

**Austin Independent School District**  
**Sadler Means Young Women's Leadership Academy - TIP**  
**2022-2023 Targeted Improvement Plan**



**BERTHA SADLER MEANS**  
YOUNG WOMEN'S  
LEADERSHIP ACADEMY  
**AUSTIN** Independent School District

**Campus Number:** 227901065

**Board Approval Date:** December 15, 2022  
**ESF Diagnostic Date:** February 7, 2023

**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Anthony Mays  
Dr. Angel Wilson

**Principal:** De'Sean Roby  
**ESC Case Manager:** Adrienne King  
**ESC Region:** 13

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Angel Wilson

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Angel Wilson

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** De'Sean Roby

# Table of Contents

- Data Analysis 4
  - Student Achievement 4
  - School Progress 4
  - Closing the Gaps 5
  - Subject Areas and Student Groups 6
- Essential Actions 7
  - Cycles 1-3 8
  - Cycle 4 8
- Cycles 9
  - Cycle 1 - (Sept – Nov) 10
  - Cycle 2 - (Dec – Feb) 15
  - Cycle 3 - (Mar – May) 19
  - Cycle 4 - (Jun – Aug) 21
- Campus Grant Funding Summary 22
- Student Data 24
  - Student Achievement and Closing the Gaps 25
  - Academic Growth 25
- Addendums 25

# Data Analysis

## Student Achievement

### What accountability goal has your campus set for this year?

This year, the scholars at Sadler Means YWLA will achieve 60% Approaches, 35% Meets, and 20% Masters across all grades and subjects. This will help us achieve our goal of a C in Student Achievement.

## School Progress

### What accountability goal has your campus set for this year?

This year, 80% of the scholars at Sadler Means YWLA will meet their personal progress targets in Reading and Math. This will help us achieve our goal of an A in Domain 2A and an 85 Overall.

## Closing the Gaps

### What accountability goal has your campus set for this year?

This year, Sadler Means YWLA will meet 5 out of 16 Academic Achievement Targets, 10 out of 14 Growth targets, their ELP target, and 4 out of 9 Student Success targets. This will result in a Closing the Gaps score of 73 (C). This will help us achieve our goal of an 85 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, Sadler Means YWLA wil focus on African American and Hispanic Math performance at Meets Grade Level. We have not yet met the Closing the Gaps target for either group. By meeting these targets (and others), we will meet our Closing the Gaps score of 73 (C).

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

This year, Sadler Means YWLA wil focus on African American and Hispanic Math performance at Meets Grade Level. We have not yet met the Closing the Gaps target for either group. By meeting these targets (and others), we will meet our Closing the Gaps score of 73 (C).

# 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: Fully Implemented**

**Key Practices:**

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

**Implementation Level: Fully Implemented**

**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: Fully Implemented**

**Key Practices:**

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

**Implementation Level: Partial Implementation**

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

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Partial Implementation**

**Key Practices: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.**

## 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?:** Sadler Means YWLA achieved our student performance data goals in approaches and meets in Math and was 1% away from achieving their goal in masters. This is due to the continuous spiraling of key concepts. They did not yet meet their goals for reading, science, and social studies, the campus has indicated all these subject areas are affected because of student reading levels. The campus understands and knows that there needs to be direct intervention with students in these content areas. They also achieved their goal of meeting their target percent in student achievement for Hispanic students in mathematics. The campus has been working closely with students and has created opportunities to spiral key concepts and close gaps for students who are struggling in mathematics. The campus will continue to this work through the use of tutors and plc structures.

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

**Implementation Level:** Partial Implementation

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

**Rationale:** Due to staffing and an influx of inexperienced teachers (experience between 0-3 years) who are new to implementing effective classroom routines and procedures, Sadler Means YWLA will be focusing on 5.1 in order to provide support for their staff and a positive learning experience for students in a safe and structured environment.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Partnering with College Board and Kagan to provide teacher training opportunities. Springboard PD (ELA), CMT PD (math), Kagan Strategies, ISTE conference ED Tech, AVID Training.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Curriculum discussions will be held at CAC meetings, and there will be mandatory parent meetings for all students. The academic goals of these meetings are to develop a community supported summer reading and math program that supports the accelerated curriculum implementation. Back to school nights will enhance summer learning programs to promote and support accelerated instruction.

**Desired Annual Outcome:** By the end of SY 22-23, at least 90% of all classroom observations will show evidence of effective implementation of curriculum resources. Curriculum resources: Springboard curriculum in ELA, Kagan strategies in the social studies curriculum, AISD curriculum in math. Effective will be defined as meeting 7 out of 9 Strand 1 and Strand 2 criteria on the walkthrough form. Evidence: walkthrough feedback form and coaching sessions

**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 for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, THEN the campus will be able to implement effective classroom routines and instructional strategies.

**Desired 90-day Outcome:** By the end of Cycle 1, at least 75% of math and ELA (n=7) all classroom observations will show evidence of effective implementation of curriculum resources. The implementation of curriculum resources with fidelity will show evidence of teachers utilizing the resources during small groups, individual instruction, and/or whole group lesson and will be measured via Walkthrough Forms.

**District Actions:** The DCSI will support the campus by providing coaching and feedback on planning-focused PLCs. The district will assist the campus in developing lists of students with which to plan targeted enrichment and intervention.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** This was achieved because teachers were provided with professional development for the newly purchased curriculum resources that allowed for an

understanding of effective implementation of curriculum. Campus Instructional Coaches also helped with the implementation of district curriculum resources.

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?
Some teachers are new to their subject area and are not yet equipped with skills to close achievement gaps.	Action Step 1	This action step provides professional learning and Instructional Coach support for all teachers, including new ones.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus STEM Instructional Coach will train math and science teachers to utilize the AISD curriculum and to align district-provided resources with Teach Like a Champion strategies to increase student engagement. Teachers will work in PLCs to review upcoming SEs/lessons and decide how mastery will be assessed.</p> <p><b>Evidence Used to Determine Progress:</b> PLC Agendas/meeting minutes (includes attendance)</p> <p><b>Person(s) Responsible:</b> STEM Instructional Coach; Principal</p> <p><b>Non-Funded Resources Needed:</b> Teach Like a Champion books AISD PLC Framework</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 8, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> none needed</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Science and math teachers will be observed on Strands 1 and 2 at least twice in Cycle 1 (Sept-Nov). Observations and feedback will be documented through Frontline.</p> <p><b>Evidence Used to Determine Progress:</b> Campus observation tracker</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Non-Funded Resources Needed:</b> none</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> none needed</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> The Instructional Leadership Team will meet weekly to discuss teachers who are in need of additional support, and to plan additional observations and coaching.</p> <p><b>Evidence Used to Determine Progress:</b> SLT meeting agenda/notes</p> <p><b>Person(s) Responsible:</b> Principal, APs, and Multi-Classroom Specialists</p> <p><b>Non-Funded Resources Needed:</b> none</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> none needed</p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Campus will purchase CollegeBoard SpringBoard as a curriculum resource for ELAR that teachers will use to supplement classroom instruction. Professional Development on utilizing resource will also be provided.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson Plans, Reteach plans</p> <p><b>Person(s) Responsible:</b> Teacher</p> <p><b>Non-Funded Resources Needed:</b> SpringBoard curriculum</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 2, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> December 16, 2022</p> <p><b>Funding Sources:</b> SpringBoard Materials - ESF Grant - 6300-Supplies and materials - \$8,052.75, SpringBoard PD - ESF Grant - 6200-Professional and contracted services - \$9,480, SpringBoard Materials Shipping - ESF Grant - 6400-Other operating costs - \$806</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> will continue utilizing this resource during the following cycles</p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

**Rationale:** We are focusing on DDI in order to build the capacity of the Principal, instructional leaders, and teachers to use student data to drive instruction and progress monitor student growth, that will help the school meet accountability goals in growth measurement.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** The campus will partner with Region XIII's Texas Instructional Leadership team to build capacity of the Principal and DCSI to conduct effective PLCs centered around analyzing student data and unpacking standards through know-and-show charts.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through staff meetings, PD and goal setting at the beginning of the year (SY 2022-23) training. Data will be discussed at CAC and PTA meetings. The campus will send a letter home to parents identifying how their scholars performed on STAAR and BOY MAP. The Dragon Express (weekly staff newsletter) will include updates about data trends in STAAR, MAP, and SCAs, as well as any campus-wide adjustments that will be made in scheduling and/or to help students fill in gaps in learning. There will be a Math Day and Reading Day for students during advisory. The CLT sends a community letter home each Friday. Staff will review data in data PLCs.

**Desired Annual Outcome:** By the end of SY 22-23, at least 90% of ELA and Math teachers (n=14) will effectively implement Data-Driven Instruction re-teach in the classroom that revisits the frequently missed high leverage standard through daily warm-ups, daily practice, weekly common assessments, guided discourse and/or whole group modeling.

**District Commitment Theory of Action:** If the district ensures that campus leaders receive initial and ongoing training and coaching focused on instructional leadership systems and provides school with academic, behavioral, and on-track to graduate data, then campus leaders will provide teachers with the professional development, time, and data needed to deliver instruction that meets the needs of all students.

**Desired 90-day Outcome:** By the end of Cycle 1, at least 75% of Math teachers (n=7) will effectively implement Data-Driven Instruction re-teach in the classroom that revisits the frequently missed high leverage standard through daily warm-ups, daily practice, weekly common assessments, guided discourse and/or whole group modeling.

**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?:** This goal was achieved because master schedule was adjusted to allow specific time for re-teach and teachers are utilizing this time effectively to spiral in past content and work with identified struggling students.

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 needed for CLT to observe PLC data meetings and classroom re-teach	Action Step 4	APs and Instructional Coaches will rotate classroom observations with the Principal to maximize time spent in classrooms by the ILT.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Instructional coaches and 8th grade science teacher used extra duty time to plan and prep for data driven instruction strategies in SY 22-23.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plans and planning documents</p> <p><b>Person(s) Responsible:</b> ICs, Teachers</p> <p><b>Non-Funded Resources Needed:</b> ESF Grant Funds for extra duty pay</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> July 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> July 29, 2022</p> <p><b>Funding Sources:</b> Extra Duty - ESF Grant - 6100-Payroll - \$419.71</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> none needed</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus leaders will engage in ESF-aligned professional learning activities focusing on TIL DDI. The CLT will build DDI capacity of teachers during a district professional development day and through PLCs.</p> <p><b>Evidence Used to Determine Progress:</b> PLC Agenda/DDI Script</p> <p><b>Person(s) Responsible:</b> CLT</p> <p><b>Non-Funded Resources Needed:</b> ESF Grant funding for TIL cohort</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 3, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 14, 2022</p> <p><b>Funding Sources:</b> Region 13 TIL Training - ESF Grant - 6200-Professional and contracted services - \$7,387.50</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> none needed</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> In PLCs, math and science teachers will analyze disaggregated SCA 1 data and develop targeted reteach plans based on individual student needs.</p> <p><b>Evidence Used to Determine Progress:</b> PLC Agenda/DDI</p> <p><b>Person(s) Responsible:</b> Coaches and APs</p> <p><b>Non-Funded Resources Needed:</b> ESF Grant funds for subs for data days</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 17, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 21, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> none needed</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> The CLT will observe science and math teachers implementing targeted re-teach lessons at least twice in Cycle 1 (Oct-Nov, after SCA 1). Observations and feedback will be documented through Frontline.</p> <p><b>Evidence Used to Determine Progress:</b> Observation tracker</p> <p><b>Person(s) Responsible:</b> Principal, APs, and ICs</p> <p><b>Non-Funded Resources Needed:</b> none</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 24, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> none needed</p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Campus will purchase and implement the use of i-Ready, a high-quality program, to utilize during reteach as a response to MAP, common assessments, and district Short Cycle Assessments. Professional Development on the resources included in iReady will also be provided to staff.</p> <p><b>Evidence Used to Determine Progress:</b> lesson plans</p> <p><b>Person(s) Responsible:</b> Campus leadership team, teachers</p> <p><b>Non-Funded Resources Needed:</b> i-Ready curriculum</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> November 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> December 16, 2022</p> <p><b>Funding Sources:</b> i-Ready PD - ESF Grant Funds - 6200-Professional and contracted services - \$5,250, i-Ready Software - ESF Grant Funds - 6300-Supplies and materials - \$9,066.25</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Will continue utilizing this resource during the following cycles.</p>

**Cycle 2 - (Dec – Feb)**

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

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

**Implementation Level:** Partial Implementation

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

**Rationale:** Due to staffing and an influx of inexperienced teachers (experience between 0-3 years) who are new to implementing effective classroom routines and procedures, Sadler Means YWLA will be focusing on 5.1 in order to provide support for their staff and a positive learning experience for students in a safe and structured environment.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Partnering with College Board and Kagan to provide teacher training opportunities. Springboard PD (ELA), CMT PD (math), Kagan Strategies, ISTE conference ED Tech, AVID Training.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Curriculum discussions will be held at CAC meetings, and there will be mandatory parent meetings for all students. The academic goals of these meetings are to develop a community supported summer reading and math program that supports the accelerated curriculum implementation. Back to school nights will enhance summer learning programs to promote and support accelerated instruction.

**Desired Annual Outcome:** By the end of SY 22-23, at least 90% of all classroom observations will show evidence of effective implementation of curriculum resources. Curriculum resources: Springboard curriculum in ELA, Kagan strategies in the social studies curriculum, AISD curriculum in math. Effective will be defined as meeting 7 out of 9 Strand 1 and Strand 2 criteria on the walkthrough form. Evidence: walkthrough feedback form and coaching sessions

**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 for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, THEN the campus will be able to implement effective classroom routines and instructional strategies.

**Desired 90-day Outcome:** By the end of Cycle 2, at least 75% of science and social studies (n=7) classroom observations will show evidence of effective implementation of curriculum resources. The implementation of curriculum resources with fidelity will show evidence of teachers utilizing the resources during small groups, individual instruction, and/or whole group lesson and will be measured via Walkthrough Forms.

**District Actions:** The DCSI will support the campus by providing feedback on planning-focused PLCs and Staff Professional Development. The district will assist with leading instructional walkthroughs, providing feedback on campus data analysis action plans, and providing targeted coaching and feedback to principals and leadership teams.

**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?
Sadler Means YWLA faces the new challenge of increasing academic rigor and helping teachers maintain the structures and expectations for an effective delivery of tier 1 instruction.	Action Step 3	Action step 3 addresses this because ILT will be providing the intervention for the teachers who are struggling.



Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus will purchase History Alive as a curriculum resource for 8th grade Social Studies that teachers will use to supplement classroom instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Social Studies Lesson Plans &amp; Walkthrough forms</p> <p><b>Person(s) Responsible:</b> Social Studies Teachers, Campus Administration</p> <p><b>Non-Funded Resources Needed:</b> ESF Funds</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Science and social studies teachers will be observed on Strands 1 and 2 at least twice in Cycle 2 (Dec-Feb). Observations and feedback will be documented through Frontline.</p> <p><b>Evidence Used to Determine Progress:</b> Walkthrough Forms &amp; campus observation tracker</p> <p><b>Person(s) Responsible:</b> ILT</p> <p><b>Non-Funded Resources Needed:</b> n/a</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> The Instructional Leadership Team will meet weekly to discuss teachers who are in need of additional support, and to plan additional observations and coaching.</p> <p><b>Evidence Used to Determine Progress:</b> Leadership Team Meeting Agendas</p> <p><b>Person(s) Responsible:</b> Social Studies Teachers and ILT</p> <p><b>Non-Funded Resources Needed:</b> n/a</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

**Rationale:** We are focusing on DDI in order to build the capacity of the Principal, instructional leaders, and teachers to use student data to drive instruction and progress monitor student growth, that will help the school meet accountability goals in growth measurement.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** The campus will partner with Region XIII's Texas Instructional Leadership team to build capacity of the Principal and DCSI to conduct effective PLCs centered around analyzing student data and unpacking standards through know-and-show charts.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through staff meetings, PD and goal setting at the beginning of the year (SY 2022-23) training. Data will be discussed at CAC and PTA meetings. The campus will send a letter home to parents identifying how their scholars performed on STAAR and BOY MAP. The Dragon Express (weekly staff newsletter) will include updates about data trends in STAAR, MAP, and SCAs, as well as any campus-wide adjustments that will be made in scheduling and/or to help students fill in gaps in learning. There will be a Math Day and Reading Day for students during advisory. The CLT sends a community letter home each Friday. Staff will review data in data PLCs.

**Desired Annual Outcome:** By the end of SY 22-23, at least 90% of ELA and Math teachers (n=14) will effectively implement Data-Driven Instruction re-teach in the classroom that revisits the frequently missed high leverage standard through daily warm-ups, daily practice, weekly common assessments, guided discourse and/or whole group modeling.

**District Commitment Theory of Action:** If the district ensures that campus leaders receive initial and ongoing training and coaching focused on instructional leadership systems and provides school with academic, behavioral, and on-track to graduate data, then campus leaders will provide teachers with the professional development, time, and data needed to deliver instruction that meets the needs of all students.

**Desired 90-day Outcome:** By the end of Cycle 2, at least 75% of ELA teachers (n=7) will effectively implement Data-Driven Instruction re-teach in the classroom.

**District Actions:** The DCSI will support the campus by providing coaching and feedback on weekly data meetings, campus data analysis action plans, and teacher re-teach plans. The DCSI will also meet with principal to have a one-on-one to reflect on District Short Cycle Assessment data and help to restructure campus PD and PLCs in response to student data. Academic Coaching Specialists will support campus leadership team with the facilitation of weekly PLC meetings.

**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?
Sadler Means YWLA faces the challenge of adjusting the scope and sequence of curriculum to address the reteach of low performing standards while keeping in mind the new structure of STAAR 2.0 and maintaining the pacing of current standards.	Action Step 1	Action Step 1 addresses this challenge because teachers will be given time to map out how to readjust their scope and sequence.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers will create a pacing calendar that identifies the dates when identified standards will be retaught while also identifying what current standards will be taught. The reteach calendar will also specify the portion of the lesson cycle the standard will be revisited.</p> <p><b>Evidence Used to Determine Progress:</b> Pacing Calendar</p> <p><b>Person(s) Responsible:</b> ELA Teachers, ICs, ILT</p> <p><b>Non-Funded Resources Needed:</b> n/a</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> In PLCs, ELA teachers will analyze disaggregated SCA 2 data and develop targeted reteach plans based on individual student needs.</p> <p><b>Evidence Used to Determine Progress:</b> Re-teach plan, PLC Data Analysis Template, PLC Agenda</p> <p><b>Person(s) Responsible:</b> ELA teachers, ILT</p> <p><b>Non-Funded Resources Needed:</b> n/a</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> The CLT will observe ELA teachers implementing targeted re-teach lessons at least twice in Cycle 2 (Dec-Feb). Observations and feedback will be documented through Frontline.</p> <p><b>Evidence Used to Determine Progress:</b> Walkthrough Forms</p> <p><b>Person(s) Responsible:</b> ILT</p> <p><b>Non-Funded Resources Needed:</b> n/a</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 3 - (Mar – May)

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

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

**Implementation Level:** Partial Implementation

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

**Rationale:** Due to staffing and an influx of inexperienced teachers (experience between 0-3 years) who are new to implementing effective classroom routines and procedures, Sadler Means YWLA will be focusing on 5.1 in order to provide support for their staff and a positive learning experience for students in a safe and structured environment.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Partnering with College Board and Kagan to provide teacher training opportunities. Springboard PD (ELA), CMT PD (math), Kagan Strategies, ISTE conference ED Tech, AVID Training.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Curriculum discussions will be held at CAC meetings, and there will be mandatory parent meetings for all students. The academic goals of these meetings are to develop a community supported summer reading and math program that supports the accelerated curriculum implementation. Back to school nights will enhance summer learning programs to promote and support accelerated instruction.

**Desired Annual Outcome:** By the end of SY 22-23, at least 90% of all classroom observations will show evidence of effective implementation of curriculum resources.

Curriculum resources: Springboard curriculum in ELA, Kagan strategies in the social studies curriculum, AISD curriculum in math.

Effective will be defined as meeting 7 out of 9 Strand 1 and Strand 2 criteria on the walkthrough form.

Evidence: walkthrough feedback form and coaching sessions

**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 for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, THEN the campus will be able to implement effective classroom routines and instructional strategies.

**Desired 90-day Outcome:** By the end of Cycle 2, at least 90% of all core content classroom observations will show evidence of effective implementation of curriculum resources. The implementation of curriculum resources with fidelity will show evidence of teachers utilizing the resources during small groups, individual instruction, and/or whole group lesson and will be measured via Walkthrough Forms.

**District Actions:** The DCSI will support the campus by providing feedback on planning-focused PLCs and Staff Professional Development. The district will assist with leading instructional walkthroughs, providing feedback on campus data analysis action plans, and providing targeted coaching and feedback to principals and leadership teams.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

**Rationale:** We are focusing on DDI in order to build the capacity of the Principal, instructional leaders, and teachers to use student data to drive instruction and progress monitor student growth, that will help the school meet accountability goals in growth measurement.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** The campus will partner with Region XIII's Texas Instructional Leadership team to build capacity of the Principal and DCSI to conduct effective PLCs centered around analyzing student data and unpacking standards through know-and-show charts.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through staff meetings, PD and goal setting at the beginning of the year (SY 2022-23) training. Data will be discussed at CAC and PTA meetings. The campus will send a letter home to parents identifying how their scholars performed on STAAR and BOY MAP. The Dragon Express (weekly staff newsletter) will include updates about data trends in STAAR, MAP, and SCAs, as well as any campus-wide adjustments that will be made in scheduling and/or to help students fill in gaps in learning. There will be a Math Day and Reading Day for students during advisory. The CLT sends a community letter home each Friday. Staff will review data in data PLCs.

**Desired Annual Outcome:** By the end of SY 22-23, at least 90% of ELA and Math teachers (n=14) will effectively implement Data-Driven Instruction re-teach in the classroom that revisits the frequently missed high leverage standard through daily warm-ups, daily practice, weekly common assessments, guided discourse and/or whole group modeling.

**District Commitment Theory of Action:** If the district ensures that campus leaders receive initial and ongoing training and coaching focused on instructional leadership systems and provides school with academic, behavioral, and on-track to graduate data, then campus leaders will provide teachers with the professional development, time, and data needed to deliver instruction that meets the needs of all students.

**Desired 90-day Outcome:** By the end of SY 22-23, at least 90% of ELA and Math teachers (n=14) will effectively implement Data-Driven Instruction re-teach in the classroom that revisits the frequently missed high leverage standard through daily warm-ups, daily practice, weekly common assessments, guided discourse and/or whole group modeling.

**District Actions:** The DCSI will support the campus by providing coaching and feedback on weekly data meetings, campus data analysis action plans, and teacher re-teach plans. The DCSI will also meet with principal to have a one-on-one to reflect on District Short Cycle Assessment data and help to restructure campus PD and PLCs in response to student data. Academic Coaching Specialists will support campus leadership team with the facilitation of weekly PLC meetings.

**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	1	Extra Duty - ESF Grant		\$419.71
<b>Sub-Total</b>					\$419.71
<b>Budgeted Budget Object Code Amount</b>					\$70,177.00
<b>+/- Difference</b>					<b>\$69,757.29</b>
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	4	SpringBoard PD - ESF Grant		\$9,480.00
1	2	2	Region 13 TIL Training - ESF Grant		\$7,387.50
1	2	5	i-Ready PD - ESF Grant Funds		\$5,250.00
<b>Sub-Total</b>					\$22,117.50
<b>Budgeted Budget Object Code Amount</b>					\$50,117.00
<b>+/- Difference</b>					<b>\$27,999.50</b>
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	4	SpringBoard Materials - ESF Grant		\$8,052.75
1	2	5	i-Ready Software - ESF Grant Funds		\$9,066.25
<b>Sub-Total</b>					\$17,119.00
<b>Budgeted Budget Object Code Amount</b>					\$23,619.00
<b>+/- Difference</b>					<b>\$6,500.00</b>
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	4	SpringBoard Materials Shipping - ESF Grant		\$806.00
<b>Sub-Total</b>					\$806.00
<b>Budgeted Budget Object Code Amount</b>					\$3,341.00
<b>+/- Difference</b>					<b>\$2,535.00</b>
<b>Grand Total Budgeted</b>					\$147,254.00
<b>Grand Total Spent</b>					\$40,462.21

6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				+/- Difference	\$106,791.79



# 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	334	38	57	N/A	Interim Assessment	60	34	Interim Assessment	60		60	
			All	All	Reading	Meets	STAAR	334	18	28	N/A	Interim Assessment	35	10	Interim Assessment	35		35	
			All	All	Reading	Masters	STAAR	334	8	10	N/A	Interim Assessment	20	5	Interim Assessment	20		20	
			All	All	Mathematics	Approaches	STAAR	334	33	42	N/A	Interim Assessment	60	74	Interim Assessment	60		60	
			All	All	Mathematics	Meets	STAAR	334	13	17	N/A	Interim Assessment	35	38	Interim Assessment	35		35	
			All	All	Mathematics	Masters	STAAR	334	4	6	N/A	Interim Assessment	20	19	Interim Assessment	20		20	
			All	All	Science	Approaches	STAAR	137	25	36	N/A	Interim Assessment	60	42	Interim Assessment	60		60	
			All	All	Science	Meets	STAAR	137	2	12	N/A	Interim Assessment	35	12	Interim Assessment	35		35	
			All	All	Science	Masters	STAAR	137	0	2	N/A	Interim Assessment	20	5	Interim Assessment	20		20	
			All	All	Social Studies	Approaches	STAAR	137	16	27	N/A	Interim Assessment	60	27	Interim Assessment	60		60	
			All	All	Social Studies	Meets	STAAR	137	0	6	N/A	Interim Assessment	35	8	Interim Assessment	35		35	
			All	All	Social Studies	Masters	STAAR	137	0	3	N/A	Interim Assessment	20	4	Interim Assessment	20		20	
Closing the Gaps	Focus 1	Academic Achievement	All	African American	Mathematics	N/A	Mathematics	N/A	15	15	99	Interim Assessment	31	16	Interim Assessment	31		31	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	13	19	99	Interim Assessment	40	41	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	284	Did Not Meet	43	40	66	40		40	
					Approaches	57	60	34	60		60	
					Meets	28	35	10	35		35	
					Masters	10	20	5	20		20	
	Math	All	STAAR	286	Did Not Meet	58	40	26	40		40	
					Approaches	42	60	74	60		60	
					Meets	17	35	38	35		35	
					Masters	6	20	19	20		20	

# Addendums



# Sadler Means YWLA

## SCA 1 Data Analysis

<b>Subject: Math</b>	<b>Courses: 6 and 8</b>	<b>Teacher: Willis</b>
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### Mastery Breakdown by Class

	# Tested	Most missed ? (snip and paste)	Did Not Meet	Approaches	Meets	Masters
			%	%	%	%
Period 1	16	<p>10. Aquarium I contains 4.6 gallons of water. Louise will begin filling Aquarium I at a rate of 1.2 gallons per minute.</p> <p>Aquarium II contains 54.6 gallons of water. Isaac will begin draining Aquarium II at a rate of 0.8 gallon per minute.</p> <p>After how many minutes will both aquariums contain the same amount of water?</p> <p>A. 25 min B. 125 min C. 149 min D. 50 min</p> <p style="text-align: center;"><b>8.8C- 31%</b></p>	12.5	50	18.8	18.8
Period 2	19	<p>Move the boxes to be in the correct order.</p> <p>Greatest <span style="float: right;">Least</span></p> <p><input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p><math>\frac{4}{25}</math>   <math>-12</math>   <math>375</math>   <math>\frac{9}{2}</math>   <math>-\frac{51}{3}</math></p> <p style="text-align: center;"><b>6.2D- 5%</b></p> <p>Dolores spent \$13.00 of the \$20.00 in her wallet. Which decimal represents the fraction of the \$20.00 Dolores spent?</p> <p>A. 0.35 B. 0.13 C. 0.07 D. 0.65</p> <p style="text-align: center;"><b>6.4G- 31.6%</b></p>	36.8%	36.8%	21.1%	5.3%

### Mastery by Item (Readiness only)

#### 8 Math

Item #	1	2	6	10	11	12			
TEK	8.2D	8.2D	8.2D	8.8C	8.8C	8.8C			
% correct	81%	75%	75%	31%	50%	50%			

### Mastery by Item per course (Readiness only)

## 6 Math

Item #	2	3	4	5	8	9	10	11	
TEK	6.4G	6.3D	6.4G	6.2D	8.2D	6.4G	6.3D	6.3D	
% correct	63.2%	36.8%	68.4%	52.6%	5.3%	31.6%	57.9%	57.6%	

## Student achievement level by Class

	Period 1	Period 2	Period 3	Period 4	Period 5
List DNM students	Leslie Mary	Meleidy Karly Katia Ja'Rihya Trea'jour Mileidy Story Leilani Nataly			
List Approaching students	Charlotte Daisy Hezekiah Makayla Lindsay Irene Emily Illiana	Kimberly Tatihana Danna Laila Paloma Amari Virginia Natalie			
List Meets Students	Maria Yaritzel Alegra Yuritzzi	Luciana Serenity Jasmyn Elizabeth			
List Mastery Students	Precious Opie Bibi	Keyla			

## Thinking forward...

<p>What class is your top priority after SCA 1?</p>	<p>6 math is my top priority based on achievement results.</p>
<p>What group of students will your [prioritize? why?</p>	<p><b><u>Approaching</u></b>            Kimberly            Tatihana            Danna            Laila            Paloma            Amari            Virginia</p> <p>I chose this group of students, because the results indicate that they can access the material, they just need refinement. I hope to focus on this group so that they get "Meets" on SCA 2</p>
<p>For the students who did not pass, what interventions can help them pass SCA2?</p>	<p>8 Math: I am monitoring their weekly trackers to increase investment and celebrate growth, I will use iReady and IXL to differentiate instruction and focus on 8.2D and 8.8C</p> <p>6 Math: New seating chart that prioritizes proximity for DNM students starting 10.17. I will use iReady and IXL to differentiate instruction and incorporate station rotation.(Smaller DI groups)</p>
<p>For the students who received "approaching," and are close to achieving "Meets," what high leverage TEK(s) can help them grow on SCA 2?</p>	<p>8.8C- solving an inequality/ equation with the variable on both sides</p> <p>6 Math- 6.2D (ordering rational numbers) and 6.4G (benchmark FDP)</p>
<p>Select 1 readiness TEK. This TEK will be assessed in every single formative moving forward. We will track TEK progression throughout the quarter/semester/year in Schoolcity.</p>	<p>8.8C- solving equations and inequalities with the variable on both sides</p> <p>6..4G- FDP equivaents</p>

## Math Weekly Lesson Plans

**Dates:** 10/24 to 10/28

**Class:** Math

**Unit 4:** Angles

**Teacher:** Ms. Palma

### TEK:

**8.8D** use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

### Spiraled TEK:

**8.7(A)** solve problems involving the volume of cylinders, cones, and spheres

**8.7(B)** use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders

### Content Objectives/Learning Goal:

- *SWBAT use informal arguments to establish facts about the angles in triangles & angles created when parallel lines are cut by a transversal*
- *SWBAT find angles in triangles and those created by parallel lines being cut by a transversal using their knowledge of congruent and supplementary angles & angle theorems*

### Language Objective

- *I will speak and listen to my peers about my confidence level with parallel lines being cut by a transversal.*
- *I will speak and listen to my peers about finding angle measures related to triangles and their exterior angles.*
- *I will speak and listen to my peers about how the mathematical meaning of 'similar' relates to the outside of math meaning of 'similar.'*

### Success Criteria

- *I can find the measures of angles formed when a line crosses two parallel lines.*
- *I can find angle measures related to triangles and their exterior angles.*
- *I can determine if two shapes are similar just by looking at their angle measures.*
- *I can describe similarity and congruence.*

## CFUs/Strategic Questions

- ❑ How are angle relationships used to find missing measurements?

Students may make the following mistakes:

- Incorrectly identifying angle pairs created by a parallel line cut by a transversal\*
- Not connecting properties for similar figures to determine the missing angle measure in a triangle
- Not relating supplementary angles to the sum of the angles in a triangle\*

# Parallel Lines - cut by a - Transversal

**Transversal** a line that intersects 2 or more lines at different points



**Corresponding Angles** 2 angles that lie on the same side of the transversal in corresponding positions.



**Alternate Interior Angles** interior angles that lie on opposite sides of the transversal



**Alternate Exterior Angles** exterior angles that lie on opposite sides of the transversal



**Supplementary Angles** 2 (or more) angles whose sum is 180°



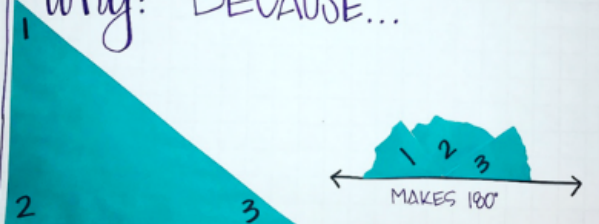
**Vertical Angles** 2 angles whose sides form opposite rays



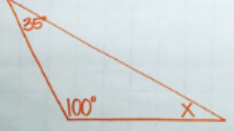
**Consecutive Interior Angles** 2 angles whose sides form opposite rays



**Triangle sum THEOREM**  
THE SUM OF THE ANGLES OF A TRIANGLE IS 180°!  
Why? BECAUSE...



**EXAMPLE:**



$$\begin{aligned}
 100 + 35 + x &= 180 \\
 135 + x &= 180 \\
 -135 &\quad -135 \\
 x &= 45^\circ
 \end{aligned}$$

## Supports

ELLs	SPED/ 504	Not Yet	Mastery
Partner work dictionary/ translator Anchor chart (real numbers) verbal/ visual responses Less problems (as needed)	Small group instruction w/ teacher Anchor chart (real numbers) Supplemental aid verbal/ visual responses Less problems (as needed)	Small group instruction/ 1x1 with teacher Student tutor (as needed) Manipulatives (as needed)	Explanation (verbal or written) of response rationale

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Materials/ Resources (Linked)</b>	<a href="#"><u>Angles Module</u></a> <b>Angle Vocabulary</b> 10/24	<a href="#"><u>Angles Module</u></a> <b>Mixed Problems</b> 10/25	<a href="#"><u>Angles Module</u></a> <b>Triangle Theorems</b> 10/26	<a href="#"><u>Angles Module</u></a> <b>Mixed Problems</b> 10/27	<a href="#"><u>Quiz Module</u></a> 10/28
<b>Do First</b>	<i>Teacher is greeting students at door and taking attendance Students are coming into the classroom and working on their do now</i>	<i>Teacher is greeting students at door and taking attendance Students are coming into the classroom and working on their do now</i>	<i>Teacher is greeting students at door and taking attendance Students are coming into the classroom and working on their do now</i>	<i>Teacher is greeting students at door and taking attendance Students are coming into the classroom and working on their do now</i>	<i>Teacher is greeting students at door and taking attendance Students are coming into classroom and getting their materials ready for their quiz</i>
<b>Monday Reteach</b>	<i>*No reteach as reteach was done directly after SCA on Friday*</i>				<i>Teacher is monitoring quiz on Goguardian Students are taking their assessment on their chromebooks</i>
<b>Intro to New Material</b>	<i>Teacher is going over new notes for angles. Students are following along in their journals</i>	<i>Teacher is going over new notes for triangle theorems Students are following along in their journals</i>	<i>No new notes today</i>	<i>No new notes today</i>	
<b>Guided Practice</b>	<i>Teacher is doing examples with the whiteboard Students are doing the practice questions with teacher on whiteboard</i>	<i>Teacher is doing examples with the whiteboard Students are doing the practice questions with teacher on whiteboard</i>	<i>Teacher is doing examples with the whiteboard Students are doing the practice questions with teacher on whiteboard</i>		
<b>Independent Practice</b>	<i>Teacher is going around room and checking on student work Students are working independently on their assignment</i>	<i>Teacher is going around room and checking on student work Students are working independently on their assignment</i>	<i>Teacher is going around room and checking on student work Students are working independently on their assignment</i>	<i>Teacher is progressing and monitoring students as they compete in jeopardy Students are all answering questions from angle jeopardy</i>	
<b>Exit Ticket</b>	<i>Teacher is summarizing days lesson Students are working on their exit ticket</i>	<i>Teacher is summarizing days lesson Students are working on their exit ticket</i>	<i>Teacher is summarizing days lesson Students are working on their exit ticket</i>	<i>Teacher is summarizing days lesson Students are working on their exit ticket</i>	<i>Teacher is looking over data Students are working on their data trackers</i>



## Class Structure

Monday/ Wednesday 90-Minute Breakdown for MATH	
10 min	Warm Up
30-40 min	Modeling New Material/ students take notes (I Do) <b>Reteach/Review</b>
10-20 min	Guided Practice/ Whole Group (We Do) <b>Reteach/Review</b>
10 min	Exit Ticket (always independent)
5 min	Closing

Tuesday/ Thursday 90-Minute Breakdown for MATH	
10 min	Warm Up
60 min	Student-Led/ independent practice/ group work/ stations/ small group intervention (You Do) <b>Minimal whole group direct instruction</b>
10 min	Closing

**Friday 90-Minute Breakdown for MATH**

10 min	Warm Up
45 min	Formative assessment/ activity
45 min	Data Tracking (whole group and individual) <ul style="list-style-type: none"><li>● Possible re-take time</li><li>● Possible reward time</li></ul>
10 min	Closing