San Angelo Independent School District

Alta Loma Elementary - TIP

2021-2022 Targeted Improvement Plan

Superintendent: Dr. Carl Dethloff   **Principal:**   Lauri Herndon
DCSI/Grant Coordinator: Shelly Huddleston   **ESC Case Manager:** Randy Gartman
                                                               ESC Region: 15

Alta Loma Elementary - TIP
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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: Lauri Herndon

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: 65 (2019 scaled Score) If we can increase the overall STAAR Performance Approaches to 75% (+17), Meets to 33% (+0), and Masters to 14% (+0) then our STAAR Performance Scaled Score will reach 70% (+3) achieving an overall C 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.

Domain 2B: 74 (Scaled Score) If we can maintain or increase the overall Academic Growth Raw Score at 70% (+4), then we will achieve an overall D (62% Scaled Score) rating in the School Progress Domain for 2021. Rationale: If we can reach 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.

Domain 3: We will increase our Domain 3 score of 66 to a Scaled Score of 71 (+5) in 2021. Rationale: We are going to focus on academic achievement of Economically Disadvantaged students in math by increasing the score from 40% to 46%. Growth Status for Hispanics will increase from 26% to 55% in math, and eco dis from 22% to 50%.

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?

Domain 1: To meet the 44% Scaled Score goal in Domain 1, all content areas will reach 60% Approaches, 20% Meets, and 10% Masters. This will affect all student groups.

Domain 2B: If we increase the overall performance on STAAR, all groups will improve in making adequate progress.

Domain 3: We are targeting our Hispanic and Economically Disadvantaged populations in Reading and Math for Domain 3.

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

The targeted group for this goal is "Hispanic", with the intended impact being that Student Achievement will be increased to the goal of 60%

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: Fully Implemented

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

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?: We met all of our goals except the economically disadvantaged goal. We will continue to focus on the growth of these struggling students.

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

Implementation Level: Partial Implementation

Rationale: Alta Loma has general job descriptions that provide guidance on the basic roles and responsibilities. The goals and expectations for performance should be included and aligned to campus vision and mission. Providing instructional feedback and the opportunity to address teacher directed staff development are areas that can benefit the campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus leadership team will develop goals and expectations aligned to the revised campus vision and mission they will also develop. Weekly schedules will show the scheduled time for observations/feedback of classroom instruction. 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?: 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. Rationale will be shared at Campus Improvement Team meetings as well as posted publicly through our website so anyone can see the structures and processes that we have put in place. Because of COVID, these meetings will need to be virtual.

Desired Annual Outcome: Members of the CLT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, 90% of the time on a weekly basis. 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 Commitment Theory of Action: If an Angelo ISD 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: By Nov 30, 2021, the CLT is observing teacher instruction, debriefing observations, reviewing lesson plans, and providing teachers bite-size, high-leverage feedback weekly 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/feedback on lesson plans, and providing teachers bite-size, high leverage feedback.

Step 1 Details	Formative Reviews
Action Step 1: Principal and CLT will calibrate classroom observations within the weekly Campus PLC. The form will be adjusted to be more focused on learning goals.	**Progress toward Action Steps:** Significant Progress
Evidence Used to Determine Progress: CLT calibration form	**Necessary Adjustments/Next Steps:** We will continue using the system put in place for this action.
Person(s) Responsible: CLT, Principal	
Resources Needed: Observation Notes, Calibration Form, observation with weekly focus leadership assignments	
Addresses an Identified Challenge: Yes	
Start Date: September 13, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 8, 2021	

Step 2 Details	Formative Reviews
Action Step 2: The principal and CLT will calendar time to review and provide feedback to teachers on specific focused areas within their lesson plans. 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.	**Progress toward Action Steps:** Significant Progress
Evidence Used to Determine Progress: lesson plans with feedback	**Necessary Adjustments/Next Steps:** We will continue using the system put in place for this action.
Person(s) Responsible: Principal & CLT	
Resources Needed: Lesson Plan Feedback forms created by CLT; Current lesson plan submission process is set	
Addresses an Identified Challenge: No	
Start Date: September 13, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** October 8, 2021	

Step 3 Details	Formative Reviews
Action Step 3: The CLT will participate in leadership coaching from a Vetted Improvement Provider (Engage2Learn) to create and refine systems for classroom observations and feedback and refining the campus mission and goals.	**Progress toward Action Steps:** Significant Progress
Evidence Used to Determine Progress: Campus Coaching Agenda	**Necessary Adjustments/Next Steps:** We will continue leadership coaching throughout the year.
Person(s) Responsible: Principal, Engage2Learn Coach, Campus Academic Success Coach	
Resources Needed: Coaching Agenda, ESuite	
Addresses an Identified Challenge: None	
Start Date: September 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 8, 2021	
Funding Sources: Coaching for CLT members - 6200-Professional and contracted services - $21,031	

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 1- calibration will be focused on coaching the leadership team in classroom observation.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus is conducting PLCs. There was evidence of instructional conversations that were based on data at the PLCs. Agendas were used and minutes were shared with staff: however, the instructional conversations can be strengthened by unpacking the standard into knowledge and skills. The instructional coach provided evidence she was trained in providing this strategy which can be strengthened by helping identify conceptual and procedural gaps between student work and the exemplar and naming the specific student error and misunderstandings.

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, and ESC XV, and Executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: With many new classroom teachers on campus, teachers need training in the interpretation of data and effective systems for tracking data. They will use the data to drive their lessons toward improved performance.

Desired Annual Outcome: To become a data driven culture that makes informed decisions for all students. Teachers will use data from formative assessments for progress monitoring purposes and to engage in conversations to share effective teaching strategies. 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: By November 30, 2021, teachers and CLT will have 3 data points in order to compare during the cycles data dig including MAP, NSGRA, MClass and formative assessments. Teachers will know the data on their students and plan instruction to meet the needs of all students based on the data 60% of the time.

District Actions: 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?: Assessments were given to students giving us 3 data points to use in order to compare data on students during the cycles data dig including MAP, NSGRA, MClass, and other formative assessments. Teachers analyzed the data on their students and planned instruction to meet their students needs.

Step 1 Details	Formative Reviews

Action Step 1: During PLC's teachers will bring their data and CLT will have in-depth conversations about data, effective instructional strategies, and possible adjustments to instruction to meet the needs of all learners. Calendar invites will be sent to teachers before the meeting to remind them to complete and bring their data.
 	
    Evidence Used to Determine Progress: PLC Agenda & data trackers
    Person(s) Responsible: Principal, AP, Instructional Coach
    Resources Needed: PLC Agenda & data trackers
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 13, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** October 8, 2021
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We will continue using the system put in place for this action.

Step 2 Details	Formative Reviews

Action Step 2: Students will track their own data based on measurable goals.
    Evidence Used to Determine Progress: student data trackers
    Person(s) Responsible: Principal, AP, Instructional Coach
    Resources Needed: student data trackers
    Addresses an Identified Challenge: No
 	
    Start Date: September 13, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** October 8, 2021
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We will continue using the system put in place for this action.

Step 3 Details	Formative Reviews

Action Step 3: Teachers will evaluate and adjust instruction to ensure alignment with student data results.
    Evidence Used to Determine Progress: formative and summative assessments, data trackers
    Person(s) Responsible: CLT, Teachers
    Resources Needed: data trackers, lesson plans
    Addresses an Identified Challenge: None
 	
    Start Date: September 13, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 8, 2021
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: We will continue using the system put in place for this action.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring all teachers come to meetings with their data and have analyzed the data so they know learning needs of their students.

What specific action steps address these challenges?: Action Step 1- Calendar invites will be sent to teachers before the meeting to remind them to complete and bring their data.

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: Alta Loma has general job descriptions that provide guidance on the basic roles and responsibilities. The goals and expectations for performance should be included and aligned to campus vision and mission. Providing instructional feedback and the opportunity to address teacher directed staff development are areas that can benefit the campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus leadership team will develop goals and expectations aligned to the revised campus vision and mission they will also develop. Weekly schedules will show the scheduled time for observations/feedback of classroom instruction. 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?: 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. Rationale will be shared at Campus Improvement Team meetings as well as posted publicly through our website so anyone can see the structures and processes that we have put in place. Because of COVID, these meetings will need to be virtual.

Desired Annual Outcome: Members of the CLT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, 90% of the time on a weekly basis.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 Commitment Theory of Action: If an Angelo ISD 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: By Feb 28, 2022, the CLT is observing teacher instruction, debriefing observations, reviewing lesson plans, and providing teachers bite-size, high-leverage feedback weekly 75% of the time.

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
Action Step 1: The principal and CLT will calibrate classroom observations to provide feedback to the observation team. The form will be adjusted to be more focused on learning goals.	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Evidence Used to Determine Progress: CLT calibration form
    Person(s) Responsible: CLT, Principal
    Resources Needed: Observation Notes, Calibration Form
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 25, 2022	

Step 2 Details	Formative Reviews
Action Step 2: The principal and CLT will calendar time to review and provide feedback to teachers on specific focused areas within their lesson plans. 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:** lesson plans with feedback **Person(s) Responsible:** Principal & CLT **Resources Needed:** Lesson Plan Feedback forms created by CLT; Current lesson plan submission process is set **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 3 Details	Formative Reviews
Action Step 3: The CLT will participate in leadership coaching from a Vetted Improvement Provider. **Evidence Used to Determine Progress:** Campus Coaching Agenda **Person(s) Responsible:** Principal, Engage2Learn Coach, Campus Academic Success Coach **Resources Needed:** Coaching Agenda, ESuite **Addresses an Identified Challenge:** None **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 25, 2022 **Funding Sources:** Coaching for CLT members - 6200-Professional and contracted services	**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?: 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: The campus is conducting PLCs. There was evidence of instructional conversations that were based on data at the PLCs. Agendas were used and minutes were shared with staff: however, the instructional conversations can be strengthened by unpacking the standard into knowledge and skills. The instructional coach provided evidence she was trained in providing this strategy which can be strengthened by helping identify conceptual and procedural gaps between student work and the exemplar and naming the specific student error and misunderstandings.

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, and ESC XV, and Executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: With many new classroom teachers on campus, teachers need training in the interpretation of data and effective systems for tracking data. They will use the data to drive their lessons toward improved performance.

Desired Annual Outcome: To become a data driven culture that makes informed decisions for all students. Teachers will use data from formative assessments for progress monitoring purposes and to engage in conversations to share effective teaching strategies. 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: CLT will continue to support Quarterly Planning and work with teachers to ensure they are using the disaggregated data from assessments to support instruction 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

Action Step 1: During PLC's teachers will bring their data and CLT will have in-depth conversations about data, effective instructional strategies, and possible adjustments to instruction to meet the needs of all learners. Calendar invites will be sent to teachers before the meeting to remind them to complete and bring their data.
 	
    Evidence Used to Determine Progress: PLC Agenda & data trackers
    Person(s) Responsible: Principal, AP, Instructional Coach
    Resources Needed: PLC Agenda & data trackers
    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: Students will track their own data based on measurable goals.
   Evidence Used to Determine Progress: student data trackers
   Person(s) Responsible: Principal, AP, Instructional Coach
   Resources Needed: student data trackers
   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: Teachers will evaluate and adjust instruction to ensure alignment with student data results and re-teaching to student mastery.
   Evidence Used to Determine Progress: formative and summative assessments, data trackers
   Person(s) Responsible: CLT, Teachers
   Resources Needed: data trackers, lesson plans
   Addresses an Identified Challenge: Yes
 	
   Start Date: September 13, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 8, 2021
	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?: TEKS not being taught to student mastery

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: Alta Loma has general job descriptions that provide guidance on the basic roles and responsibilities. The goals and expectations for performance should be included and aligned to campus vision and mission. Providing instructional feedback and the opportunity to address teacher directed staff development are areas that can benefit the campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus leadership team will develop goals and expectations aligned to the revised campus vision and mission they will also develop. Weekly schedules will show the scheduled time for observations/feedback of classroom instruction. 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?: 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. Rationale will be shared at Campus Improvement Team meetings as well as posted publicly through our website so anyone can see the structures and processes that we have put in place. Because of COVID, these meetings will need to be virtual.

Desired Annual Outcome: Members of the CLT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, 90% of the time on a weekly basis.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 Commitment Theory of Action: If an Angelo ISD 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: CLT will continue to support Quarterly Planning and work with teachers to ensure they are using the disaggregated data from assessments to support instruction 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 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus is conducting PLCs. There was evidence of instructional conversations that were based on data at the PLCs. Agendas were used and minutes were shared with staff: however, the instructional conversations can be strengthened by unpacking the standard into knowledge and skills. The instructional coach provided evidence she was trained in providing this strategy which can be strengthened by helping identify conceptual and procedural gaps between student work and the exemplar and naming the specific student error and misunderstandings.

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, and ESC XV, and Executive coaching from Engage2Learn.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: With many new classroom teachers on campus, teachers need training in the interpretation of data and effective systems for tracking data. They will use the data to drive their lessons toward improved performance.

Desired Annual Outcome: To become a data driven culture that makes informed decisions for all students. Teachers will use data from formative assessments for progress monitoring purposes and to engage in conversations to share effective teaching strategies. 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: CLT will continue to support Quarterly Planning and work with teachers to ensure they are using the disaggregated data from assessments to support instruction 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	$26,669.00
				+/- Difference	$26,669.00

6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Coaching for CLT members		$21,031.00
2	1	3	Coaching for CLT members		$0.00
				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

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	$21,031.00

Student Data

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	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	69	53	97	MAP	27	48	MAP	40		55	
			All	All	Reading	Meets	STAAR	26	27	97	MAP	15	21	MAP	20		32	
			All	All	Reading	Masters	STAAR	13	16	97	MAP	6	6	MAP	10		18	
			All	All	Mathematics	Approaches	STAAR	74	55	99	MAP	32	50	MAP	45		60	
			All	All	Mathematics	Meets	STAAR	40	28	99	MAP	14	18	MAP	20		32	
			All	All	Mathematics	Masters	STAAR	18	11	99	MAP	3	3	MAP	10		14	
			All	All	Science	Approaches	STAAR	54	72	100	MAP	40	53	MAP	50		70	
			All	All	Science	Meets	STAAR	34	36	100	MAP	13	13	MAP	20		38	
			All	All	Science	Masters	STAAR	16	5	100	MAP	0	0	MAP	10		10	
			All	All	Writing	Approaches	STAAR	56	31	97	MAP	27	48	MAP	40			
			All	All	Writing	Meets	STAAR	32	10	97	MAP	15	21	MAP	20			
			All	All	Writing	Masters	STAAR	0	0	97	MAP	6	6	MAP	10			
2. Domain 3	Focus 1	Academic Achievement	All	Hispanic	Reading	NA	STAAR	25	26	100	MAP	45	47	MAP	60		65	
	Focus 2	Academic Growth Status	All	Econ Disadv	All	NA	STAAR	22	22	95	MAP	45	15	MAP	60		65	

Addendums