT</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Revising data notebooks so that students are tracking their progress based on performance level instead of %.</p>

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: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: High-quality instructional materials are provided to teachers via BLEND. An area of growth/improvement is in ensuring all teachers are consistently using the materials.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We intend to build capacity in this Essential Action by partnering with our DCSI as well as district level representatives that will help us craft & implement lesson plans and assessments that are aligned and are at the appropriate level of rigor. Our ILT will also review lesson plans and observe instruction to ensure our teachers are utilizing high leverage instructional practices and strategies that are engaging and meaningful.

Face to face and virtual professional learning experiences, modeling/implementation support and on site coaching will also build our ILT as well as teacher's capacity on their planning and implementation of high-quality, engaging, relevant, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During our back to school professional learning in August, the campus leadership team began communicating the importance of every scholar in the Pecan Springs Learning Community making progress and reaching his/her performance targets. Progress toward our priorities will be public and evident in our weekly communication to staff. We will also be intentional in our practices to focus on effective instructional practices during our weekly PLCs. We will ensure our staff are all reflective practitioners and consistently make data informed decisions to ensure progress. Community business partners provide incentives for staff and students.

Scholars in the Pecan Springs Learning Community will be made aware of our these priorities during Goal Setting Meetings & Student Data Conferences, as well as weekly assemblies.

Community and families will be notified of our focus at our back to school event, monthly SMORE family newsletter, Principal Coffee, and CAC Meetings. Our scholars will be made aware of our focus on excellent teaching through our motto of Building a Better Future, One Eagle at a Time , as well as our announcing the teacher of the month at each EAFK Assembly.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will respon to this data and make adjustments as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of SY 22-23, 100% of core classrooms will demonstrate evidence of high quality first teach utilizing high-leverage instructional strategies (planned during PLCs). - evidence: walkthrough forms

District Commitment Theory of Action: IF the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement effective classroom routines and instructional strategies AND implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of cycle 2, 11 out of 13 core classrooms will demonstrate evidence of high quality first teach utilizing high-leverage instructional strategies (planned during PLCs) as evidenced by Frontline walkthrough forms.

District Actions: District Actions

The DCSI will support the campus by providing coaching and feedback on planning-focused PLCs. Academic Coaching Specialists will support the campus by participating in planning-focused PLCs as co-facilitators and will model instructional best practices in PLCs and during opportunities for co-teaching.

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?
Teachers need support to connect/align instruction to plans created in PLCs.	Action Step 1, Action Step 3	Increase direct instructional support from ACSs
When leadership team members are unavailable, how can we keep expectations and protocols in place?	Action Step 1, Action Step 2	Contingency plan in place to support continued coaching and observation when campus leadership unavailable

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will visit Pre-K- 2nd grade classrooms a minimum of 3 visits per semester to observe the use of high-leverage instructional strategies, as evidenced in frontline walkthrough forms (principal and assistant principal have divided the classrooms equitably so that each classroom has consistency in feedback).</p> <p>Evidence Used to Determine Progress: Frontline Walkthrough's/ Campus Walkthrough Schedule (Google Calendar)</p> <p>Person(s) Responsible: Principal AP</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Quarterly - Evidence Collection Date: March 10, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: The campus leadership team will visit 3rd- 5th grade classrooms a minimum of once a week to observe the use of high-leverage instructional strategies, based on the walkthrough schedule as evidenced in frontline walkthrough forms (principal and assistant principal have divided the classrooms equitably so that each classroom has consistency in feedback).</p> <p>Evidence Used to Determine Progress: Frontline Walkthrough Forms/ Campus Walkthrough Schedule (Google Calendar)</p> <p>Person(s) Responsible: Principal AP</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Weekly - Evidence Collection Date: March 10, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The grade level Team Leaders will create a monthly High Leverage Implementation Calendar to support teachers in the use of high leverage instructional strategies. Teachers will plan for the implementation of the designated strategies during weekly PLC's with the support of district ACS. ACSs will push in to model teach, co-teach, and observe instruction to support alignment to PLC planning.</p> <p>Evidence Used to Determine Progress: High Leverage Implementation Calendar PLC Framework Lesson Plans (Part 4 of PLC framework)</p> <p>Person(s) Responsible: Team Leaders Teachers ACS CLT</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 10, 2023 - Frequency: Ongoing - Evidence Collection Date: March 10, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Hire additional instructional support person for reading.</p> <p>Evidence Used to Determine Progress: Student progress toward goals</p> <p>Person(s) Responsible: Principal Reading Specialist - Danita Caudle</p> <p>Non-Funded Resources Needed: Yes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Weekly - Evidence Collection Date: March 3, 2023</p> <p>Funding Sources: Part-time hourly wages - 6100-Payroll - \$10,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: 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: At Pecan Springs, are beginning to refine and refocus our PLC practices. Last year, our teachers began the work to unpack the standard and create teacher exemplars. This school year, it is our intent to also focus on the reteach/reassessment to maximize instruction and ensure all scholars are making progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We intend to build capacity in this Essential Action by partnering with our DCSI as well as district level representatives that will help us craft & implement lesson plans and assessments that are aligned and are at the appropriate level of rigor. Our ILT will also review lesson plans and observe instruction to ensure our teachers are utilizing high leverage instructional practices and strategies that are engaging and meaningful.

Face to face and virtual professional learning experiences, modeling/implementation support and on site coaching will also build our ILT as well as teacher's capacity on their planning and implementation of high-quality, engaging, relevant, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During our back to school professional learning in August, the campus leadership team began communicating the importance of every scholar in the Pecan Springs Learning Community making progress and reaching his/her performance targets. Progress toward our priorities will be public and evident in our weekly communication to staff. We will also be intentional in our practices to focus on effective instructional practices during our weekly PLCs. We will ensure our staff are all reflective practitioners and consistently make data informed decisions to ensure progress. Community business partners provide incentives for staff and students.

Scholars in the Pecan Springs Learning Community will be made aware of our these priorities during Goal Setting Meetings & Student Data Conferences, as well as weekly assemblies.

Community and families will be notified of our focus at our back to school event, monthly SMORE family newsletter, Principal Coffee, and CAC Meetings. Our scholars will be made aware of our focus on excellent teaching through our motto of Building a Better Future, One Eagle at a Time , as well as our announcing the teacher of the month at each EAFK Assembly.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will respond to this data and make adjustments as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of SY 22-23, 100% 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 ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement effective classroom routines and instructional strategies AND implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of Cycle 2, 11 out of 13 core classrooms will demonstrate evidence of re-teach and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs.

District Actions: The DCSI will:

- Provide feedback to the principal regarding the PLCs

- Observe in classrooms with the principal to ensure that reteach/enrichment plans are being implemented

Academic Coaching Specialists will attend and participate in grade-level PLCs at the campus (assist in the review and analysis of disaggregated data and the development of reteach/enrichment plans)

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?
Using DDI data analysis to plan for interventions and small group instruction - keeping group structures flexible so student have supports as needs shift.	Action Step 1, Action Step 3	Support for stronger alignment between DDI and reteach/interventions

Step 1 Details	Reviews
<p>Action Step 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p> <p>Evidence Used to Determine Progress: Campus Data Tracker DDI Meeting Agenda SCA & MAP Growth Data</p> <p>Person(s) Responsible: ILT Teachers Team Leaders</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Quarterly - Evidence Collection Date: March 10, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is monitored by teachers and students and visible in every classroom and throughout the school to foster student ownership and goal setting. Student data notebooks using performance level cuts from 2022 to chart progress from SCA 1 through SCA 3.</p> <p>Evidence Used to Determine Progress: Individual Student Data Notebooks</p> <p>Person(s) Responsible: Teachers Students ILT</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 10, 2023 - Frequency: Ongoing - Evidence Collection Date: March 10, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers in grades K-5 have protected time built into the master schedule to meet weekly following DDI protocol for in-depth conversations about formative and interim student data, effective instructional strategies, re-teach and intervention planning, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Evidence Used to Determine Progress: Campus Master Schedule</p> <p>Person(s) Responsible: Teachers ACS Team Leaders ILT</p> <p>Non-Funded Resources Needed: ACSs support PLC DDI implementation</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Weekly - Evidence Collection Date: March 10, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

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

1. **Essential Action 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: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: High-quality instructional materials are provided to teachers via BLEND. An area of growth/improvement is in ensuring all teachers are consistently using the materials.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We intend to build capacity in this Essential Action by partnering with our DCSI as well as district level representatives that will help us craft & implement lesson plans and assessments that are aligned and are at the appropriate level of rigor. Our ILT will also review lesson plans and observe instruction to ensure our teachers are utilizing high leverage instructional practices and strategies that are engaging and meaningful.

Face to face and virtual professional learning experiences, modeling/implementation support and on site coaching will also build our ILT as well as teacher's capacity on their planning and implementation of high-quality, engaging, relevant, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During our back to school professional learning in August, the campus leadership team began communicating the importance of every scholar in the Pecan Springs Learning Community making progress and reaching his/her performance targets. Progress toward our priorities will be public and evident in our weekly communication to staff. We will also be intentional in our practices to focus on effective instructional practices during our weekly PLCs. We will ensure our staff are all reflective practitioners and consistently make data informed decisions to ensure progress. Community business partners provide incentives for staff and students.

Scholars in the Pecan Springs Learning Community will be made aware of our these priorities during Goal Setting Meetings & Student Data Conferences, as well as weekly assemblies.

Community and families will be notified of our focus at our back to school event, monthly SMORE family newsletter, Principal Coffee, and CAC Meetings. Our scholars will be made aware of our focus on excellent teaching through our motto of Building a Better Future, One Eagle at a Time , as well as our announcing the teacher of the month at each EAFK Assembly.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will respon to this data and make adjustments as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of SY 22-23, 100% of core classrooms will demonstrate evidence of high quality first teach utilizing high-leverage instructional strategies (planned during PLCs). - evidence: walkthrough forms

District Commitment Theory of Action: IF the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement effective classroom routines and instructional strategies AND implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of cycle 3, 15 out of 15 core classrooms will demonstrate evidence of high quality first teach utilizing high-leverage instructional strategies (planned during PLCs) as evidenced by Frontline walkthrough forms.

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 (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: At Pecan Springs, are beginning to refine and refocus our PLC practices. Last year, our teachers began the work to unpack the standard and create teacher exemplars. This school year, it is our intent to also focus on the reteach/reassessment to maximize instruction and ensure all scholars are making progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We intend to build capacity in this Essential Action by partnering with our DCSI as well as district level representatives that will help us craft & implement lesson plans and assessments that are aligned and are at the appropriate level of rigor. Our ILT will also review lesson plans and observe instruction to ensure our teachers are utilizing high leverage instructional practices and strategies that are engaging and meaningful.

Face to face and virtual professional learning experiences, modeling/implementation support and on site coaching will also build our ILT as well as teacher's capacity on their planning and implementation of high-quality, engaging, relevant, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During our back to school professional learning in August, the campus leadership team began communicating the importance of every scholar in the Pecan Springs Learning Community making progress and reaching his/her performance targets. Progress toward our priorities will be public and evident in our weekly communication to staff. We will also be intentional in our practices to focus on effective instructional practices during our weekly PLCs. We will ensure our staff are all reflective practitioners and consistently make data informed decisions to ensure progress. Community business partners provide incentives for staff and students.

Scholars in the Pecan Springs Learning Community will be made aware of our these priorities during Goal Setting Meetings & Student Data Conferences, as well as weekly assemblies.

Community and families will be notified of our focus at our back to school event, monthly SMORE family newsletter, Principal Coffee, and CAC Meetings. Our scholars will be made aware of our focus on excellent teaching through our motto of Building a Better Future, One Eagle at a Time , as well as our announcing the teacher of the month at each EAFK Assembly.

We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will respond to this data and make adjustments as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of SY 22-23, 100% 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 ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), AND the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement effective classroom routines and instructional strategies AND implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of Cycle 3, 15 out of 15 core classrooms will demonstrate evidence of re-teach and/or student intervention and enrichment plans derived from the data analysis conducted in PLCs.

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
2	1	4	Part-time hourly wages		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Budget Object Code Amount					\$28,000.00
+/- Difference					\$18,000.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$10,000.00
+/- Difference					\$10,000.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$1,000.00
+/- Difference					\$1,000.00
Grand Total Budgeted					\$39,000.00
Grand Total Spent					\$10,000.00
+/- Difference					\$29,000.00

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	116	56	53	N/A	Interim Assessment	60	13	Interim Assessment	60		60	
			All	All	Reading	Meets	STAAR	116	29	21	N/A	Interim Assessment	30	3	Interim Assessment	30		30	
			All	All	Reading	Masters	STAAR	116	15	11	N/A	Interim Assessment	15	1	Interim Assessment	15		15	
			All	All	Mathematics	Approaches	STAAR	116	47	34	N/A	Interim Assessment	60	34	Interim Assessment	60		60	
			All	All	Mathematics	Meets	STAAR	116	25	16	N/A	Interim Assessment	30	12	Interim Assessment	30		30	
			All	All	Mathematics	Masters	STAAR	116	7	9	N/A	Interim Assessment	15	22	Interim Assessment	15		15	
			All	All	Science	Approaches	STAAR	32	33	34	N/A	Interim Assessment	60	33	Interim Assessment	60		60	
			All	All	Science	Meets	STAAR	32	14	10	N/A	Interim Assessment	30	7	Interim Assessment	30		30	
			All	All	Science	Masters	STAAR	32	5	3	N/A	Interim Assessment	15	7	Interim Assessment	15		15	
Closing the Gaps	Focus 1	Academic Growth Status	All	Hispanic	Mathematics	N/A	Mathematics	N/A	65	65	99	Interim Assessment	69	95	Interim Assessment	69		69	
	Focus 2	Academic Achievement	All	Hispanic	ELA	N/A	ELA	N/A	29	18	99	Interim Assessment	40	35	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	102	Did Not Meet	47	43	84	40		37	
					Approaches	32	35	16	38		42	
					Meets	10	13	3	16		20	
					Masters	10	13	1	16		20	
	Math	All	STAAR	101	Did Not Meet	67	64	31	61		57	
					Approaches	18	21	69	24		28	
					Meets	7	10	34	13		17	
					Masters	8	11	22	14		18	

Addendums

Teacher PPFT Informal Walkthrough

User Information

Name: Anna Bostick (E175235)

Title: 129-T-Es 5th ESL

Building: PECAN SPRINGS ELEMENTARY

Department: None

Grade: None

Evaluation Type: Teacher-Standard

Assigned Administrator: Williams, Andrea

Evaluation Cycle: 08/08/2022 - 07/01/2023

Submitted By: Williams, Andrea

Date Submitted: 09/28/2022 2:23 pm CDT

Acknowledged By: Bostick, Anna

Date Acknowledged: 09/28/2022 3:12 pm CDT

Finalized By: Williams, Andrea

Date Finalized : 10/12/2022 11:09 am CDT

Walkthrough Date: 9/28/2022

Required

Recognition (Praise):

Phenomenal job of incorporating ideas gleaned from your PLC as well as implementing the high leverage engagement strategy of the month! During my visit, I noticed that you not only utilized Total Physical Response (for GMA), but you also established clear expectations for the Think-and-Throw Activity. Way to hold scholars accountable & engage ALL learners:)

Probe & Polish:

Consider incorporating a randomization strategy to compliment your instructional practice.

Administrators should only note what is observed in the walkthrough, there is no need to fill out each indicator.

Strand 1: Practice & Interaction

[Link to Strand 1](#)

Strand 1: Practice and Interaction

Indicator	Area for Growth	Expectation Observed
<p>1.1 Lesson Progression & Pacing <i>Pacing supports understanding/mastery of objectives</i></p> <p>Look Fors</p> <ul style="list-style-type: none"> • Lesson Pacing: Too fast, too slow <ul style="list-style-type: none"> ◦ Time spent on each lesson component • Use of time: Transitions, Time spent on task • Students on task • Mastery of the objective • Adjustments to the lesson to meet student needs 		
<p>1.2 Differentiation <i>Differentiation ensures all students have equitable access</i></p> <p>Look Fors</p> <ul style="list-style-type: none"> • Differentiation: Content, Product, Process • Scaffolds in place to meet student needs • Diverse learning for strengths and gaps • Individualized lessons • Resources and supports readily available 		
<p>1.3 Student Engagement <i>Students are actively engaged</i></p> <p>Look Fors</p> <ul style="list-style-type: none"> • Students take an active role <ul style="list-style-type: none"> ◦ Volunteering responses 		

Rubric Score: 2/2

Indicator	Area for Growth	Expectation Observed
<ul style="list-style-type: none"> ○ Asking questions, Higher order thinking (HOT) ○ Problem solving ○ Student-student interaction ○ Active listening ○ Clear roles, Roles and Responsibilities ○ Student participation (discussions/activities) 	<p>Notes: Content: Math</p> <p>Task: Think-and-Throw-scholars actively solved an equation using GMA</p> <p>Scholars: seated in cooperative groups, individually solved equations, adhered to directions for activity, engaged in Think-and-Throw activity, shared thinking with classmates, and were respectful of peers' thinking</p> <p>Teacher: modeled clear expectations, scaffolded learning by using TPR, used Thumbs Up Thumbs Down as a formative assessment, referenced Anchor of Support</p>	
<p>1.4 Student-Centered Learning <i>Balance of direct and student centered instruction</i></p> <p><u>Look Fors</u></p> <ul style="list-style-type: none"> ● Students taking ownership of the lesson ● Students are active learners ● Students engage in meaningful problem-solving activities ● Teacher facilitates when appropriate ● Teacher plans structures that allow students to lead ● Teacher monitors and adjusts instruction and activities 		
Rubric Score: 2/2		

Strand 2: Standards & Alignment

[Link to Strand 2](#)

Strand 2: Standards and Alignment ▼

Strand 3: Assessment & Feedback

[Link to Strand 3](#)

Strand 3: Assessment and Feedback ▼

Strand 4: Routines & Procedures

[Link to Strand 4](#)

Strand 4: Routines and Procedures ▼

Strand 5: Classroom Climate & Culture

[Link to Strand 5](#)

Strand 5: Classroom Climate and Culture ▼

Optional

For campus specific use if/when supporting additional priorities/goals.

Campus Specific Goals:

Evidence Observed:

Artifacts ▼

Name	Upload Date	Upload User	File		

I have selected a rating for a minimum of one indicator.

Yes

Feedback was provided for any indicator selected (Area of Growth or Expectation Observed) on the form above.

Yes

Acknowledgement of this form does not denote agreement but is acceptance that the feedback was received.

Teacher PPFT Informal Walkthrough

User Information

Name: Macy Young (E176768)

Title: 129-T-Es 4th ESL

Building: PECAN SPRINGS ELEMENTARY

Department: None

Grade: None

Evaluation Type: Teacher-Standard

Assigned Administrator: Williams, Andrea

Evaluation Cycle: 08/08/2022 - 07/01/2023

Submitted By: Williams, Andrea

Date Submitted: 09/15/2022 11:25 am CDT

Acknowledged By: Young, Macy

Date Acknowledged: 09/16/2022 2:26 pm CDT

Finalized By: Williams, Andrea

Date Finalized : 09/20/2022 10:47 am CDT

Walkthrough Date: 9/13/2022

Required

Recognition (Praise):

Way to set your scholars up for success! During your math instruction, I noticed that you were not only intentional in the delivery of your lesson (in that every scholar had access to supplemental aids), but you also modeled your thinking on our campus-wide SOAR Think Pad.

Additionally, I observed that you utilized a high-leverage strategy (such as Think-Pair-Share) to engage all scholars.

Probe & Polish:

Consider how you might adjust your instruction to structure the conversations during Think-Pair-Share?

Administrators should only note what is observed in the walkthrough, there is no need to fill out each indicator.

Strand 1: Practice & Interaction

[Link to Strand 1](#)

Strand 1: Practice and Interaction

Indicator	Area for Growth	Expectation Observed
<p>1.1 Lesson Progression & Pacing <i>Pacing supports understanding/mastery of objectives</i></p> <p>Look Fors</p> <ul style="list-style-type: none"> Lesson Pacing: Too fast, too slow <ul style="list-style-type: none"> Time spent on each lesson component Use of time: Transitions, Time spent on task Students on task Mastery of the objective Adjustments to the lesson to meet student needs 		
<p>1.2 Differentiation <i>Differentiation ensures all students have equitable access</i></p> <p>Look Fors</p> <ul style="list-style-type: none"> Differentiation: Content, Product, Process Scaffolds in place to meet student needs Diverse learning for strengths and gaps Individualized lessons Resources and supports readily available 		
<p>1.3 Student Engagement <i>Students are actively engaged</i></p>		
Rubric Score: 1/2		

Indicator	Area for Growth	Expectation Observed
<p><u>Look Fors</u></p> <ul style="list-style-type: none"> • Students take an active role <ul style="list-style-type: none"> ◦ Volunteering responses ◦ Asking questions, High order thinking (HOT) ◦ Problem solving ◦ Student-student interaction ◦ Active listening ◦ Clear roles, Roles and Responsibilities ◦ Student participation (discussions/activities) 	<p>Notes: Consider how you might adjust your instruction to structure the conversations during Think-Pair-Share? In the future, please ensure that you are consistently utilizing Sentence Stems to support all learners.</p> <p>I'll be in next week to observe your implementation of this expectation. Much appreciated:))</p>	
<p>1.4 Student-Centered Learning <i>Balance of direct and student centered instruction</i></p> <p><u>Look Fors</u></p> <ul style="list-style-type: none"> • Students taking ownership of the lesson • Students are active learners • Students engage in meaningful problem-solving activities • Teacher facilitates when appropriate • Teacher plans structures that allow students to lead • Teacher monitors and adjusts instruction and activities 		
Rubric Score: 1/2		

Strand 2: Standards & Alignment

[Link to Strand 2](#)

Strand 2: Standards and Alignment ▼

Strand 3: Assessment & Feedback

[Link to Strand 3](#)

Strand 3: Assessment and Feedback ▼

Strand 4: Routines & Procedures

[Link to Strand 4](#)

Strand 4: Routines and Procedures ▼

Strand 5: Classroom Climate & Culture

[Link to Strand 5](#)

Strand 5: Classroom Climate and Culture ▼

Optional

For campus specific use if/when supporting additional priorities/goals.

Campus Specific Goals:

Evidence Observed:

Artifacts ▼

Name	Upload Date	Upload User	File

I have selected a rating for a minimum of one indicator.

Yes

Feedback was provided for any indicator selected (Area of Growth or Expectation Observed) on the form above.

Yes

Acknowledgement of this form does not denote agreement but is acceptance that the feedback was received.