

Abilene Independent School District
Alcorta Elementary - TIP
2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Dr. David Young
Keri Thornburg

Principal: Michele Josselet
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: Michele Josselet

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Data Analysis

Domain 1

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

We have set the following accountability goals for the 2021-2022 school year base on our 2019 and 2021 STAAR data.

Approaches-68%

Meets -35%

Masters -20%

Component Score-41

Our target subject and grades are 4th grade math at the approaches level, 5th grade reading at the approaches level and 5th grade math at approaches, meets and masters. We chose our 5th grade targets based on the fact that we did not have a classroom teacher for 5th grade math for 3 months last year. We had a student teacher subbing for that time. We have since hired a 5th grade math teacher that will teach all three sections of 5th grade math. We chose 5th grade reading because we know our scores can be better than they were last year with our focus on Tier I instruction. The same reason applies to our choice to focus on 4th grade math. With our focus in these areas, we will be able to raise our overall campus score to a C.

Domain 2A or 2B

Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.

We chose the following targets for domain 2A:

Component Score-69

% Growth Reading-70%

% Growth Math- 60%

We chose these targets because they are the Domain I focus for this year.

For domain 2B, we expect to see our economically disadvantaged population to stay around the same percentage. If we grow in domain 1A, then we will see growth in domain 2B.

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Our domain 3 goals have been set to the following:

Component Score-48

of Targets Met-10

Focus Groups and Subjects-Math-All, Eco-Dis-Reading, 5th Reading-All and SPED-All.

Focusing on these areas should help us meet at least 10 targets to grow our domain 3 score.

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 are focusing on math and reading. We chose these areas because of our school district's focus on Tier 1 instruction in every classroom. We have also strategically moved veteran teachers into these areas of teaching. We hope to see our approaches scores in each area go up, thereby impacting our accountability Domain 1 scores.

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

We are targeting our Eco-dis reading and all SPED. Our Eco Dis students were 18 points below their target in Reading for Academic Achievement and our Special Ed students were 16 points below their target. We are hoping that by focusing on these groups, we will meet more of our targets in domain 3. This will help improve our overall accountability rating.

Essential Actions

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

Implementation Level: Partial Implementation

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

Implementation Level: Beginning Implementation

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

Implementation Level: Fully Implemented

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

Implementation Level: Planning for Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Essential Action : Data-driven instruction.

Implementation Level: Beginning Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We achieved some student performance goals. We exceeded our goal in Reading Meets, Science Accomplished, Science Meets, Science Masters, and Writing Meets. We were very close to our goal in Reading Accomplished, Reading Masters, Writing Accomplished, and Writing Masters. We still see learning loss in math across the grade levels.

1. 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: Our district developed a district designated curriculum document to ensure that Tier 1 instruction is happening in every grade level with thoroughly vetted materials. We are also partnering with Engage 2 Learn to participate in unit design days with another campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will work with our district curriculum coordinators to ensure that our curriculum aligns with state standards. We will continue to have teachers document TEKS that are covered in their daily lesson plans. Our admin team will continue to evaluate lesson plans each week to ensure that TEKS are being included and covered. Our calendars are posted in our HUB for all to access easily. We will work with Engage2Learn through coaching and unit design days to build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates will communicate progress along the way.

Desired Annual Outcome: 100% of core content teachers will utilize the district designated curriculum documents and unit design rubrics that are aligned with the TEKS to develop strong lesson plans. Campus administrators will provide weekly feedback to all six grade level teams regarding lesson plan quality.

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 document TEKS that are being covered in their weekly lesson plans. Teachers will also document what Tier 1 curriculum they are using for instruction in their weekly lesson plans. 100% of core teachers will submit their weekly lesson by Sunday of each week. Teacher lesson plans will align with the data from the September MAP assessment and BOY MAP Action Plans.

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?: TEKS are being documented in every lesson plan that is turned in to administrators. MAP action plans were turned in by all core classroom teachers on Oct. 12th. MAP action remediation is included in weekly lesson plans by all core content teachers. Lesson plans are being submitted by all classroom teachers each week.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will submit daily lesson plans which include TEKS and the Tier 1 curriculum used for instructions by Sunday of each week.</p> <p>Evidence Used to Determine Progress: Lesson Plans</p> <p>Person(s) Responsible: Teachers, IC, AP, Principal</p> <p>Resources Needed: Lesson plan template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 19, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: None. We will continue with this action step.</p>
Step 2 Details	Reviews
<p>Action Step 2: Administrators will provide lesson plan feedback to two grade levels every week.</p> <p>Evidence Used to Determine Progress: Feedback form</p> <p>Person(s) Responsible: IC, AP, Principal</p> <p>Resources Needed: Lesson plan feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 19, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: None. We will continue this action step.</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus administration team will conduct weekly TEKS checks in lesson plans.</p> <p>Evidence Used to Determine Progress: TEKS feedback on lesson plan feedback form</p> <p>Person(s) Responsible: IC, AP, Principal</p> <p>Resources Needed: Lesson plan feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 19, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: None. We will continue this action step.</p>

Step 4 Details	Reviews
<p>Action Step 4: Classroom teachers, the IC, and the principal will participate in Engage 2 Learn unit designs in September and October to provide support and guidance in lesson planning and aligning curricular resources.</p> <p>Evidence Used to Determine Progress: Unit Design Shared Google drive with examples from the design day</p> <p>Person(s) Responsible: Teachers, IC and Principal</p> <p>Resources Needed: Unit design agenda and Buerk rubric examples</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: October 15, 2021</p> <p>Funding Sources: SIG Grant Funds - 6200-Professional and contracted services - \$50,641</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We have met for three unit design days. We have two unit design days left for the year.</p>
Step 5 Details	Reviews
<p>Action Step 5: Use SIG fund to order Chrome books and instructional materials for use with Tier 1 classroom instruction.</p> <p>Evidence Used to Determine Progress: Lesson plans incorporating the chrome books and instructional materials</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Funding codes and purchase orders</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 19, 2021 - Frequency: One Time - Evidence Collection Date: November 1, 2021</p> <p>Funding Sources: Chrome books, Wordly Wise, Measuring Up and Think Up materials - 6300-Supplies and materials - \$14,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: We are waiting on a quote to purchase chromebooks.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We might see teachers not using Tier 1 curriculum for classroom instruction. We know our new teachers will struggle while becoming familiar with the TEKS. Teachers might also not be following the district designated curriculum documents and pacing guide.

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

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Our teachers need time to meet and analyze classroom, assessment and MAP data in order to drive our Tier 1 instruction. Our teachers need more training on how to deliver data-driven instruction at a Tier 1 level.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus admin team will review weekly lesson plans and give feedback each week. Our Instructional Coordinator will work with our grade levels to create common formative assessments for each six weeks. We have teachers working with Engage2Learn to build capacity in this area. The principal is also working with an Engage2Learn coach funded with SIG funds.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates will communicate progress along the way. Engage2Learn unit design days allow teachers to discuss and analyze data with our partner campus. Teachers meet weekly in PLC's to disaggregate grade-level data.

Desired Annual Outcome: A campus wide assessment system with procedures for data analysis and instructional planning will be implemented and discussed through weekly PLC's. 100% of core content teachers will meet weekly in PLC meetings to review the data from the uniform campus assessment system and plan corrective instruction and reteach activities for students.

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: Teachers will meet each week with their PLC to discuss/analyze data and instructional strategies. 100% of teachers will create MAP action plans after BOY MAP testing.

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 are meeting weekly and documenting their data analysis. MAP action plans were turned in on Oct. 12th. Teachers are including their MAP remediation strategies in their weekly lesson plans.

Step 1 Details	Reviews
<p>Action Step 1: 100% of core teachers will meet in their PLC every week to discuss assessment data.</p> <p>Evidence Used to Determine Progress: MAP action plans and PLC forms</p> <p>Person(s) Responsible: IC, AP, Principal and Teachers</p> <p>Resources Needed: MAP action plan form and PLC form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: December 1, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: None. We will continue this action step.</p>
Step 2 Details	Reviews
<p>Action Step 2: Engage2Learn Unit Design Days focused on Buerk rubrics designed around MAP data</p> <p>Evidence Used to Determine Progress: Buerk rubrics designed during unit design days</p> <p>Person(s) Responsible: Teachers, IC and Principal</p> <p>Resources Needed: Share Google drive</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 17, 2021 - Frequency: Ongoing - Evidence Collection Date: December 1, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We have met three times and have two more unit design days left for the school year. Admin will document when they see a Buerk rubric being utilized in a classroom.</p>
Step 3 Details	Reviews
<p>Action Step 3: Administer the BOY MAP test</p> <p>Evidence Used to Determine Progress: MAP results</p> <p>Person(s) Responsible: IC, AP and Principal</p> <p>Resources Needed: MAP data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Ongoing - Evidence Collection Date: September 24, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: BOY MAP was administered in Sept.</p>
Step 4 Details	Reviews
<p>Action Step 4: Discuss BOY MAP and develop BOY MAP action plan</p> <p>Evidence Used to Determine Progress: Completed MAP action plans</p> <p>Person(s) Responsible: Teachers</p> <p>Resources Needed: MAP action plan form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Ongoing - Evidence Collection Date: October 8, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: MAP action plans have been written and turned in. PLC agenda notes document the discussions.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We will need to find the time to analyze all data. We will need to focus on attitudes and skills needed to effectively use data to plan.

What specific action steps address these challenges?: All action steps.

Cycle 2 - (Dec – Feb)

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

1. **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: Our district developed a district designated curriculum document to ensure that Tier 1 instruction is happening in every grade level with thoroughly vetted materials. We are also partnering with Engage 2 Learn to participate in unit design days with another campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will work with our district curriculum coordinators to ensure that our curriculum aligns with state standards. We will continue to have teachers document TEKS that are covered in their daily lesson plans. Our admin team will continue to evaluate lesson plans each week to ensure that TEKS are being included and covered. Our calendars are posted in our HUB for all to access easily. We will work with Engage2Learn through coaching and unit design days to build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates will communicate progress along the way.

Desired Annual Outcome: 100% of core content teachers will utilize the district designated curriculum documents and unit design rubrics that are aligned with the TEKS to develop strong lesson plans. Campus administrators will provide weekly feedback to all six grade level teams regarding lesson plan quality.

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 classroom teachers will document the use of Buerk rubrics in their lesson plans each week. 100% of core teachers will complete 2 more cycles of unit design with Engage2Learn.

District Actions: TBD

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Teachers will submit daily lesson plans which include TEKS, Buerk rubric useage and the Tier 1 curriculum used for instructions by Sunday of each week.</p> <p>Evidence Used to Determine Progress: Lesson Plans Person(s) Responsible: Teachers, IC, AP, Principal Resources Needed: Lesson plan template Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 1, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Administrators will provide lesson plan feedback to two grade levels every week.</p> <p>Evidence Used to Determine Progress: Feedback form Person(s) Responsible: IC, AP, Principal Resources Needed: Lesson plan feedback form Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 1, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus administration team will conduct weekly TEKS checks in lesson plans.</p> <p>Evidence Used to Determine Progress: TEKS feedback on lesson plan feedback form Person(s) Responsible: IC, AP, Principal Resources Needed: Lesson plan feedback form Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 1, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Classroom teachers, the IC, and the principal will participate in Engage 2 Learn unit designs in December and February to provide support and guidance in lesson planning and aligning curricular resources.</p> <p>Evidence Used to Determine Progress: Unit Design Shared Google drive with examples from the design day</p> <p>Person(s) Responsible: Teachers, IC and Principal</p> <p>Resources Needed: Unit design agenda and Buerk rubric examples</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 1, 2022</p> <p>Funding Sources: SIG Grant Funds - 6200-Professional and contracted services - \$50,641</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: Use SIG fund to order Chrome books and instructional materials for use with Tier 1 classroom instruction.</p> <p>Evidence Used to Determine Progress: Lesson plans incorporating the chrome books and instructional materials</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Funding codes and purchase orders</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 1, 2022</p> <p>Funding Sources: Chrome books, Wordly Wise, Measuring Up and Think Up materials - 6300-Supplies and materials - \$14,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers might struggle with implementing the Buerk rubrics into their classrooms. Teachers may still be getting used to using our DDCD for lesson pacing. Teachers may have strong feelings about how much time it takes to implement the Buerk rubrics.

What specific action steps address these challenges?: All of our action steps address these challenges.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Our teachers need time to meet and analyze classroom, assessment and MAP data in order to drive our Tier 1 instruction. Our teachers need more training on how to deliver data-driven instruction at a Tier 1 level.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus admin team will review weekly lesson plans and give feedback each week. Our Instructional Coordinator will work with our grade levels to create common formative assessments for each six weeks. We have teachers working with Engage2Learn to build capacity in this area. The principal is also working with an Engage2Learn coach funded with SIG funds.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates will communicate progress along the way. Engage2Learn unit design days allow teachers to discuss and analyze data with our partner campus. Teachers meet weekly in PLC's to disaggregate grade-level data.

Desired Annual Outcome: A campus wide assessment system with procedures for data analysis and instructional planning will be implemented and discussed through weekly PLC's. 100% of core content teachers will meet weekly in PLC meetings to review the data from the uniform campus assessment system and plan corrective instruction and reteach activities for students.

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 core teachers will use MOY MAP data to create a MAP action plan. 100% of core teachers will create and use a Buerk rubric aligned to a low performing TEK addressed in the MAP action plan.

District Actions: TBD

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: 100% of core teachers will meet in their PLC every week to discuss assessment data.</p> <p>Evidence Used to Determine Progress: MAP action plans and PLC forms</p> <p>Person(s) Responsible: IC, AP, Principal and Teachers</p> <p>Resources Needed: MAP action plan form and PLC form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 1, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers who teach math or reading will attend two Engage2Learn Unit Design Days focused on Buerk rubrics designed around MAP data,</p> <p>Evidence Used to Determine Progress: Buerk rubrics designed during unit design days</p> <p>Person(s) Responsible: Teachers, IC and Principal</p> <p>Resources Needed: Share Google drive</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 7, 2021 - Frequency: Ongoing - Evidence Collection Date: December 10, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Administer the MOY MAP test</p> <p>Evidence Used to Determine Progress: MAP results</p> <p>Person(s) Responsible: IC, AP and Principal</p> <p>Resources Needed: MAP data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: January 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Discuss MOY MAP and develop MOY MAP action plan</p> <p>Evidence Used to Determine Progress: Completed MAP action plans</p> <p>Person(s) Responsible: Teachers</p> <p>Resources Needed: MAP action plan form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: January 21, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers might struggle with how to design their MAP intervention if students are low in several areas. Teachers may struggle to get MAP action plans written and turned in on time. Teachers may not be using their Buerk rubrics designed at unit design days.

What specific action steps address these challenges?: All of the action steps address these challenges.

Cycle 3 - (Mar – May)

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

1. **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: Our district developed a district designated curriculum document to ensure that Tier 1 instruction is happening in every grade level with thoroughly vetted materials. We are also partnering with Engage 2 Learn to participate in unit design days with another campus.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? We will work with our district curriculum coordinators to ensure that our curriculum aligns with state standards. We will continue to have teachers document TEKS that are covered in their daily lesson plans. Our admin team will continue to evaluate lesson plans each week to ensure that TEKS are being included and covered. Our calendars are posted in our HUB for all to access easily. We will work with Engage2Learn through coaching and unit design days to build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates will communicate progress along the way.

Desired Annual Outcome: 100% of core content teachers will utilize the district designated curriculum documents and unit design rubrics that are aligned with the TEKS to develop strong lesson plans. Campus administrators will provide weekly feedback to all six grade level teams regarding lesson plan quality.

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 attend 5 Engage2Learn unit design days. 100% of core teachers will meet weekly in their PLC to plan for Tier 1 instruction and STAAR remediation efforts.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: Our teachers need time to meet and analyze classroom, assessment and MAP data in order to drive our Tier 1 instruction. Our teachers need more training on how to deliver data-driven instruction at a Tier 1 level.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The campus admin team will review weekly lesson plans and give feedback each week. Our Instructional Coordinator will work with our grade levels to create common formative assessments for each six weeks. We have teachers working with Engage2Learn to build capacity in this area. The principal is also working with an Engage2Learn coach funded with SIG funds.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: District and campus expectations were communicated by district leaders. Campus schedules were set up to allow teachers to attend coaching and unit design. Monthly debriefs with the principal, celebration posters, and regular school board updates will communicate progress along the way. Engage2Learn unit design days allow teachers to discuss and analyze data with our partner campus. Teachers meet weekly in PLC's to disaggregate grade-level data.

Desired Annual Outcome: A campus wide assessment system with procedures for data analysis and instructional planning will be implemented and discussed through weekly PLC's. 100% of core content teachers will meet weekly in PLC meetings to review the data from the uniform campus assessment system and plan corrective instruction and reteach activities for students.

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 core teachers will use STAAR benchmark data to plan Tier 1 instruction and STAAR remediation. 100% of core teachers will use Buerk rubrics aligned with STAAR benchmark data that were created at the Engage2Learn unit design days.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	4	SIG Grant Funds		\$50,641.00
2	1	4	SIG Grant Funds		\$50,641.00
Sub-Total					\$101,282.00
Budgeted Budget Object Code Amount					\$50,641.00
+/- Difference					-\$50,641.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	5	Chrome books, Wordly Wise, Measuring Up and Think Up materials		\$14,000.00
2	1	5	Chrome books, Wordly Wise, Measuring Up and Think Up materials		\$14,000.00
Sub-Total					\$28,000.00
Budgeted Budget Object Code Amount					\$14,285.00
+/- Difference					-\$13,715.00
Grand Total					\$129,282.00

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	76	58	98	MAP	68	69	MAP	69		70	
			All	All	Reading	Meets	STAAR	38	27	98	MAP	30	35	MAP	35		40	
			All	All	Reading	Masters	STAAR	20	14	98	MAP	20	25	MAP	25		30	
			All	All	Mathematics	Approaches	STAAR	76	60	98	MAP	65	55	MAP	68		70	
			All	All	Mathematics	Meets	STAAR	33	36	98	MAP	49	37	MAP	56		60	
			All	All	Mathematics	Masters	STAAR	20	18	98	MAP	27	18	MAP	30		20	
			All	All	Science	Approaches	STAAR	63	50	98	MAP	50	71	MAP	60	73	65	
			All	All	Science	Meets	STAAR	33	13	98	MAP	20	52	MAP	30	55	35	
			All	All	Science	Masters	STAAR	8	4	98	MAP	10	29	MAP	15	31	20	
			All	All	Writing	Approaches	STAAR	58	44	98	MAP	50	59	MAP	60			
			All	All	Writing	Meets	STAAR	18	16	98	MAP	30	38	MAP	35			
All	All	Writing	Masters	STAAR	1	2	98	MAP	10	17	MAP	20						
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	All	NA	STAAR	36	48	99	MAP	50	32	MAP	60		65	
	Focus 2	Academic Achievement	All	Special Ed	Reading	NA	STAAR	8	19	98	MAP	40	31	MAP	50		65	

Addendums