

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



BARRINGTON
ELEMENTARY SCHOOL
AUSTIN Independent School District

Campus Number: 227901149

Board Approval Date: December 15, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Anthony Mays
Mary Alvarez

Principal: Dr. Gilma Sanchez
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 Alvarez

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 Alvarez

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: Dr. Gilma Sanchez

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our Domain 1 goal is 65% App, 45% 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, this domain should not impact our overall accountability 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 an 80 B. We chose a 75 raw score, because we feel it is reasonable that 75% of our students will earn at least one growth point in reading and math.

Closing the Gaps

What accountability goal has your campus set for this year?

Until we receive the new 2023 Accountability system redesign, we will aim to meet 4 out of 14 of our Academic Achievement goals, 8 out of 10 for growth, 1 of 1 for TELPAS and 1 of 7 for student success. Meeting these targets will give us a domain 3 score of approximately 73 C. A score of 73 C in closing the gaps and an 80 in Domain 2A will give us an overall score of a 78 C. These goals are in alignment with our Domain 1 goals and our domain 2A goals.

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?

Mathematics, Hispanic students in domain 3 academic growth is one of our target areas. Our goal is that 75% of Hispanic students get at least one growth point in math. This subject area was chosen because Barrington had good growth in reading in SY 2021-22, but they struggled showing growth in math, and if they maintain their growth in reading while improving their growth in math they will be able to achieve their accountability goals. This will allow us to achieve 15 points towards our overall accountability score.

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

Our second focus area STAAR academic achievement in both reading and math. Hispanic students did not achieve either target score for academic achievement in SY 2021-22. If 40% of Hispanic students achieve meets in both reading and math they will meet the state targets for that group. This has the potential to contribute 9 points to our overall accountability score.

Essential Actions

Cycles 1-3

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

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?: General - Instructional Leadership Team consistently in classrooms observing instruction and providing coaching and feedback. Ongoing opportunities for teacher input/feedback to support focused and responsive PD planning.

Math performance exceeded goals - PLCs started week 1 with planning processes and DDI. Small group interventions were in place in week 1. Implementing UPS Check problem solving strategy with fidelity.

Science performance struggled because it wasn't a focus in PLCs. - 3rd and 4th grade took Science SCA 1 and did well. 5th grade teacher brand new and needs additional support and mentoring. Brought in Brian Wann (ACS) for additional science content and instructional support. Even though science for DL is Spanish there are not enough Spanish resources for Spanish. Look at schedule to ensure adequate time for Science small group instruction - added time on Fridays to make up for loss throughout the week. Keep looking at ways to address schedule issues.

Reading - Campus wide focus on implementing DL model with fidelity - DL students outperformed others. Teachers using STAAR like passages / items as exit tickets etc to help prepare students. Purchased new Forde Ferrier with new item types to provide "more at bats." Bilingual dyslexia specialist working with small groups on reading- makes a big difference to have bilingual support. Reading small groups started at the beginning of the year (with PL support).

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective planning and in the delivery of the lessons. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19 and some students learning remotely, the campus will need to ensure that the calendar reflects time for planning and support using alignment for instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use professional development to build capacity in the planning and development of lesson plans. Teachers in K-5 will use the AVID and Formative Assessment PD to deliver lessons aligned to the MB ES lesson plan template. Teachers will use the training provided by the district and campus Coaches to create and deliver lessons with clear objectives. We will use walkthroughs to provide feedback to the teachers and provide coaching support based on outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's Weekly meetings, Weekly Messages, student morning meetings, CAC and PTA meetings.

Desired Annual Outcome: By May, 2023, 90% of grade 3-5 teachers (n=8) observed weekly, will demonstrate implementation of the posted lesson plans with fidelity including effective instructional strategies and daily Formative Assessment to guide instruction.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training (i.e., Leverage Leadership 2.0) and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction and observation and feedback) and if the district ensures that schools receive detailed reports within two instructional days regarding results on the district provided and graded (using SchoolCity), TEKS aligned, quarterly, short cycle assessments which campuses can use to further refine their response plans, then leadership and teacher capacity will be developed and student learning outcomes will improve.

Desired 90-day Outcome: Teachers in 3-5 grade will create and deliver lesson plans that reflect AVID strategies, formative assessment, and small group instruction. 85% of teachers will create lesson plans that reflect 90% accuracy using the lesson plan components by the end of Cycle 1.

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?: PD to support lesson plan template and expectations for use with ongoing coaching and feedback from leadership team. Returning teachers provide consistency and maintain capacity from previous year.

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 have requested more time for lesson plan submission.	Action Step 3	Granting the extension when necessary.

Step 1 Details	Reviews
<p>Action Step 1: Barrington will provide professional development on the implementation of the "looking forward" (planning) campus based PLC framework, and lesson plan template with the associated required components.</p> <p>Evidence Used to Determine Progress: Professional Development Agenda, PD Sign-in lists.</p> <p>Person(s) Responsible: Instructional Leadership Team (ILT)</p> <p>Non-Funded Resources Needed: PLC Framework, Lesson Plan template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Ongoing - Evidence Collection Date: September 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Professional development provided</p>

Step 2 Details	Reviews
<p>Action Step 2: Implement "Looking Forward" (lesson planning) PLCs on a weekly basis in reading and math. PLCs will follow the campus based PLC framework.</p> <p>Evidence Used to Determine Progress: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Need to apply this same focus to Science lesson planning.</p>
Step 3 Details	Reviews
<p>Action Step 3: The teacher will receive support on lesson plans as needed based on the results of the lesson plan rubric evaluation. Lesson plans will ensure that rigor is presented in instructional assignments.</p> <p>Evidence Used to Determine Progress: Lesson Plan Rubric</p> <p>Person(s) Responsible: Instructional Specialist</p> <p>Non-Funded Resources Needed: Lesson Plan rubric Headphones for students to stay focused on instructional assignments</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: ESF Grant - 6300-Supplies and materials - \$2,248.50</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: ongoing</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective implementation of planning and the creation of assessments for effective instruction. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19, the campus will need to ensure that data specific to each individual student is available at the beginning of the year in order to effectively focus on student needs. The need to determine the campus assessment calendar and data meetings will be crucial while focusing on student outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity by providing training to teachers and the Instructional Specialists in the use and implementation of the PLC framework. The teachers will receive training in using the lesson plan framework, classroom routines and procedures, and the walkthrough domains.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's Weekly meetings, Weekly Messages, student morning meetings, CAC and PTA meetings.

Desired Annual Outcome: By May, 2023, 100% of teachers in grades 3-5 will use DDI protocols for analyzing formative and summative assessment data to drive their instruction for those needing remediation, reteach and extension. This analysis will happen during weekly PLC meetings.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training (i.e., Leverage Leadership 2.0) and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction and observation and feedback) and if the district ensures that schools receive detailed reports within two instructional days regarding results on the district provided and graded (using SchoolCity), TEKS aligned, quarterly, short cycle assessments which campuses can use to further refine their response plans, then leadership and teacher capacity will be developed and student learning outcomes will improve.

Desired 90-day Outcome: Teachers in 3-5 will create reteach plans in weekly PLC meetings using the Looking Back PLC framework. 90% of teachers will record their small group interventions in the small group log by the end of cycle 1. Evidence - lesson plan submissions, PLC agenda notes, reteach plans.

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?: Yes

Why or why not?: Clear expectations provided through PD and ongoing PLC meetings facilitated by Instructional Leadership Team members.

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?
Need for data driven planning for reteach and intervention so that student learning needs can be met in a timely manner to address gaps as they occur.	Action Step 1, Action Step 2, Action Step 3	DDI process will support data informed reteach and intervention planning and implementation

Step 1 Details	Reviews
<p>Action Step 1: Barrington will provide professional development on the implementation of the "looking back" (DDI meetings) campus based PLC framework (derived from Region 13 TIL DDI trainings), re-teaching component of the lesson plan template, and the small group log.</p> <p>Evidence Used to Determine Progress: PLC calendar, PD Agenda, PS sign-in sheets</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: PLC calendar, PD Agenda, small group intervention log, "looking back" PLC framework, TIL DDI trainings</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: TIL DDI Training - ESF Grant - 6200-Professional and contracted services - \$7,387.50</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Professional Development provided</p>
Step 2 Details	Reviews
<p>Action Step 2: Implement "Looking Back" (data meeting) PLCs on a weekly basis in reading and math. PLCs will follow the campus based PLC framework. Teachers document small group interventions in their small group log.</p> <p>Evidence Used to Determine Progress: Small Group Log, PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Adding science as a focus for DDI as well</p>

Step 3 Details	Reviews
<p>Action Step 3: ILT members provide feedback on the re-teach plans to teachers, and observe re-teach implementation during classroom walkthroughs.</p> <p>Evidence Used to Determine Progress: Feedback in the lesson plan template, Walkthrough calendar, Walkthrough feedback</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: Feedback in the lesson plan template, Walkthrough calendar, Walkthrough feedback</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Feedback on Lesson Plan is written, re-teach feedback provided via coaching conversations</p>
Step 4 Details	Reviews
<p>Action Step 4: Analyze district interim assessment (SCA 1) data to develop tutoring groups. Tutoring will occur outside the school day.</p> <p>Evidence Used to Determine Progress: Tutoring Group Lists, AISD Data Tracker</p> <p>Person(s) Responsible: ILT and Contractors</p> <p>Non-Funded Resources Needed: Tutoring contractors, Extra Duty Pay, Snacks, STAAR Ultimate Mastery Workbooks for tutoring/reteach lessons</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Quarterly - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: ESF Grant - Ultimate Mastery Reading & Writing - 6300-Supplies and materials - \$7,866, ESF Grant - Ultimate Mastery Reading & Writing Shipping - 6400-Other operating costs - \$1,026</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: Consider beginning tutoring after SCA 2 - need to ensure teacher interest/availability and create a tutoring plan that can meet the needs of both teachers and students. Possibly collect feedback/input through a survey etc.</p>
Step 5 Details	Reviews
<p>Action Step 5: Teachers and leadership team used extra duty time to engage in PD centered around data-driven instruction and analyzed data to drive instruction for SY 22-23.</p> <p>Evidence Used to Determine Progress: PD agenda, attendance</p> <p>Person(s) Responsible: Principal, Leadership team</p> <p>Non-Funded Resources Needed: ESF Grant for extra duty pay</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: July 14, 2022 - Frequency: One Time - Evidence Collection Date: July 29, 2022</p> <p>Funding Sources: ESF Grant - 6100-Payroll - \$3,159.53</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Whole campus Summer PD</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: Partial Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective planning and in the delivery of the lessons. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19 and some students learning remotely, the campus will need to ensure that the calendar reflects time for planning and support using alignment for instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use professional development to build capacity in the planning and development of lesson plans. Teachers in K-5 will use the AVID and Formative Assessment PD to deliver lessons aligned to the MB ES lesson plan template. Teachers will use the training provided by the district and campus Coaches to create and deliver lessons with clear objectives. We will use walkthroughs to provide feedback to the teachers and provide coaching support based on outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's Weekly meetings, Weekly Messages, student morning meetings, CAC and PTA meetings.

Desired Annual Outcome: By May, 2023, 90% of grade 3-5 teachers (n=8) observed weekly, will demonstrate implementation of the posted lesson plans with fidelity including effective instructional strategies and daily Formative Assessment to guide instruction.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training (i.e., Leverage Leadership 2.0) and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction and observation and feedback) and if the district ensures that schools receive detailed reports within two instructional days regarding results on the district provided and graded (using SchoolCity), TEKS aligned, quarterly, short cycle assessments which campuses can use to further refine their response plans, then leadership and teacher capacity will be developed and student learning outcomes will improve.

Desired 90-day Outcome: Teachers in 3-5 grade will deliver lesson plans aligned to the standard using the AISD PLC Looking Forward framework. By the end of cycle 2, 90% of teachers observed will demonstrate evidence of alignment of what the students need to know and show in the delivery of the lesson.

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?
Teachers need support for implementing strategies for remediation and intervention when students are significantly below grade level.	Action Step 1, Action Step 2	Coaching support for instruction and lesson planning.
5th grade has new 1st year teacher - specifically challenging for science (first year tested, departmentalized means new teacher is sole science teacher).	Action Step 3	specific support and resources for 5th grade Science

Step 1 Details	Reviews
<p>Action Step 1: Teachers in grades 3-5 will receive support on lesson plans as needed based on the results of the lesson plan rubric evaluation.</p> <p>Evidence Used to Determine Progress: Lesson Plan Rubric</p> <p>Person(s) Responsible: Instructional Specialist</p> <p>Non-Funded Resources Needed: Lesson Plan rubric</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Weekly - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Continue implementing "Looking Forward" (lesson planning) PLCs on a weekly basis in 3-5 reading and math. PLCs will follow the campus based PLC framework.</p> <p>Evidence Used to Determine Progress: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Add science focus for 5th grade PLC and bring in Brian Wann (ACS) for coaching and support with new 5th grade teacher.</p> <p>Evidence Used to Determine Progress: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Person(s) Responsible: ILT Mary Alvarez</p> <p>Non-Funded Resources Needed: Academic Coaching Specialist (ACS)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Weekly - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective implementation of planning and the creation of assessments for effective instruction. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19, the campus will need to ensure that data specific to each individual student is available at the beginning of the year in order to effectively focus on student needs. The need to determine the campus assessment calendar and data meetings will be crucial while focusing on student outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity by providing training to teachers and the Instructional Specialists in the use and implementation of the PLC framework. The teachers will receive training in using the lesson plan framework, classroom routines and procedures, and the walkthrough domains.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's Weekly meetings, Weekly Messages, student morning meetings, CAC and PTA meetings.

Desired Annual Outcome: By May, 2023, 100% of teachers in grades 3-5 will use DDI protocols for analyzing formative and summative assessment data to drive their instruction for those needing remediation, reteach and extension. This analysis will happen during weekly PLC meetings.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training (i.e., Leverage Leadership 2.0) and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction and observation and feedback) and if the district ensures that schools receive detailed reports within two instructional days regarding results on the district provided and graded (using SchoolCity), TEKS aligned, quarterly, short cycle assessments which campuses can use to further refine their response plans, then leadership and teacher capacity will be developed and student learning outcomes will improve.

Desired 90-day Outcome: By the end of Cycle 2, 100% of 3rd-5th grade teachers (n=8) will use DDI (looking backward) PLC protocol to plan for effective small group instruction based on identified student needs/gaps, with a focus on our economically disadvantaged and hispanic populations.

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?
Science SCA 1 indicated need for remediation/scaffolding for students performing significantly below grade level.	Action Step 4	Specific support for Science PLC and instruction
DDI process needs to inform student groups for intervention - expectation has not been supported for Science in the way it has been supported for Math and Reading.	Action Step 1, Action Step 4	Supports DDI implementation in PLCs with addition of science PLC

Step 1 Details	Reviews
<p>Action Step 1: Implement "Looking Back" (DDI meeting) PLCs on a weekly basis in reading, math and science. PLCs will follow the campus based PLC framework. Teachers document small group interventions in their small group log.</p> <p>Evidence Used to Determine Progress: Small Group Log, PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: ILT members provide feedback on the re-teach plans to teachers, and observe re-teach implementation during classroom walkthroughs.</p> <p>Evidence Used to Determine Progress: Feedback in the lesson plan template, Walkthrough calendar, Walkthrough feedback</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: Feedback in the lesson plan template, Walkthrough calendar, Walkthrough feedback</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 10, 2023 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: ILT will create a plan to engage teachers and staff in planning for tutoring support.</p> <p>Evidence Used to Determine Progress: Teacher/Staff survey responses</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: One Time - Evidence Collection Date: January 31, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Implement "Looking Back" (DDI meeting) PLCs on a weekly basis in Science grade 5 with support from Brian Wann (ACS). PLCs will follow the campus based PLC framework. Teachers document small group interventions in their small group log.</p> <p>Evidence Used to Determine Progress: Small Group Log, PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Person(s) Responsible: ILT Mary Alvarez</p> <p>Non-Funded Resources Needed: ACS - Brian Wann</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Weekly - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

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

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective planning and in the delivery of the lessons. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19 and some students learning remotely, the campus will need to ensure that the calendar reflects time for planning and support using alignment for instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use professional development to build capacity in the planning and development of lesson plans. Teachers in K-5 will use the AVID and Formative Assessment PD to deliver lessons aligned to the MB ES lesson plan template. Teachers will use the training provided by the district and campus Coaches to create and deliver lessons with clear objectives. We will use walkthroughs to provide feedback to the teachers and provide coaching support based on outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's Weekly meetings, Weekly Messages, student morning meetings, CAC and PTA meetings.

Desired Annual Outcome: By May, 2023, 90% of grade 3-5 teachers (n=8) observed weekly, will demonstrate implementation of the posted lesson plans with fidelity including effective instructional strategies and daily Formative Assessment to guide instruction.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training (i.e., Leverage Leadership 2.0) and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction and observation and feedback) and if the district ensures that schools receive detailed reports within two instructional days regarding results on the district provided and graded (using SchoolCity), TEKS aligned, quarterly, short cycle assessments which campuses can use to further refine their response plans, then leadership and teacher capacity will be developed and student learning outcomes will improve.

Desired 90-day Outcome: Teachers in K-5 grade will create lesson plans using the components as designed in the lesson plan template with 95% accuracy. Instructional Specialists will review lesson plans, and provide teachers with feedback when the percentage is below 80% and as requested by the teacher if it is higher than 80%.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective implementation of planning and the creation of assessments for effective instruction. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19, the campus will need to ensure that data specific to each individual student is available at the beginning of the year in order to effectively focus on student needs. The need to determine the campus assessment calendar and data meetings will be crucial while focusing on student outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity by providing training to teachers and the Instructional Specialists in the use and implementation of the PLC framework. The teachers will receive training in using the lesson plan framework, classroom routines and procedures, and the walkthrough domains.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's Weekly meetings, Weekly Messages, student morning meetings, CAC and PTA meetings.

Desired Annual Outcome: By May, 2023, 100% of teachers in grades 3-5 will use DDI protocols for analyzing formative and summative assessment data to drive their instruction for those needing remediation, reteach and extension. This analysis will happen during weekly PLC meetings.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training (i.e., Leverage Leadership 2.0) and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction and observation and feedback) and if the district ensures that schools receive detailed reports within two instructional days regarding results on the district provided and graded (using SchoolCity), TEKS aligned, quarterly, short cycle assessments which campuses can use to further refine their response plans, then leadership and teacher capacity will be developed and student learning outcomes will improve.

Desired 90-day Outcome: 95% of classrooms will establish effective small group instruction based on Short Cycle Assessment Data and develop criteria to analyze student needs based on historically underserved student groups.

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
1	2	5	ESF Grant		\$3,159.53
Sub-Total					\$3,159.53
Budgeted Budget Object Code Amount					\$52,391.50
+/- Difference					\$49,231.97
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	TIL DDI Training - ESF Grant		\$7,387.50
Sub-Total					\$7,387.50
Budgeted Budget Object Code Amount					\$23,588.00
+/- Difference					\$16,200.50
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	ESF Grant		\$2,248.50
1	2	4	ESF Grant - Ultimate Mastery Reading & Writing		\$7,866.00
Sub-Total					\$10,114.50
Budgeted Budget Object Code Amount					\$12,409.50
+/- Difference					\$2,295.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	4	ESF Grant - Ultimate Mastery Reading & Writing Shipping		\$1,026.00
Sub-Total					\$1,026.00
Budgeted Budget Object Code Amount					\$1,800.00
+/- Difference					\$774.00
Grand Total Budgeted					\$90,189.00
Grand Total Spent					\$21,687.53
+/- Difference					\$68,501.47

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	126	58	66	N/A	Interim Assessment	65	53	Interim Assessment	65		65	
			All	All	Reading	Meets	STAAR	126	29	34	N/A	Interim Assessment	45	25	Interim Assessment	45		45	
			All	All	Reading	Masters	STAAR	126	12	15	N/A	Interim Assessment	15	14	Interim Assessment	15		15	
			All	All	Mathematics	Approaches	STAAR	126	33	50	N/A	Interim Assessment	65	77	Interim Assessment	65		65	
			All	All	Mathematics	Meets	STAAR	126	13	23	N/A	Interim Assessment	45	47	Interim Assessment	45		45	
			All	All	Mathematics	Masters	STAAR	126	4	7	N/A	Interim Assessment	15	25	Interim Assessment	15		15	
			All	All	Science	Approaches	STAAR	37	31	34	N/A	Other	40	29	Other	40		40	
			All	All	Science	Meets	STAAR	37	14	15	N/A	Other	20	9	Other	20		20	
			All	All	Science	Masters	STAAR	37	3	6	N/A	Other	10	3	Other	10		10	
Closing the Gaps	Focus 1	Academic Growth Status	All	Hispanic	Mathematics	N/A	Mathematics	N/A	23	23	100	Interim Assessment	50	68	Interim Assessment	70		75	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	14	23	100	Interim Assessment	30	49	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	126	Did Not Meet	34	30	47	30		30	
					Approaches	66	70	53	70			
					Meets	34	35	25	35			
					Masters	15	15	14	15			
	Math	All	STAAR	126	Did Not Meet	50	25	23	25		25	
					Approaches	50	65	77	65			
					Meets	23	25	47	25			
					Masters	7	10	25	10			

Addendums

Barrington's "Looking Back" Meeting 4th Grade

Leading Teacher Teams to Analyze Student Daily Work

Date:	Week: 15		
Prepare (Before the meeting)	Prepare		
	<ul style="list-style-type: none"> ● Materials ready: ID student exemplar, teachers turn in student work, pull and categorize hi/med/lo student work (just a few of each), pull upcoming lesson plan(s) and pertinent prompting guides ● Prime the pump: script the reteach plan and the gap in student understanding; unpack the standard ● Preview protocol with teachers: assign roles, novice teachers speak first, veteran teachers add on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template 		
See It (12 mins)	See Past Success, See the Exemplar, and See and Analyze the Gap		
	<p>See Past Success (1 min):</p> <div style="border: 1px solid black; padding: 5px; background-color: #add8e6; margin-bottom: 5px;"> <p>Last week, we planned to reteach:</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Standard: Molina/Vallado/Delgado - 4.4(A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm</p> <p>Delgado -</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Molina went from <u> 12.5 </u> % proficient to <u> 57.1 </u> %.</p> <p>Vallado went from <u> 13.3 </u> % proficient to <u> 51.2 </u> %.</p> <p>Delgado went from <u> 0 </u> % proficient to <u> 33.3 </u> %.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Nice job!</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Teacher #1 Molina: 57.1%</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Teacher #2 Vallado: 51.2%</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Teacher #3 Delgado: 33.3%</p> </div> <p style="margin-left: 20px;">→ "What actions did you take to reach this goal?"</p> <p>List the Items here:</p> <ul style="list-style-type: none"> ● Using grid ● Practicing the algorithm and organizing problem <p>See the Exemplar (8 min):</p> <p style="margin-left: 20px;">→ Narrow the focus:</p> <p style="margin-left: 20px;">→ https://lead4ward.com/resources/</p> <div style="border: 1px solid black; padding: 5px; background-color: #f4a460; margin-top: 10px;"> <p style="text-align: center;">"Today, I want to dive into:</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 30%; padding: 5px;">Standard</td> <td style="padding: 5px;">Molina/Vallado - 4.2F</td> </tr> </table>	Standard	Molina/Vallado - 4.2F
Standard	Molina/Vallado - 4.2F		

	Delgado - 4.3C
Interpret the Standard	Molina/Vallado - Compare and order decimals using concrete and visual models to the hundredths Delgado - Determine if two given fractions are equivalent using a variety of methods
Assessment Item	#5 on Unit 4 Test #10 on Unit 4 Test
Teacher #1 Molina	28.6%
Teacher #2 Vallado	35.7%
Teacher #3 Delgado	23.1%

“Take 1 min: in your own words, what should a student know or be able to do to show mastery?”

- Chart it
- Share Out
- The leader goes last: add anything that is missing

Know	Show
<ul style="list-style-type: none"> ● Delgado <ul style="list-style-type: none"> ○ Vocab: <ul style="list-style-type: none"> ■ Equivalent ■ Fractions ○ How to create equivalent fractions and test for equivalence ● Molina/Vallado <ul style="list-style-type: none"> ○ Vocab <ul style="list-style-type: none"> ■ Decimals ■ Hundreds ■ Tenths ■ Compare ■ Order ○ How to label models ○ How to compare in order 	<ul style="list-style-type: none"> ● Delgado <ul style="list-style-type: none"> ○ One of the following strategies: <ul style="list-style-type: none"> ■ Pictorial model ■ Butterfly method ■ Rainbow method ● Molina/Vallado <ul style="list-style-type: none"> ○ Draw a pvc ○ Show greatest to least or vice-versa ○ How to label models

Unpack the teacher’s written exemplar:

- “Take 1-2 min to review the teacher exemplar:
- What were the keys to an ideal answer?”
 - ◆ Delgado: Use of different methods to create equivalent fractions.
 - ◆ Molina/Vallado: Need to label the value of models, then compare them and put them in order from greatest to least.
- “How does the teacher's example align with the standard?”
 - ◆ Delgado: In my exemplar I used a variety of methods to determine equivalence
 - ◆ Molina: It makes you compare and order decimals from greatest to least.

→ “Is there anything you would add to our chart of the unpacked standard?”

- ◆ No

Analyze the student exemplar:

→ “Take 1 min: How does your student exemplar compare to the teacher exemplar?”

- ◆ Delgado: Students either only used the butterfly method or used no strategies at all.
- ◆ Molina: Some students followed exactly as the teacher’s exemplar, they listed the decimals and ordered them.

→ Is there a gap?”

→ “Do students have different paths/evidence to demonstrate mastery of the standard?”

- ◆ Delgado: Students can use different strategies
- ◆ Molina: No

→ “Does the student exemplar offer something that your exemplar does not?”

- ◆ No

See the Gap (5 min):

Move to the sample of un-mastered student work (look only at representative sample):

→ “Take 2 minutes:

→ What are the key gaps between the rest of our student work and the exemplar?”

- ◆ Delgado: Some students didn’t know where to start and either guessed or made up an answer. Some students flipped the fraction (not understanding equivalence).
- ◆ Molina: Some students did not write the decimal value, some students wrote the value but did not compare.

→ “Look back at our chart: using the language of the standard and exemplar, what are the key misconceptions for our students?”

Name It
(2 mins)

State the Error and Conceptual Misunderstanding

Punch it—Stamp the Error and Conceptual Understanding:

Write down the highest leverage action students will take to close the gap:

Molina:

- “So our key area to reteach is how to label models and compare/order them. The high leverage actions are reviewing place value, review how to label models, how to compare/order decimals.

Delgado:

- My key area to reteach is strategies for finding and/or proving equivalent fractions. The high leverage actions are modeling using strategies with differently formatted problems.

Examples:

- Describe the conceptual understanding
- (if needed) describe the procedural gap (e.g., memorize multiplication tables) and/or missing habits (e.g. annotating text, showing work)

Share out and list the highest leverage action to Close the Gap:



Do It
(20-45 min)

Plan the Reteach, Practice, and Follow Up

Plan the Reteach (8-10 mins):

- Select the re-teach structure:

List the response/s here:

Should we use modeling or guided discourse? And why?	
Grade Level (only if the entire grade level shared similar percentages)	Modeling
Teacher #1	
Teacher #2	
Teacher #3	

Select the task & identify exemplar response: Think Aloud

- Select materials: task, text, student work to show-call, what to chart
- “What is the ideal answer we want to see that will show we’ve closed the gap?”
- (If needed—follow-up question): “What is the ‘why’ that students should be able to articulate?”

Plan the re-teach:

- “Take 1 min and write your script in your notes. I will do the same so we can collaborate.”

- **If a model:** write the think aloud and questions
- **If guided discourse(small group):** select student work for show-call, write prompts

- “Let’s compare our reteach plans. What do you notice?”
- What can we pull from each to make the strongest plan?” (Revise the plan)

Plan the independent practice:

- “What will you monitor to see if they are doing this correctly? What laps will you name?”

Practice the Gap (remaining time):

Let’s practice

- **If a model:** practice modeling the thinking, precision of language, & change in tone/cadence
- **If guided discourse (small group):** practice Show-Call, prompting students, and stamping the

understanding

(If a struggle) “I’m going to model the teaching for you first. [Teach.]

- What do you notice?” • Repeat until the practice is successful.
- “What made this more effective?”

Lock it in:

- “How did our practice meet or enhance what we planned for the reteach?”

Follow Up (Last 2 minutes): Set the follow-up plan: when to teach, when to reassess, when to revisit this data. This will also need to be included in your lesson plan.

When will you reteach?	Molina: Monday, Dec 5th Delgado: Monday, Dec 5th
When will you reassess the standard?	Molina/Delgado: Exit Ticket on Dec 6th

Enter the re-assessment data for the standard:

Teacher #1	
Teacher #2	
Teacher #3	

Spiral: The Spiral conversation will happen during your grade level team meeting.

- Do Now questions, homework, modified independent practice
- Move to the lowest scoring work:
- “What students do we need to pull for tutoring?”
 - What do we need to remediate?”
 - “How can we adjust our monitoring plan to meet the needs of these students?”

RE-TEACHING STRUCTURES (Information Only)

	Guide Student Conversation
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<p>Option 1: Guided Discourse (some students struggle; trending error)</p>	<ul style="list-style-type: none"> ● Know the end game--what strategy/skill/thinking you want students to understand via the discourse ● Start from student work (Show-Call) <ul style="list-style-type: none"> ○ Post/display/chart an exemplar student response AND/OR an incorrect student response ● Call on students—ID the student thinking: <ul style="list-style-type: none"> ○ Exemplar: what did this student do? <ul style="list-style-type: none"> ▪ 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? ● Stamp the understanding: <ul style="list-style-type: none"> ○ 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
<p>Option 2: Modeling (Most students are struggling)</p>	<p style="text-align: center;">Show the Students How</p> <ul style="list-style-type: none"> ● Model precisely the thinking when moving through a specific task: <ul style="list-style-type: none"> ○ 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 ● Vary in tone and cadence to sound different from a "teacher" voice. ● Give students a clear listening/note-taking task that fosters active listening of the model ● Debrief: What did I do in my model? <ul style="list-style-type: none"> ○ What are the key things to remember when you are doing the same in your own work?