San Angelo Independent School District

Austin Elementary - TIP

2021-2022 Targeted Improvement Plan

Superintendent:	Carl Dethloff	**Principal:**	Brooke Kalnbach
DCSI/Grant Coordinator:	Shelly Huddleston	**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: Shelly Huddleston

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: Shelly Huddleston

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: Brooke Kalnbach

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: 60 (scaled Score) If we can increase the overall STAAR Performance Approaches to 65% (+20), Meets to 20% (+6), and Masters to 12% (+3) our STAAR Performance Scaled Score will reach 60 achieving an overall D rating for 2022.

Rationale: With our campus focus on strong lesson planning with feedback observation and debrief cycles as well as data driven instruction through the PLC process, we feel we can obtain this goal.

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.

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Domain 2A: We will be focusing on student growth of all students as we fill gaps in learning and work to have students perform at the highest levels. The choice to focus on growth was driven by the recognition that many of our students are returning to in-person learning from a year of virtual learning or homeschool. We know that many of these students are not performing at grade level and there is much room for growth. If we can reach our goal in Domain 1, we will make progress in Domain 2A as well.

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.

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Domain 3: 43 (Scaled Score) We will increase our Domain 3 score of 30 to a Scaled Score of 43 (+13) in 2021.

Rationale: If we focus on our Hispanic and Economically Disadvantaged populations, we will increase our Hispanic Meets GL Standard to 37 (+22) in Reading and 40 (+16) Math, and our Economically Disadvantaged to 33 (+18) in Reading and 36 (+11) in Math.

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?

We will be working to increase our Math and Science scores since those were lower-performing areas. Increasing scores in these areas will lead to increased scores in Domain 1 and 2A. We feel that with aligned instruction and targeted intervention we can increase the number of students at each performance level and show much-needed growth.

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

We have chosen to focus on all students for our goals. Increasing scores in all sub-groups will help us in each domain.

Essential Actions

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

Essential Action : Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial 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: Partial 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?: We achieved 12 of our 14 performance goals. Leaving us at 86% of goals met or exceeded. I think our focus on TEK alignment of lessons and analysis of data have had a great impact on Tier 1 instruction. The data shows that we still have room to grow in getting more students to the Meets and Masters levels. This will come as we continue our work in ensuring that the students are the ones doing the heavy lifting. Our campus has reflected that we need to have less teacher talk and have more student-directed, authentic learning.

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

Implementation Level: Beginning Implementation

Rationale: Focus goals on social emotional and academic growth by implementation of CKH and using processes and procedures aligned with campus and district mission and vision.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Austin Elementary will evaluate the current mission and vision to determine their alignment to campus and district goals. CKH and campus stakeholders will be guiding factors in this process. Administrators will have the support of the Director of Campus Academic Support, the Executive Director of Teaching and Learning, and ESC XV, and Executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus Vision and Mission updates, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. All staff will be trained in CKH, and social contracts will be modeled and expected in all classrooms. Staff will have input into the creation of the campus mission and vision. These will be visible around campus and in their daily actions.

Desired Annual Outcome: Staff and students will be able to easily articulate the school's mission, vision, goals, and values in practice and can explain how they are present in the daily life of the school. 90% of staff will follow Capturing Kids' Hearts components: greetings, celebrations, social contracts, and affirmations and be able to clearly communicate the school's mission and vision to the community.

District Commitment Theory of Action: If San Angelo ISD district policies and practices align with and promote positive school culture, then campuses will ensure stakeholders are engaged in creating and continually refining the campus' mission, vision, and values, to ensure campuses have members who share a common understanding of the mission, vision, and values in practive and can explain how they are present in the daily life of the school.

Desired 90-day Outcome: Teachers will participate in professional learning with ongoing support. They will implement CKH with fidelity daily 75% of the time.

District Actions: San Angelo ISD will ensure stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers have participated in professional learning around the vision, mission, and values as well as CKH implementation.

Step 1 Details	Formative Reviews

Action Step 1: Staff will be trained in the implementation of Capturing Kid's Hearts and the campus mission, vision, and values. Staff and students will be able to articulate the school's mission, vision, and values in practice and explain how they are present in the daily life of the school.
 	
    Evidence Used to Determine Progress: Monthly campus highlights will be shared with our stakeholders as evidence of how the mission/vision are at work in the school.
 	
    Person(s) Responsible: CLT
 	
    Resources Needed: Video clips, work samples, interviews with staff and students.
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 18, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** October 8, 2021
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We will continue implementation of this goal.

Step 2 Details	Formative Reviews

Action Step 2: Staff will work on writing campus goals that are aligned to our mission and vision. These goals will be used to evaluate campus programs and initiatives for their connectedness to the mission and vision.
 	
    Evidence Used to Determine Progress: Goals are written
Staff meeting agendas
Notes from alignment work
 	
    Person(s) Responsible: Principal
 	
    Resources Needed: Campus mission and vision statements. Copy of district goals.
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 18, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** January 4, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: Goals have been written and are aligned to the campus vision and mission.

Step 3 Details	Formative Reviews

Action Step 3: Staff will follow Capturing Kids' Hearts (CKH) components: greeting, celebrations, social contract, & affirmation.
 	
    Evidence Used to Determine Progress: Components of CKH will be observed in classroom visits.
 	
    Person(s) Responsible: CLT
 	
    Resources Needed: classroom visit form
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 18, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** March 17, 2022
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We will continue this goal throughout the year.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers including CKH and the vision, mission, and values in their daily actions. Also, half of our staff was unable to be trained in CKH so that must be done at the campus level.

What specific action steps address these challenges?: Action steps 1 & 3 will address this challenge.

Cycle 1 - (Sept – Nov)

2. 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: Systems need to support planned rigorous lessons driven by learning objectives with formative assessments.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Teachers will use TEKS Resource System, TExGuide, or Implementing TEKs and common lesson planning templates with the grade level teams. A feedback loop will continue to be focused on teacher actions that would have the greatest positive impact on student learning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, lesson planning overview and schedules, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. Teacher teams will have protected PLC time built into the master schedule using a system that provides continuity around data disaggregation and lessons using that data. Teachers will have input into creating the systems to track student data.

Desired Annual Outcome: 90% of teachers will use the lesson planning template to collaboratively plan lessons that are aligned to the TEKS and formative assessments. The administrative team will provide weekly feedback on lesson plans.

District Commitment Theory of Action: If the district provides access to a high-quality aligned district curriculum with access to creating formative assessments focusing on high priority learning standards, then teachers will have the tools they need to effectively plan objective-driven lessons with formative assessments.

Desired 90-day Outcome: Teachers will use the curriculum and TEKS Resource System, TxGuide or Implementing the TEKS and common lesson planning templates to plan lessons and formative assessments 75% of the time.

District Actions: The district will provide access to a high-quality aligned curriculum, TRS, Implementing TEKs, and TExGuide.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers are using the curriculum and TEKS Resource System, TxGuide, or Implementing the TEKS and common lesson planning templates to plan lessons and formative assessments

Step 1 Details	Formative Reviews

Action Step 1: Adjustments will be made to PLC cycle to continue calendared common planning with alignment in lesson plan templates between teachers in each grade level.
     Evidence Used to Determine Progress: PLC Meeting Notes
     Person(s) Responsible: grade level teams and CLT
     Resources Needed: Notes pages
     Addresses an Identified Challenge: No
 	
     Start Date: August 18, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 1, 2022
	Progress toward Action Steps: Met
	
	 Necessary Adjustments/Next Steps: PLC cycle is established and working well. We will continue the PLC process focused on both math and reading.

Step 2 Details	Formative Reviews

Action Step 2: CLT will take time to calendar lesson planning support and provide consistent weekly feedback that will provide the greatest impact on student learning. Feedback will occur in person if a CLT member is present during planning. Otherwise, feedback will be in the lesson planning document.
    Evidence Used to Determine Progress: Evidence is in the lesson plan documents saved in Google drive or in the PLC meeting notes.
    Person(s) Responsible: CLT
    Resources Needed: None
    Addresses an Identified Challenge: No
 	
    Start Date: August 18, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 1, 2022
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: We will continue with this step.

Step 3 Details	Formative Reviews

Action Step 3: Classroom observations will address look fors specific to PLC discussions, lesson plan implementation, alignment, & success criteria.   CLT will continue using a calibration form during weekly team classroom visits to ensure consistent feedback, and coaching conversations will address any concerns with the misalignment of the lesson and plan.
    Evidence Used to Determine Progress: Classroom observation forms, CLT calibration forms
    Person(s) Responsible: CLT
    Resources Needed: Observation and calibration forms.
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 18, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 1, 2022
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: We will continue to implement this step.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring that what is in the lesson plan is carried out in the classroom.

What specific action steps address these challenges?: Action Step 3 will address any concerns when lesson plans do not match classroom instruction.

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: With our administrative team being aware of data, we can better work with teacher teams to guide instruction.We need to focus on making sure that we have formative assessments built into our daily lessons. Teachers and students must track their progress.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? San Angelo ISD Curriculum and Instruction department will work with Austin Elementary supporting their PLC structure to focus on data-driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, PLC overview and schedules, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. The administrative team will guide and model the planning process with each PLC team as the standard for well planned rigorous lessons. Teachers will see the evidence of well planned lessons in their improved data. They will be provided an opportunity to provide input around the lesson planning template.

Desired Annual Outcome: Teachers will take time before each 9-weeks to look at high priority learning standards and develop common assessments. 90% of teachers will track student data. 90% of students will track their own data.

District Commitment Theory of Action: If San Angelo ISD provides support for the structure of PLCs, then teachers will be provided time to meet regularly for in-depth conversations around data to discuss effective instructional strategies, create assessments, analyze data, and plan reteach to mastery.

Desired 90-day Outcome: Teachers will take time before each 9-weeks to look at high-priority learning standards and develop common assessments. 80% of teachers will track student data. 75% of students will track their own data.

District Actions: The district will provide support for the structure of PLCs and any resources needed.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers are using the district design day to look at high-priority learning standards and develop common assessments.

Step 1 Details	Formative Reviews

Action Step 1: Teachers will track student data and progress and bring their data to PLC meetings.
    Evidence Used to Determine Progress: Data from assessments, PLC Notes
    Person(s) Responsible: teachers and CLT
    Resources Needed: tracking tools
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 18, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 1, 2022
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: We will continue implementing this step.

Step 2 Details	Formative Reviews

Action Step 2: Through Engage2Learn coaching (VIP), campus-wide systems will be developed including students tracking their goals and having data conversations about them.
    Evidence Used to Determine Progress: Students goal tracking records, students/teacher conversation notes
    Person(s) Responsible: teachers and CLT
    Resources Needed: data tracking sheets
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 18, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** April 1, 2022
    Funding Sources: - 6200-Professional and contracted services - $21,031
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: We will continue to implement this step.

Step 3 Details	Formative Reviews

Action Step 3: CLT will analyze data before each 9 week campus design day. Analyzing the data will allow us to better direct what is needed for planning on the 9 week planning day.
    Evidence Used to Determine Progress: CLT Notes
    Person(s) Responsible: CLT
    Resources Needed: Notes sheet in Google drive
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 18, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** March 24, 2022
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: We will continue analyzing the data before each 9-weeks.

Step 4 Details	Formative Reviews

Action Step 4: CLT will use the analyzed data to provide targeted intervention for students in small groups where the data supports the need.
    Evidence Used to Determine Progress: mClass, MAP, NSGRA
    Person(s) Responsible: Principal, Instructional Aide
    Resources Needed: data
    Addresses an Identified Challenge: No
 	
    Start Date: October 1, 2021 - **Frequency:** Daily - **Evidence Collection Date:** November 30, 2021
    Funding Sources: - 6100-Payroll - $1,360
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps: We will continue implementing this step.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring that systems are in place so CLT and teachers have clear steps to efficiently analyze data.

What specific action steps address these challenges?: 1, 2, & 3

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Beginning Implementation

Rationale: Focus goals on social emotional and academic growth by implementation of CKH and using processes and procedures aligned with campus and district mission and vision.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Austin Elementary will evaluate the current mission and vision to determine their alignment to campus and district goals. CKH and campus stakeholders will be guiding factors in this process. Administrators will have the support of the Director of Campus Academic Support, the Executive Director of Teaching and Learning, and ESC XV, and Executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus Vision and Mission updates, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. All staff will be trained in CKH, and social contracts will be modeled and expected in all classrooms. Staff will have input into the creation of the campus mission and vision. These will be visible around campus and in their daily actions.

Desired Annual Outcome: Staff and students will be able to easily articulate the school's mission, vision, goals, and values in practice and can explain how they are present in the daily life of the school. 90% of staff will follow Capturing Kids' Hearts components: greetings, celebrations, social contracts, and affirmations and be able to clearly communicate the school's mission and vision to the community.

District Commitment Theory of Action: If San Angelo ISD district policies and practices align with and promote positive school culture, then campuses will ensure stakeholders are engaged in creating and continually refining the campus' mission, vision, and values, to ensure campuses have members who share a common understanding of the mission, vision, and values in practive and can explain how they are present in the daily life of the school.

Desired 90-day Outcome: Teachers will participate in professional learning with ongoing support. They will implement CKH with fidelity daily 80% of the time.

District Actions: Continuing support with CKH coaching

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews

Action Step 1: Staff will participate in ongoing training in the implementation of CKH and the campus mission, vision, and values. Staff and students will be able to articulate the school's mission, vision, and values in practice and explain how they are present in the daily life of the school.
 	
    Evidence Used to Determine Progress: Monthly campus highlights will be shared with our stakeholders as evidence of how the mission/vision are at work in the school.
    Person(s) Responsible: CLT
    Resources Needed: Video clips, work samples, interviews with staff and students, iheartckh.com, professional learning calendar.
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Formative Reviews

Action Step 2: Campus goals will be used to evaluate campus programs and initiatives for their connectedness to the mission and vision.
 	
    Evidence Used to Determine Progress: Staff meeting agendas
Notes from alignment work
    Person(s) Responsible: Principal
    Resources Needed: Campus mission and vision statements. Copy of district goals.
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Formative Reviews

Action Step 3: Staff will follow Capturing Kids' Hearts (CKH) components: greeting, celebrations, social contract, & affirmation.
 	
    Evidence Used to Determine Progress: Components of CKH will be observed in classroom visits.
    Person(s) Responsible: CLT
    Resources Needed: classroom visit form
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

    What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Scheduling time at staff meetings to provide ongoing professional learning in CKH. Staff being able to articulate and reflect on programs and resources that align with newly created campus goals.

    What specific action steps address these challenges?: Action Step 1: Using staff meetings to provide ongoing support to staff.

Cycle 2 - (Dec – Feb)

2. 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: Systems need to support planned rigorous lessons driven by learning objectives with formative assessments.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Teachers will use TEKS Resource System, TExGuide, or Implementing TEKs and common lesson planning templates with the grade level teams. A feedback loop will continue to be focused on teacher actions that would have the greatest positive impact on student learning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, lesson planning overview and schedules, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. Teacher teams will have protected PLC time built into the master schedule using a system that provides continuity around data disaggregation and lessons using that data. Teachers will have input into creating the systems to track student data.

Desired Annual Outcome: 90% of teachers will use the lesson planning template to collaboratively plan lessons that are aligned to the TEKS and formative assessments. The administrative team will provide weekly feedback on lesson plans.

District Commitment Theory of Action: If the district provides access to a high-quality aligned district curriculum with access to creating formative assessments focusing on high priority learning standards, then teachers will have the tools they need to effectively plan objective-driven lessons with formative assessments.

Desired 90-day Outcome: Teachers will use the curriculum and TEKS Resource System, TxGuide or Implementing the TEKS and common lesson planning templates to plan lessons and formative assessments 85% of the time.

District Actions: The district will provide adequate resources to enable campuses to complete tasks in an allowable time frame.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews

Action Step 1: CLT will take time to calendar lesson planning support and provide consistent weekly feedback that will provide the greatest impact on student learning. Feedback will occur in person if a CLT member is present during planning. Otherwise, feedback will be in the lesson planning document.
 	
  Evidence Used to Determine Progress: Evidence is in the lesson plan documents saved in Google drive or in the PLC meeting notes.
  Person(s) Responsible: CLT
  Resources Needed: None
  Addresses an Identified Challenge: No
 	
  Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Formative Reviews
Action Step 2: Classroom observations will address look fors specific to PLC discussions, lesson plan implementation, alignment, & success criteria. CLT will continue using a calibration form during weekly team classroom visits to ensure consistent feedback, and coaching conversations will address any concerns with the misalignment of the lesson and plan. 　**Evidence Used to Determine Progress:** Classroom observation forms, CLT calibration forms 　**Person(s) Responsible:** CLT 　**Resources Needed:** Observation and calibration forms. 　**Addresses an Identified Challenge:** No 　**Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Step 3 Details	Formative Reviews
Action Step 3: Adjustments will be made to PLC cycle to continue calendared common planning with alignment in lesson plan templates between teachers in each grade level. 　**Evidence Used to Determine Progress:** PLC Meeting Notes 　**Person(s) Responsible:** grade level teams and CLT 　**Resources Needed:** Notes pages 　**Addresses an Identified Challenge:** Yes 　**Start Date:** August 18, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 1, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Time to plan both reading and math using the PLC planning cycle will be challenging.

What specific action steps address these challenges?: Action Step 3: Using the 9 week planning day to breakdown TEKS and build assessments so that weekly planning meetings can be more efficient.

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: With our administrative team being aware of data, we can better work with teacher teams to guide instruction. We need to focus on making sure that we have formative assessments built into our daily lessons. Teachers and students must track their progress.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? San Angelo ISD Curriculum and Instruction department will work with Austin Elementary supporting their PLC structure to focus on data-driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, PLC overview and schedules, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. The administrative team will guide and model the planning process with each PLC team as the standard for well planned rigorous lessons. Teachers will see the evidence of well planned lessons in their improved data. They will be provided an opportunity to provide input around the lesson planning template.

Desired Annual Outcome: Teachers will take time before each 9-weeks to look at high priority learning standards and develop common assessments. 90% of teachers will track student data. 90% of students will track their own data.

District Commitment Theory of Action: If San Angelo ISD provides support for the structure of PLCs, then teachers will be provided time to meet regularly for in-depth conversations around data to discuss effective instructional strategies, create assessments, analyze data, and plan reteach to mastery.

Desired 90-day Outcome: Teachers will take time before each 9-weeks to look at high-priority learning standards and develop common assessments. 85% of teachers will track student data. 85% of students will track their own data.

District Actions: The district will provide support for the structure of PLCs and any resources needed.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews
Action Step 1: Teachers will track student data and progress and bring their data to PLC meetings.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Data from assessments, PLC Notes	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: teachers and CLT	
Resources Needed: tracking tools	
Addresses an Identified Challenge: No	
Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022	

Step 2 Details	Formative Reviews

Action Step 2: A campus-wide system will be developed for students to track their goals and have data conversations about them.
 	
    Evidence Used to Determine Progress: Students goal tracking records, students/teacher conversation notes
    Person(s) Responsible: teachers and CLT
    Resources Needed: data tracking sheets
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Formative Reviews

Action Step 3: CLT will analyze data before each 9 week campus design day. Analyzing the data will allow us to better direct what is needed for planning on the 9 week planning day.
    Evidence Used to Determine Progress: CLT Notes
    Person(s) Responsible: CLT
    Resources Needed: Notes sheet in Google drive
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** February 25, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenge will be ensuring that all data is entered in a timely manner to ensure CLT has time to establish direction for planning day.

What specific action steps address these challenges?: Action Steps 2 & 3. Calendaring the time. Setting deadlines for teachers to enter data.

Cycle 3 - (Mar – May)

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

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

Implementation Level: Beginning Implementation

Rationale: Focus goals on social emotional and academic growth by implementation of CKH and using processes and procedures aligned with campus and district mission and vision.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Austin Elementary will evaluate the current mission and vision to determine their alignment to campus and district goals. CKH and campus stakeholders will be guiding factors in this process. Administrators will have the support of the Director of Campus Academic Support, the Executive Director of Teaching and Learning, and ESC XV, and Executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus Vision and Mission updates, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. All staff will be trained in CKH, and social contracts will be modeled and expected in all classrooms. Staff will have input into the creation of the campus mission and vision. These will be visible around campus and in their daily actions.

Desired Annual Outcome: Staff and students will be able to easily articulate the school's mission, vision, goals, and values in practice and can explain how they are present in the daily life of the school. 90% of staff will follow Capturing Kids' Hearts components: greetings, celebrations, social contracts, and affirmations and be able to clearly communicate the school's mission and vision to the community.

District Commitment Theory of Action: If San Angelo ISD district policies and practices align with and promote positive school culture, then campuses will ensure stakeholders are engaged in creating and continually refining the campus' mission, vision, and values, to ensure campuses have members who share a common understanding of the mission, vision, and values in practive and can explain how they are present in the daily life of the school.

Desired 90-day Outcome: Teachers will participate in professional learning with ongoing support. They will implement CKH with fidelity daily 90% of the time.

District Actions: None

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

Implementation Level: Beginning Implementation

Rationale: Systems need to support planned rigorous lessons driven by learning objectives with formative assessments.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Teachers will use TEKS Resource System, TExGuide, or Implementing TEKs and common lesson planning templates with the grade level teams. A feedback loop will continue to be focused on teacher actions that would have the greatest positive impact on student learning.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, lesson planning overview and schedules, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. Teacher teams will have protected PLC time built into the master schedule using a system that provides continuity around data disaggregation and lessons using that data. Teachers will have input into creating the systems to track student data.

Desired Annual Outcome: 90% of teachers will use the lesson planning template to collaboratively plan lessons that are aligned to the TEKs and formative assessments. The administrative team will provide weekly feedback on lesson plans.

District Commitment Theory of Action: If the district provides access to a high-quality aligned district curriculum with access to creating formative assessments focusing on high priority learning standards, then teachers will have the tools they need to effectively plan objective-driven lessons with formative assessments.

Desired 90-day Outcome: Teachers will use the curriculum and TEKS Resource System, TxGuide or Implementing the TEKS and common lesson planning templates to plan lessons and formative assessments 90% of the time.

District Actions: None

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)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: With our administrative team being aware of data, we can better work with teacher teams to guide instruction.We need to focus on making sure that we have formative assessments built into our daily lessons. Teachers and students must track their progress.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? San Angelo ISD Curriculum and Instruction department will work with Austin Elementary supporting their PLC structure to focus on data-driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, PLC overview and schedules, essential action and rationale will be shared at Site Base Team meetings, and this plan will be posted on the district website. The administrative team will guide and model the planning process with each PLC team as the standard for well planned rigorous lessons. Teachers will see the evidence of well planned lessons in their improved data. They will be provided an opportunity to provide input around the lesson planning template.

Desired Annual Outcome: Teachers will take time before each 9-weeks to look at high priority learning standards and develop common assessments. 90% of teachers will track student data. 90% of students will track their own data.

District Commitment Theory of Action: If San Angelo ISD provides support for the structure of PLCs, then teachers will be provided time to meet regularly for in-depth conversations around data to discuss effective instructional strategies, create assessments, analyze data, and plan reteach to mastery.

Desired 90-day Outcome: Teachers will take time before each 9-weeks to look at high-priority learning standards and develop common assessments. 90% of teachers will track student data. 90% of students will track their own data.

District Actions: None

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

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$1,360.00
				Sub-Total	$1,360.00
				Budgeted Budget Object Code Amount	$26,669.00
				+/- Difference	$25,309.00
6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$21,031.00
				Sub-Total	$21,031.00
				Budgeted Budget Object Code Amount	$47,540.00
				+/- Difference	$26,509.00
6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$24,121.00
				+/- Difference	$24,121.00
6400-Other operating costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$849.00
				+/- Difference	$849.00
6600-Capital Outlay					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$0.00

6600-Capital Outlay					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00
Indirect Costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00
				Grand Total	$22,391.00

Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	2021 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2022 Summative Goal	2022 Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	60	52	100	MAP	55	67	MAP	60	41	65	
		All	All	Reading	Meets	STAAR	16	24	100	MAP	24	25	MAP	26	15	27	
		All	All	Reading	Masters	STAAR	8	13	100	MAP	10	10	MAP	12	10	12	
		All	All	Mathematics	Approaches	STAAR	64	45	100	MAP	50	59	MAP	58	38	65	
		All	All	Mathematics	Meets	STAAR	27	23	100	MAP	20	21	MAP	25	18	27	
		All	All	Mathematics	Masters	STAAR	12	11	100	MAP	10	2	MAP	11	2	12	
		All	All	Science	Approaches	STAAR	49	40	100	MAP	45	54	MAP	55	46	65	
		All	All	Science	Meets	STAAR	19	13	100	MAP	18	8	MAP	22	5	27	
		All	All	Science	Masters	STAAR	4	0	100	MAP	5	3	MAP	10	3	12	
		All	All	Writing	Approaches	STAAR	45	22	91	Released STAAR	25	67	Released STAAR	30	41		
		All	All	Writing	Meets	STAAR	11	14	91	Released STAAR	15	25	Released STAAR	20	15		
		All	All	Writing	Masters	STAAR	2	0	91	Released STAAR	5	10	Released STAAR	11	10		
2. Domain 3	Focus 1 — Academic Growth Status	All	All Students	All	NA	STAAR	67	0	98	MAP	50	54	MAP	55	40	65	
	Focus 2 — Academic Achievement	All	All Students	Mathematics	NA	STAAR	27	23	98	MAP	30	32	MAP	38	32	46	

Addendums