

2018-19 Targeted Improvement Plan (TIP)

District Name:	Austin ISD	County District #:	227901	DCSI:	Raul Moreno
Campus Name:	Sadler Means YWLA	Campus Number:	065	School Principal:	Christina Almaraz Ortiz
Superintendent:	Paul Cruz	ESC Number:	Region 13	PSP:	Dr. Velma Wilson
Campus Rating:	IR Year 1	ESC Case Manager:	Marquez	CLT:	Crystal Foraker, Heather O'Brien, Sallie McCutchen
Campus Vision:	Our school vision is to create confident, academically-prepared, service-minded, innovative leaders. Our school mission is to educate students in a cooperative learning environment that promotes scholarship, leadership, character education and community service leading toward a successful transition to the Early College High School to pursue success in college, career and life.				

Annual Goal 1: In 2019 Domain 3: 68% of all students, 62% of African American students, and 60% of SpEd students will make reading progress and each student group will increase 5 percentage points on math progress.

Problem Statement	In 2018 Domain 3: 63% of all students, 55% of African American students, and 53% of SpEd students made reading progress, and no student groups met the state target for math progress.
Root Cause	Lack of consistent implementation and monitoring of school-wide AVID strategies that are supported with regular progress monitoring, data analysis, student goal-setting, and Tier I re-teach/Tier II support.
Overall Strategy	Consistently implement and monitor the school-wide reading strategy PRIDE (for reading comprehension), use of iStation reading intervention program, use of reliable and valid assessments, data analysis, student goal-setting, and Tier I re-teach/Tier II support.

Activities to Achieve Annual Goal 1

Curriculum, Instruction & Assessment	<p><u>Professional Learning Communities</u> Teachers will meet in department level PLCs 3x per week for 90 minutes each session. PLCs will include model lessons followed by feedback from peers, using ELL, SpEd and GT perspectives to provide various best practices. PLCs will also include audits of assessments and student work, data analysis of summative assessment, planning for data conferences with students, and unpack and repack standards.</p>
	<p><u>Progress Monitoring and Data Analysis :</u> Core content areas will administer summative assessments at the end of every unit, 9 week assessments, Middle of the Year Assessment and TEA Interim Assessments in November and February. All assessments will be uploaded in DMAC. Unit assessments will be audited by admin and teachers to ensure they are valid and reliable. Data will be analyzed at the next available PLC. DMAC reports and a data analysis sheet will be used to facilitate data analysis (Data analysis protocol: SE analysis, item analysis, demographics). Based on the results of this analysis, teachers will create lesson plans for Tier I re-teach. Five Intervention sections will provide 75 students with intensive support in both Reading and Math using Read180, Systems 44 and Dream Box (for math). Advisory will be utilized to support the next tier of struggling students in both Reading and Math. Students will also be invited to tutorials based on which SEs they have not yet mastered. Using students' prior year scores, admin will project the scale score gain required in order for the student to earn a full point on Student Progress (Domain 2a) on the corresponding STAAR test in 2019 for both Reading and Math. These will serve as the students' individualized progress goals for reading and math, and students will track their own progress on all assessments using a data tracker. Teachers will also track student progress using a data tracker and will conduct data conferences with students to support a growth mindset. Reading proficiency levels will be tracked using ISIP in September, January, and May. With support and guidance from the AISD secondary language specialist and campus ELA coach, ELA teachers will provide small group instruction using iStation lessons during class time and/or Advisory. Using ISIP results, iStation, provides lessons in phonemic awareness, phonics, fluency, vocabulary and reading comprehension. The system includes embedded assessments that provide data to inform instruction and individualized lessons to match student needs. Teachers and coaches will monitor time spent on the program and review iStation student data during PLCs.</p>
	<p><u>Support for English Language Learners</u> Core content teachers will be trained on <u>7 Steps to an Interactive Language Rich Classroom</u>, sheltered instructional strategies, ELPS, in order to provide differentiated lessons and scaffolding for all ELLs. ELA teachers will conference with ELLs on the importance of the TELPAS and STAAR, how the exams correlate, the exit process and TELPAS goal setting.</p>
	<p><u>Teacher Support Cycle</u> Walkthrough form will be digitized and modified to include PRIDE (school wide reading comprehension strategies in all classrooms), identified ELL strategies, content and language objectives, and formative checks. Walkthrough results will be emailed to teachers immediately after classroom observation is completed. Using walkthrough data, struggling teachers will be identified and additional supports provided, as needed by the administrative team, instructional coaches and district specialists which include lesson planning, coaching, model teaching, and peer observations of master teachers.</p>

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	Planning Lessons plans will include the following: AVID strategies (including essential questions and WICOR), 7 Steps..., Content Objectives (that contain the verbs of the SEs), Language Objectives, structured conversation, and formative checks. Lessons will be peer reviewed during PLCs to strengthen the lessons.			
Professional Learning	All core content staff will be trained on: PRIDE (campus-wide text processing strategy), AVID, Content Objectives, Language Objectives, <u>7 Steps to an Interactive Language Rich Classroom</u> , formative checks, data analysis procedures, lesson plan presentations, student data conferencing, sheltered instructional strategies, and ELPS. District training will be provided on creating formative assessments and progress monitoring. Instructional Coaches will continue to participate in the Middle School Instructional Coach Collaborative facilitated by Dr. Barbara Gideon.			
Staffing	Campus will ask for a 0.5 FTE ELL instructional specialist and 1.0 FTE math coach.			
Leadership	Build capacity of existing staff to ensure continuity of skills and systems in the case of staff turnover.			
1st 6 wks: Aug, Sep	2nd and 3rd 6 wks: Oct, Nov, Dec	4th and 5th 6 wks: Jan, Feb, Mar	6th 6 wks: Apr, May, June	
Goal: Campus will develop a data analysis tool for summative assessments and will provide each student with their personalized STAAR Progress Measure targets for reading and math.	Goal: 68% of students will meet their personalized Reading target and 59% of students will meet their personalized Math target on all assessments.	Goal: 68% of students will meet their personalized Reading target and 59% of students will meet their personalized Math target on all assessments.	Goal: 68% of students will meet their personalized Reading target and 59% of students will meet their personalized Math target on all assessments.	
Results:	Results:	Results:	Results:	
Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	
Plan Adjustments/Needs:	Mid-Year TIP update (due in ISAM Jan. 19, 2019):	Plan Adjustments/Needs:	End of Year TIP update (due in ISAM June 28, 2019):	

Annual Goal 2: In 2019, the number of referrals for Disruption, Insubordination, and Threatening/Harassing a student will each be reduced by 25% (Insubord = 48, Disrupt = 51, Trt/hrs stdnt = 42). African American students will make up less than 25% of these referrals.

Problem Statement	In 2018, the top three referral reasons were: Disruptions (African American 60%), Insubordination (African American 56%), and Threatening/Harassing a student (African American 30%), even though African American students only make up 22% of the overall population.
Root Cause	We lack a comprehensive school-wide behavior management system that emphasizes strengthening teachers' cultural proficiency and classroom management skills.
Overall Strategy	We develop, implement, and monitor a comprehensive school-wide behavior management system that emphasizes strengthening teachers' cultural proficiency and classroom management skills.

Activities to Achieve Annual Goal 2

Professional Learning	Staff will be trained on how to identify implicit bias and implement selected Restorative Practices. Staff will be trained on positive relationship building activities in order to strengthen staff to student relationships. Administration will lead a staff book study on <u>Culturally Responsive Teaching and the Brain</u> (Hammond), conducted at staff meetings and during District of Innovation days. Support provided by Race and Equity Administrative Supervisor.
Culture and Climate	<p>Relationship Building Teambuilding activities will be added to staff development days in order to strengthen staff to staff relationships. Teacher attendance incentives will be built into House System. Principal coffee for staff will be conducted twice per semester to help facilitate more open communication between teachers and administration. Teacher coverage for subs will be adjusted to reduce the burden on the staff.</p> <p>Positive Behavior Supports Positive behaviors are rewarded through the House System and tracked via ClassDojo. Campus celebrations each 6 weeks for positive behaviors as well as good attendance. Teachers will build on existing campus systems to design their own classroom positive behavior rewards. Each staff meeting will end with positive affirmations.</p>
	<p>Classroom Management Teachers and students will develop Classroom Social Contracts that identify desirable and undesirable teacher and student behaviors in the classroom, including defining terms like respect, disrespect, insubordination, rude to adult, etc. Admin will develop a corresponding Behavior Management Plan, which includes student ownership and students documenting their own progress through the 5 steps of the plan. Students' progress through the plan resets every 6 weeks. Teachers will receive at least 1 new classroom management strategy to try at each staff meeting. Administrators will define the circumstances that require mediation and stay away agreements. RITS scores and student progress through the plan will be analyzed at least once per 6 weeks. Admin will provide coaching to teachers identified as struggling in classroom management.</p>
	<p>Culturally Responsive Teaching : Teachers and admin will decide on the "look-fors" that will be integrated into lesson planning and classroom walkthrough tool, for example: a) welcoming and greeting every child in the classroom, b) sharing good things, c) affirmations, and 4) small group strategies (due to collectivist cultures).</p>

1st 6 wks: Aug, Sep	2nd and 3rd 6 wks: Oct, Nov, Dec	4th and 5th 6 wks: Jan, Feb, Mar	6th 6 wks: Apr, May, June
Goal: Behavior management plan developed and 100% of teachers trained on behavior management plan and Culturally Responsive Teaching and the Brain.	Goal: The number of referrals for Disruption, Insubordination, and Threatening/Harassing a student will each be reduced by 25% during the 2nd and 3rd 6 weeks (Insubord = 13, Disrupt = 14, Trt/hrs stdnt = 17). African American students will make up less than 25% of these referrals.	Goal: The number of referrals for Disruption, Insubordination, and Threatening/Harassing a student will each be reduced by 25% during the 4th and 5th 6 weeks (Insubord = 16, Disrupt = 16, Trt/hrs stdnt = 6). African American students will make up less than 25% of these referrals.	Goal: The number of referrals for Disruption, Insubordination, and Threatening/Harassing a student will each be reduced by 25% during the 5th and 6th 6 weeks (Insubord = 15, Disrupt = 20, Trt/hrs stdnt = 12). African American students will make up less than 25% of these referrals.
Results:	Results:	Results:	Results:
Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:
Plan Adjustments/Needs:	Mid-Year TIP update (due in ISAM Jan. 19. 2019):	Plan Adjustments/Needs:	End of Year TIP update (due in ISAM June 28, 2019):