

San Angelo Independent School District

Lone Star Middle School - TIP

2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Carl Dethloff
Wes Underwood

Principal: Amy Lemaster
ESC Case Manager: Randy Gartman
ESC Region: 15

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: Wes Underwood

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: Wes Underwood

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: Amy Lemaster

Data Analysis

Domain 1

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 1 goal is to achieve a component score of 41. We will do this by achieving the following results on our STAAR exam overall:

Approaches: 70

Meets: 38

Masters: 15

We aim to recover learning loss from during COVID. We think it is feasible to increase our scores but are basing our goals on what our students achieved in 2019 during in-person instruction. More than 20% of our students received on-line instruction for the the majority of the 2020-2021 school year. Our focus on data-driven instruction will help us prioritize which standards/students to address to improve student learning. We will also address learning loss by offering interventions built into the school day and addressed in our PLC cycles.

Domain 2A or 2B

Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.

While we did not receive a growth component score for the 2021 school year, we feel that with targeted interventions, a focus on data-driven instruction, and solid instructional practices we can achieve growth to achieve a Domain II A score of 66. Last year approximately 20% of our students received instruction online and experienced more learning loss than our in-person students. Growth will be our main focus.

Our component score in 2B during 2019 was 40, with a relative performance score for Eco Dis of 54.2%.

Our goal for 2022 is to increase our component score to 45.

If we focus on overall achievement and increase Domain I scores to 41 our Relative Performance (2B) will also improve. We want to try to make up for the gap in our learning loss during COVID.

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

2019 STAAR showed our campus meeting in 2/36 targets: African American/ELA and African American/Student Success Status

Our 2022 goal is to analyze the Status and Data Table, choose areas to focus on growth, and increase our indicators to meeting in 8 or more areas. We believe that we will be able to attain growth with many our students this year due to the numbers of students that received instruction on-line in 2020-2021. We will monitor this through student goal setting and progress monitoring throughout the year.

Academic Achievement Status: Reading Eco Dis, Reading EL, Math Eco Dis, Math EL

Growth Status: Reading Eco Dis, Reading Hispanic, Math Eco Dis

English Language Proficiency Status

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?

Our focus for 2022 will be math and reading achievement. We will prioritize these focus areas to support our students in making up for learning loss from COVID. Prioritizing math and reading will improve our overall data for the current school year.

Our data additionally indicates that math suffered greater learning loss than other content areas during the 2020-2021 school year. We will ensure that our DDI practices are strong and in place at the beginning of the year and that we are intervening in a way that will help students that were not successful starting in 2021.

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

Additionally, we will focus on our Eco Dis, ELs, and Hispanic students. These groups of students need to be prioritized this year in terms of their achievement and we will ensure we are differentiating to meet the needs of these populations. Focusing on these student groups will help support our accountability scores across the board, but particularly in Domain 3 since these targets were missed.

Essential Actions

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

Implementation Level: Beginning Implementation

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

Implementation Level: Beginning Implementation

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

Implementation Level: Beginning Implementation

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

Implementation Level: Beginning Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Essential Action : Data-driven instruction.

Implementation Level: Beginning Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Our MAP data and formative assessments show student growth. We attribute this to the PLC framework and teacher/leadership team collaboration during PLC time.

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

Implementation Level: Beginning Implementation

Rationale: Based on 2019 accountability data, reading was an area of concern for Lone Star Middle School. We want our students to improve in their reading skills so they can become more successful in the classroom, on assessments, and in the real world. We have partnered with Scholastic for the purpose of improving instructional practices in the humanities and across all content areas. Literacy is a major focus of our district. This will help us to build capacity and focus on alignment, engagement, quality questioning, and assessment. The PLC Framework will serve to focus our efforts with lesson design, instruction, student engagement, and assessment to the verbs of the TEKS to make sure we are aligned to the objectives. By building our capacity, we expect student growth in reading to increase.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? I will partner with my engage2learn coach, Teela Watson, and the District to build capacity in this Essential Action. Ms. Watson and District leadership will serve as my coaches so I can learn and grow and help build capacity in my leadership team and teachers. Specifically, we are working on classroom walk-throughs to ensure alignment and feedback to teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication is important to ensure success of any priority. We will use professional learning time, Google Classroom, Schoology, one-on-one visits/conferences, and coaching opportunities to communicate our priorities to our faculty and staff. Our other stakeholders (district, community, families, etc) should also be aware of our structures as we work to make progress. We will use meetings and written communication as opportunities to explain the structures and processes that we have put in place. We use our campus website, Google Site, and social media to communicate with our stakeholders. We meet with our campus improvement team, which includes parents, business representatives, teachers, and the leadership team, to hear stakeholder voice and communicate our campus goals.

Desired Annual Outcome: 100% of all classrooms will show evidence that direct instruction, instructional activities, and assessments illustrate alignment to what is being designed during PLCs and that teachers are requiring students to do what the verb of the objective is requiring them to do.

District Commitment Theory of Action: If the district provides the campus with a standards-aligned guaranteed and viable curriculum then we will insure implementation by each teacher and increase student performance.

Desired 90-day Outcome: ICs, admin, and the district C & I team will use an informal walk-through form to visit classrooms and give calibrated feedback to the teachers, looking for evidence that direct instruction, instructional activities, and assessments illustrate alignment to what is being designed during PLCs and that teachers are requiring students to do what the verb of the objective is requiring them to do. 100% will have at least one walk-through, with at least 75% of the teachers demonstrating alignment of instruction, instructional activities, and assessments. ICs, admin, and the district C & I team are looking for alignment between the district YAG, state standards, what teachers are planning in PLCs, and what is happening in the classrooms.

District Actions: The District will provide support for implementation of the PLC process and calibration of walkthrough process.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The leadership team observed 75% of teachers demonstrating alignment of instruction, instructional activities, and assessments during walk-throughs.

Step 1 Details	Formative Reviews
<p>Action Step 1: Campus leadership team has developed a campus walk-through observation form and will conduct consistent and calibrated informal walk-throughs, using the data to inform PLC and instructional decisions. The goal is to ensure the alignment of the PLC Framework and instructional practices.</p> <p>Evidence Used to Determine Progress: Walk-through form and evidence</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Time for walk throughs and time for the leadership team to calibrate</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 18, 2021 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will help each other to be accountable for our time that is calendared for walk-throughs.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Campus leadership team will use PLC time to collaborate with teachers as they design high-quality instructional materials aligned to objectives and formative assessments to assess student learning.</p> <p>Evidence Used to Determine Progress: PLC framework, lesson plans, student evidence/work, student data</p> <p>Person(s) Responsible: Leadership team, teachers</p> <p>Resources Needed: PLC Framework, TEKS Resource System, YAG</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 18, 2021 - Frequency: Daily - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The ICs and admin are pulling back support and working toward our PLCs becoming more teacher-led.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Scholastic & Math Solutions Coaching - We will utilize Scholastic Coaching with the humanities department and Math Solutions Coaching with STEM to support instructional practices and student learning.</p> <p>Evidence Used to Determine Progress: Scholastic and Math Solutions strategies will be evident in teachers' vocabulary, lesson plans, and daily activities.</p> <p>Person(s) Responsible: Leadership team, teachers, Scholastic Consultant, Math Solution Consultant</p> <p>Resources Needed: Scholastic & Math Solutions</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 18, 2021 - Frequency: Quarterly - Evidence Collection Date: December 10, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We continue to collaborate with Scholastic and Math Solutions monthly.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Time constraints at beginning of school year with more focus placed on students returning from online instruction, Calibration of "look fors" in walk-throughs

What specific action steps address these challenges?: Action Step 1

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: We want to build capacity in our teachers so they can lead data-driven conversations during PLCs; therefore, they will use data to drive their lesson design. We want our teachers to use data to drive their instruction on a daily and weekly basis, to guide students as they write individual growth goals, and to use data to create student groups for learning, reteaching, and enrichment.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? I will partner with my engage2learn coach, Teela Watson, and District leadership to build capacity in this Essential Action. Ms. Watson and District leadership will serve as my coaches so I can learn and grow and help build capacity in my leadership team and teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication is important to ensure success of any priority. We will use professional learning time, Google Classroom, Schoology, one-on-one visits/conferences, and coaching opportunities to communicate our priorities to our faculty and staff. Our other stakeholders (district, community, families, etc) should also be aware of our structures as we work to make progress. We will use meetings and written communication as opportunities to explain the structures and processes that we have put in place. Because of COVID, these meetings will need to be virtual. We use our campus website, Google Site, and social media to communicate with our stakeholders.

Desired Annual Outcome: 100% of core teachers will lead data-driven conversations during PLCs and use various points of data to drive their lesson design. They will reflect on objectives mastered/not mastered throughout the school year to ensure all students have opportunities to master skills for success. Teachers will write exemplar formative assessments together to determine what the model formative assessment that students produce would include. Teachers will gather multiple examples of various levels (high, medium, and low) student evidence to determine their students' mastery and make targeted plans for reteaching and enrichment. As a campus, we will set student achievement goals and empower students and teachers to track progress toward these goals.

District Commitment Theory of Action: If the district policies and practices support effective instruction then we will execute and follow through structures that impact instruction and increase student achievement.

Desired 90-day Outcome: During summer professional learning, our teachers attended PL that is relevant to the PLC Framework and helped them to understand how to interpret student data and set goals with their students for success. In August, our teachers, ICs, and admin team collaborated to prepare for the 21-22 school year and start the PLC Framework for the new school year. Some adjustments were made based on the feedback the teachers gave us at the end of the 20-21 school year. By the end of this 90-day cycle, we hope 100% of returning teachers will lead data-driven conversations during PLCs, using various points of data to drive their lesson design. The ICs, admin team, and returning teachers will serve as role models to teach new teachers how to lead these conversations and design lessons based on data and student evidence.

District Actions: The District will continue to provide support for implementation of PLC cycle process.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Our teachers are becoming much more confident in the PLC process. 100% of our returning teachers could lead a PLC and 75% of our new teachers are gaining the confidence to lead PLCs at this point in the year.

Step 1 Details	Formative Reviews
<p>Action Step 1: Campus leadership team has developed a campus walk-through observation form and will conduct consistent and calibrated informal walk-throughs, using the data to inform PLC and instructional decisions. The goal is to ensure the alignment of the PLC Framework and instructional practices.</p> <p>Evidence Used to Determine Progress: Walk through form and evidence</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Time for walk throughs and time for the leadership team to calibrate</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 18, 2021 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will protect time on our calendars for calibrated learning walks together as a leadership team.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Campus leadership team will use PLC time to collaborate with teachers as they design high-quality instructional materials aligned to objectives and formative assessments to assess student learning.</p> <p>Evidence Used to Determine Progress: PLC framework, lesson plans, student evidence/work, student data</p> <p>Person(s) Responsible: Leadership team, teachers</p> <p>Resources Needed: PLC Framework, TEKS Resource System, YAG</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 18, 2021 - Frequency: Daily - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Our ICs and admin team work with PLCs daily to design high-quality instructional materials.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: PLC Framework Reteach & Enrichment - We will use the PLC Framework to ensure our lessons are high-quality and aligned. The reteach and enrichment stage of the PLC framework is in place so teachers can use student evidence/data to provide a timely reteach, intervention, or enrichment opportunity to individual students or groups of students, meeting their needs.</p> <p>Evidence Used to Determine Progress: Student evidence, lesson plans, student progress on objectives (data charts and goal-setting)</p> <p>Person(s) Responsible: Leadership team, teachers</p> <p>Resources Needed: PLC framework, resources to design lessons (TRS, YAG)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 18, 2021 - Frequency: Ongoing - Evidence Collection Date: December 10, 2021</p> <p>Funding Sources: - 6300-Supplies and materials - \$43,688</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The reteach and enrichment stage of the PLC process is in place and very beneficial for our students' learning and our teachers' instructional growth. 100% of our teachers utilize this stage of the PLC process to its potential.</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: MAP & Common Assessments - We will use MAP and Common Assessment data to drive instructional decisions throughout the school year and in preparation for STAAR</p> <p>Evidence Used to Determine Progress: MAP & Common Assessment data</p> <p>Person(s) Responsible: Leadership team, teachers</p> <p>Resources Needed: MAP data, Common Assessment data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 18, 2021 - Frequency: Quarterly - Evidence Collection Date: December 10, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We used our BOY MAP data to drive our instructional decisions and will do the same with our MOY MAP data in January.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teacher buy-in, Time constraints, Learning new processes and systems (especially new teachers)

What specific action steps address these challenges?: Action Step 2

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Beginning Implementation

Rationale: Based on 2019 accountability data, reading was an area of concern for Lone Star Middle School. We want our students to improve in their reading skills so they can become more successful in the classroom, on assessments, and in the real world. We have partnered with Scholastic for the purpose of improving instructional practices in the humanities and across all content areas. Literacy is a major focus of our district. This will help us to build capacity and focus on alignment, engagement, quality questioning, and assessment. The PLC Framework will serve to focus our efforts with lesson design, instruction, student engagement, and assessment to the verbs of the TEKS to make sure we are aligned to the objectives. By building our capacity, we expect student growth in reading to increase.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? I will partner with my engage2learn coach, Teela Watson, and the District to build capacity in this Essential Action. Ms. Watson and District leadership will serve as my coaches so I can learn and grow and help build capacity in my leadership team and teachers. Specifically, we are working on classroom walk-throughs to ensure alignment and feedback to teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication is important to ensure success of any priority. We will use professional learning time, Google Classroom, Schoology, one-on-one visits/conferences, and coaching opportunities to communicate our priorities to our faculty and staff. Our other stakeholders (district, community, families, etc) should also be aware of our structures as we work to make progress. We will use meetings and written communication as opportunities to explain the structures and processes that we have put in place. We use our campus website, Google Site, and social media to communicate with our stakeholders. We meet with our campus improvement team, which includes parents, business representatives, teachers, and the leadership team, to hear stakeholder voice and communicate our campus goals.

Desired Annual Outcome: 100% of all classrooms will show evidence that direct instruction, instructional activities, and assessments illustrate alignment to what is being designed during PLCs and that teachers are requiring students to do what the verb of the objective is requiring them to do.

District Commitment Theory of Action: If the district provides the campus with a standards-aligned guaranteed and viable curriculum then we will insure implementation by each teacher and increase student performance.

Desired 90-day Outcome: ICs, admin, and the district C & I team will use an informal walk-through form to visit classrooms and give calibrated feedback to the teachers, looking for evidence that direct instruction, instructional activities, and assessments illustrate alignment to what is being designed during PLCs and that teachers are requiring students to do what the verb of the objective is requiring them to do. 100% will have at least one walk-through, with at least 90% of the teachers demonstrating alignment of instruction, instructional activities, and assessments. ICs, admin, and the district C & I team are looking for alignment between the district YAG, state standards, what teachers are planning in PLCs, and what is happening in the classrooms.

District Actions: The District will provide support for conducting and reviewing walkthrough data.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews
<p>Action Step 1: The campus leadership team has developed and adjusted a campus walk-through observation form and will conduct consistent and calibrated informal walk-throughs, using the data to inform PLC and instructional decisions. The goal is to ensure the alignment of the PLC Framework and instructional practices.</p> <p>Evidence Used to Determine Progress: Walk through form and evidence from walk throughs</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Time for walk throughs and time for the leadership team to calibrate</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: The campus leadership team will use PLC time to collaborate with teachers as they design high-quality instructional materials aligned to objectives and formative assessments to assess student learning. As we move forward throughout the year, the PLCs become more and more teacher-led.</p> <p>Evidence Used to Determine Progress: PLC framework, lesson plans, student evidence/work, student data</p> <p>Person(s) Responsible: Leadership team, teachers</p> <p>Resources Needed: PLC Framework, TEKS Resource System, YAG</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Scholastic & Math Solutions Coaching - We are working with Scholastic Coaching with the humanities department and Math Solutions Coaching with STEM to support instructional practices and student learning.</p> <p>Evidence Used to Determine Progress: Scholastic and Math Solutions strategies will be evident in teachers' vocabulary, students' vocabulary, lesson plans, and daily activities.</p> <p>Person(s) Responsible: Leadership team, teachers, Scholastic Consultant, Math Solution Consultant</p> <p>Resources Needed: Scholastic & Math Solutions</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Daily - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: The leadership team will calendar time to conduct walk-throughs together so learning walk data is aligned and calibrated.</p> <p>Evidence Used to Determine Progress: Walk through data</p> <p>Person(s) Responsible: ICs and admin</p> <p>Resources Needed: Time for calibrated walk-throughs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We are protecting time for walk-throughs, but finding it challenging to protect time for calibrated walk-throughs as a team.

What specific action steps address these challenges?: Action Step 4

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: We want to build capacity in our teachers so they can lead data-driven conversations during PLCs; therefore, they will use data to drive their lesson design. We want our teachers to use data to drive their instruction on a daily and weekly basis, to guide students as they write individual growth goals, and to use data to create student groups for learning, reteaching, and enrichment.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? I will partner with my engage2learn coach, Teela Watson, and District leadership to build capacity in this Essential Action. Ms. Watson and District leadership will serve as my coaches so I can learn and grow and help build capacity in my leadership team and teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication is important to ensure success of any priority. We will use professional learning time, Google Classroom, Schoology, one-on-one visits/conferences, and coaching opportunities to communicate our priorities to our faculty and staff. Our other stakeholders (district, community, families, etc) should also be aware of our structures as we work to make progress. We will use meetings and written communication as opportunities to explain the structures and processes that we have put in place. Because of COVID, these meetings will need to be virtual. We use our campus website, Google Site, and social media to communicate with our stakeholders.

Desired Annual Outcome: 100% of core teachers will lead data-driven conversations during PLCs and use various points of data to drive their lesson design. They will reflect on objectives mastered/not mastered throughout the school year to ensure all students have opportunities to master skills for success. Teachers will write exemplar formative assessments together to determine what the model formative assessment that students produce would include. Teachers will gather multiple examples of various levels (high, medium, and low) student evidence to determine their students' mastery and make targeted plans for reteaching and enrichment. As a campus, we will set student achievement goals and empower students and teachers to track progress toward these goals.

District Commitment Theory of Action: If the district policies and practices support effective instruction then we will execute and follow through structures that impact instruction and increase student achievement.

Desired 90-day Outcome: During summer professional learning, our teachers attended PL that is relevant to the PLC Framework and helped them to understand how to interpret student data and set goals with their students for success. In August, our teachers, ICs, and admin team collaborated to prepare for the 21-22 school year and start the PLC Framework for the new school year. Some adjustments were made based on the feedback the teachers gave us at the end of the 20-21 school year. By the end of this 90-day cycle, we hope 100% of returning teachers and 90% of new teachers will lead data-driven conversations during PLCs, using various points of data to drive their lesson design. The ICs, admin team, and returning teachers will serve as role models to teach new teachers how to lead these conversations and design lessons based on data and student evidence.

District Actions: The District will continue to provide support for implementation of PLC cycle process.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews
<p>Action Step 1: The campus leadership team has developed and adjusted a campus walk-through observation form and is conducting consistent and calibrated informal walk-throughs, using the data to inform PLC and instructional decisions. The goal is to ensure the alignment of the PLC Framework and instructional practices.</p> <p>Evidence Used to Determine Progress: Walk through form and data/evidence from walk throughs</p> <p>Person(s) Responsible: Leadership team</p> <p>Resources Needed: Time for walk throughs and time for the leadership team to calibrate</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: The campus leadership team is using PLC time to collaborate with teachers as they design high-quality instructional materials aligned to objectives and formative assessments to assess student learning. As we move forward throughout the year, the PLCs are becoming more and more teacher-led.</p> <p>Evidence Used to Determine Progress: PLC framework, lesson plans, student evidence/work, student data</p> <p>Person(s) Responsible: Leadership team, teachers</p> <p>Resources Needed: PLC Framework, TEKS Resource System, YAG</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Daily - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: PLC Framework Reteach & Enrichment - We are using the PLC Framework to ensure our lessons are high-quality and aligned. The reteach and enrichment stage of the PLC framework is in place so teachers can use student evidence/data to provide a timely reteach, intervention, or enrichment opportunity to individual students or groups of students, meeting their needs. Furthermore, we are using ZSpace in our STEM classes for enrichment aligned with the TEKS.</p> <p>Evidence Used to Determine Progress: Student evidence, lesson plans, student progress on objectives (data charts and goal-setting)</p> <p>Person(s) Responsible: Leadership team, teachers</p> <p>Resources Needed: PLC framework, resources to design lessons (TRS, YAG)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Formative Reviews
<p>Action Step 4: MAP & Common Assessments - We will use MAP and Common Assessment data to drive instructional decisions throughout the school year and in preparation for STAAR</p> <p>Evidence Used to Determine Progress: MAP & Common Assessment data</p> <p>Person(s) Responsible: Leadership team, teachers</p> <p>Resources Needed: MAP data, Common Assessment data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Quarterly - Evidence Collection Date: February 25, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Formative Reviews
<p>Action Step 5: District PLC Design Days are planned to allow teachers time to collaborate and design lessons with their department and teams.</p> <p>Evidence Used to Determine Progress: PLC Framework, district calendar</p> <p>Person(s) Responsible: District & Campus work together to schedule & plan</p> <p>Resources Needed: Time & PLC Framework</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Quarterly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Follow through/alignment between PLC lesson design and classroom instructional practices

What specific action steps address these challenges?: Action Step 1

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Beginning Implementation

Rationale: Based on 2019 accountability data, reading was an area of concern for Lone Star Middle School. We want our students to improve in their reading skills so they can become more successful in the classroom, on assessments, and in the real world. We have partnered with Scholastic for the purpose of improving instructional practices in the humanities and across all content areas. Literacy is a major focus of our district. This will help us to build capacity and focus on alignment, engagement, quality questioning, and assessment. The PLC Framework will serve to focus our efforts with lesson design, instruction, student engagement, and assessment to the verbs of the TEKS to make sure we are aligned to the objectives. By building our capacity, we expect student growth in reading to increase.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? I will partner with my engage2learn coach, Teela Watson, and the District to build capacity in this Essential Action. Ms. Watson and District leadership will serve as my coaches so I can learn and grow and help build capacity in my leadership team and teachers. Specifically, we are working on classroom walk-throughs to ensure alignment and feedback to teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication is important to ensure success of any priority. We will use professional learning time, Google Classroom, Schoology, one-on-one visits/conferences, and coaching opportunities to communicate our priorities to our faculty and staff. Our other stakeholders (district, community, families, etc) should also be aware of our structures as we work to make progress. We will use meetings and written communication as opportunities to explain the structures and processes that we have put in place. We use our campus website, Google Site, and social media to communicate with our stakeholders. We meet with our campus improvement team, which includes parents, business representatives, teachers, and the leadership team, to hear stakeholder voice and communicate our campus goals.

Desired Annual Outcome: 100% of all classrooms will show evidence that direct instruction, instructional activities, and assessments illustrate alignment to what is being designed during PLCs and that teachers are requiring students to do what the verb of the objective is requiring them to do.

District Commitment Theory of Action: If the district provides the campus with a standards-aligned guaranteed and viable curriculum then we will insure implementation by each teacher and increase student performance.

Desired 90-day Outcome: Cs, admin, and the district C & I team will use an informal walk-through form to visit classrooms and give calibrated feedback to the teachers, looking for evidence that direct instruction, instructional activities, and assessments illustrate alignment to what is being designed during PLCs and that teachers are requiring students to do what the verb of the objective is requiring them to do. 100% will have at least one walk-through, with at least 95% of the teachers demonstrating alignment of instruction, instructional activities, and assessments. ICs, admin, and the district C & I team are looking for alignment between the district YAG, state standards, what teachers are planning in PLCs, and what is happening in the classrooms.

District Actions: The District will provide support for conducting and reviewing walkthrough data.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: We want to build capacity in our teachers so they can lead data-driven conversations during PLCs; therefore, they will use data to drive their lesson design. We want our teachers to use data to drive their instruction on a daily and weekly basis, to guide students as they write individual growth goals, and to use data to create student groups for learning, reteaching, and enrichment.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? I will partner with my engage2learn coach, Teela Watson, and District leadership to build capacity in this Essential Action. Ms. Watson and District leadership will serve as my coaches so I can learn and grow and help build capacity in my leadership team and teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication is important to ensure success of any priority. We will use professional learning time, Google Classroom, Schoology, one-on-one visits/conferences, and coaching opportunities to communicate our priorities to our faculty and staff. Our other stakeholders (district, community, families, etc) should also be aware of our structures as we work to make progress. We will use meetings and written communication as opportunities to explain the structures and processes that we have put in place. Because of COVID, these meetings will need to be virtual. We use our campus website, Google Site, and social media to communicate with our stakeholders.

Desired Annual Outcome: 100% of core teachers will lead data-driven conversations during PLCs and use various points of data to drive their lesson design. They will reflect on objectives mastered/not mastered throughout the school year to ensure all students have opportunities to master skills for success. Teachers will write exemplar formative assessments together to determine what the model formative assessment that students produce would include. Teachers will gather multiple examples of various levels (high, medium, and low) student evidence to determine their students' mastery and make targeted plans for reteaching and enrichment. As a campus, we will set student achievement goals and empower students and teachers to track progress toward these goals.

District Commitment Theory of Action: If the district policies and practices support effective instruction then we will execute and follow through structures that impact instruction and increase student achievement.

Desired 90-day Outcome: During summer professional learning, our teachers attended PL that is relevant to the PLC Framework and helped them to understand how to interpret student data and set goals with their students for success. In August, our teachers, ICs, and admin team collaborated to prepare for the 21-22 school year and start the PLC Framework for the new school year. Some adjustments were made based on the feedback the teachers gave us at the end of the 20-21 school year. By the end of this 90-day cycle, we hope 100% of returning teachers and 100% of new teachers will lead data-driven conversations during PLCs, using various points of data to drive their lesson design. The ICs, admin team, and returning teachers will serve as role models to teach new teachers how to lead these conversations and design lessons based on data and student evidence.

District Actions: The District will continue to provide support for implementation of PLC cycle process.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	3			\$43,688.00
Sub-Total					\$43,688.00
Budgeted Budget Object Code Amount					\$43,688.00
+/- Difference					\$0.00
Grand Total					\$43,688.00

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	67	59	95	MAP	60	70	MAP	65		70	
			All	All	Reading	Meets	STAAR	38	33	95	MAP	35	35	MAP	35		38	
			All	All	Reading	Masters	STAAR	19	16	95	MAP	20	13	MAP	20		15	
			All	All	Mathematics	Approaches	STAAR	73	55	96	MAP	60	70	MAP	65		70	
			All	All	Mathematics	Meets	STAAR	39	28	96	MAP	30	24	MAP	35		38	
			All	All	Mathematics	Masters	STAAR	10	9	96	MAP	15	3	MAP	15		15	
			All	All	Science	Approaches	STAAR	80	58	97	MAP	60	78	MAP	65		70	
			All	All	Science	Meets	STAAR	50	34	97	MAP	35	37	MAP	35		38	
			All	All	Science	Masters	STAAR	20	16	97	MAP	20	9	MAP	20		15	
			All	All	Writing	Approaches	STAAR	59	61	91	Other			Other				
			All	All	Writing	Meets	STAAR	28	27	91	Other			Other				
			All	All	Writing	Masters	STAAR	7	7	91	Other			Other				
			All	All	Social Studies	Approaches	STAAR	58	46	97	CBM	50	66	CBM	60		70	
			All	All	Social Studies	Meets	STAAR	25	19	97	CBM	25	19	CBM	30		38	
			All	All	Social Studies	Masters	STAAR	12	8	97	CBM	12	7	CBM	15		15	
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	28	23	95	MAP	25	38	MAP	30		33	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	26	17	95	MAP	30	44	MAP	33		36	

Addendums

Cycle 2 Week 2					
Date	11/15/2021	11/16/2021	11/17/2021	11/18/2021	11/19/2021
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Engage					
Explore					
TEKS*	TEK: 8.17A Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.	TEK: 8.17A Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.	TEK: 8.17A Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.	TEK: 8.16A Summarize the purposes for amending the U.S. Constitution. TEK: 8.4D Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.	TEK: 8.15D Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.
Learning Objective* (Communicate)	Students will be able to identify what the two viewpoints of the ratification of the Constitution are.	Students will be able to identify the key individuals that lead the Federalists and Anti-Federalist arguments. They will be able to explain what the basis of the debate over ratification is and how it is solved.	Students will be able to argue a point of view of the ratification of the Constitution.	Students will be able to identify purpose of amending the Constitution and explain the process of amending the Constitution.	Students will be able to explain what is included in the Articles of the Constitution.
Classroom Structure: Gradual Release (Empower)	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work
Questions to Ask*	Which argument would a Federalist make to support the ratification of the Constitution? Why did Anti-Federalists demand that a Bill of Rights be added to the Constitution. Who were the prominent Federalists and Anti-federalists?				
Topic	Intro: Federalists vs. Anti-Federalists	F & AF Viewpoints and Arguments	Ratification Dialogue	Constitution Amending Process	Articles of the Constitution
Learning Anchor	Fed Anto Fed Anchor Chart				

Activity (Empower)	<p>Lesson Opener Teacher will ask students to recite the objective for the day. "Students will be able to identify what the two viewpoints of the ratification of the Constitution are." Students will be asked to identify and recite the verb/s in the objective. The teacher will explain what that verbs means in the context of the lesson. The teacher will explain what the product for the day will be "Identify the viewpoints of the Federalists and Anti Federalists."</p> <p>I DO: Teacher will introduce the topic of RATIFICATION OF THE CONSTITUTION and DEBATE OVER RATIFICATION by reviewing the need to replace the AOC. * When the AOC is replaced what is it replaced with? Why is this document different than the AOC? Would you support or oppose a strong central government back then? Teacher will introduce the 2 points of view of the time. (federalist and anti federalist) * What do they believe and why? Who are they?</p> <p>Teacher will introduce the vocabulary terms and place visual reminders on the classroom wall. Students will fill out of Clue Card that asks them to label the correct term for the vocabulary definition using the teachers guided discourse. Students should be silently taking notes at this time. Terms include: ratification, constitution, Federalist, Anti Federalist, liberties, federalist papers.</p> <p>WE DO: Through guided discourse we will analyze the "Federalist Paper no. 51" quote about men and government. Students will be asked to respond individually to the questions. What does this quote mean to you?</p>	<p>Lesson Opener Teacher will ask students to recite the objective for the day. "Students will be able to identify the key individuals that lead the Federalists and Anti Federalist arguments. They will be able to explain what the basis of the debate over ratification is and how it is solved." Students will be asked to identify and recite the verb/s in the objective. The teacher will explain what that verbs means in the context of the lesson. The teacher will explain what the product for the day will be "to explain what the basis of the debate over ratification is and how it is solved." GUIDED DISCOURSE What are the two viewpoints on the ratification of the Constitution? Who are the leaders of the two groups? What are they arguing or debating about?</p> <p>I DO: Teacher will handout the readings on the FEDERALISTS AND ANTI FEDERALISTS Teacher will explain the assignments directions and expectation of learning Teacher will review how to read for the purpose of extracting information. Teacher will post on the board questions to ask yourself as you read. How do I know something is important? What is the main idea of this paragraph? Etc.</p> <p>WE DO: As a class we will read these passages and use guided discourse to understand and clarify key concepts. Using guided discourse students will share what the main ideas and key information to highlight is for 2 paragraphs.</p> <p>I DO: Teacher will model how to appropriately answer one question on the analysis sheet.</p> <p>YOU DO:</p>	<p>Bell Ringer - Student Evidence Lesson Opener Teacher will ask students to recite the objective for the day. "Students will be able to argue a point of view of the ratification of the Constitution." Students will be asked to identify and recite the verb/s in the objective. The teacher will explain what that verbs means in the context of the lesson. The teacher will explain what the product for the day will be "to produce a dialogue of their making between a Federalist and Anti-Federalist"</p> <p>I DO: Teacher will review the previous days learning and the key individuals during the ratification of the constitution and their viewpoints. Teacher will reference an anchor chart or visual representation of their choosing for students. Teacher will remind students to use their notes and reading passages as resources for the days learning. Reading passages FEDERALISTS AND ANTI FEDERALISTS</p> <p>PRODUCT SHEET Teacher will introduce the activity, Ratification Dialogue/Rap. by reading the instructions and explaining the expectation of learning for the activity. "You will be responsible for creating a conversation rap battle between a Federalist and Anti Federalist. The purpose is to showcase their knowledge of the differences between these viewpoints nad how they were resolved."</p> <p>YOU DO: Students will write a dialogue between a federalist and anti federalist debating whether the constitution adequately protects citizen's personal liberties.</p>	<p>Lesson Opener Teacher will ask students to recite the objective for the day. "Students will be able to identify purpose of amending the Constitution and explain the process of amending the Constitution." Students will be asked to identify and recite the verb/s in the objective. The teacher will explain what that verbs means in the context of the lesson. The teacher will explain what the product for the day will be "to identify the process of amending and be able to explain that process through an exit ticket"</p> <p>WE DO: As a class we will go through the presentation slides notes over amending the Constitution. Through guided discourse the teacher will check for understanding and clarify any misconceptions. At this time students should be taking notes and answering questions posed by the teacher.</p> <p>I DO: Teacher will intentionally review how to read, analyze, and answer the analysis questions on the student document. Teacher may offer a visual or verbal cue for students to remind them what questions to ask themselves as they read for the purpose of extracting information. *How do I know this is important? *What is my guiding question? *Is this telling me what the purpose or definition is? *Does it tell me an affect it had on a future issue?</p> <p>YOU DO: Students will be responsible for filling in their graphic organizer notes and completing the analysis questions on their own.</p> <p>I DO: Teacher will go through modeling steps briefly over the annotation process and how to extract information from the text. 1. Read questions 2. Read passage 3. Go back and highlight/underline 4. Annotate main idea of each paragraph</p>	<p>Lesson Opener Teacher will ask students to recite the objective for the day. "Students will be able to explain what is included in the Articles of the Constitution." Students will be asked to identify and recite the verb/s in the objective. The teacher will explain what that verbs means in the context of the lesson. The teacher will explain what the product for the day will be "to identify what is included in the first three articles of the Constitution and what they create." WE DO: Teacher will ask an opening question that reviews prior learning. "What was the it necessary to create a new Constitution? What were two main issues this constitution solved during the Constitutional Convention? , students will help answer these questions through guided discourse.</p> <p>I DO: Teacher will play the video - The Constitution Preamble. Students will receive graphic organizer sheets of the Anatomy of the Constitution. As a class we will go through the Anatomy slides and students will fill in the graphic organizer as the teacher discusses the concepts. Teacher will play the video - The Constitution Articles. Students will receive a graphic organizer of the Constitution Articles.</p> <p>WE DO: As a class we will go through the Articles slides and students will fill in the graphic organizer as the teacher discusses the concepts.</p>
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Design Qualitie # 1								
Design Qualitie # 2								
Design Qualitie # 3								
Launch								
Exemplar* (Evidence Collection)							Explain the debate between the Federalists and Anti Federalists 11/13 JS not sure this will work	
Exemplar Rubric								
Instructional Links	Jenny Hard Copy - TPT							Amending Worksheet Anatomy of the Constitution Articles of the Constitution SlideShow The Constitution for Kids Video The Prenable for Kids
Video								
Notes	ASU Student Observers are teaching and Bustos is here.							

Cycle 1: Week 3: 6th ELAR						
Date	Monday 9/13	Tuesday 9/14	Wednesday 9/15	Thursday 9/16	Friday 9/17	
Engage						
Explore						
TEKS*	RETEACH 6.7 D Analyze how the setting, including historical and cultural settings, influences character and plot development. 6.7B Analyze how the characters' internal and external responses develop the plot.	6.9E: The student is expected to identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose. 6.9 A Explain the author's purpose and message within a text.	6.9E: The student is expected to identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose. 6.9A Explain the author's purpose and message within a text.	6.9E: The student is expected to identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose. 6.7B Analyze how the characters' internal and external responses develop the plot.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.	
Learning Objective* (Communicate)	Students will be able to identify the setting of the text and determine how that setting influences the plot development. Students will be able to determine the difference between an internal and external responses.	Students will be able to explain how the author's use of first person & third person limited POV achieves a specific purpose.		Students will understand why an author would choose a particular point of view, how this point of view helps reveal the thoughts and feelings of the main character,	Students will be able to show how the author uses of figurative language to contributes to character and plot development.	
Classroom Structure: Gradual Release (Empower)	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	<input type="checkbox"/> Whole Group Mini Lesson <input type="checkbox"/> Small Group Mini Lesson <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Partner/Groups <input type="checkbox"/> Individual Work	
Questions to Ask*	What's internal? What's external?How do you know what type of responses they are?Where is the conflict? Which event contributes most to the narrator's inner conflict in the story? How does the climax change the actions or behaviors of the protagonist? actions (in location....) are significant because they show that..... {prince patrick has some character questions}	Why did the author use - pov? What is revealed/ hidden from the reader when the author uses first pov.				
Text: Mentor/Student	Mentor: Student: The Ravine (reteach) Charlie Joe Jackson (7B)					

Reading Activity (Empower)	<p>7D Reteach : The teacher will read either The Woods or The Journal of Constance from (SE page 242-245; TE 211-212). Teacher will read the Qs stems to students and follow the script on 212 having student rewrite the Q in their own words to ensure students understand WHAT the Q is asking of them. Student will then read and respond. The teacher will then reveal the same Q w the MC choices and have student select the correct response WITH text evidence.</p> <p>7B I DO: Reviewing Internal/External Response.</p> <p>You Do: Students will complete a drag and drop sort identifying external and internal responses.</p> <p>WE DO: Slide 2: Read and discuss the response to how the response developed/contributed plot as a class. Either independently, whole group, or pairs students will read Charlie Joe Jackson.</p> <p>They Do or You Do: Slide: 6-7 will be modeled or WG with teacher support/guidance. Slide 8 students will find a response within the story that reflects internal/external. Identify whether it is internal/external, the response to how did this response to the story & how did you know this response was internal or external?</p>	<p>I DO: The teacher will explicitly teach 1st person and 3rd person limited point of view using the anchor chart reflecting 1st person and 3rd person limited.</p> <p>WE DO: Based on the anchor chart, are the paragraphs on slides 3 & 4 1st person or 3rd person limited? Turn and talk to your partner to discuss your answer and evidence. As a whole group, we will discuss student responses to slides 3 & 4.</p> <p>YOU DO/THEY DO: Based on the anchor chart, students will complete a short narrative using the pictures on slides 5 & 6 for 1st person and 3rd person limited point of view.</p> <p>I DO: Teacher will model slide 7 doing a think aloud and responding to the questions.</p> <p>YOU DO/THEY DO: Based on the anchor chart, students will read a short passage and respond to the questions.</p>	<p>I DO: Teacher will post a short excerpt either third person or first person. Students will independently read it to determine 1st person/3rd person. Then as a class the teacher will use the excerpt to review POV and how the author uses POV.</p> <p>WE DO: As a group we will view the Pixar short of "Don't Let the Pigeon Drive the Bus" and determine the author's purpose and point of view of the clip.</p> <p>YOU DO: Students will work through another Pixar short "The Rabbit Listened" and determine author's purpose and point of view.</p>	<p>I DO: The Teacher will do a short review over internal and external responses by reviewing slides on either Thursday, or Friday.</p> <p>WE DO: Students will complete the Author purpose slides and what point of view is the excerpt written? What do you think is happening? How do you feel about the Main Character? How do you feel about _____? Who's thoughts and feelings do you understand?</p> <p>YOU DO: Students will be completing the Exemplar over internal and External conflict.</p>	<p>I DO: The teacher will introduce figurative language, such as, simile, personification, and imagery. Asking questions like, What is the purpose of using _____? Why does the author include _____?</p> <p>WE DO: Teacher and students will use the figurative language slides and the passage, "My Big Brother Donnie" to first identify similes, personifications, and imagery statements then respond to questions targeted at specific fig language statements extracted from the text to answer what type and why the author used that fig lang.</p> <p>YOU DO: Students will use the figurative language slides and the passage, "All Summer in a Day" to first identify similes, personifications, and imagery statements then respond to questions targeted at specific fig language statements extracted from the text to answer what type and why the author used that fig lang.</p>	<p>My Big Bro Donnie Slides</p>
	<p>I DO: _____</p> <p>WE DO: _____</p> <p>YOU DO: _____</p>	<p>I DO: _____</p> <p>WE DO: _____</p> <p>YOU DO: _____</p>	<p>I DO: _____</p> <p>WE DO: _____</p> <p>YOU DO: _____</p>	<p>I DO: _____</p> <p>WE DO: _____</p> <p>YOU DO: _____</p>	<p>Internal / External Response Exem</p>	<p>Activity 1 POV/AP</p>
Instructional Links	The Ravine Charlie Joe Jackson	Presentation	Activity 1 POV/AP	Activity 1 POV/Internal&external Respon	Figurative Language Slides	

Notes	Internal and External Conflict		POV	Figurative Language Task Cards
	<p><u>Reread google slides The Journal of Constance Bradford</u></p> <p><u>The Google Form (Multiple Choice)</u></p>	<p>1st and 3rd person texts</p>		
	<p>Few Point of View activities</p> <p>Presentation</p> <p>Activity 1</p> <p>Activity 2</p>			
	Combination of POV Slides			
				Fig Lang and Bud not Buddy