

San Angelo Independent School District

Goliad Elementary - TIP

2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Carl Dethloff
Shelly Huddleston

Principal: Shannon Klepac
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: Shannon Klepac

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.

I used the A-F Accountability generator to set goals to move the campus from an F to an overall D rating. This set the goals at:

74% Approaches

20% Meets

10% Masters

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.

I used the A-F accountability generator to set goals for 2A that will result in a D in Domain 2A to lead to an overall D rating for the campus.

If we can increase the overall Academic Growth Raw Score to 64% (+1), we will achieve an overall D rating in the School Progress Domain for 2022.

Rationale: If we can increase our goal in Domain 1, we will make progress in Domain 2B by getting more students to Approaches, Meets, and Masters so our Academic Growth Raw Score will increase.

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.

I used the A-F generator to determine the number of values to set the goal to get to an overall D rating for the campus. Goliad needs 9 targets out of 38 to reach the goal of a D.

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?

Reading will be a focus area due to the lower scores and the overall impact a focus on this subject has on all other subject areas. Science will also be an area to target due to the low scores. An increase in these subjects will be critical to reaching a D rating.

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

We are targeting all students in Math and Science to increase our overall scores and reach a D rating.

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: Partial Implementation

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

Implementation Level: Partial Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Essential Action : Data-driven instruction.

Implementation Level: Partial Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Yes, we exceeded all of our goals except Science Masters. We need to focus on getting more students to masters in Science.

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

Implementation Level: Partial Implementation

Rationale: We want to create clear roles and responsibilities for the members of the leadership team and provide greater clarity to CLT members on how to lead their grade-levels.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Regular coaching sessions with Engage2Learn coach and district administration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT committee will be involved in the process of defining clear roles and responsibilities of those in leadership roles. We will share these roles and responsibilities with staff to gather feedback. The rationale will be shared at Campus Advisory Committee meetings and public meetings as well.

Desired Annual Outcome: Members of the CLT will observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, on a weekly basis 90% of the time. The DCSI Supervisor, Engage2Learn Coach, and Director of Campus Academic Success will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the CLT.

District Commitment Theory of Action: If San Angelo ISD provides ongoing support and coaching of the campus leaders, then leaders will be able to implement clear, written, transparent roles and responsibilities and core leadership tasks (Including observations, debriefs, and leadership team meetings) that are scheduled on weekly calendars.

Desired 90-day Outcome: Members of the CLT will observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, on a weekly basis 60% of the time.

District Actions: If San Angelo ISD provides ongoing support and coaching of the campus leaders, then leaders will be able to implement clear, written, transparent roles and responsibilities and core leadership tasks (Including observations, debriefs, and leadership team meetings) that are scheduled on weekly calendars.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Campus leadership roles were clearly defined and the work was calendared for each leader including scheduled time for classroom observations and feedback of classroom instruction and lesson plans.

Step 1 Details	Formative Reviews
<p>Action Step 1: The principal and will define clear roles and responsibilities for the CLT for the school year.</p> <p>Evidence Used to Determine Progress: A Roles and Responsibilities Table</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Individual job responsibilities descriptions</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 18, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: CLT will continue to implement the Roles and Responsibility Table.</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: The principal and CLT will use weekly observation and lesson plan feedback schedules to determine campus needs/focuses for the school year. The principal will coach the leadership team through classroom calibration and lesson plan feedback conversations.</p> <p>Evidence Used to Determine Progress: Observation Schedule, Lesson Plan Feedback Schedule, and CLT Meeting Agendas</p> <p>Person(s) Responsible: Principal & CLT</p> <p>Resources Needed: Observation Notes; Master Schedule</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: A barrier is not always getting into a classroom when it is scheduled on the calendar. The adjustment we will make is stepping out of the task/situation we are in at the time and allow another CLT to take over so we can do our walkthroughs.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: The CLT will participate in leadership coaching from a Vetted Improvement Provider.</p> <p>Evidence Used to Determine Progress: Coaching Agendas</p> <p>Person(s) Responsible: Principal & CLT, Engage2Learn Coach, Campus Academic Success Coach</p> <p>Resources Needed: Coaching Agendas and E-suite coaching logs</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 18, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Coaching for CLT members - 6200-Professional and contracted services</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: No adjustments at this time.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Building CLT skill in observation/debrief cycle and lesson plan review.

What specific action steps address these challenges?: Action step 2 will address this challenge.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Teachers will have the time before every 9 weeks to map out their quarter. During PLCs, teachers will start with building the assessment and teacher exemplar to drive their instruction. Then teachers will analyze the assessment data to adjust instruction.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Calendared weekly PLCs to support the lesson planning cycle. These PLCs will focus on unpacking standards and evaluating student products.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, PLC overview & schedules, essential action, and rationale will be shared at Campus Advisory Council 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 disaggregation and lessons using this data. Teachers will have input into creating the system to track student data.

Desired Annual Outcome: To become a data-driven culture that makes informed decisions for all students based on multiple data points. Teachers will use formative assessments during PLCs through the lesson planning cycle to identify gaps, plan the reteach, and follow through with instructional plans. 90% of teachers will be able to track student data and collaborate during PLCs to determine effective Tier 2 and Tier 3 instruction and track progress.

District Commitment Theory of Action: If San Angelo ISD will provide access to high-quality aligned district curriculum focusing on high priority learning standards and the district will support the structure for PLCs in order to create assessments, analyze data, and plan reteach to mastery, then the campus will have the tools they need to determine the root causes as to why students may not have learned a concept, and collaboratively plan effective reteach to meet the needs of all learners.

Desired 90-day Outcome: To have 3 data points in order to compare during the lesson plan cycle data digs including MAP, NSGRA, and formative assessments. Teachers will know the data on their students and plan instruction to meet the needs of all students 60% of the time.

District Actions: If San Angelo ISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards and the district will support the structure for PLCs to create assessments, analyze data, and plan reteach to mastery, then the campus will have the tools they need to determine the root causes as to why students may not have learned a concept, and collaboratively plan effective reteach to meet the needs of all learners.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Students were given at least 3 formative assessments. Teachers analyzed the data from all three assessments and used the data to plan instruction to meet the needs of their students based on the data.

Step 1 Details	Formative Reviews
<p>Action Step 1: The Principal and CLT will implement a protected time for grade-level PLC Meetings outside of teacher conference time.</p> <p>Evidence Used to Determine Progress: Master Schedule, PLC Agendas</p> <p>Person(s) Responsible: Principal and CLT</p> <p>Resources Needed: PLC Agenda Template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The next step is to continue to facilitate intentional planning during PLCs.</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: The Principal and CLT will implement a PLC Agenda Template that focuses on the corrective instruction action planning process. The weekly newsletter will be sent to teachers to remind them to bring their data to meetings.</p> <p>Evidence Used to Determine Progress: PLC Agenda, Lesson Plans, and Walkthroughs</p> <p>Person(s) Responsible: Principal and CLT</p> <p>Resources Needed: PLC Agenda, Lesson Plan Template, and Formative Assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The next step is to continue facilitating PLCs using the PLC Agenda that focuses on a corrective instruction action planning process.</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Teachers will unpack standards, create exemplars, and common assessments through a backwards design model.</p> <p>Evidence Used to Determine Progress: Quarter Design Day PL Agendas, Quarter Mapping, and Lesson Plans</p> <p>Person(s) Responsible: Principal and CLT</p> <p>Resources Needed: TRS, TEXGuide, and Impelemnting the TEKS Unit Quarter Mapping Template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The next step is supporting teachers through this process again during our next District Design Day and during weekly grade-level PLCs.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring all teachers actually change their instruction to meet the needs of all students based on weekly formative assessment data, and come to meetings with their analyzed data so they know the learning needs of their students.

What specific action steps address these challenges?: Action step two will support the challenge.

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Partial Implementation

Rationale: We want to create clear roles and responsibilities for the members of the leadership team and provide greater clarity to CLT members on how to lead their grade-levels.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Regular coaching sessions with Engage2Learn coach and district administration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT committee will be involved in the process of defining clear roles and responsibilities of those in leadership roles. We will share these roles and responsibilities with staff to gather feedback. The rationale will be shared at Campus Advisory Committee meetings and public meetings as well.

Desired Annual Outcome: Members of the CLT will observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, on a weekly basis 90% of the time. The DCSI Supervisor, Engage2Learn Coach, and Director of Campus Academic Success will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the CLT.

District Commitment Theory of Action: If San Angelo ISD provides ongoing support and coaching of the campus leaders, then leaders will be able to implement clear, written, transparent roles and responsibilities and core leadership tasks (Including observations, debriefs, and leadership team meetings) that are scheduled on weekly calendars.

Desired 90-day Outcome: Members of the CLT will observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, on a weekly basis 75% of the time. The DCSI Supervisor, Engage 2 Learn Coach, and Director of Campus Academic Success will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the CLT.

District Actions: Engage 2learn coaching and district administrator coaching

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews
<p>Action Step 1: The principal and will carry out the roles and responsibilities for the CLT for the school year.</p> <p>Evidence Used to Determine Progress: A Roles and Responsibilities Table</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Individual job responsibilities descriptions from the district</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 25, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: The principal and CLT will use weekly observation and lesson plan feedback schedules to determine campus needs/focuses for the school year. If CLT is caught up in another task during their calendared observation time, another member of the CLT will step in to take over the task so the leader can conduct their observations or feedback scheduled.</p> <p>Evidence Used to Determine Progress: Observation Schedule, Lesson Plan Feedback Schedule, and CLT Meeting Agendas</p> <p>Person(s) Responsible: Principal & CLT</p> <p>Resources Needed: Observation Notes; Master Schedule</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 25, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: The principal and CLT will use weekly observation and lesson plan feedback to determine campus needs/focuses for the school year. The principal will coach the leadership team through classroom calibration and lesson plan feedback conversations.</p> <p>Evidence Used to Determine Progress: Observation Schedule, Lesson Plan Feedback Schedule, and CLT Meeting Agendas</p> <p>Person(s) Responsible: Principal & CLT</p> <p>Resources Needed: Observation Notes; Master Schedule</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 25, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Formative Reviews
<p>Action Step 4: The CLT will participate in leadership coaching from a Vetted Improvement Provider.</p> <p>Evidence Used to Determine Progress: Coaching Agendas</p> <p>Person(s) Responsible: Principal & CLT, Engage2Learn Coach, Campus Academic Success Coach</p> <p>Resources Needed: Coaching Agendas and E-suite coaching logs</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 25, 2022</p> <p>Funding Sources: Coaching for CLT members - 6200-Professional and contracted services</p>	<p>Progress toward Action Steps:</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?: A barrier is not always getting into a classroom when it is scheduled on the calendar.

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

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Teachers will have the time before every 9 weeks to map out their quarter. During PLCs, teachers will start with building the assessment and teacher exemplar to drive their instruction. Then teachers will analyze the assessment data to adjust instruction.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Calendared weekly PLCs to support the lesson planning cycle. These PLCs will focus on unpacking standards and evaluating student products.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, PLC overview & schedules, essential action, and rationale will be shared at Campus Advisory Council 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 disaggregation and lessons using this data. Teachers will have input into creating the system to track student data.

Desired Annual Outcome: To become a data-driven culture that makes informed decisions for all students based on multiple data points. Teachers will use formative assessments during PLCs through the lesson planning cycle to identify gaps, plan the reteach, and follow through with instructional plans. 90% of teachers will be able to track student data and collaborate during PLCs to determine effective Tier 2 and Tier 3 instruction and track progress.

District Commitment Theory of Action: If San Angelo ISD will provide access to high-quality aligned district curriculum focusing on high priority learning standards and the district will support the structure for PLCs in order to create assessments, analyze data, and plan reteach to mastery, then the campus will have the tools they need to determine the root causes as to why students may not have learned a concept, and collaboratively plan effective reteach to meet the needs of all learners.

Desired 90-day Outcome: Teachers will know the data on their students and plan instruction to meet the needs of all students 75% of the time.

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
<p>Action Step 1: Teachers will unpack standards, create exemplars, and common assessments through a backwards design model.</p> <p>Evidence Used to Determine Progress: Quarter Design Day PL Agendas, Quarter Mapping, and Lesson Plans</p> <p>Person(s) Responsible: Principal and CLT</p> <p>Resources Needed: TRS, TEXGuide, and Impelemnting the TEKS Unit Quarter Mapping Template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Quarterly - Evidence Collection Date: February 25, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Formative Reviews
<p>Action Step 2: The Principal and CLT will use the PLC Agenda Template that focuses on the corrective instruction action planning process.</p> <p>Evidence Used to Determine Progress: PLC Agenda, Lesson Plans, and Walkthroughs</p> <p>Person(s) Responsible: Principal and CLT</p> <p>Resources Needed: PLC Agenda, Lesson Plan Template, and Formative Assessments</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 25, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: The Principal and CLT will implement a protected time for grade-level PLC Meetings outside of teacher conference time. Teachers will plan instruction based on data to meet the needs of all students.</p> <p>Evidence Used to Determine Progress: Master Schedule, PLC Agendas</p> <p>Person(s) Responsible: Principal and CLT</p> <p>Resources Needed: PLC Agenda Template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 25, 2022</p>	<p>Progress toward Action Steps:</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?: Teachers not getting their planning done.

What specific action steps address these challenges?: Action Step 3

Cycle 3 - (Mar – May)

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

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

Implementation Level: Partial Implementation

Rationale: We want to create clear roles and responsibilities for the members of the leadership team and provide greater clarity to CLT members on how to lead their grade-levels.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Regular coaching sessions with Engage2Learn coach and district administration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The CLT committee will be involved in the process of defining clear roles and responsibilities of those in leadership roles. We will share these roles and responsibilities with staff to gather feedback. The rationale will be shared at Campus Advisory Committee meetings and public meetings as well.

Desired Annual Outcome: Members of the CLT will observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, on a weekly basis 90% of the time. The DCSI Supervisor, Engage2Learn Coach, and Director of Campus Academic Success will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the CLT.

District Commitment Theory of Action: If San Angelo ISD provides ongoing support and coaching of the campus leaders, then leaders will be able to implement clear, written, transparent roles and responsibilities and core leadership tasks (Including observations, debriefs, and leadership team meetings) that are scheduled on weekly calendars.

Desired 90-day Outcome: Members of the CLT will observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, on a weekly basis 90% of the time. The DCSI Supervisor, Engage 2 Learn Coach, and Director of Campus Academic Success will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the CLT.

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 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Teachers will have the time before every 9 weeks to map out their quarter. During PLCs, teachers will start with building the assessment and teacher exemplar to drive their instruction. Then teachers will analyze the assessment data to adjust instruction.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Calendared weekly PLCs to support the lesson planning cycle. These PLCs will focus on unpacking standards and evaluating student products.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, PLC overview & schedules, essential action, and rationale will be shared at Campus Advisory Council 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 disaggregation and lessons using this data. Teachers will have input into creating the system to track student data.

Desired Annual Outcome: To become a data-driven culture that makes informed decisions for all students based on multiple data points. Teachers will use formative assessments during PLCs through the lesson planning cycle to identify gaps, plan the reteach, and follow through with instructional plans. 90% of teachers will be able to track student data and collaborate during PLCs to determine effective Tier 2 and Tier 3 instruction and track progress.

District Commitment Theory of Action: If San Angelo ISD will provide access to high-quality aligned district curriculum focusing on high priority learning standards and the district will support the structure for PLCs in order to create assessments, analyze data, and plan reteach to mastery, then the campus will have the tools they need to determine the root causes as to why students may not have learned a concept, and collaboratively plan effective reteach to meet the needs of all learners.

Desired 90-day Outcome: Teachers will know the data on their students and plan instruction to meet the needs of all students 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 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$7,143.00
+/- Difference					\$7,143.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	Coaching for CLT members		\$0.00
2	1	4	Coaching for CLT members		\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$0.00
+/- Difference					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$7,142.00
+/- Difference					\$7,142.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$0.00
+/- Difference					\$0.00
6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
Budgeted Budget Object Code Amount					\$0.00
+/- 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					\$0.00

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	62	48	98	MAP	54	64	MAP	64		74	
			All	All	Reading	Meets	STAAR	32	23	98	MAP	6	31	MAP	12		20	
			All	All	Reading	Masters	STAAR	14	9	98	MAP	3	9	MAP	7		10	
			All	All	Mathematics	Approaches	STAAR	65	53	98	MAP	54	57	MAP	64		74	
			All	All	Mathematics	Meets	STAAR	34	28	98	MAP	6	22	MAP	12		20	
			All	All	Mathematics	Masters	STAAR	22	14	98	MAP	3	8	MAP	7		10	
			All	All	Science	Approaches	STAAR	52	38	98	MAP	54	60	MAP	64		74	
			All	All	Science	Meets	STAAR	30	12	98	MAP	6	7	MAP	12		20	
			All	All	Science	Masters	STAAR	11	4	98	MAP	3	0	MAP	7		10	
			All	All	Writing	Approaches	STAAR	41	35	98	Interim Assessment	54	64	Interim Assessment	64			
			All	All	Writing	Meets	STAAR	15	15	98	Interim Assessment	6	31	Interim Assessment	12			
All	All	Writing	Masters	STAAR	3	0	98	Interim Assessment	3	9	Interim Assessment	3						
2. Domain 3	Focus 1	Academic Achievement	All	All Students	Reading	NA	STAAR	32	51	98	MAP	6	22	MAP	12		20	
	Focus 2	Academic Achievement	All	All Students	Mathematics	NA	STAAR	34	53	98	MAP	6	15	MAP	12		20	

Addendums