

Abilene Independent School District
Bowie Elementary - TIP
2021-2023 Targeted Improvement Plan



Campus Number: 221901104 **ESF Diagnostic Date:** January 27, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. David Young
Keri Thornburg

Principal: Tina Jones
ESC Case Manager: Kriste O'Dell
ESC Region: 14

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: Keri Thornburg

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: Keri Thornburg

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: Tina Jones

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Based on our 2019 and 2021 STAAR data, we have set the following accountability goals for the 2021-2022 school year.

Approaches: 72%

Meets: 37%

Masters: 13%

This would average to a component score of 41 for Domain 1 which would equate a C.

Our primary focus will be on 3rd and 4th grade math at the approaches, meets, and masters levels. We are below district and state levels in these areas. Our goals for math achievement are:

Approaches: 65%

Meets: 30%

Masters: 15%

School Progress

What accountability goal has your campus set for this year?

We will focus on Domain 2A. Our goals are 70% growth in reading and 76% growth in math. We chose student growth as our indicator because we want all students to experience at least one year's worth of growth in each content area. Many students will need to exceed one year's growth this school year in order to be on grade level. This will be accomplished when teachers improve their Tier I instruction through focusing on the essential standards and using data to inform instruction.

Closing the Gaps

What accountability goal has your campus set for this year?

We plan to raise our Targets Met in Academic Achievement for Domain 3 from 2/14 to 6/14. We will focus on our Economically Disadvantaged and our Hispanic students in reading and math. In reading, our Eco Dis students had 30% of students meeting grade level (target is 33%) and 32% meeting grade level in math (target was 36%). Our Hispanic students had 31% meeting grade level in reading (goal is 37%) and 27% meeting grade level in Math (goal is 40%).

If we can achieve these goals that should also help us potentially meet the Student Success targets for Eco Dis and Hispanic subgroups.

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 have chosen to focus on 3rd and 4th grade math because they had the biggest gap in achievement as compared to district and state achievement. We expect to see an overall improvement in approaches, meets, and masters scores for Domain 1. In Domain 3, we expect to meet additional math targets in academic achievement by increasing our Meets Grade Level score.

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

We chose to focus on Economically Disadvantaged because our scores demonstrated only a 3 point gap beneath the target in reading, and a 4 point gap in math. Improvement in this area will give us 2 additional Academic Achievement targets and 1 additional Student Success target.

Essential Actions

Cycles 1-3

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

Implementation Level: Partial Implementation

Key Practices:

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: Planning for Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Fully Implemented

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices:

Cycle 4

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

Implementation Level: Partial Implementation

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Partial Implementation

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:

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: Partial Implementation

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We exceeded the Masters goal in both Reading and Math. However, we did not meet our goals in Approaches or Meets grade level. Our students showed more significant gaps than we anticipated. Our teachers are working diligently to close the learning gaps for our students.

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

Implementation Level: Planning for Implementation

Rationale: Lesson planning is centered around District Designated Curriculum Documents in design and pacing; campus-wide implementation is not yet at 100%.

Who will you partner with?: VIP

How will you build capacity in this Essential Action?: Teachers will work with Engage2Learn coaches in unit design to develop a deep understanding of the essential standards. Bowie administration will ensure that lesson plans align with district standards and pacing. Scheduled walk-throughs will monitor teachers' implementation of plans with fidelity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations are addressed in PLC and faculty meetings. The district content coordinators have communicated their expectations regarding lesson planning. Celebration posters and e2L badges displayed will highlight achievement. Data showing growth will also be celebrated in PLC meetings.

Desired Annual Outcome: 100% of core content teachers will implement lesson plans centered on the district designated curriculum documents in content and pacing. All teachers will create rubrics based on the essential standards to develop strong lesson plans and assessments.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all the necessary materials for implementation with fidelity, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus will have the needed resources to provide teachers with high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: 100% of core teachers will create lesson plans based on District Designated Curriculum Documents in content and pacing. Teachers will have participated in creating rubrics as they completed the first Unit Design session with e2L.

District Actions: The district will contract with engage2Learn to provide coaching and support with unit design and high-quality classroom instruction. District leaders will collaborate with engage2Learn coaches and leaders bi-weekly to monitor progress and plan upcoming coaching and unit design activities. The district Curriculum and Instruction department will revise and refine the District Designated Curriculum Documents (DDCDs). The district will provide professional development to all teachers for effective usage of the DDCDs.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers are creating lesson plans that follow DDCD and have completed Unit Design days with Engage2Learn.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will attend professional development sessions with Engage2Learn and Executive Director of Curriculum and Instruction.</p> <p>Evidence Used to Determine Progress: Training sign-in sheets and agenda, professional development calendar</p> <p>Person(s) Responsible: Principal, Instructional Coordinator, E2L coach</p> <p>Resources Needed: Grant funds for participation in Engage2Learn, staff time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 12, 2021 - Frequency: One Time - Evidence Collection Date: September 30, 2021</p> <p>Funding Sources: ESF Focused Grant Funds - 6200-Professional and contracted services - \$50,641</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Core Content teachers will attend training on District Designed Curriculum Documents (DDCDs).</p> <p>Evidence Used to Determine Progress: Training Agenda, verification of completion forms</p> <p>Person(s) Responsible: Principal, Instructional Coordinator</p> <p>Resources Needed: Videos from Curriculum and Instruction Department, Teacher Time, DDCD's</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 12, 2021 - Frequency: One Time - Evidence Collection Date: September 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will attend a minimum of 2 cycles for Engage2Learn unit design sessions with partner school.</p> <p>Evidence Used to Determine Progress: Sign In Sheets, Training Agendas</p> <p>Person(s) Responsible: Principal, Instructional Coordinator</p> <p>Resources Needed: ESF Grant Funds, Staff Time, Substitutes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: ESF Grant funds for cost of subs - 6100-Payroll - \$5,250</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Core Content teachers will create and submit lesson plans based on the District Designed Curriculum Documents (DDCD) with support from the campus Instructional Coordinator.</p> <p>Evidence Used to Determine Progress: Lesson plans submitted in eduphoria</p> <p>Person(s) Responsible: Core Teachers, Principal, Instructional Coordinator</p> <p>Resources Needed: DDCD Documents</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We might struggle to have 100% of teachers using the lesson plans and unit design process with fidelity as they become familiar with the essential standards and DDCD's.

What specific action steps address these challenges?: 1-4

Cycle 1 - (Sept – Nov)

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Bowie teachers will benefit from more time and training to utilize data from a variety of sources to inform their planning and instruction at Tier I.

Who will you partner with?: VIP

How will you build capacity in this Essential Action?: Bowie administrators will review lesson plans and give feedback based on the campus walkthrough schedule. Teachers will work with Engage2Learn to design rubrics and formative assessments for all instructional units.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be expected to bring data to each monthly PLC meeting and explain how that data will inform their instruction. District-created schedules ensure that unit design and coaching is prioritized.

Desired Annual Outcome: 100% of core content teachers will meet regularly with Engage2Learn coaches as well as monthly PLC meetings with Bowie administration to review and utilize data to inform next instructional steps.

District Commitment Theory of Action: If 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), and district policies and practices support effective instruction in schools, then the campus will have the needed resources to provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: 100% of teachers will share and review specific data from BOY MAP or mCLASS that they have utilized to inform their instructional next steps at two monthly PLC meetings.

District Actions: The district will contract with engage2Learn to provide coaching and support using assessment data in the unit design process, providing opportunities for differentiation based on district common assessments. The district will provide resources such as MAP growth, mCLASS, and eduphoria resources to assist campuses with data disaggregation to support instructional planning. The district Curriculum and Instruction will provide common assessments each grading period for STAAR grade level core subject areas.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have held 3 monthly PLC meetings in which teachers brought MAP and mClass data and described how it would inform their instruction.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will administer BOY MAP or mClass assessments following the district assessment calendar.</p> <p>Evidence Used to Determine Progress: Assessment Calendar, MAP/mClass data</p> <p>Person(s) Responsible: Principal, Instructional Coordinator</p> <p>Resources Needed: Assessment calendar, MAP, mClass</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Campus Leadership team will establish a schedule and protocols for PLC meetings.</p> <p>Evidence Used to Determine Progress: PLC Calendar and Protocols</p> <p>Person(s) Responsible: Principal and Instructional Coordinator</p> <p>Resources Needed: Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Core teachers and campus leadership team will participate in 2 PLC meetings to analyze MAP or mClass data and plan instruction based on the data.</p> <p>Evidence Used to Determine Progress: PLC meeting sign-in sheets, agendas</p> <p>Person(s) Responsible: Classroom teachers, Principal, Instructional Coordinator</p> <p>Resources Needed: MAP data or mClass data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Teachers will participate in Engage2Learn unit design days and creation of Buerk Rubrics aligned with MAP data.</p> <p>Evidence Used to Determine Progress: Buerk Rubrics, meeting agendas</p> <p>Person(s) Responsible: Principal, Instructional Coordinator, Classroom Teachers</p> <p>Resources Needed: ESF Focused Grant for Engage2Learn and substitute costs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: New teachers are still learning about various MAP & mCLASS reports and how to apply them to make instructional decisions.

What specific action steps address these challenges?: 2-4

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: We met the goals for Approaches Grade Level for all tests. We also met our goal for Masters Grade Level for Reading. We did not meet our goals at Meets Grade Level. We are still trying to capture learning loss due to the last 2 years of inconsistent schooling. We are still struggling to recapture the academic skills even using our small group tutoring with outside tutors and school personnel.

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

Implementation Level: Planning for Implementation

Rationale: Lesson planning is centered around District Designated Curriculum Documents in design and pacing; campus-wide implementation is not yet at 100%.

Who will you partner with?: VIP

How will you build capacity in this Essential Action?: Teachers will work with Engage2Learn coaches in unit design to develop a deep understanding of the essential standards. Bowie administration will ensure that lesson plans align with district standards and pacing. Scheduled walk-throughs will monitor teachers' implementation of plans with fidelity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations are addressed in PLC and faculty meetings. The district content coordinators have communicated their expectations regarding lesson planning. Celebration posters and e2L badges displayed will highlight achievement. Data showing growth will also be celebrated in PLC meetings.

Desired Annual Outcome: 100% of core content teachers will implement lesson plans centered on the district designated curriculum documents in content and pacing. All teachers will create rubrics based on the essential standards to develop strong lesson plans and assessments.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all the necessary materials for implementation with fidelity, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus will have the needed resources to provide teachers with high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: 100% of core teachers will create lesson plans based on District Designated Curriculum Documents in content and pacing. Teachers will have participated in creating rubrics as they completed the next three Unit Design sessions with e2L. Lesson plan implementation will be monitored weekly for 5 teachers by Bowie administration through the walkthrough feedback system.

District Actions: The district will contract with engage2Learn to provide coaching and support with unit design and high-quality classroom instruction. District leaders will collaborate with engage2Learn coaches and leaders bi-weekly to monitor progress and plan upcoming coaching and unit design activities. The district Curriculum and Instruction department will revise and refine the District Designated Curriculum Documents (DDCDs).

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers have participated in the Engage2Learn unit design days and are using those rubrics in their lesson plans and classroom activities. Administrators are monitoring lesson plans for a minimum of 5 teachers per week through our walkthrough calendar.

Step 1 Details	Reviews
<p>Action Step 1: Core Content teachers will document the use of DDCD's in lesson plans. Lesson plan implementation will be monitored weekly for 5 teachers by campus leadership team through walkthrough feedback system.</p> <p>Evidence Used to Determine Progress: Teacher lesson plans and administrator feedback on plans, weekly walkthrough feedback</p> <p>Person(s) Responsible: Principal, Assistant Principal, Instructional Coordinator</p> <p>Resources Needed: DDCD's, Administrator time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers have attended 3 Engage2Learn unit design sessions with our partner school. We are scheduled to complete 3 more sessions during cycle 2.</p> <p>Evidence Used to Determine Progress: Sign-In Sheets, Buerk Rubrics shown in lesson plans</p> <p>Person(s) Responsible: Principal, Assistant Principal, Instructional Coordinator</p> <p>Resources Needed: ESF Grant Funds, Staff Time, Substitutes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Administrators will conduct a minimum of 5 walkthroughs per week focusing on lesson plan implementation, documented in walkthrough forms in eduphoria. Walkthroughs are assigned and scheduled on a google calendar.</p> <p>Evidence Used to Determine Progress: Eduphoria, Principal calendars</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Walkthrough forms, Google calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Accomplishing all the walkthrough assignments could be challenging at times due to unexpected campus issues and district schedules.

What specific action steps address these challenges?: Action Steps 1,3

Cycle 2 - (Dec – Feb)

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Bowie teachers will benefit from more time and training to utilize data from a variety of sources to inform their planning and instruction at Tier I.

Who will you partner with?: VIP

How will you build capacity in this Essential Action?: Bowie administrators will review lesson plans and give feedback based on the campus walkthrough schedule. Teachers will work with Engage2Learn to design rubrics and formative assessments for all instructional units.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be expected to bring data to each monthly PLC meeting and explain how that data will inform their instruction. District-created schedules ensure that unit design and coaching is prioritized.

Desired Annual Outcome: 100% of core content teachers will meet regularly with Engage2Learn coaches as well as monthly PLC meetings with Bowie administration to review and utilize data to inform next instructional steps.

District Commitment Theory of Action: If 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), and district policies and practices support effective instruction in schools, then the campus will have the needed resources to provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: 100% of teachers will share and review specific data from MOY MAP, mCLASS, and additional formative assessments that they have utilized to inform their instructional next steps at three monthly PLC meetings.

District Actions: The district will contract with engage2Learn to provide coaching and support using assessment data in the unit design process, providing opportunities for differentiation based on district common assessments. The district will provide resources such as MAP growth, mCLASS, and eduphoria resources to assist campuses with data disaggregation to support instructional planning. The district Curriculum and Instruction will provide common assessments each grading period for STAAR grade level core subject areas.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers have analyzed data and planned instruction during monthly scheduled PLC Meetings.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will administer MOY MAP or mClass assessments as directed by the district assessment calendar. Data will be reviewed at 3 monthly PLC meetings to inform instruction.</p> <p>Evidence Used to Determine Progress: Assessment Calendar, MAP/mClass data</p> <p>Person(s) Responsible: Principal, Instructional Coordinator</p> <p>Resources Needed: Assessment calendar, MAP, mClass</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers will participate in 3 Engage2Learn unit design days and creation of Buerk Rubrics with leveled student activities designed for student growth. Activities will be planned based on reviewing student data from MAP, mClass and formative assessments.</p> <p>Evidence Used to Determine Progress: Buerk Rubrics, meeting agendas Person(s) Responsible: Principal, Instructional Coordinator, Classroom Teachers Resources Needed: ESF Focused Grant for Engage2Learn and substitute costs Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Students will set EOY MAP testing goals based on MOY MAP data.</p> <p>Evidence Used to Determine Progress: Student goal sheets Person(s) Responsible: Classroom teachers Resources Needed: Instruction time, data sheets, goal sheets Addresses an Identified Challenge: Yes</p> <p>Start Date: January 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers are sometimes pulled in other directions during our scheduled PLC meeting times. Teachers may struggle to utilize the MAP and formative assessment data to make instructional decisions.

What specific action steps address these challenges?: The PLC meeting schedule was published in September so that teachers can prioritize and schedule around them. Teachers have been asked to avoid scheduling appointments and parent conferences on those days. (Action Steps 1,2)

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: We met all of our goals in Reading. Our RTI intervention teachers were utilized, as well as outside tutors, to pull small groups for additional reading instruction. We did not meet the Math goals for "Approaches" or "Meets" that we set for our campus. However, we did meet the Masters goal. We did not meet any goals for Science. This teacher was new to 5th grade and also was out a large amount of time on maternity leave. The Science substitute teacher was not effective in her instruction or classroom management which affected student learning.

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

Implementation Level: Planning for Implementation

Rationale: Lesson planning is centered around District Designated Curriculum Documents in design and pacing; campus-wide implementation is not yet at 100%.

Who will you partner with?: VIP

How will you build capacity in this Essential Action?: Teachers will work with Engage2Learn coaches in unit design to develop a deep understanding of the essential standards. Bowie administration will ensure that lesson plans align with district standards and pacing. Scheduled walk-throughs will monitor teachers' implementation of plans with fidelity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations are addressed in PLC and faculty meetings. The district content coordinators have communicated their expectations regarding lesson planning. Celebration posters and e2L badges displayed will highlight achievement. Data showing growth will also be celebrated in PLC meetings.

Desired Annual Outcome: 100% of core content teachers will implement lesson plans centered on the district designated curriculum documents in content and pacing. All teachers will create rubrics based on the essential standards to develop strong lesson plans and assessments.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all the necessary materials for implementation with fidelity, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus will have the needed resources to provide teachers with high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: 100% of core teachers will create lesson plans based on District Designated Curriculum Documents in content and pacing. Teachers participate in creating rubrics as they completed a unit design day with Engage2Learn. Teachers will participate in a campus-directed Unit Design process to create their last rubric. Lesson plan implementation will be monitored weekly for ten teachers by Bowie administration through the walkthrough feedback system.

District Actions: The Reading and Math District Content Coordinators will provide support with the campus directed unit design day in April

Did you achieve your 90 day outcome?: Yes

Why or why not?: Our teachers created weekly lesson plans following the DDCD which included teacher Buerk Rubric created at Engage2Learn Unit Design Days. Lesson plans were monitored and then feedback was given through our walk-through system.

Did you achieve your annual outcome? Why or why not?: Yes, we achieved our outcome.

Again, our teachers created weekly lesson plans following the DDCD which included teacher Buerk Rubric created at Engage2Learn Unit Design Days. Lesson plans were monitored and then feedback was given through our walk-through system.

Step 1 Details	Reviews
<p>Action Step 1: Core Content teachers will document the use of DDCD's in lesson plans. Lesson plan implementation will be monitored weekly for 10 teachers by campus leadership team through walkthrough feedback system.</p> <p>Evidence Used to Determine Progress: Teacher lesson plans and administrator feedback on plans, weekly walkthrough feedback</p> <p>Person(s) Responsible: Principal, Assistant Principal, Instructional Coordinator</p> <p>Resources Needed: DDCD's, Administrator time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Ongoing - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Administrators will conduct a minimum of 10 walkthroughs per week focusing on lesson plan implementation, documented in walkthrough forms in eduphoria. Walkthroughs are assigned and scheduled on a google calendar.</p> <p>Evidence Used to Determine Progress: Eduphoria, Principal calendars</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Walkthrough forms, Google calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The Instructional Coordinator will lead a campus-based Unit Design Day with support from the District Reading and Math Content Coordinators.</p> <p>Evidence Used to Determine Progress: Created Rubrics</p> <p>Person(s) Responsible: Instructional Coordinator</p> <p>Resources Needed: Sub costs, instructional time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: April 25, 2022 - Frequency: One Time - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: This will be the first unit design day with out the E2L coach. Teachers may struggle to complete the task without the guidance.

What specific action steps address these challenges?: 3

Cycle 3 - (Mar – May)

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: Bowie teachers will benefit from more time and training to utilize data from a variety of sources to inform their planning and instruction at Tier I.

Who will you partner with?: VIP

How will you build capacity in this Essential Action?: Bowie administrators will review lesson plans and give feedback based on the campus walkthrough schedule. Teachers will work with Engage2Learn to design rubrics and formative assessments for all instructional units.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be expected to bring data to each monthly PLC meeting and explain how that data will inform their instruction. District-created schedules ensure that unit design and coaching is prioritized.

Desired Annual Outcome: 100% of core content teachers will meet regularly with Engage2Learn coaches as well as monthly PLC meetings with Bowie administration to review and utilize data to inform next instructional steps.

District Commitment Theory of Action: If 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), and district policies and practices support effective instruction in schools, then the campus will have the needed resources to provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: 100% of teachers will review specific data from EOY MAP, mCLASS, and STAAR benchmarks to plan STAAR intervention and remediation efforts prior to testing.

District Actions: Content Coordinators from the district will meet with Instructional Coordinators and PLC's to provide assistance with data analysis and identifying targeted TEKS for intervention and review prior to STAAR.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Principal and I.C. conducted PLC meetings with each grade to review data to plan STAAR interventions & remediation.

Did you achieve your annual outcome? Why or why not?: Yes, we met our goal. Teachers met regularly with Engage2Learn coaches (campus, district , & VIP Engage2Learn coach). PLC meetings occurred regularly with campus Principal & I.C.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will administer EOY MAP or mClass assessments as directed by the district assessment calendar. Data will be reviewed at monthly PLC meetings to inform instruction.</p> <p>Evidence Used to Determine Progress: Assessment Calendar, MAP/mClass data</p> <p>Person(s) Responsible: Principal, Instructional Coordinator</p> <p>Resources Needed: Assessment calendar, MAP, mClass</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: April 1, 2022 - Frequency: One Time - Evidence Collection Date: May 14, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers will administer STAAR benchmarks to tested grades/subjects. Data will be reviewed in PLC meetings to plan for STAAR remediation efforts. Curriculum Specialists from the district will provide support and assistance.</p> <p>Evidence Used to Determine Progress: Benchmark Results and Action Plans</p> <p>Person(s) Responsible: Classroom teachers</p> <p>Resources Needed: Instruction time, data sheets, goal sheets</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Ongoing - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Every student will conduct a student-led conference with their parent to review goals and achievements.</p> <p>Evidence Used to Determine Progress: Leader In Me Data Binders (Notebooks or Online)</p> <p>Person(s) Responsible: Student, classroom teachers</p> <p>Resources Needed: Teacher Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: April 7, 2022 - Frequency: One Time - Evidence Collection Date: April 29, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Planning for sufficient time for assessments with staff and student absences.

Teachers may be overwhelmed using multiple sources of data to identify highest leverage TEKS to plan STAAR remediation.

What specific action steps address these challenges?: 1-3

Cycle 4 - (Jun – Aug)

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

Implementation Level: Beginning Implementation

Rationale: Bowie began the process of Engage2Learn focused on principals and instructional coordinators (I.C.). Teachers attended Unit Design days at the district level with Engage2Learn coaches present. This coming school year, we will have campus-based Unit Design Days and coaching.

Who will you partner with?: VIP

How will you build capacity in this Essential Action?: Bowie will continue to partner with Engage2Learn for coaching and support.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Unit Design Days will be held on campus led by the campus I.C. PLC meetings and faculty meetings will be utilized to provide communication to teachers to inform, train, and create buy-in.

Desired Annual Outcome: By the end of the year, 100% of second-fifth grade teachers will create a minimum of 5 Buerk rubrics with formative assessments in campus-based Unit Design Days.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lessons plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all the necessary materials for implementation with fidelity, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus will have the needed resources to provide teachers with high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: The Campus Leadership Team will meet a minimum of 2 times to determine lesson plan protocols and key elements to provide to teachers in August.

District Actions: District will provide the updated DDCD documents in TEAMS and schedule and contract with Engage2Learn.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: CLT will meet to determine lesson plan protocols, key elements and requirements for submission for upcoming school year.</p> <p>Evidence Used to Determine Progress: Lesson Plan protocols in place</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Staff Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: Ongoing - Evidence Collection Date: July 29, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Principal, AP, and IC will attend the administrator retreat for the district to learn new district expectations and to establish campus expectations.</p> <p>Evidence Used to Determine Progress: Certifications for attendance</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Staff Time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: July 25, 2022 - Frequency: One Time - Evidence Collection Date: July 29, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus Leadership team will attend TEPSA to familiarize with new instructional materials and network with other administrators.</p> <p>Evidence Used to Determine Progress: TEPSA registration information</p> <p>Person(s) Responsible: Campus Principal</p> <p>Resources Needed: District funds for travel</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: June 7, 2022 - Frequency: One Time - Evidence Collection Date: June 10, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The process of unit design will be campus based this year. The campus will need to establish procedures and expectations before the school year starts so that teachers are clear on requirements.

What specific action steps address these challenges?: 1-3

Cycle 4 - (Jun – Aug)

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Rationale: Bowie had 12 new teachers last year and will have 3 new classroom teachers this year. We also have new RTI teachers and music teacher. It will be important to implement consistent classroom rules and procedures in order to assure that high-quality instruction will occur in each classroom.

Who will you partner with?: VIP

How will you build capacity in this Essential Action?: We will use our Lighthouse Team to provide ongoing support to teachers in establishing effective classroom routines and procedures. Our Safe and Civil Schools Foundations team will also provide ongoing support to teachers in establishing effective classroom procedures. We will use the coaching from the district CHAMPS coach to support new and struggling teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will hold PD on our back to school staff development days in August to review Leader in Me and CHAMPS procedures. Our Engage2Learn coach will be used to support teachers in instructional strategies.

Desired Annual Outcome: By May 2023, the campus leadership team will conduct a minimum of 10 walkthroughs per week documenting lesson plans, instructional strategies, student engagement/participation and effective classroom management.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems and the district has effective systems for identifying and supporting struggling learners then the campus will have support and resources needed to support all learners.

Desired 90-day Outcome: 100% of classroom teachers will attend a minimum of 24 hours of professional development to support classroom instruction using high quality instructional strategies.

District Actions: District provides staff development opportunities throughout the summer to teachers on a variety of topics, including instructional strategies, data analysis and classroom management.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: Lighthouse team will meet in July to review and modify campus based structures for upcoming school year.</p> <p>Evidence Used to Determine Progress: Established campus protocols</p> <p>Person(s) Responsible: Campus Principal, Lighthouse Team</p> <p>Resources Needed: Staff time</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: July 1, 2022 - Frequency: Ongoing - Evidence Collection Date: July 29, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Campus Leadership team will create a master schedule to include designated PLC time and a schedule for on-going professional development throughout the school year.</p> <p>Evidence Used to Determine Progress: Master Schedule</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Time</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: June 1, 2022 - Frequency: Ongoing - Evidence Collection Date: July 29, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Classroom teachers will attend a minimum of 24 hours of PD including instructional strategies and effective classroom management.</p> <p>Evidence Used to Determine Progress: Staff certificates in Eduphoria</p> <p>Person(s) Responsible: Principal, Instructional Coordinator, Teachers</p> <p>Resources Needed: Staff Time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: June 1, 2022 - Frequency: Ongoing - Evidence Collection Date: August 8, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The campus has new staff along with staff being moved to new assignments. They will need sufficient time to determine effective instructional activities that align to grade level curriculum and expectations.

What specific action steps address these challenges?: 2-3

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	ESF Grant funds for cost of subs		\$5,250.00
Sub-Total					\$5,250.00
Budgeted Budget Object Code Amount					\$5,250.00
+/- Difference					\$0.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	ESF Focused Grant Funds		\$50,641.00
Sub-Total					\$50,641.00
Budgeted Budget Object Code Amount					\$50,641.00
+/- Difference					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$28,752.00
+/- Difference					\$28,752.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$250.00
+/- Difference					\$250.00
Grand Total Budgeted					\$84,893.00
Grand Total Spent					\$55,891.00
+/- Difference					\$29,002.00

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
								2019 Results	2021 Results	2021 Participation Rate	Cycle 1			Cycle 2			2022 Accountability Goal		
											Formative Assessment Type	Formative Goal	Actual Results	Formative Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results	
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	80	60	100	MAP	50	32	MAP	60	65	70	76	
			All	All	Reading	Meets	STAAR	42	36	100	MAP	30	16	MAP	40	29	46	47	
			All	All	Reading	Masters	STAAR	22	15	100	MAP	5	12	MAP	10	14	15	23	
			All	All	Mathematics	Approaches	STAAR	73	58	98	MAP	50	36	MAP	60	60	68	62	
			All	All	Mathematics	Meets	STAAR	41	36	98	MAP	30	15	MAP	40	17	46	37	
			All	All	Mathematics	Masters	STAAR	20	14	98	MAP	5	6	MAP	10	3	14	15	
			All	All	Science	Approaches	STAAR	76	64	99	MAP	60	40	MAP	65	64	74	51	
			All	All	Science	Meets	STAAR	46	28	99	MAP	30	19	MAP	40	16	38	15	
			All	All	Science	Masters	STAAR	21	7	99	MAP	5	0	MAP	10	0	7	5	
			All	All	Writing	Approaches	STAAR	62	43	98									
			All	All	Writing	Meets	STAAR	27	26	98									
All	All	Writing	Masters	STAAR	6	9	98												
Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	Reading	N/A	STAAR	38	30	97	MAP	50	24	MAP	50	24	60	46	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Graduation Rate	39	32	99	MAP	50	19	MAP	50	19	60	35	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2022 Total # of Evaluated Students	Percentage of Students	2021 Results	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 Formative Goal	Cycle 2 Actual Result	Summative Goal	Summative Actual Result
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Addendums

FIFTH GRADE PLC MEETING AGENDA SEPTEMBER 20, 2021	<input checked="" type="checkbox"/> Tammara Lackey <input checked="" type="checkbox"/> Kendra Overstreet <input checked="" type="checkbox"/> Sonia Salinas	<input checked="" type="checkbox"/> Lisa Lester <input checked="" type="checkbox"/> Tina Jones <input type="checkbox"/> Casey Stone <input type="checkbox"/> Jessalyn Woods
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AGENDA ITEMS <ul style="list-style-type: none"> ● PLC expectations for this year ● SEL implementation ● K-3/HB4545 tutoring ● Celebration Station ● STAAR data analysis ● RTI v Tier 1 instruction ● 	ACTION ITEMS <ul style="list-style-type: none"> ● Resend MAP incentive paper ● Resend Celebration Station info ● Order white board easels for small groups 	QUESTIONS <ul style="list-style-type: none"> ●
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	DATA SOURCE	FINDINGS	RESPONSE
Lackey	MAP	Gap in reading levels (generally lower in Overstreet)	Tackle low reading levels with small group instruction; adjust pacing
Overstreet	MAP	Variations in performance exist	Divide kids in ability groups; use Stuteville and Puente during small group instruction
Salinas	MAP	Not a great deal of variation in scores, but kids had difficulty doing formative assessment in class	Practice putting ideas on paper

GRADE LEVEL GOALS <ul style="list-style-type: none"> ● Use MAP data to create differentiated student groupings & activities

NORMS <ul style="list-style-type: none"> ● Be present. ● Be punctual. 	GUIDING QUESTIONS <ul style="list-style-type: none"> ● What do we want our students to learn? ● How will we know they have learned it?
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- **Be prepared.**
- **Respect people and ideas.**
- **Keep conversation student-centered.**

- **How will we respond when a student experiences difficulty?**
- **How will we respond when a student already knows it?**

This is an example of a Pre-Assessment and Buerk Rubric that teachers created during Unit Design days with Engage2Learn. The pre-assessment is used to place students on a level of the rubric for activities and instruction. The Rubric shows the differentiated activities students will work on. This becomes the basis for teacher lesson plans.

Unit 5 Pre-Assessment

Find the rule.

3.

Input	y	1	2	3	4
Output	z	5	6	7	8

Rule: _____

 4.

Input	b	1	2	3	4
Output	c	2	4	6	8

Rule: _____

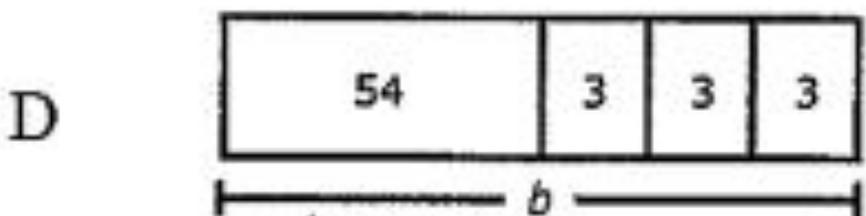
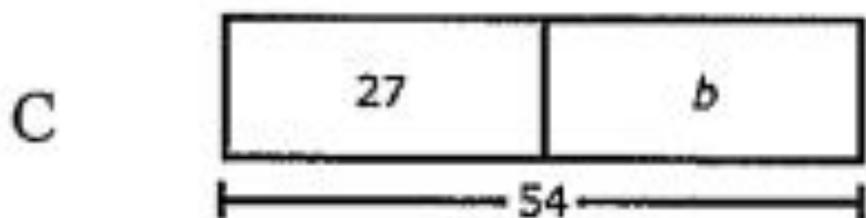
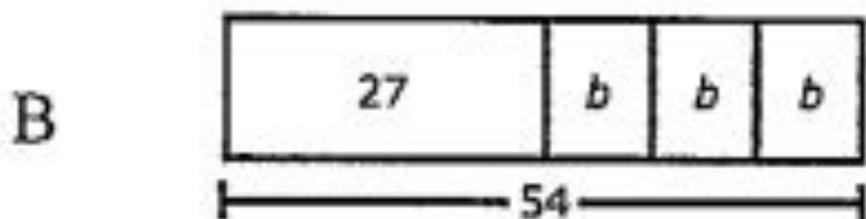
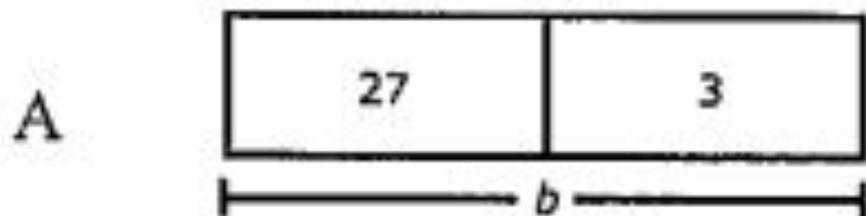
What number is missing from the output column in the table below?

Input	Output
16	
20	5
28	7
40	10
44	11

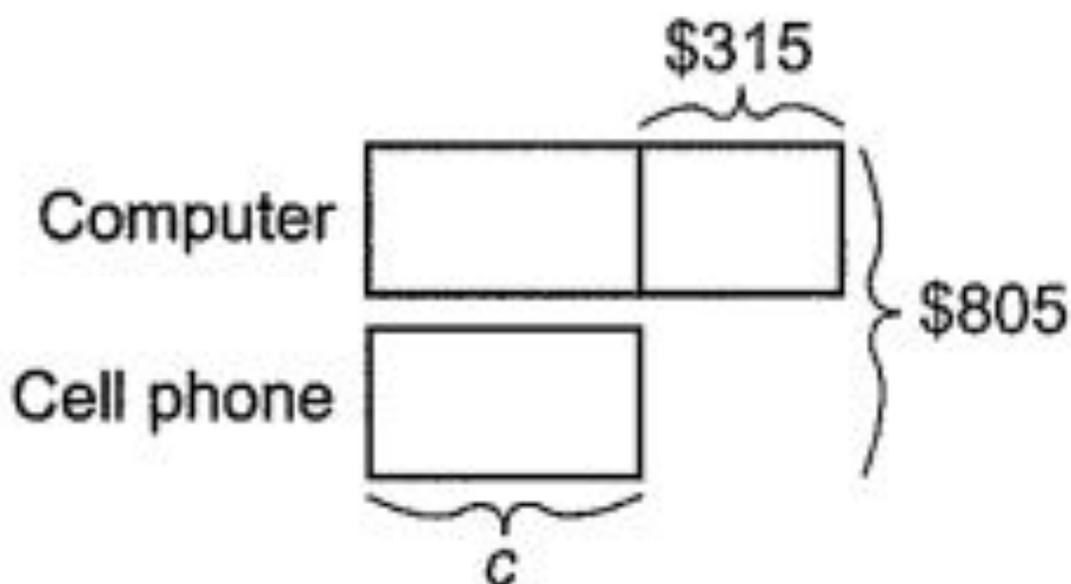
- A 4
- B 6
- C 8
- D 12

Linda read a total of 54 books over the summer. She read half of the books in June. The rest, she read during the first three weeks of July. She read the same number of books during the three weeks.

Which strip diagram shows a way to find b , the number of books Linda read during each week in July?



A computer costs \$315 more than a cell phone. Together, the computer and cell phone cost \$805.



Which equation can be used to find c , the cost of the cell phone?

- A** $c - 315 = 805$
- B** $c + 315 = 805$
- C** $c + c - 315 = 805$
- D** $c + c + 315 = 805$

Find the rule.

4.

Input	b	1	2	3	4
Output	c	2	4	6	8

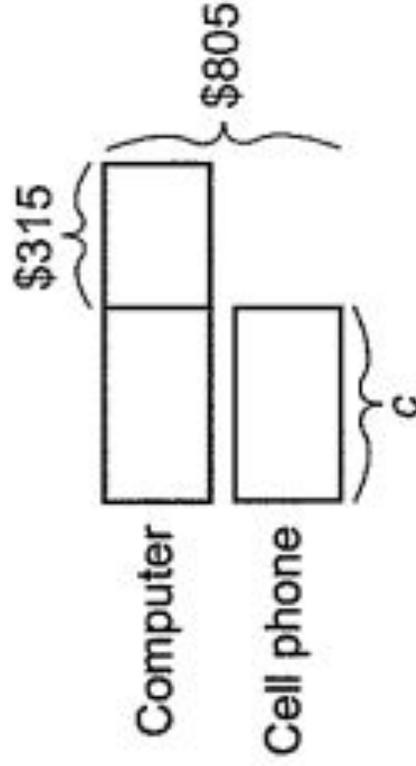
Rule: _____

What number is missing from the output column in the table below?

Input	Output
16	
20	5
28	7
40	10
44	11

- A 4
- B 6
- C 8
- D 12

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Which strip diagram shows a way to find b , the number of books Linda read during each week in July?

- A
- B
- C
- D

UNIT 5 - All Operations

<p style="text-align: center;">Yellow</p> <p>I can find the rule in a table.</p>	<p style="text-align: center;">Purple</p> <p>I can complete an input-output table using the rule.</p>	<p style="text-align: center;">Green</p> <p>I can identify a strip diagram that represents a multi-step problem.</p>	<p style="text-align: center;">Blue</p> <p>I can represent multi-step problems using equations with a letter standing for the unknown quantity.</p>
<input type="checkbox"/> Teacher Table	<input type="checkbox"/> Teacher Table	<input type="checkbox"/> Teacher Table	<input type="checkbox"/> Teacher Table
<p>Must Do:</p> <input type="checkbox"/> Watch video <input type="checkbox"/> Practice with Related Number Pairs	<p>Must Do:</p> <input type="checkbox"/> Watch video <input type="checkbox"/> Practice with Related Number Pairs	<p>Must Do:</p> <input type="checkbox"/> Watch video <input type="checkbox"/> 12.2 Worksheet (GoMath)	<p>Must Do:</p> <input type="checkbox"/> Watch video <input type="checkbox"/> Strip Diagram Questions
<input type="checkbox"/> IXL Code: 7xp	<input type="checkbox"/> IXL Code: hds	<input type="checkbox"/> IXL Code: czq	<input type="checkbox"/> IXL Code: g8z
<p>Choose 2:</p> <input type="checkbox"/> Number Pair Task Cards <input type="checkbox"/> Input/Output Table Game	<p>Choose 2:</p> <input type="checkbox"/> Input/Output Questions <input type="checkbox"/>	<p>Choose 2:</p> <input type="checkbox"/> Input/Output STAAR Questions <input type="checkbox"/>	<p>Choose 2:</p> <input type="checkbox"/> Strip Diagram Slide Deck <input type="checkbox"/> Strip Diagram Quiz
<input type="checkbox"/> Level up question	<input type="checkbox"/> Level up question	<input type="checkbox"/> Level up question	<input type="checkbox"/> Level up question
<p>How I feel about this skill now:</p> <p style="text-align: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  </p>	<p>How I feel about this skill now:</p> <p style="text-align: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  </p>	<p>How I feel about this skill now:</p> <p style="text-align: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  </p>	<p>How I feel about this skill now:</p> <p style="text-align: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  </p>

My starting level is

My goal is

Did you meet your goal?