

Austin Independent School District
Garcia Young Men's Leadership Academy - TIP

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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.

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Vcdng"qh"Eqpvpgpvu

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Data Analysis

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This year, the scholars at Garcia YMLA will achieve 70% Approaches, 30% Meets, and 15% Masters across all grades and subjects. This will help us achieve our goal of a 70 (C) in Student Achievement.

Y j cv"ceeqwpcdkkv{"iqcn"jcu"{qwt"ec o r wu"ugv"hqt"v jku"{gctA

This year, Gus Garcia YMLA will meet 8 out of 16 Academic Achievement Targets, 16 out of 16 Growth targets, their ELP target, and 2 out of 8 Student Success targets. This will result in a Closing the Gaps score of 80 (B). This will help us achieve our goal of an 89 Overall.

**Y jkej"uwlgevu"ctg"chqewu"vjk"get"y jgp"vjkmkpi"cdqvw"uvwfgpv"rgthqt o cpegA" Y j{"jcxg"{qw"kgpvkhkgf"vjgug"urgekhe"uwlgev"ctgcuA" Y jcv"ku"vjg"kpvgpfgf"ko rcev"qp"{qwt
ceeqpvcdkkv{"fq o ckp"ueqtguA**

This year, Gus Garcia YMLA wil focus on African American/Black and Hispanic Mathematics performance at Meets Grade Level. We have not yet met the Closing the Gaps target for either group. By meeting these targets (and others), we will meet our Closing the Gaps score of 80 (B).

Y jkej"uvwfgpv"itqwr"qwveq o gu"ctg"{qw"vct igvki"kp"vjgug"iqcmuA" Y jcv"ku"vjg"kpvgpfgf"ko rcev"qp"{qwt"ceeqpvcdkkv{"fq o ckp"ueqtguA

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Essential Actions

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Guugpvken" Cevkqp"303<"Fgxgnqr"ec o r wu"kpvtwevkqpcn"ngc fgtu"ykvj"engct"tqngu"cpf"tqurqpukdkkvkgtu0
K o r n g o g p v e k q p"Ngxgn<"Dgikppki"K o r n g o g p v e k q p
Mg{"Rtcevkegu<

Guugpvken" Cevkqp"403<"Tgetwkv."ugngev."cuukip."kpfwev"cpf"tgvclp"c"hwmm"uvchh"qh"jki j n {"swcnkhkgf"gfwevcqtu0
K o r n g o g p v e k q p"Ngxgn<"Rctvken"K o r n g o g p v e k q p
Mg{"Rtcevkegu<

Guugpvken" Cevkqp"503<"Eq o rgmkpi"cpf"cnk ipgf"xxkqp." o kuukqp."iqcnu."xcnwgu"hqewugf"qp" c"uchg"gpuktqp o gpv"cpf"jki j"gzrgevcvkqp0
K o r n g o g p v e k q p"Ngxgn<"Rctvken"K o r n g o g p v e k q p

Guugpvkcn" Cevkqp"603<"F ckn{"wug"qh" jki j /swcnkv{"kpuvtwevkqpcn" o cvgtkcu"cnk i pgf"vq"kpvtwevkqpcn"rncppkpi"ecngpftcu"cpf"kpvtgk o "cpf"hqt o cvkxg"cuuguo o gpvu0
K o rng o gpvcvkqp"Ngxgn<"Pqv" [gv"Uvc tvgf
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Guugpvkcn" Cevkqp"703<"Ghhgevkxg"encuutqq o "tqwvkpgu"cpf"kpvtwevkqpcn"uvtcvgikgu0
K o rng o gpvcvkqp"Ngxgn<"Pqv" [gv"Uvc tvgf
Mg{"Rtcevkegu<

Guugpvkcn" Cevkqp"705<"F cvc/ftkxgp"kpvtwevkqpcn0
K o rng o gpvcvkqp"Ngxgn<"Pqv" [gv"Uvc tvgf
Mg{"Rtcevkegu<

Cycles

Y j {"qt" y j {"pqvA< This has been a consistent team for the campus which contributed to our success with accomplishing this goal.

Uvgr"5" Fgycknu

Tgxkyu

Cevkqp"Uvgr"5< To support new teachers and teachers identified as in need of support, the district's Multi-

E{eng"3"/"*Ugrv"ó"Pqx+

40"Guugpvkcn"Cevkqp"705<

Ko ring o gpvcvkqp"Ngxgn< Partial Implementation

Mg{"Rtceveguc Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Tcvkqpcng< We are focusing on DDI in order to build the capacity of the Principal, instructional leaders, and teachers to use student data to drive instruction and implement on-time interventions / enrichment to students that will help the school meet accountability goals in growth measurement.

Yjq"ykm"{qw"rctvpgt"ykvjA< TIL

Jqy"ykm"{qw"dwkrf"ecrcekv{"kp"vjku"Guugpvkcn"CevkqpA The campus will partner with Region XIII's Texas Instructional Leadership team to build capacity of the Principal and DCSI to conduct effective PLCs centered around analyzing student data and unpacking standards through know-and-show charts.

Jqy"ykm"{qw"eq o o wplecvg"vjgug"rtkqtkvku"vq"{qwt"uvcmgjqnfgtuA"Jqy"ykm"{qw"etgcvg"dw{/kpA< The campus will have ongoing staff meetings, dedicated PLC times, and ongoing walkthroughs for support. Families will be updated through CAC meetings and school events. The community will be kept in the loop through social media posts, photos, and the school website.

Fguktgf"Cppwcn"Qwveq o g<

<p>Y jcv'ejcmgpi gu"fq"{qw"vjkpm"{qw)m"gpewpvt"kp cejkgxkpi"fguktgf"ec o r wu"qt"uvwfgpv"qwveq o gu"hqt"v,jku e{engA</p>	
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Uvgr"5" Fgycknu

Tgxkyu

Cevkqp"Uvgr"5< ELAR and Math teachers will run reports in SchoolCity and provide students their own

Y jcv"ejcmngpigufq"{qw"vjkm"{qw)nm"gpewpvt"kp cejkgxpi"fguktgf"ec o rwu"qt"uvwfgpv"qwveq o gu"hqt"v jku e{engA	Y jcv"urgekhe"cevkqp"uvgru"cfftguu"vjgug ejcmngpigua	J qy"fqgu"v jku"cevkqp"uvgr"cfftguu"v jku"ejcmngpigA
New teachers getting accustomed to the DDI process and learning the Effective Schools Framework.	Action Step 1	

Uvgr"5" Fgvcknu	Tgxkgyu
<p>Cevkqp"Uvgr"5< To continue to support new teachers identified as in need of support, the district's Multi-Tiered System of Support (MTSS) team will provide campus support sessions. Topics will include classroom expectations, routines and procedures, student service tracking, intervention development, and engagement strategies.</p> <p>Gxkfgpeg"Wugf"vq" Fgvgt o kpg"Rtqi tguu< MTSS PD agendas & live school implementation</p> <p>Rgtuqp*u+"Tgurqpukdnq< Campus Leadership Team (Administrators) and teachers.</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf< Live school software</p> <p>Cff tguugu"cp"Kfgpvkkgf" Ejcmgpig< Yes</p> <p>Uvctv" Fcvq< December 1, 2022 - Htgswgpe{< Ongoing - Gxkfgpeg"Eqmgevkqp" Fcvq< March 3, 2023</p>	<p>Rtqi tguu"vqyctf" Cevkqp"Uvgru< No Progress</p> <p>Pgeguuct {"Cflwuv o gpvulPgzv"Uvgru<</p>

E { eng"4"/"*Fge"ó"Hgd+

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K o ring o gpvcvkqp"Ngxgn< Partial Implementation

Mg{"Rtcevegu< Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

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Uvgr"3" Fgvcknu

Tgxkgyu

Cevkqp"Uvgr"3< Teachers and campus leaders will implement the TIL DDI Script (identifying misconceptions, identifying gaps, and planning for re-teach) during weekly designated PLC times.

Gxkfgpeg"Wugf"vq" Fvggt o kpg"Rtqi tguu< DDI PLC Monday agendas, Know and show charts, and lesson plans.

Rgtuqp*u+"Tgurqpukdig< Campus administration, teachers, and ACS.

Pqp/Hwpfgf" Tguqwtegu" Pggfgf< DDI Script

Cfftguugu"cp"Kfgpvkkgf" Ejcmgpi< Yes

Uvctv" Fcvg< December 1, 2022 - Htgswgpe{<

E{eng'5"/"*Oct'6"Oc{+

Fkf"{qw"cejkgxg"{qwt"uvwfgpv"rgthqt o cpeg"fcvc"iqcnuA"Y j{"qt"y j{"pqvA<

30"Guugpvkcn"Cevkqp"703<

Ko ring o gpvcvkqp"Ngxgn< Partial Implementation

Mg{"Rtceveku< Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

TeVkpeng< With the high staff turnover this year, we want to ensure teachers receive instructional support and timely feedback during PLCs to assist with the first teach to target all student population that minimize the need for extended interventions. Teachers will receive timely classroom feedback on implementation of instructional strategies designated in their lesson plans using the campus observation/feedback form.

Y j q"y kmn"{qw"rctvpgt"ykvjA< Other

Jqy"y kmn"{qw"dwkfn"ecrcekv{"kp"vjku"Guugpvkcn"CevkqpA Leadership team will take time to review the Effective Schools Framework and the prioritized essential actions guides to create better classroom routines.

Teachers will focus on instructional practices that align to Kagan, AVID, and CLI. ESF grant money is available for professional learning.

Designated teachers will be selected as ambassadors for each instructional strategy to help develop ongoing professional development for staff. New teachers will receive campus based PD as part of their induction.

Leadership team will create a non-negotiable list of agreed upon classroom routines that align to the campus house system, creed, and school vision/mission.

Jqy"y kmn"{qw"eq o o wpkecvg"vjgug"rtkqtkvku"vq"{qwt"uvcmgjqnfgtuA"Jqy"y kmn"{qw"etgcvg"dw{/kpA< Teachers will attend a leadership retreat that will help develop the 2022-2023 classroom instructional framework. In August the leadership team helped develop a non-negotiable list of items that need to be present for classroom routines. Classroom routines will be implemented and vetted through weekly campus administrative walkthroughs. Walkthroughs will be documented using the campus and district PPFT system.

Fguktgf"Cppwcn"Qwveq o g< By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of high quality first teach derived from PLC lesson planning. - evidence: walkthrough forms

Fluktkev"Eq o o kv o gpv"Vjgqt{"qh"Cevkqp< If the district policies and practices support effective instruction in schools, then teachers will be able to be supported and receive feedback on instructional practices.

Fguktgf";2/fc{"Qwveq o g< Cycle 3 (March-May) By the end of SY 22-23, 90% of core classrooms will demonstrate evidence of high quality first teach derived from PLC lesson planning and campus professional development. - evidence: walkthrough forms, lesson plans, and PLC agendas.

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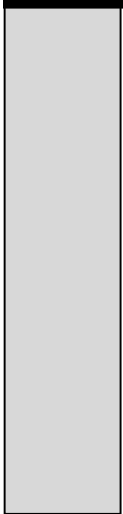
K o r ng o gpvcvkqp"Ngxgn< Partial Implementation

Mg{"Rtcevkegu< Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective

Student Data

Student Achievement and Closing the Gaps																		
Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
								2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results





Addendums

Gus Garcia YMLA Artifact Submission
December 16, 2022