

Cuuwtcpegu

FEUKI I tcpv"Eqqt fkpcvqt

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.

Ukipecwtg< La Kesha Drinks

Rtkpekr en"Uwrgtxkuqt

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.

Ukipecwtg< La Kesha Drinks

Rtkpekr en

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.

Ukipecwtg< Audrey Guerrero

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Data Analysis

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This year, the students at Andrews Elementary will achieve 75% Approaches, 35% Meets, and 15% Masters across all grades and subjects. This will help us achieve our goal of a C in Student Achievement.

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This year, 76% of the scholars at Andrews Elementary will meet their personal progress targets in Reading and Math. This will help us achieve our goal of a B in Domain 2A and an B Overall.

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Cycles

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Fkf" {qw"cejkgxg" {qwt"uvwfgpv" rgtqto cpeg" fcv" iqcnuA" Y j {"qt" y j {"pqvA < Reading - did not meet performance goals (27/3/2)

3rd grade lowest - gap based on missing systems and small group supports. PLCs took awhile to get started due to staffing issues and missing extended planning time. Tier 1 - classroom observations show need for rigor, need for sentence stems and structured student conversations (evident in all classrooms)

Having to modify district curriculum to fit campus needs (especially with alignment to DL and ML).

Text processing strategies - practicing with paper/pencil strategies that transfer to online context

Math - did not meet performance goals (57/23/11)

5th grade had 50% at meets or masters - Celebration!

4th grade 44% at least approaching - means about half not meeting standards. Similar to reading - need instructional strategies to support student response and collaboration. Need focus on alignment of instruction to DDI and planning meetings in PLCs.

Alignment to YPG/IPGs easier in Math

Uvgr"4" Fgvcknu	Tgxkgyu
<p>Cevkqp"Uvgr"4 ELAR and SLAR teachers in grades 3-5 will utilize the PLC planning documents for lesson planning. There will be an increased focus on differentiation for students who speak languages other than English (specifically Pashto and Dari).</p> <p>Gxkfgpeg"Wugf"vq" Fvggt o kpg"Rtqi tguu PLC planning documents (cover every 2 weeks)</p> <p>Rgtuqp*u+"Tgurqpukdn Campus Leadership Team</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf Support from Multilingual Education Team</p> <p>Cfftguugu"cp"Kfgpvkkgf" Ejcmgpig Yes</p> <p>Uvctv" Fcvg September 13, 2022 - Htgswgpe{ Weekly - Gxkfgpeg" Eqmgevkkp" Fcvg November 25, 2022</p>	<p>Rtqi tguu"vqyctf" Cevkqp"Uvgru Met</p> <p>Pgeguuct {"Cflwuv o gpvulPgzv"Uvgru Following PLC process to plan the lesson and agree on an assessment/exit ticket. Planning includes prepping vocabulary and predicting misconceptions to plan differentiated support for students with language needs.</p> <p>MET support with presentation about cultural info - broad and general</p>
Uvgr"5" Fgvcknu	Tgxkgyu
<p>Cevkqp"Uvgr"5</p>	

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40"Guugpvkcn"Cevkqp"705<

Ko ring o gpvcvkqp"Ngxgn< Partial Implementation

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

Tcvkqpcng< Andrews has recently moved from and F to a C rating. Part of this growth is the attention we gave to individual student progress on bi-weekly assess)

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The number of students who speak languages other than English and Spanish continues to increase.	Action Step 2	Using data to monitor student progress for languages other than English and Spanish and provide specific feedback on instruction to support these students.
Increased class size makes it difficult to conference with individual students and to plan for frequent small group instruction.	Action Step 3	Student ownership of data and goal setting

Uvgr"3" Fgvcknu	Tgxkyu
<p>Cevkqp"Uvgr"3< Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet weekly 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.</p> <p>Gxkfgpeg" Wugf"vq" Fvggt o kpg"Rtqi tguu< Master Schedule, PLC Meeting Agendas and Minutes</p> <p>Rgtuqp*u" Tgurqpukdng< Teachers ACS Campus Leadership Team</p> <p>Pqp/Hwpfgf" Tguqwtegu" Pggfgf< N/A</p> <p>C f f tguugu" cp" Kfgpvkkgf" E j cmgpi g< Yes</p> <p>Uvctv" Fcvg< September 19, 2022 - Htgs wgp e< Weekly - Gxkfgpeg" Eqmgev kqp" Fcvg< November 18, 2022</p>	<p>Rtqi tguu"vqy ct f" Cevkqp"Uvgru< Met</p> <p>Pgeguet { "Cflwuv o gpvulPgzv"Uvgru< Schedule allows for additional PLC planning time. Additional support from Dr. Pirtle with PLC facilitation - especially 3rd grade.</p> <p>Building capacity (taking time) with DDI protocols and getting systems in place to sustain DDI process.</p>
Uvgr"4" Fgvcknu	Tgxkyu
<p>Cevkqp"Uvgr"4< Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Specific attention will be paid to data around students who speak languages other than English and Spanish.</p> <p>Gxkfgpeg" Wugf"vq" Fvggt o kpg"Rtqi tguu< Campus Data Tracker DDI Meeting Agenda SCA & MAP Growth Data</p> <p>Rgtuqp*u" Tgurqpukdng< Campus Leadership Team</p>	

Uvgr"5" Fgvcknu

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Cevkqp"Uvgr"5 Teachers begin using individual student data folders with students to help foster ownership and goal setting for progress toward measurable goals (e.g., % of class and individual student mastering of

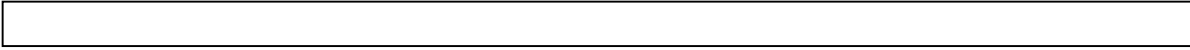
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<p>Many of our teachers are new to teaching, so we will need to spend time on building more basic teaching skills.</p>	<p>Action Step 1, Action Step 2</p>	<p>New teachers are supported in planning and delivering differentiated instruction</p>

<p>Uvgr"3" Fgvcknu</p>	<p>Tgxkgyu</p>
<p>Cevkqp"Uvgr"3< ELAR and SLAR teachers in grades 3-5 will utilize the PLC template and district curriculum documents for planning. There will be an increased focus on differentiation for students who speak languages other than English (specifically Pashto and Dari). Gxkfgpeg"Wugf"vq" Fvgvt o kpg"Rtqi tguu< PLC Planning Documents (cover every 2 weeks) Rgtuqp*u+"Tgurqpukdng< Campus Leadership Team Pqp/Hwpfgf" Tguqwtegu" Pggfgf< Support from Multilingual Education Team Cff tguugu"cp"Kfgpvkkgf" E jcmngpig< Yes Uvctv" Fcvg<</p>	



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<p>Routines and procedures for planning with DDI are being put into place later than what is ideal due to staffing challenges at the beginning of the school year that delayed our ability to secure adequate protected time for PLC meetings.</p>	<p>Action Step 1</p>	<p>Teachers now have protected time to meet in PLCs each week</p>

<p>Uvgr"3" Fgycknu</p>	<p>Tgxkgyu</p>
<p>Cevkqp"Uvgr"3< Teachers (with content and grade-level teams whenever possible) have protected time built</p>	

Uvgr"5" Fgvcknu

Tgxkgyu

Cevkqp"Uvgr"5< The principal and assistant principal will meet with students to set goals for SCA 2 before the assessment. After the assessment, the same team will review data with students to celebrate their successes and set additional goals.

Gxkfgpeg"Wugf"vq" Fgvgt o kpg"Rtqi tguu< Individual Student Data Documents

Rgtuqp*u+"Tgurqpukdng< Teachers

Students

Campus Leadership Team

Pqp/Hwpfgf" Tguqwtegu" Pggfgf< None

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Ko ring o gpvcvkqp"Ngxgn< Partial Implementation

Mg{"Rtcevegu< 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.

Tevkqpcng< Andrews students represent a diverse group of learners from various language, ability, and socio-economic backgrounds. We must be able to meet the unique needs of our students at their current levels to support growth and achievement in all academic areas.

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

Jqy"y kmn{"qw"dwknf"ecrcekv{"kp"vjku"Guugpvkcn"CevkqpA We will partner with Region XIII in the Data Driven Instruction (DDI) cohort. In this work, we will use our PLC time to monitor student progress and respond to it by creating plans for differentiation, reteaching, and best first instruction.

Jqy"y kmn{"qw"eq o o wpkecvg"vjgug"rtkqtkvku"vq"{qwt"uvcmgjqnfgtuA"Jqy"y kmn{"qw"etgcvg"dw{/kpA We will continue to highlight our essential actions for improvement at our staff meetings and during our Campus Advisory Council (CAC) meetings. We will create buy-in by highlighting student growth seen from our efforts with reteaching content and differentiation that we planned for in our PLC and DDI meetings.

Fguktgf"Cppwcn"Qwveq o g< By the end of SY 22-23, 100% of teachers in grades 3-5 (n=6)will deliver lessons that reflect the campus vision for differentiated planning for language and ability needs. evidence: quarterly observation notes and internalization documents

Fkuvtkv"Eq o o kv o gpv"Vjgqt{"qh"Cevkqp< 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 the district provides access to interim assessments aligned to the standards and the expected level of rigor, THEN the campus will be able to effectively implement effective classroom routines and instructional strategies AND implement Data-Driven Instruction.

Fguktgf";2/fc{"Qwveq o g< By the end of cycle 3, 100% of ELAR, SLAR, and math teachers in grades 3-5 will deliver lessons that reflect the campus vision for differentiated planning for language and ability needs. evidence: observation results and internalization documents

Fkuvtkv"Cevkqp< Academic Coaching Specialists have been assigned to Learning Community 2 that will assist the campus in implementation of 5.1 and 5.3.

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Student Data

Student Achievement and Closing the Gaps



Addendums

Math PLC/TEK Study: What are we Teaching next week?

-

[AISD Stem Department](#)

Week of:

Unit:)

of days:

Attendees:

Broad Focus of the week for Core:

Process Standards: E a , E Ma

Apply

Select

Display

Analyze

Create

Math Components:

What are the high leverage TEKS for the upcoming week?

TEK (s) High Leverage

-

TEK (s) Complementary

-

Verbs/Context (what):

-

Verbs/Context (what):

-

How/including strategy:

-

How/including strategy:

-

Vocabulary:

-

Guiding Questions:

-

Manipulatives/Tools/Supplemental Aids/Anchors:

-

Language Arts

PLC/TEK StmA

Phonics/
Spelling

Academic
Vocabulary

Content
Vocabulary

Text

Comprehension
Strategy/Skill

Success
Criterix