San Angelo Independent School District

Holiman Elementary - TIP

2021-2022 Targeted Improvement Plan

Superintendent: Carl Dethloff   **Principal:** Ginger Luther

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: Ginger Luther

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 estimator the goals we needed to set be to be rated a "C".   If students in Grades 3-5 will obtain 75% approaches, 30% meets, and 18% masters on all tests. This will move us to a "C" rating.

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.

Domain 2A was chosen because if all students can grow this will affect all areas and all students. We will have 70% our students show growth in grades 3-5 in the areas of Reading and Math. This will move us to a "C" rating.

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.

The goal was determined based on what is needed to get to a "D" rating and it will shows that we shold focus on all students in every population in Math and Reading. Of the 31 indicators, we need to meet 11. This will give us a "D" but overall rating will be a "C"

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 and Math are our subject areas of focus and those areas are identified because we need to show growth here, and all students participate in both.

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

The focus groups for Reading and Math will be Hispanic and Economically Disadvantaged. The intended impact will take us to a "C"

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: 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?: Yes we did. We are on target to meeting our end of year goals.

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? We will clearly define and calendar the roles and responsibilities of all campus leaders, and meet monthly with the DCIS, The Director of Campus Academic Success, or Engage2Learn for leadership coaching. This will include flex-time to help decrease interruptions that stop the work.

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 Improvement team meetings as well as at the public meeting when discussing accountability results.

Desired Annual Outcome: CLT will have a list of responsibilities, including teachers assigned for supervision and each member of the CLT will have a calendar that reflects observations, feedback cycles, PLC's, and data meetings.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching to principals and members of the CLT, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.

Desired 90-day Outcome: The CLT will have defined roles and responsibilities and implementation will be at 85%.

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 that are scheduled on weekly calendars.

Did you achieve your 90 day outcome?: Yes

Why or why not?: CLT members have a list of their responsibilities, including teachers assigned for supervision and each member's calendar reflects observations, feedback cycles, PLCs, and data meetings.

Step 1 Details	Formative Reviews
Action Step 1: The principal and the CLT will participate in leadership coaching from a Vetted Improvement Provider to help build CLT skills. **Evidence Used to Determine Progress:** Coaching Strategies; notes from the training **Person(s) Responsible:** CLT, Engage2Learn, Campus Academic Success Coach **Resources Needed:** Coaching Agendas and E-suite coaching logs **Addresses an Identified Challenge:** Yes **Start Date:** September 15, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021 **Funding Sources:** - 6200-Professional and contracted services	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue these calendared monthly meetings.

Step 2 Details	Formative Reviews
Action Step 2: The CLT will define and calendar leadership roles and responsibilities. Leadership will track the weekly calendar and adjust weekly by including make-up time in the schedule to ensure all staff has observation/feedback of classroom instruction. **Evidence Used to Determine Progress:** Roles and Responsibilites **Person(s) Responsible:** CLT **Resources Needed:** E2L documents **Addresses an Identified Challenge:** Yes **Start Date:** September 15, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** We will continue this action step throughout the year.

Step 3 Details	Formative Reviews
Action Step 3: Weekly Leadership Team meetings that focus on needs across campus based on collected data. **Evidence Used to Determine Progress:** Leadership Team Agenda **Person(s) Responsible:** CLT **Resources Needed:** Leadership Team Agenda **Addresses an Identified Challenge:** No **Start Date:** September 15, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue these weekly CLT meetings.

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?: 1, 2

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Rationale: Systems need to support planned rigorous lesson planning driven by high priority learning standards, essential components, and formative assessments.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The CLT will use a calibration document while performing walkthroughs.   The needs will be identified and then discussed and shared with teacher teams. Then, PD will be planned around campus needs through PLC's.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, lesson plan templates, essential actions, and rationale will be shared at Campus Improvement Team meetings as well as at the public meeting when discussing accountability results. A team of lead teachers will help create the common lesson plan template with formative assessments. The CLT 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.

Desired Annual 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 98% of the time. The calibration document will be used 2 times per 9 weeks.

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: 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.

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: Continue calendared weekly lesson plan feedback cycle; ensuring alignment of TEK, instruction, and a rigorous assessment. and adjust weekly by including make-up time in the schedule to ensure all staff has observation/feedback of lessons.	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** CLT will continue the weekly feedback cycle.
Evidence Used to Determine Progress: Google Template for Planning, coaching session documents **Person(s) Responsible:** Ginger Luther **Resources Needed:** Google Template for Planning; calibration document, coaching documentation **Addresses an Identified Challenge:** Yes **Start Date:** September 15, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	

Step 2 Details	Formative Reviews

Action Step 2: Classroom observations with look fors specific to PLC discussions, lesson plan alignment, & success criteria including weekly adjustments by including make-up time in the schedule to ensure all staff has observation/feedback of classroom instruction.
 	
    Evidence Used to Determine Progress: CLT Classroom Walkthrough Calibration observation form
    Person(s) Responsible: Ginger Luther
    Resources Needed: CLT Classroom Walkthrough Calibration observation form
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 15, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: CLT will continue the classroom observations and discussions for improvement.

Step 3 Details	Formative Reviews

Action Step 3: Weekly Leadership Team meetings
    Evidence Used to Determine Progress: Leadership team Agendas
    Person(s) Responsible: Ginger Luther
    Resources Needed: Leadership team Agendas
    Addresses an Identified Challenge: No
 	
    Start Date: September 15, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: CLT will continue the weekly leadership meetings.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Being able to schedule time with the teacher outside of other meetings/trainings both myself and teachers have to attend as well as understanding of the TEK and what alignment entails.

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

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Refinement in data-driven instruction based on quality conversations about formative assessments, effective instructional strategies, and possible adjustments to instructional delivery, will lead to maximized student progress toward measurable goals.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? PLCs will work to explore student data to guide collaborative, meaningful instruction. Concentration will be given to unpacking SEs into skills usable by teachers for reteaching with the support of the Instructional Coach. Administrators will have the support of the Director of Campus Academic Support, the Executive Director of Teaching and Learning, ESC XV, and executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Refinement in data-driven instruction based on quality conversations about formative assessments, effective instructional strategies, and possible adjustments to instructional delivery, will lead to maximized student progress toward measurable goals.

Desired Annual Outcome: Teachers will disaggregate and review their student data in order to make data-informed decisions. Data will be analyzed during PLCs to identify student misconceptions, and then create plans for reteach to meet the needs of all learners as shown in their lessons 98% of the time.

District Commitment Theory of Action: If San Angelo ISD supports the structure for PLCs in order to create assessments and provides resources such as NWEA & MAP testing, Next Steps in Guided Reading, and mClass, then teachers will be able to track student growth, adjust instruction to meet all student needs, and set individual student progress goals.

Desired 90-day Outcome: Teachers will disaggregate and review their student data in order to make data informed decisions. Data will be analyzed during PLC's to identify student misconceptions, and then create plans for reteach to meet the needs of all learners as shown in their lessons 90% of the time.

District Actions: The district provides resources that ensure schools receive detailed reports for assessments that will provide access to the resources needed to track student progress including assessments such as NWEA MAP testing, Next Steps in Guided Reading

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers disaggregate and review their student data at PLCs in order to make data-informed decisions, identify student misconceptions, and then create plans for reteaching to meet the needs of all learners.

Step 1 Details	Formative Reviews
Action Step 1: Classroom observations with look fors specific to PLC discussions, lesson plan alignment, & success criteria with calendar adjustments weekly to include make-up time in the schedule to ensure all staff has observation/feedback of classroom instruction. **Evidence Used to Determine Progress:** CLT Classroom Walkthrough Calibration observation form **Person(s) Responsible:** Ginger Luther **Resources Needed:** CLT Classroom Walkthrough Calibration observation form **Addresses an Identified Challenge:** No **Start Date:** September 15, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** We will continue classroom observations with these look fors throughout the year.

Step 2 Details	Formative Reviews

Action Step 2: Teachers and students tracking data based on measurable goals using NSGRA, MAP, and STAAR.
    Evidence Used to Determine Progress: data trackers
    Person(s) Responsible: Ginger Luther
    Resources Needed: data trackers
    Addresses an Identified Challenge: No
 	
    Start Date: September 15, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Teachers and students will continue tracking their data.

Step 3 Details	Formative Reviews

Action Step 3: Teachers bring analyzed data to PLCs using the system of the 3 stack approach. Calendar invites will be sent to remind teachers to attend with data.
    Evidence Used to Determine Progress: Student data; PLC agenda
    Person(s) Responsible: Ginger Luther
    Resources Needed: Student data; PLC agenda
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 15, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: Teachers will continue to bring assessments to the PLCs to analyze their data.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring teachers come to meeting with their student data.

What specific action steps address these challenges?: 3

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? We will clearly define and calendar the roles and responsibilities of all campus leaders, and meet monthly with the DCIS, The Director of Campus Academic Success, or Engage2Learn for leadership coaching. This will include flex-time to help decrease interruptions that stop the work.

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 Improvement team meetings as well as at the public meeting when discussing accountability results.

Desired Annual Outcome: CLT will have a list of responsibilities, including teachers assigned for supervision and each member of the CLT will have a calendar that reflects observations, feedback cycles, PLC's, and data meetings.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching to principals and members of the CLT, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.

Desired 90-day Outcome: The CLT will have defined roles and responsibilities and implementation will be at 90%.

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 that are scheduled on weekly calendars.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews

Action Step 1: Principal and CLT will attend monthly coaching sessions with Engage2Learn or the Director of Campus Academic Success to help build CLT skills in the observation/debrief cycle and lesson plan review.
 	
    Evidence Used to Determine Progress: Coaching Strategies; notes from the training
    Person(s) Responsible: CLT
    Resources Needed: Coaching Agendas and E-suite coaching logs
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022
    Funding Sources: - 6200-Professional and contracted services
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Formative Reviews

Action Step 2: The CLT will follow and calendar leadership roles and responsibilities. Leadership will track the weekly calendar and adjust weekly by including make-up time in the schedule to ensure all staff has observation/feedback of classroom instruction. Class walks will be adjusted to early mornings based on behavior patterns to help leadership get into classrooms for observations.
 	
    Evidence Used to Determine Progress: Roles and Responsibilites
    Person(s) Responsible: CLT
    Resources Needed: E2L documents
    Addresses an Identified Challenge: Yes
 	
    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: Weekly Leadership Team meetings that focus on needs across campus based on collected data.
    Evidence Used to Determine Progress: Leadership Team Agenda
    Person(s) Responsible: CLT
    Resources Needed: Leadership Team Agenda
    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:

Step 4 Details	Formative Reviews

Action Step 4: Principal and CLT will attend monthly coaching sessions with Engage2Learn or the Director of Campus Academic Success to help build CLT skills in the observation/debrief cycle and lesson plan review.
    Evidence Used to Determine Progress: Coaching Strategies; notes from the training
    Person(s) Responsible: CLT
    Resources Needed: Coaching Agendas and E-suite coaching logs
    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:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Leadership is still being pulled to support behavior students, even during the make-up calendered time.

What specific action steps address these challenges?: Step 2

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Rationale: Systems need to support planned rigorous lesson planning driven by high priority learning standards, essential components, and formative assessments.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The CLT will use a calibration document while performing walkthroughs.   The needs will be identified and then discussed and shared with teacher teams. Then, PD will be planned around campus needs through PLC's.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: School Improvement updates, lesson plan templates, essential actions, and rationale will be shared at Campus Improvement Team meetings as well as at the public meeting when discussing accountability results. A team of lead teachers will help create the common lesson plan template with formative assessments. The CLT 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.

Desired Annual 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 98% of the time. The calibration document will be used 2 times per 9 weeks.

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 95% of the time..

District Actions: The district will provide access to a high-quality aligned district curriculum with access to creating formative assessments focusing on high priority learning standards, so teachers will have the tools they need to effectively plan objective-driven lessons with formative assessments.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Formative Reviews
Action Step 1: Continue calendared weekly lesson plan feedback cycle; ensuring alignment of TEK, instruction, and a rigorous assessment. and adjust weekly by including make-up time in the schedule to ensure all staff has observation/feedback of lessons. **Evidence Used to Determine Progress:** Google Template for Planning, coaching session documents **Person(s) Responsible:** Ginger Luther **Resources Needed:** Google Template for Planning; calibration document, coaching documentation **Addresses an Identified Challenge:** No **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 15, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Formative Reviews

Action Step 2: Classroom observations with look fors specific to PLC discussions, lesson plan alignment, & success criteria including weekly adjustments by including make-up time in the schedule to ensure all staff has observation/feedback of classroom instruction. Class walks will be adjusted to early mornings based on behavior patterns to help leadership get into classrooms for observations.
    Evidence Used to Determine Progress: CLT Classroom Walkthrough Calibration observation form
    Person(s) Responsible: Ginger Luther
    Resources Needed: CLT Classroom Walkthrough Calibration observation form
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 22, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Formative Reviews

Action Step 3: Weekly Leadership Team meetings
    Evidence Used to Determine Progress: Leadership team Agendas
    Person(s) Responsible: Ginger Luther
    Resources Needed: Leadership team Agendas
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** April 15, 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?: Leadership is still being pulled to support behavior students, even during the make-up calendared time.

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

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Refinement in data-driven instruction based on quality conversations about formative assessments, effective instructional strategies, and possible adjustments to instructional delivery, will lead to maximized student progress toward measurable goals.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? PLCs will work to explore student data to guide collaborative, meaningful instruction. Concentration will be given to unpacking SEs into skills usable by teachers for reteaching with the support of the Instructional Coach. Administrators will have the support of the Director of Campus Academic Support, the Executive Director of Teaching and Learning, ESC XV, and executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Refinement in data-driven instruction based on quality conversations about formative assessments, effective instructional strategies, and possible adjustments to instructional delivery, will lead to maximized student progress toward measurable goals.

Desired Annual Outcome: Teachers will disaggregate and review their student data in order to make data-informed decisions. Data will be analyzed during PLCs to identify student misconceptions, and then create plans for reteach to meet the needs of all learners as shown in their lessons 98% of the time.

District Commitment Theory of Action: If San Angelo ISD supports the structure for PLCs in order to create assessments and provides resources such as NWEA & MAP testing, Next Steps in Guided Reading, and mClass, then teachers will be able to track student growth, adjust instruction to meet all student needs, and set individual student progress goals.

Desired 90-day Outcome: Teachers will disaggregate and review their student data in order to make data informed decisions. Data will be analyzed during PLC's to identify student misconceptions, and then create plans for reteach to meet the needs of all learners as shown in their lessons 95%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

Action Step 1: Classroom observations with look fors specific to PLC discussions, lesson plan alignment, & success criteria with calendar adjustments weekly to include make-up time in the schedule to ensure all staff has observation/feedback of classroom instruction.
 	
    Evidence Used to Determine Progress: CLT Classroom Walkthrough Calibration observation form
    Person(s) Responsible: Ginger Luther
    Resources Needed: CLT Classroom Walkthrough Calibration observation form
    Addresses an Identified Challenge: No
 	
Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 22, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Formative Reviews

Action Step 2: Teachers and students tracking data based on measurable goals using mClass, NSGRA, MAP, and STAAR.
    Evidence Used to Determine Progress: data trackers
    Person(s) Responsible: Ginger Luther
    Resources Needed: data trackers
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** April 22, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Formative Reviews

Action Step 3: Teachers bring analyzed data to PLCs using the system of the 3 stack approach.
    Evidence Used to Determine Progress: Student data; PLC agenda
    Person(s) Responsible: Ginger Luther
    Resources Needed: Student data; PLC agenda
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2021 - **Frequency:** Ongoing - **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?: Teachers are coming to the meetings with their data, but we want them to analyze the data before the meeting and come prepared to discuss intervention ideas.

What specific action steps address these challenges?: 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? We will clearly define and calendar the roles and responsibilities of all campus leaders, and meet monthly with the DCIS, The Director of Campus Academic Success, or Engage2Learn for leadership coaching. This will include flex-time to help decrease interruptions that stop the work.

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 Improvement team meetings as well as at the public meeting when discussing accountability results.

Desired Annual Outcome: CLT will have a list of responsibilities, including teachers assigned for supervision and each member of the CLT will have a calendar that reflects observations, feedback cycles, PLC's, and data meetings.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching to principals and members of the CLT, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.

Desired 90-day Outcome: The CLT will have defined roles and responsibilities and implementation will be at 95%.

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 5.1: Effective classroom routines and instructional strategies.

> **Implementation Level:** Beginning Implementation
>
> **Rationale:** Systems need to support planned rigorous lesson planning driven by high priority learning standards, essential components, and formative assessments.
>
> **Who will you partner with?:** VIP
>
> **How will you build capacity in this Essential Action?** The CLT will use a calibration document while performing walkthroughs.   The needs will be identified and then discussed and shared with teacher teams. Then, PD will be planned around campus needs through PLC's.
>
> **How will you communicate these priorities to your stakeholders? How will you create buy-in?:** School Improvement updates, lesson plan templates, essential actions, and rationale will be shared at Campus Improvement Team meetings as well as at the public meeting when discussing accountability results. A team of lead teachers will help create the common lesson plan template with formative assessments. The CLT 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.
>
> **Desired Annual 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 98% of the time. The calibration document will be used 2 times per 9 weeks.
>
> **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 98% 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: Refinement in data-driven instruction based on quality conversations about formative assessments, effective instructional strategies, and possible adjustments to instructional delivery, will lead to maximized student progress toward measurable goals.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? PLCs will work to explore student data to guide collaborative, meaningful instruction. Concentration will be given to unpacking SEs into skills usable by teachers for reteaching with the support of the Instructional Coach. Administrators will have the support of the Director of Campus Academic Support, the Executive Director of Teaching and Learning, ESC XV, and executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Refinement in data-driven instruction based on quality conversations about formative assessments, effective instructional strategies, and possible adjustments to instructional delivery, will lead to maximized student progress toward measurable goals.

Desired Annual Outcome: Teachers will disaggregate and review their student data in order to make data-informed decisions. Data will be analyzed during PLCs to identify student misconceptions, and then create plans for reteach to meet the needs of all learners as shown in their lessons 98% of the time.

District Commitment Theory of Action: If San Angelo ISD supports the structure for PLCs in order to create assessments and provides resources such as NWEA & MAP testing, Next Steps in Guided Reading, and mClass, then teachers will be able to track student growth, adjust instruction to meet all student needs, and set individual student progress goals.

Desired 90-day Outcome: Teachers will disaggregate and review their student data in order to make data informed decisions. Data will be analyzed during PLC's to identify student misconceptions, and then create plans for reteach to meet the needs of all learners as shown in their lessons 98% 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	1			$0.00
2	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$7,142.00
				+/- Difference	$7,142.00

6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00

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

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	68	55	99	MAP	64	64	MAP	68		73	
			All	All	Reading	Meets	STAAR	32	24	99	MAP	30	30	MAP	30		37	
			All	All	Reading	Masters	STAAR	12	11	99	MAP	12	12	MAP	15		18	
			All	All	Mathematics	Approaches	STAAR	76	44	99	MAP	56	59	MAP	65		73	
			All	All	Mathematics	Meets	STAAR	37	18	99	MAP	19	19	MAP	25		37	
			All	All	Mathematics	Masters	STAAR	21	7	99	MAP	6	6	MAP	11		18	
			All	All	Science	Approaches	STAAR	63	62	99	MAP	70	70	MAP	75		75	
			All	All	Science	Meets	STAAR	24	35	99	MAP	26	26	MAP	30		27	
			All	All	Science	Masters	STAAR	2	15	99	MAP	2	2	MAP	10		10	
			All	All	Writing	Approaches	STAAR	40					34					
			All	All	Writing	Meets	STAAR	10					18					
			All	All	Writing	Masters	STAAR	1					12					
2. Domain 3	Focus 1	Academic Achievement	All	All Students	Reading	NA	STAAR	32	24	99	MAP	30	37	MAP	37		44	
	Focus 2	Academic Achievement	All	Hispanic	Reading	NA	STAAR	42	22	99	MAP	27	26	MAP	32		37	

Addendums