Greenville Independent School District

Travis Elementary - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Sharon Boothe

DCSI/Grant Coordinator: Wes Underwood

Principal: Wendy Adams

ESC Case Manager: Kara Onken

ESC Region: 10

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Wes Underwood

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Wes Underwood

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Wendy Adams

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Travis 6th Grade Center has a Domain I goal to increase our Student Achievement Domain I score from a 54 in 2022 to a 70 in 2023.   Specific student achievement targets are:

Student Achievement Component	2022 %	2023 Goal
Approaches	52	75
Meets	23	35
Masters	9	12

 The goal for Domain I was determined by their impact on the overall Accountability Rating. In order to move from a 54 to a 70, we are focusing on increasing all Student Achievement Components. We feel that we can achieve these goals based on the the progress that was made on STAAR from 2021 to 2022. Our focus on the daily use of high-quality instructional planning and assessments will increase student achievement by improving the quality of instruction. Reaching our goal will allow us to achieve an overall "C" in Domain I.

School Progress

What accountability goal has your campus set for this year?

Our Domain 2 goal is increase our School Progress score from a 62 in 2022 to a 76 in 2023. We will achieve this goal by focusing on increasing Domain 2A from a 62 to a 70. In our focus to increase student achievement for all students, we will improve the percent of students achieving their Academic Growth Targets on the STAAR Assessment. In order to support this increase in student achievement, we will strategically utilize data to drive our WIN and Intervention instruction. Reaching our Domain 2A goal will allow us to achieve an overall rating of "C" in Domain 2.

Closing the Gaps

What accountability goal has your campus set for this year?

For Domain 3 Closing the Gaps is to increase the Closing the Gaps Domain 3 Scale Score from 55 in 2022 to 66 in 2023. In order to achieve this increase, we will increase:

Academic Achievement from 1 out of 18 to 5 out of 18

Growth from 7 out of 18 to 11 out of 18

Student Success from 0 out of 18 to 1 out of 18

If we prioritize Hispanic and African American subgroups, then it will greatly impact the achievement of targets in Academic Achievement and Growth for not only those subgroups, but also the EB/EL subgroup as well. The strategic focus on subgroups using data to drive instruction in intervention groups that is based on the identified need of these subgroups is essential to the overall growth of our school and helps students reach their full potential.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

We will focus on Reading, Math, and 5th Grade Science because these subject areas will make the biggest improvement campus-wide and overall in our data in all 3 Domains.

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

We will focus on the Hispanic and African American student groups in both Math and Reading. Focusing on these student groups will impact our overall accountability, but will particularly increase the number of Reading targets achieved in Domain 3 that we have previously missed.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Beginning Implementation
Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Planning for Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The Instructional Leadership Team at Travis 6th Grade Center is composed of staff that are all new to their role at the school.   In order to build a system of long term sustainability, the principal should guide and lead the team in best instructional leadership practices through clear roles and responsibilities.

Who will you partner with?: engage2learn

How will you build capacity in this Essential Action? Engage2learn will provide training and ongoing support for the campus leaders. The Instructional Leadership team will develop, assign and provide feedback on roles and responsibilities. We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: It will be essential that all stakeholders are made aware of the priority and why. During back-to-school professional development, the staff rotated through various personnel to learn campus support responsibilities. Staff will have access to leadership role assignments through campus Google Drive. Daily Announcement email will communicate the unique weekly responsibilities of leadership members. Students, parents, and the community are made aware through newsletters, campus web-page, and staff coaching. Our students will be made aware of our focus on excellent teaching through our motto of ALL STUDENTS WILL ACHIEVE, as well as our announcing the teacher of the month at each assembly. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end-of-the-year surveys. We will act on this information to make necessary changes to maintain buy-in. Buy-in will be created because all instructional leadership team members will have an investment in creating the plan.

Desired Annual Outcome: By May 2023, 100% of the campus instructional leaders will have defined clear roles and responsibilities in order to effectively lead the time scheduled for PLCs, data meetings, and observations/feedback cycles as evidenced by the school master calendar and teacher evaluation schedule in the the Google Drive. Calendars will be calibrated and reviewed at weekly instructional leadership team meetings.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated for school instructional leadership then the principal will be able to ensure instruction is a top priority and provide ongoing support to all teachers.

Desired 90-day Outcome: By the end of cycle 1, the principal will create a list of responsibilities for the instructional leadership team, including teachers assigned for supervision. The Instructional Leadership Team will create a master calendar with scheduled times for PLCs, observation/feedback of instruction, and data meetings as evidenced by documents in the Google Drive. The Instructional Leadership Team will review and update the master calendar during weekly leadership meetings.

District Actions: The district recognizes the unique needs of low-performing schools and provides the flexibility to address those
needs. The district provides opportunities for ongoing support and coaching of the campus leader. The district supports principals by protecting their time dedicated for school instructional leadership.The district will provide the school with the Year at a Glance Assessment Calendar.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
It is easy to get overwhelmed by the day to day logistics at the start of the school year. Due to this, it may be a challenge to follow the calendar with fidelity.	Action Step 2	Providing clear timelines and expectations of priorities of campus leaders.

Step 1 Details	Reviews

Action Step 1: Develop a list of roles and responsibilities of all instructional leadership team members.
    Evidence Used to Determine Progress: List of instructional leadership team member roles and responsibilities.
    Person(s) Responsible: Principal
    Resources Needed: Input from all instructional leadership team members.
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: The principal will develop a campus master calendar that includes PLCs and key data meetings.
    Evidence Used to Determine Progress: The campus master calendar.
    Person(s) Responsible: Principal
    Resources Needed: GISD Year at a Glance Assessment Calendar
    Addresses an Identified Challenge: No
 	
    Start Date: September 19, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Campus instructional leaders have a clear schedule for conducting observations and feedback of classroom instruction.
    Evidence Used to Determine Progress: Coaching schedule in the Google Drive.
    Person(s) Responsible: Principal
    Resources Needed: Teacher needs and tiering.
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Principals and Assistant Principals will participate in principal coaching with Engage2Learn to build capacity coaching teachers.
    Evidence Used to Determine Progress: Walkthrough and feedback data
    Person(s) Responsible: Principal, Assistant Principal, Engage2Learn Staff
    Resources Needed: Time
Money
    Addresses an Identified Challenge:
 	
    Start Date: October 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: A large population of the staff are new teachers. Some of these are in alternative certification programs and some are new to the district. Therefore, the majority of the staff is at the foundational level for writing aligned lesson plans using the district curricula. In order to ensure that the daily lessons and assessments are at the appropriate level of rigor and alignment, the teachers need to be provided the appropriate time to plan so that they are able to create high-quality daily lesson plans and products that are aligned with the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? GISD Instructional Strategist will train the teachers in writing lesson plans that utilize the GISD Pacing Guide to include aligned objectives and products. Additionally, teachers will received feedback from Instructional Leadership Team members that is specific to aligned objectives and products in their weekly lesson plan submissions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff was introduced to the expectations for lesson plans and products at the beginning of the year professional development. Through PLC, this will continue to be communicated to staff by communicating the need that exists from collecting the baseline data using the Lesson Plan Tracker. Staff will receive continual communication about the focus on lesson plans and products through lesson plan review feedback and TTESS observation and walk-through feedback. Students, parents, and the community will be aware of priorities in lesson plans and products from teacher/grade-level/team newsletters. Buy-in will be created from the weekly feedback and support from campus leadership feedback.

Desired Annual Outcome: By May 2023, 100% of teachers will create and implement high quality daily lesson plans that include aligned objectives, activities, and products (formative assessments and exit tickets). This will be measured through classroom observations and lesson plan reviews as evidenced by the Instructional Leadership Team tracking form in the Lesson Plan Tracker and Classroom Walk-through form in the Google Drive reviewed weekly.

District Commitment Theory of Action: If the district will provide the campus with the utilization of the Instructional Strategist as needed, then teachers will have the supportive tools needed to create and implement high quality daily lesson plans.

Desired 90-day Outcome: By November 2022, 70% of teachers will create high quality daily lesson plans that include aligned objectives and products as evidenced by the Instructional Leadership Team tracking form in the Lesson Plan Tracker in the Google Drive and reviewed during the weekly Instructional Leadership Meeting.

District Actions: The district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.
The district provides access to interim assessments aligned to the standards and the expected level of rigor.
The district will provide the campus instructional leadership team and staff with access to support from the Instructional Strategist.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers may not understand how to create a product and/or write an objective using the TEK and Pacing Guide.	Action Step 1	Teachers will receive training on writing lesson plans with objective and products that are aligned to the TEKS using the Pacing Guide.

Step 1 Details	Reviews
Action Step 1: The instructional leadership team will create a lesson plan format designed to ensure the TEKS, objectives, and product are evident to be measured. **Evidence Used to Determine Progress:** Lesson planning tracker in the Google Drive **Person(s) Responsible:** instructional leadership team **Resources Needed:** Lesson plan folders with templates in the Google Drive **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 17, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Teachers will participate in PD that shows them how to use the new lesson planning template with an exemplar provided. **Evidence Used to Determine Progress:** PD Agenda **Person(s) Responsible:** Instructional Strategist **Resources Needed:** GISD Pacing Guides, lesson plan exemplars, and lesson planning folders in the Google Drive. **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: Develop a lesson plan tracker to be used by the instructional leadership team.
 	
    Evidence Used to Determine Progress: Lesson plan tracker in the Google Drive.
    Person(s) Responsible: instructional leadership team
    Resources Needed: technology
    Addresses an Identified Challenge: No
 	
    Start Date: September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 24, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Establish lesson plan protocol and expectations for submissions.
 	
    Evidence Used to Determine Progress: T6 Faculty Handbook
    Person(s) Responsible: Assistant Principal of Instruction
    Resources Needed: Google Drive
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 24, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 5 Details	Reviews

Action Step 5: Monitor and track lesson plans using the Lesson Plan Tracker.
 	
    Evidence Used to Determine Progress: Lesson Plan Tracker
    Person(s) Responsible: Instructional Leadership Team
    Resources Needed: Lesson Plan Tracker
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 6 Details	Reviews

Action Step 6: Provide quality feedback and coaching that focuses on scope and sequence and alignment of the TEKS, objective, and product for lesson plans submitted by teachers.
    Evidence Used to Determine Progress: Emails and the Lesson Plan Tracker
    Person(s) Responsible: instructional leadership team members
    Resources Needed: GISD Curriculum Watch-Fors, Pacing Guide, and Lesson Plan Tracker
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 7 Details	Reviews

Action Step 7: Principal and Assistant Principal will participate principal coaching with Engage 2 Learn (E2L) to build capacity with teacher feedback and coaching.
    Evidence Used to Determine Progress: Teacher Feedback
    Person(s) Responsible: Principal
Assistant Principal
    Resources Needed: Time
Money
    Addresses an Identified Challenge: No
 	
    Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** December 16, 2022
    Funding Sources: - 6200-Professional and contracted services
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 8 Details	Reviews

Action Step 8: Teachers will be trained in Kagan Cooperative learning to engage students with effective instructional materials that is responsive to student backgrounds.
    Evidence Used to Determine Progress: Kagan sign-in sheets, Campus Lesson Plans
    Person(s) Responsible: Principal
    Resources Needed: Money
Time
    Addresses an Identified Challenge:
 	
    Start Date: November 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** December 16, 2022
    Funding Sources: - 6200-Professional and contracted services
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Teachers have not had a way to utilize formative assessment data to immediately make instructional adjustments that will accelerate student progress towards mastery of the objective. Focusing on this essential action will support the teachers with looking at their data and creating action plans to drive their instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide training and ongoing support to the Instructional Leadership Team to ensure teachers are trained on using aligned products (formative assessments) to make immediate data driven instructional decisions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be creating the formative assessments that are used. Student achievement increase as a results of the data driven instruction, which will motivate the teachers to invest in the process.

Desired Annual Outcome: By May 2023, 100% of teachers will be able to analyze assessments to gather data in order to make informed data-driven instructional adjustments for immediate implementation. This will be evidenced by teacher created action plans, classroom walk-through observations during action plan implementation, and PLC agendas as measured by PLC data tracking. These artifacts will be reviewed during weekly Instructional Leadership Meetings.

District Commitment Theory of Action: If the district ensures that the campus receives data reports immediately upon the completion of quarterly benchmark assessments, then the campus can ensure that teachers plan and implement immediate data driven instruction.

Desired 90-day Outcome: By the end of the first cycle, 80% of the teachers will be able to disaggregate and review data from the 1st 9-Weeks Benchmark Assessment in order to make informed decisions to create a plan of action plans for instructional adjustments as evidenced by teacher action plans.

District Actions: The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback).
For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.
The district will provide the Pacing Guide and Aware.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers are often overwhelmed and do not set the time aside to conduct a thorough data analysis.	Action Step 1	Provides protected time to analyze data.

Step 1 Details	Reviews

Action Step 1: Create an assessment calendar inclusive of windows for data analysis.
    Evidence Used to Determine Progress: master calendar
    Person(s) Responsible: Principal
    Resources Needed: GISD Year at a Glance Assessment Calendar
    Addresses an Identified Challenge:
 	
    Start Date: September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Develop an action plan template for teachers to use when writing action plans.
    Evidence Used to Determine Progress: Action Plan Template
    Person(s) Responsible: Instructional Leadership Team
    Resources Needed: 1st 9-Weeks Assessment Data and Action Plan Template
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 26, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Design PLC that provides teachers with coaching and support for disaggregating and analyzing their 1st 9-Weeks Assessment Data in order to write an action plan that will impact instruction.
    Evidence Used to Determine Progress: Action Plan Exemplar, PLC Presentation, PLC Agenda
    Person(s) Responsible: instructional leadership team
    Resources Needed: Action Plan template and sample assessment data
    Addresses an Identified Challenge: Yes
 	
    Start Date: October 3, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** November 7, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The Instructional Leadership Team at Travis 6th Grade Center is composed of staff that are all new to their role at the school.   In order to build a system of long term sustainability, the principal should guide and lead the team in best instructional leadership practices through clear roles and responsibilities.

Who will you partner with?: engage2learn

How will you build capacity in this Essential Action? Engage2learn will provide training and ongoing support for the campus leaders. The Instructional Leadership team will develop, assign and provide feedback on roles and responsibilities. We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: It will be essential that all stakeholders are made aware of the priority and why. During back-to-school professional development, the staff rotated through various personnel to learn campus support responsibilities. Staff will have access to leadership role assignments through campus Google Drive. Daily Announcement email will communicate the unique weekly responsibilities of leadership members. Students, parents, and the community are made aware through newsletters, campus web-page, and staff coaching. Our students will be made aware of our focus on excellent teaching through our motto of ALL STUDENTS WILL ACHIEVE, as well as our announcing the teacher of the month at each assembly. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end-of-the-year surveys. We will act on this information to make necessary changes to maintain buy-in. Buy-in will be created because all instructional leadership team members will have an investment in creating the plan.

Desired Annual Outcome: By May 2023, 100% of the campus instructional leaders will have defined clear roles and responsibilities in order to effectively lead the time scheduled for PLCs, data meetings, and observations/feedback cycles as evidenced by the school master calendar and teacher evaluation schedule in the the Google Drive. Calendars will be calibrated and reviewed at weekly instructional leadership team meetings.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated for school instructional leadership then the principal will be able to ensure instruction is a top priority and provide ongoing support to all teachers.

Desired 90-day Outcome: By the end of the 2nd cycle, the campus instructional leaders will lead 80% of the PLCs, data meetings, and observations/feedback cycles as scheduled as measured by agendas and the teacher evaluation schedule in Google Drive.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: A large population of the staff are new teachers. Some of these are in alternative certification programs and some are new to the district. Therefore, the majority of the staff is at the foundational level for writing aligned lesson plans using the district curricula. In order to ensure that the daily lessons and assessments are at the appropriate level of rigor and alignment, the teachers need to be provided the appropriate time to plan so that they are able to create high-quality daily lesson plans and products that are aligned with the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? GISD Instructional Strategist will train the teachers in writing lesson plans that utilize the GISD Pacing Guide to include aligned objectives and products. Additionally, teachers will received feedback from Instructional Leadership Team members that is specific to aligned objectives and products in their weekly lesson plan submissions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff was introduced to the expectations for lesson plans and products at the beginning of the year professional development. Through PLC, this will continue to be communicated to staff by communicating the need that exists from collecting the baseline data using the Lesson Plan Tracker.   Staff will receive continual communication about the focus on lesson plans and products through lesson plan review feedback and TTESS observation and walk-through feedback. Students, parents, and the community will be aware of priorities in lesson plans and products from teacher/grade-level/team newsletters. Buy-in will be created from the weekly feedback and support from campus leadership feedback.

Desired Annual Outcome: By May 2023, 100% of teachers will create and implement high quality daily lesson plans that include aligned objectives, activities, and products (formative assessments and exit tickets). This will be measured through classroom observations and lesson plan reviews as evidenced by the Instructional Leadership Team tracking form in the Lesson Plan Tracker and Classroom Walk-through form in the Google Drive reviewed weekly.

District Commitment Theory of Action: If the district will provide the campus with the utilization of the Instructional Strategist as needed, then teachers will have the supportive tools needed to create and implement high quality daily lesson plans.

Desired 90-day Outcome: By the end of cycle 2, 80% of teachers will utilize the GISD Pacing Guide to create high quality daily lesson plans that include aligned objectives and products. This will be measured by lesson plan reviews as evidenced by the Instructional Leadership Team tracking form in the Lesson Plan Tracker and Classroom Walk-through form in the Google Drive.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Teachers have not had a way to utilize formative assessment data to immediately make instructional adjustments that will accelerate student progress towards mastery of the objective. Focusing on this essential action will support the teachers with looking at their data and creating action plans to drive their instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide training and ongoing support to the Instructional Leadership Team to ensure teachers are trained on using aligned products (formative assessments) to make immediate data driven instructional decisions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be creating the formative assessments that are used. Student achievement increase as a results of the data driven instruction, which will motivate the teachers to invest in the process.

Desired Annual Outcome: By May 2023, 100% of teachers will be able to analyze assessments to gather data in order to make informed data-driven instructional adjustments for immediate implementation. This will be evidenced by teacher created action plans, classroom walk-through observations during action plan implementation, and PLC agendas as measured by PLC data tracking. These artifacts will be reviewed during weekly Instructional Leadership Meetings.

District Commitment Theory of Action: If the district ensures that the campus receives data reports immediately upon the completion of quarterly benchmark assessments, then the campus can ensure that teachers plan and implement immediate data driven instruction.

Desired 90-day Outcome: By the end of the 2nd cycle, 80% of the teachers will be able to disaggregate and review data from the 2nd 9-Weeks Benchmark Assessment in order to make informed decisions to develop action plans for instructional adjustments.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The Instructional Leadership Team at Travis 6th Grade Center is composed of staff that are all new to their role at the school.   In order to build a system of long term sustainability, the principal should guide and lead the team in best instructional leadership practices through clear roles and responsibilities.

Who will you partner with?: engage2learn

How will you build capacity in this Essential Action? Engage2learn will provide training and ongoing support for the campus leaders. The Instructional Leadership team will develop, assign and provide feedback on roles and responsibilities. We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: It will be essential that all stakeholders are made aware of the priority and why. During back-to-school professional development, the staff rotated through various personnel to learn campus support responsibilities. Staff will have access to leadership role assignments through campus Google Drive. Daily Announcement email will communicate the unique weekly responsibilities of leadership members. Students, parents, and the community are made aware through newsletters, campus web-page, and staff coaching. Our students will be made aware of our focus on excellent teaching through our motto of ALL STUDENTS WILL ACHIEVE, as well as our announcing the teacher of the month at each assembly. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end-of-the-year surveys. We will act on this information to make necessary changes to maintain buy-in. Buy-in will be created because all instructional leadership team members will have an investment in creating the plan.

Desired Annual Outcome: By May 2023, 100% of the campus instructional leaders will have defined clear roles and responsibilities in order to effectively lead the time scheduled for PLCs, data meetings, and observations/feedback cycles as evidenced by the school master calendar and teacher evaluation schedule in the the Google Drive. Calendars will be calibrated and reviewed at weekly instructional leadership team meetings.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated for school instructional leadership then the principal will be able to ensure instruction is a top priority and provide ongoing support to all teachers.

Desired 90-day Outcome: By the end of cycle 3, the campus instructional leaders will review and debrief campus observations/feedback cycles, student progress, and formative data during their weekly Instructional Leadership Team meetings to inform adjustments needed to ensure effective PLCs. This will be evidenced by the leadership team's weekly agendas and updated PLC agendas.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: A large population of the staff are new teachers. Some of these are in alternative certification programs and some are new to the district. Therefore, the majority of the staff is at the foundational level for writing aligned lesson plans using the district curricula. In order to ensure that the daily lessons and assessments are at the appropriate level of rigor and alignment, the teachers need to be provided the appropriate time to plan so that they are able to create high-quality daily lesson plans and products that are aligned with the TEKS.

Who will you partner with?: Other

How will you build capacity in this Essential Action? GISD Instructional Strategist will train the teachers in writing lesson plans that utilize the GISD Pacing Guide to include aligned objectives and products. Additionally, teachers will received feedback from Instructional Leadership Team members that is specific to aligned objectives and products in their weekly lesson plan submissions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff was introduced to the expectations for lesson plans and products at the beginning of the year professional development. Through PLC, this will continue to be communicated to staff by communicating the need that exists from collecting the baseline data using the Lesson Plan Tracker.   Staff will receive continual communication about the focus on lesson plans and products through lesson plan review feedback and TTESS observation and walk-through feedback. Students, parents, and the community will be aware of priorities in lesson plans and products from teacher/grade-level/team newsletters. Buy-in will be created from the weekly feedback and support from campus leadership feedback.

Desired Annual Outcome: By May 2023, 100% of teachers will create and implement high quality daily lesson plans that include aligned objectives, activities, and products (formative assessments and exit tickets). This will be measured through classroom observations and lesson plan reviews as evidenced by the Instructional Leadership Team tracking form in the Lesson Plan Tracker and Classroom Walk-through form in the Google Drive reviewed weekly.

District Commitment Theory of Action: If the district will provide the campus with the utilization of the Instructional Strategist as needed, then teachers will have the supportive tools needed to create and implement high quality daily lesson plans.

Desired 90-day Outcome: By the end of cycle 3, 90% of teachers will utilize the GISD Pacing Guide to create high quality daily lesson plans that include aligned activities, objectives, and products. This will be measured by lesson plan reviews as evidenced by the Instructional Leadership Team tracking form in the Lesson Plan Tracker and Classroom Walk-through form in the Google Drive.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Teachers have not had a way to utilize formative assessment data to immediately make instructional adjustments that will accelerate student progress towards mastery of the objective. Focusing on this essential action will support the teachers with looking at their data and creating action plans to drive their instruction.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide training and ongoing support to the Instructional Leadership Team to ensure teachers are trained on using aligned products (formative assessments) to make immediate data driven instructional decisions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be creating the formative assessments that are used. Student achievement increase as a results of the data driven instruction, which will motivate the teachers to invest in the process.

Desired Annual Outcome: By May 2023, 100% of teachers will be able to analyze assessments to gather data in order to make informed data-driven instructional adjustments for immediate implementation. This will be evidenced by teacher created action plans, classroom walk-through observations during action plan implementation, and PLC agendas as measured by PLC data tracking. These artifacts will be reviewed during weekly Instructional Leadership Meetings.

District Commitment Theory of Action: If the district ensures that the campus receives data reports immediately upon the completion of quarterly benchmark assessments, then the campus can ensure that teachers plan and implement immediate data driven instruction.

Desired 90-day Outcome: By the end of cycle 3, 90% of teachers will be able to disaggregate and review data from the 3rd 9-Weeks Benchmark Assessment in order to make informed decisions to develop action plans for instructional adjustments evidenced by teacher created action plans and reteach plans shared with the instructional leadership team and reviewed weekly.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

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	$13,500.00
				+/- Difference	$13,500.00
	6200-Professional and contracted services				
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	2	7			$0.00
1	2	8			$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$26,915.00
				+/- Difference	$26,915.00
	6300-Supplies and materials				
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$2,585.00
				+/- Difference	$2,585.00
				Grand Total Budgeted	$43,000.00
				Grand Total Spent	$0.00
				+/- Difference	$43,000.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	380	38	49	N/A	District Created Benchmark	57		District Created Benchmark	66		75	
			All	All	Reading	Meets	STAAR	380	14	24	N/A	District Created Benchmark	21		District Created Benchmark	28		35	
			All	All	Reading	Masters	STAAR	380	4	10	N/A	District Created Benchmark	10		District Created Benchmark	11		12	
			All	All	Mathematics	Approaches	STAAR	380	46	57	N/A	District Created Benchmark	63		District Created Benchmark	69		75	
			All	All	Mathematics	Meets	STAAR	380	21	23	N/A	District Created Benchmark	22		District Created Benchmark	29		35	
			All	All	Mathematics	Masters	STAAR	380	9	8	N/A	District Created Benchmark	10		District Created Benchmark	11		12	
			5th	All	Science	Approaches	STAAR	65	19	25	N/A	District Created Benchmark	40		District Created Benchmark	50		75	
			5th	All	Science	Meets	STAAR	65	2	6	N/A	District Created Benchmark	16		District Created Benchmark	26		35	
			5th	All	Science	Masters	STAAR	65	0	0	N/A	District Created Benchmark	4		District Created Benchmark	8		12	
Closing the Gaps	Focus 1	Academic Growth Status	All	Hispanic	ELA	N/A	ELA	N/A	0	56	97	District Created Benchmark	58		District Created Benchmark	62		65	
	Focus 2	Academic Growth Status	All	African American	ELA	N/A	ELA	N/A	0	55	97	District Created Benchmark	57		District Created Benchmark	60		62	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	381	Did Not Meet	51	43		34		25	
					Approaches	25	26		27		28	
					Meets	14	21		28		35	
					Masters	10	10		11		12	
	Math	All	STAAR	392	Did Not Meet	41	36		31		25	
					Approaches	33	31		29		28	
					Meets	16	22		29		35	
					Masters	9	10		11		12	