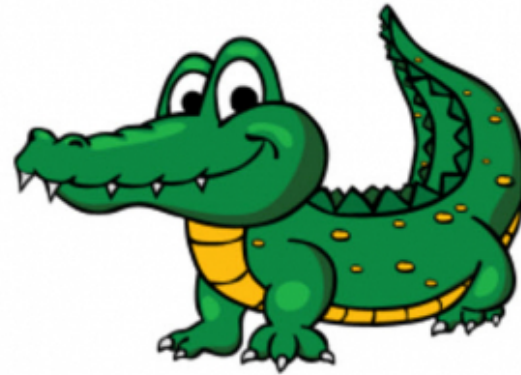


Austin Independent School District
Andrews Elementary School - TIP
2022-2023 Targeted Improvement Plan



ANDREWS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Campus Number: 227901102

Board Approval Date: December 15, 2022

ESF Diagnostic Date: April 6, 2023

Superintendent:
DCSI/Grant Coordinator:

Dr. Anthony Mays
La Kesha Drinks

Principal: Audrey Guerrero
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: La Kesha Drinks

Principal Supervisor

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

Signature: La Kesha Drinks

Principal

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

Signature: Audrey Guerrero

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

This year, the students at Andrews Elementary will achieve 75% Approaches, 35% Meets, and 15% 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, 76% of the scholars at Andrews Elementary will meet their personal progress targets in Reading and Math. This will help us achieve our goal of a B in Domain 2A and an B Overall.

Closing the Gaps

What accountability goal has your campus set for this year?

This year, Andrews Elementary will meet 2 out of 14 Academic Achievement Targets, 9 out of 10 Growth targets, their ELP target, and 1 out of 8 Student Success targets. This will result in a Closing the Gaps score of 76 (C). This will help us achieve our goal of an 80 (B) overall.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

This year, Andrews Elementary will focus on Reading Achievement for Hispanic students and students experiencing poverty because we have not yet met the Closing the Gaps target for either group.

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

Meeting these targets will support us in meeting our Closing the Gaps score of a C (76).

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: Beginning Implementation

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: Partial Implementation

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

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: 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: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Cycle 4

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Reading - did not meet performance goals (27/3/2)

3rd grade lowest - gap based on missing systems and small group supports. PLCs took awhile to get started due to staffing issues and missing extended planning time. Tier 1 - classroom observations show need for rigor, need for sentence stems and structured student conversations (evident in all classrooms)

Having to modify district curriculum to fit campus needs (especially with alignment to DL and ML).

Text processing strategies - practicing with paper/pencil strategies that transfer to online context

Math - did not meet performance goals (57/23/11)

5th grade had 50% at meets or masters - Celebration!

4th grade 44% at least approaching - means about half not meeting standards. Similar to reading - need instructional strategies to support student response and collaboration. Need focus on alignment of instruction to DDI and planning meetings in PLCs.

Alignment to YPG/IPGs easier in Math

Science - did not meet performance goals (48/10/5)

1 English class and 1 DL - challenging to find resources in Spanish (even in YPG)

ACS Brian Wann working with teachers and supporting PLCs planning for science - focus on vocabulary (going well in English) and using sentence stems. New science teacher (ESL) started in November.

Growth - making needed progress in Math - need to focus on Reading

Weekly assessments in SC show growth - weekly common assessment performance improving

Additional practice with SchoolCity helping to prepare for online assessments

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: Andrews students represent a diverse group of learners from various language, ability, and socio-economic backgrounds. We must be able to meet the unique needs of our students at their current levels to support growth and achievement in all academic areas.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will partner with Region XIII in the Data Driven Instruction (DDI) cohort. In this work, we will use our PLC time to monitor student progress and respond to it by creating plans for differentiation, reteaching, and best first instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will continue to highlight our essential actions for improvement at our staff meetings and during our Campus Advisory Council (CAC) meetings. We will create buy-in by highlighting student growth seen from our efforts with reteaching content and differentiation that we planned for in our PLC and DDI meetings.

Desired Annual Outcome: By the end of SY 22-23, 100% of teachers in grades 3-5 (n=6) will deliver lessons that reflect the campus vision for differentiated planning for language and ability needs. evidence: quarterly observation notes and internalization documents

District Commitment Theory of Action: IF the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), AND the district provides access

to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement effective classroom routines and instructional strategies AND implement Data-Driven Instruction.

Desired 90-day Outcome: By the end of cycle 1, 100% ELAR and SLAR teachers in grades 3-5 will develop lesson plans that reflect the campus vision for differentiated planning for language and ability needs.

District Actions: Academic Coaching Specialists have been assigned to Learning Community 2 that will assist the campus in implementation of 5.1 and 5.3.

Did you achieve your 90 day outcome?: Yes

Why or why not?: PLC teams review the IPG and personalize lessons within our lesson planning template to reflect differentiation

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?
We did not begin the year with a fully staffed school, which disrupted momentum in implementing PLCs and DDI.	Action Step 3	All 3 action steps articulated in Cycle 1 will support teachers while the campus continues to strive toward being fully staffed.
The number of students who speak languages other than English and Spanish continues to increase.	Action Step 1	By focusing ELAR and SLAR teachers on differentiation for students who speak LOTE

Step 1 Details	Reviews
<p>Action Step 1: CLT will provide professional learning for ELAR and SLAR teachers in grades 3-5 on how to utilize the PLC planning documents and IPGs to ensure they're meeting the needs of all students.</p> <p>Evidence Used to Determine Progress: master calendar with PL scheduled; meeting agenda</p> <p>Person(s) Responsible: Principal</p> <p>Non-Funded Resources Needed: Extra duty pay for teachers to stay after school for PL and planning</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 22, 2022 - Frequency: One Time - Evidence Collection Date: November 25, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: provided training on how to internalize curriculum documents and continued coaching on the process within PLCs</p>

Step 2 Details	Reviews
<p>Action Step 2: ELAR and SLAR teachers in grades 3-5 will utilize the PLC planning documents for lesson planning. There will be an increased focus on differentiation for students who speak languages other than English (specifically Pashto and Dari).</p> <p>Evidence Used to Determine Progress: PLC planning documents (cover every 2 weeks)</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Non-Funded Resources Needed: Support from Multilingual Education Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2022 - Frequency: Weekly - Evidence Collection Date: November 25, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Following PLC process to plan the lesson and agree on an assessment/exit ticket. Planning includes prepping vocabulary and predicting misconceptions to plan differentiated support for students with language needs. MET support with presentation about cultural info - broad and general</p>
Step 3 Details	Reviews
<p>Action Step 3: CLT will visit ELAR and SLAR classrooms in grades 3-5 at least three times in semester 1 to observe implementation of the small group instruction that was planned in PLCs.</p> <p>Evidence Used to Determine Progress: PPfT informal/formal observation documentation</p> <p>Person(s) Responsible: Principal and AP</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Quarterly - Evidence Collection Date: November 25, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: CLT has been able to observe 3-5 classrooms at least 3 times. Next step - bring in peer learning where CLT covers class so teacher can observe peers with small group instruction (start for cycle 2). Ms. King providing small group interventions - Principal and AP will also provide small group support starting semester 2.</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. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Andrews has recently moved from and F to a C rating. Part of this growth is the attention we gave to individual student progress on bi-weekly assessments and Short Cycle Assessments (SCAs). Maintaining this focus by continuing to respond to data should keep our school on an upward trajectory for growth and achievement.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? During our PLC time we will work with classroom teachers to examine first teach data, create reteach plans, and monitor growth from the reteach. Teachers will enter their own data to examine patterns and trends in order to respond appropriately. This work will be supported by our partnership with Region XIII Data Driven Instruction Cohort.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will continue to highlight our essential actions for improvement at our staff meetings and during our Campus Advisory Council (CAC) meetings. We will create buy-in by highlighting student growth seen from our efforts with reteaching content and differentiation that we planned for in our PLC and DDI meetings.

Desired Annual Outcome: By the end of SY 22-23, 100% of 3-5 grade level teams will engage in bi-weekly PLC meetings using DDI protocols to create, respond to, and monitor reteach plans. evidence - PLC agenda notes and CLT observation and feedback.

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

Desired 90-day Outcome: By the end of cycle 1, the principal and DCSI will attend TIL DDI professional learning with Region XIII, and the principal will facilitate the first two DDI PLCs with 4th and 5th grade dual language teachers.

District Actions: DCSI will engage in a DDI coaching session with the principal based on the initial data meeting.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Principal and DCSI attended TIL DDI PL at Region XIII and principal has facilitated first two DDI PLCs. Next step is to onboard new staff with DDI professional learning.

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?
We did not begin the year with a fully staffed school, which disrupted momentum in implementing PLCs and DDI.	Action Step 1	Focus on building capacity and systems/protocols to support effective DDI even while short staffed.

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?
The number of students who speak languages other than English and Spanish continues to increase.	Action Step 2	Using data to monitor student progress for languages other than English and Spanish and provide specific feedback on instruction to support these students.
Increased class size makes it difficult to conference with individual students and to plan for frequent small group instruction.	Action Step 3	Student ownership of data and goal setting

Step 1 Details	Reviews
<p>Action Step 1: Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet weekly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Evidence Used to Determine Progress: Master Schedule, PLC Meeting Agendas and Minutes</p> <p>Person(s) Responsible: Teachers ACS Campus Leadership Team</p> <p>Non-Funded Resources Needed: N/A</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 19, 2022 - Frequency: Weekly - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Schedule allows for additional PLC planning time. Additional support from Dr. Pirtle with PLC facilitation - especially 3rd grade. Building capacity (taking time) with DDI protocols and getting systems in place to sustain DDI process.</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Specific attention will be paid to data around students who speak languages other than English and Spanish.</p> <p>Evidence Used to Determine Progress: Campus Data Tracker DDI Meeting Agenda SCA & MAP Growth Data</p> <p>Person(s) Responsible: Campus Leadership Team Teachers</p> <p>Non-Funded Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 26, 2022 - Frequency: Quarterly - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus data tracking moving toward more granular view - so far looking at more interim/summative data but wanting to do more targeted data analysis on a more formative basis.</p>

Step 3 Details	Reviews
<p>Action Step 3: Teachers begin using individual student data folders with students to help foster ownership and goal setting for progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.). Evidence of this work is visible in every classroom and throughout the school.</p> <p>Evidence Used to Determine Progress: Individual Student Data Folders</p> <p>Person(s) Responsible: Teachers Students Campus Leadership Team</p> <p>Non-Funded Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 17, 2022 - Frequency: Quarterly - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: shifting to 3-5 5th grade students are managing their own data folders well - working to strengthen these practices in 3rd and 4th.</p>
Step 4 Details	Reviews
<p>Action Step 4: The principal and leadership team will attend TIL DDI professional learning with Region XIII in order to build capacity in DDI PLC systems at campus.</p> <p>Evidence Used to Determine Progress: TIL Take Home Resources</p> <p>Person(s) Responsible: Principal and leadership team</p> <p>Non-Funded Resources Needed: Region 13 TIL Training</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 4, 2022 - Frequency: One Time - Evidence Collection Date: October 5, 2022</p> <p>Funding Sources: ESF Grant - 6200-Professional and contracted services - \$7,387.50</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: AP could not attend - needed to keep administrator on campus</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: Andrews students represent a diverse group of learners from various language, ability, and socio-economic backgrounds. We must be able to meet the unique needs of our students at their current levels to support growth and achievement in all academic areas.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will partner with Region XIII in the Data Driven Instruction (DDI) cohort. In this work, we will use our PLC time to monitor student progress and respond to it by creating plans for differentiation, reteaching, and best first instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will continue to highlight our essential actions for improvement at our staff meetings and during our Campus Advisory Council (CAC) meetings. We will create buy-in by highlighting student growth seen from our efforts with reteaching content and differentiation that we planned for in our PLC and DDI meetings.

Desired Annual Outcome: By the end of SY 22-23, 100% of teachers in grades 3-5 (n=6)will deliver lessons that reflect the campus vision for differentiated planning for language and ability needs. evidence: quarterly observation notes and internalization documents

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

Desired 90-day Outcome: By the end of cycle 2, 100% teachers in grades 3-5 will develop lesson plans that reflect the campus vision for differentiated planning for language and ability needs.

District Actions: Academic Coaching Specialists have been assigned to Learning Community 2 that will assist the campus in implementation of 5.1 and 5.3.

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?
Student language needs continue to pose a challenge. We struggle to find adequate support for students speaking languages other than Spanish and English.	Action Step 3	Emergent bilinguals need explicit phonics instruction as part of a comprehensive literacy program.
3rd grade reading needs at the foundational level - still working on decoding. Teachers need support for differentiating and providing scaffolding to prepare students for STAAR level reading skills and rigor.	Action Step 1, Action Step 2, Action Step 3	Students with gaps in education or who have reading disabilities need explicit phonics instruction as part of a comprehensive literacy program.

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?
Many of our teachers are new to teaching, so we will need to spend time on building more basic teaching skills.	Action Step 1, Action Step 2	New teachers are supported in planning and delivering differentiated instruction

Step 1 Details	Reviews
<p>Action Step 1: ELAR and SLAR teachers in grades 3-5 will utilize the PLC template and district curriculum documents for planning. There will be an increased focus on differentiation for students who speak languages other than English (specifically Pashto and Dari).</p> <p>Evidence Used to Determine Progress: PLC Planning Documents (cover every 2 weeks)</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Non-Funded Resources Needed: Support from Multilingual Education Team</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 19, 2022 - 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: CLT will visit ELAR and SLAR classrooms in grades 3-5 at least three times in semester 1 to observe implementation of the small group instruction that was planned during PLCs.</p> <p>Evidence Used to Determine Progress: PPfT informal/formal observation documentation</p> <p>Person(s) Responsible: Principal, AP and Instructional Coaches</p> <p>Non-Funded Resources Needed: none</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 19, 2022 - Frequency: Quarterly - 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: Redesign ELAR/SLAR block to provide a structured phonics blocks, including intervention and assessment, for 3rd and 4th grade. This will include training for teachers.</p> <p>Evidence Used to Determine Progress: Lesson plan documents with a whole group phonics section outlined, as well as a place for small group phonics intervention.</p> <p>Person(s) Responsible: Campus Leadership Team</p> <p>Non-Funded Resources Needed: Tesoros Tejas LEE Blast HD Word - RGR</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 19, 2022 - Frequency: One Time - Evidence Collection Date: March 3, 2023</p> <p>Funding Sources: Blast, HD Word, Print Shop - 6300-Supplies and materials - \$5,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: 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. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Andrews has recently moved from and F to a C rating. Part of this growth is the attention we gave to individual student progress on bi-weekly assessments and Short Cycle Assessments (SCAs). Maintaining this focus by continuing to respond to data should keep our school on an upward trajectory for growth and achievement.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? During our PLC time we will work with classroom teachers to examine first teach data, create reteach plans, and monitor growth from the reteach. Teachers will enter their own data to examine patterns and trends in order to respond appropriately. This work will be supported by our partnership with Region XIII Data Driven Instruction Cohort.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will continue to highlight our essential actions for improvement at our staff meetings and during our Campus Advisory Council (CAC) meetings. We will create buy-in by highlighting student growth seen from our efforts with reteaching content and differentiation that we planned for in our PLC and DDI meetings.

Desired Annual Outcome: By the end of SY 22-23, 100% of 3-5 grade level teams will engage in bi-weekly PLC meetings using DDI protocols to create, respond to, and monitor reteach plans. evidence - PLC agenda notes and CLT observation and feedback.

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

Desired 90-day Outcome: By the end of cycle 2, campus leadership team or team lead is facilitating 100% of weekly 3rd-5th grade PLCs with coaching and support from the principal and/or ACS. Alternate weeks for Math and Reading using the DDI meeting protocols for weekly planning meetings and weekly data meetings.

District Actions: DCSI will engage in a DDI coaching session with the principal based on the initial data meeting.

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?
Many of our teachers are new to teaching and will need to be onboarded to our PLC DDI protocols and practices.	Action Step 2	CLT will support new teachers with coaching and feedback

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?
Routines and procedures for planning with DDI are being put into place later than what is ideal due to staffing challenges at the beginning of the school year that delayed our ability to secure adequate protected time for PLC meetings.	Action Step 1	Teachers now have protected time to meet in PLCs each week

Step 1 Details	Reviews
<p>Action Step 1: Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet weekly in PLCs for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Evidence Used to Determine Progress: Master Schedule, PLC Meeting Agendas and Minutes</p> <p>Person(s) Responsible: Teachers ACS Campus Leadership Team</p> <p>Non-Funded Resources Needed: N/A</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 19, 2022 - 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: Campus instructional leaders prepare for PLC facilitation by reviewing disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Specific attention will be paid to data around students who speak languages other than English and Spanish.</p> <p>Evidence Used to Determine Progress: Campus Data Tracker DDI Meeting Agenda Calendar for Leadership Team meetings</p> <p>Person(s) Responsible: Campus Leadership Team Teachers</p> <p>Non-Funded Resources Needed: Get Better Faster Scope and Sequence SCA & MAP Growth Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 19, 2022 - Frequency: Quarterly - 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: The principal and assistant principal will meet with students to set goals for SCA 2 before the assessment. After the assessment, the same team will review data with students to celebrate their successes and set additional goals.</p> <p>Evidence Used to Determine Progress: Individual Student Data Documents</p> <p>Person(s) Responsible: Teachers Students Campus Leadership Team</p> <p>Non-Funded Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 9, 2022 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

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

1. Essential Action 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: Andrews students represent a diverse group of learners from various language, ability, and socio-economic backgrounds. We must be able to meet the unique needs of our students at their current levels to support growth and achievement in all academic areas.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will partner with Region XIII in the Data Driven Instruction (DDI) cohort. In this work, we will use our PLC time to monitor student progress and respond to it by creating plans for differentiation, reteaching, and best first instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will continue to highlight our essential actions for improvement at our staff meetings and during our Campus Advisory Council (CAC) meetings. We will create buy-in by highlighting student growth seen from our efforts with reteaching content and differentiation that we planned for in our PLC and DDI meetings.

Desired Annual Outcome: By the end of SY 22-23, 100% of teachers in grades 3-5 (n=6)will deliver lessons that reflect the campus vision for differentiated planning for language and ability needs. evidence: quarterly observation notes and internalization documents

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

Desired 90-day Outcome: By the end of cycle 3, 100% of ELAR, SLAR, and math teachers in grades 3-5 will deliver lessons that reflect the campus vision for differentiated planning for language and ability needs. evidence: observation results and internalization documents

District Actions: Academic Coaching Specialists have been assigned to Learning Community 2 that will assist the campus in implementation of 5.1 and 5.3.

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. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Andrews has recently moved from an F to a C rating. Part of this growth is the attention we gave to individual student progress on bi-weekly assessments and Short Cycle Assessments (SCAs). Maintaining this focus by continuing to respond to data should keep our school on an upward trajectory for growth and achievement.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? During our PLC time we will work with classroom teachers to examine first teach data, create reteach plans, and monitor growth from the reteach. Teachers will enter their own data to examine patterns and trends in order to respond appropriately. This work will be supported by our partnership with Region XIII Data Driven Instruction Cohort.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will continue to highlight our essential actions for improvement at our staff meetings and during our Campus Advisory Council (CAC) meetings. We will create buy-in by highlighting student growth seen from our efforts with reteaching content and differentiation that we planned for in our PLC and DDI meetings.

Desired Annual Outcome: By the end of SY 22-23, 100% of 3-5 grade level teams will engage in bi-weekly PLC meetings using DDI protocols to create, respond to, and monitor reteach plans. evidence - PLC agenda notes and CLT observation and feedback.

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

Desired 90-day Outcome: By the end of cycle 3, campus leadership team or team lead is facilitating 100% of weekly 3rd grade PLCs in addition to 4th and 5th grade with coaching and support from the principal and/or ACS. Alternate weeks for Math and Reading using the DDI meeting protocols for weekly planning meetings and weekly data meetings.

District Actions: DCSI will engage in a DDI coaching session with the principal based on the initial data meeting.

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
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$56,734.00
+/- Difference					\$56,734.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	4	ESF Grant		\$7,387.50
Sub-Total					\$7,387.50
Budgeted Budget Object Code Amount					\$23,584.00
+/- Difference					\$16,196.50
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	1	3	Blast, HD Word, Print Shop		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Budget Object Code Amount					\$8,067.00
+/- Difference					\$3,067.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$1,800.00
+/- Difference					\$1,800.00
Grand Total Budgeted					\$90,185.00
Grand Total Spent					\$12,387.50
+/- Difference					\$77,797.50

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	332	54	22	N/A	Interim Assessment	75	27	Interim Assessment	75		75	
			All	All	Reading	Meets	STAAR	332	18	15	N/A	Interim Assessment	35	3	Interim Assessment	35		35	
			All	All	Reading	Masters	STAAR	332	5	13	N/A	Interim Assessment	15	2	Interim Assessment	15		15	
			All	All	Mathematics	Approaches	STAAR	332	55	28	N/A	Interim Assessment	75	57	Interim Assessment	75		75	
			All	All	Mathematics	Meets	STAAR	332	18	10	N/A	Interim Assessment	35	23	Interim Assessment	35		35	
			All	All	Mathematics	Masters	STAAR	332	8	13	N/A	Interim Assessment	15	11	Interim Assessment	15		15	
			All	All	Science	Approaches	STAAR	332	41	5	N/A	Interim Assessment	75	48	Interim Assessment	75		75	
			All	All	Science	Meets	STAAR	332	11	10	N/A	Interim Assessment	35	10	Interim Assessment	35		35	
			All	All	Science	Masters	STAAR	332	0	8	N/A	Interim Assessment	15	5	Interim Assessment	15		15	
Closing the Gaps	Focus 1	Academic Achievement	All	Hispanic	ELA	N/A	ELA	N/A	20	31	100	Interim Assessment	37	4	Interim Assessment	37		37	
	Focus 2	Academic Achievement	All	Econ Disadv	ELA	N/A	ELA	N/A	16	30	100	Interim Assessment	37	2	Interim Assessment	37		37	

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	289	Did Not Meet	48	25	73	25		25	
					Approaches	22	75	27	75		75	
					Meets	15	35	3	35		35	
					Masters	13	15	2	15		15	
	Math	All	STAAR	279	Did Not Meet	50	25	43	25		25	
					Approaches	28	75	57	75		75	
					Meets	10	35	23	35		35	
					Masters	13	15	11	15		15	

Addendums

PLEASE MAKE A COPY BEFORE EDITING WITH YOUR TEAM

Math PLC/TEK Study: What are we Teaching next week?

Norms:

-

[AISD Stem Department](#)

Week of:

Unit:)

of days:

Attendees:

Broad Focus of the week for Core:

Process Standards: *Everyday, Every lesson in Math*

(**Apply** math to everyday life. Use Problem Solving Model to analyze given info, formulate a plan or strategy, determine a solution and justify the solution. **Select** tools, objects, techniques, mental math, estimation and number sense to solve problems. **Create** and use representations to organize, record, and communicate math ideas. **Analyze** math relationships to connect and communicate math ideas. **Display**, explain, and justify math ideas and arguments using precise math language in written or oral communication.)

Math Components:

- Fluency
- Core
- Guided Math

What are the high leverage TEKS for the upcoming week?

<p>TEK(s) High Leverage</p> <ul style="list-style-type: none"> • 	<p>TEK(s) Complementary</p> <ul style="list-style-type: none"> •
<p>Verbs/Context (what):</p> <ul style="list-style-type: none"> • 	<p>Verbs/Context (what):</p> <ul style="list-style-type: none"> •
<p>How/ including strategy:</p> <ul style="list-style-type: none"> • 	<p>How/ including strategy:</p> <ul style="list-style-type: none"> •
<p>Vocabulary:</p>	<ul style="list-style-type: none"> •
<p>Guiding Questions:</p>	<ul style="list-style-type: none"> •
<p>Manipulatives/Tools/Supplemental Aids/Anchors:</p>	<ul style="list-style-type: none"> •

Let's Review/Solve our Common Assessment to determine what SUCCESS looks like: (10 min.)

Assessment/Check for Understanding:

What resources or links can we use for the upcoming week? May attach assessment here.

(Attach any live link that may also be useful... here for each week!)

-

Intervention Considerations: (Guided Math)

Questions to consider here: What will we do when students have limited understanding? What will we do when students understand? How will we support failing/mastery grades?

-

We will establish our learning/language/success criteria for the week.

(Consider that each day may be different in some weeks.)

Monday

-

Tuesday

-

Wednesday

-

Thursday

-

Friday

-

What do students need to KNOW:

-

What do students need to SHOW:

-

Next Steps/ other Visual Models useful for the week:

(some teachers like to paste Anchor samples here for teachers to share with team,etc)

-

Language Arts

PLC/TEK Study: What are we Teaching next week?

Working Agreements:

-

[AISD Stem Department](#)

Week of:

Unit:

of days:

Attendees:

Learning Objective:

1. We will discuss the high leverage TEKS for the week of
2. We will review and solve the common assessment for the week and discuss what student mastery looks like
3. We will establish the learning objective, lang objective and success criteria for the week.

Success criteria/Lang Objective

- I can describe how students show mastery on the common assessment.
- I can write the learning objectives, language objectives and success criteria for the week of



Weekly Learning and Language Objective (tek):

	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness					

Phonics/ Spelling					
Academic Vocabulary					
Content Vocabulary					
Text					
Comprehension Strategy/Skill					
Success Criteria					
Writing					
Success Criteria					