



Campus Number: 227901149

Board Approval Date: December 15, 2022

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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.

Signature: Mary Alvarez

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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: Mary Alvarez

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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: Dr. Gilma Sanchez

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What accountability goal has your campus set for this year?

We are focusing on Domain 2A. Our goal is a raw score of 75 which will give us an approximate scale score of an 80 B. We chose a 75 raw score, because we feel it is reasonable that 75% of our students will earn at least one growth point in reading and math.

What accountability goal has your campus set for this year?

Until we receive the new 2023 Accountability system redesign, we will aim to meet 4 out of 14 of our Academic Achievement goals, 8 out of 10 for growth, 1 of 1 for TELPAS and 1 of 7 for student success. Meeting these targets will give us a domain 3 score of approximately 73 C. A score of 73 C in closing the gaps and an 80 in Domain 2A will give us an overall score of a 78 C. These goals are in alignment with our Domain 1 goals and our domain 2A goals.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Desired 90-day Outcome: Teachers in 3-5 grade will create and deliver lesson plans that reflect AVID strategies, formative assessment, and small group instruction. 85% of

10 Step 2 Details	Reviews
<p>Action Step 2: Implement "Looking Forward" (lesson planning) PLCs on a weekly basis in reading and math. PLCs will follow the campus based PLC framework.</p> <p>Evidence Used to Determine Progress: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

40"Guugpykcn"Cevkqp"705< Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective implementation of planning and the creation of assessments for effective instruction. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19, the campus will need to ensure that data specific to each individual student is available at the beginning of the year in order to effectively focus on student needs. The need to determine the campus assessment calendar and data meetings will be crucial while focusing on student outcomes.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity by providing training to teachers and the Instructional Specialists in the use and implementation of the PLC framework. The teachers will receive training in using the lesson plan framework, classroom routines and procedures, and the walkthrough domains.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's Weekly meetings, Weekly Messages, student morning meetings, CAC and PTA meetings.

Desired Annual Outcome: By May, 2023, 100% of teachers in grades 3-5 will use DDI protocols for analyzing formative and summative assessment data to drive their instruction for those needing remediation, reteach and extension. This analysis will happen during weekly PLC meetings.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training (i.e., Leverage Leadership 2.0) and ongoing coaching to support the implementation of instructional leadership systems (data-driven instruction and observation and feedback) and if the district ensures that schools receive detailed reports within two instructional days regarding results on the district provided and graded (using SchoolCity), TEKS aligned, quarterly, short cycle assessments which campuses can use to further refine their response plans, then leadership and teacher capacity will be developed and student learning outcomes will improve.

Desired 90-day Outcome: Teachers in 3-5 will create reteach plans in weekly PLC meetings using the Looking Back PLC framework. 90% of teachers will record their small group interventions in the small group log by the end of cycle 1. Evidence - lesson plan submissions, PLC agenda notes, reteach plans.

District Actions: The DCSI will:

- * Attend and participate in looking back grade-level PLCs at the campus (assist in the review and analysis of disaggregated data and the development of reteach/enrichment plans)
- * Provide feedback to the principal regarding the PLCs
- * Observe in classrooms with the principal to ensure that reteach/enrichment plans are being implemented
- * Work with the principal to ensure that students are tracking their own academic progress in order to foster student ownership and goal setting

The Campus and District Accountability Department will generate and provide reports to the principal in a timely manner which will support the review and analysis of student achievement data.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Clear expectations provided through PD and ongoing PLC meetings facilitated by Instructional Leadership Team members.

Step 3 Details	Reviews
<p>Action Step 3: ILT members provide feedback on the re-teach plans to teachers, and observe re-teach implementation during classroom walkthroughs.</p> <p>Evidence Used to Determine Progress: Feedback in the lesson plan template, Walkthrough calendar, Walkthrough feedback</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: Feedback in the lesson plan template, Walkthrough calendar, Walkthrough feedback</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Feedback on Lesson Plan is written, re-teach feedback provided via coaching conversations</p>
Step 4 Details	Reviews
<p>Action Step 4: Analyze district interim assessment (SCA 1) data to develop tutoring groups. Tutoring will occur outside the school day.</p> <p>Evidence Used to Determine Progress: Tutoring Group Lists, AISD Data Tracker</p> <p>Person(s) Responsible: ILT and Contractors</p> <p>Non-Funded Resources Needed:</p>	

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

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Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective planning and in the delivery of the lessons. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19 and some students learning remotely, the campus will need to ensure that the calendar reflects time for planning and support using alignment for instructional delivery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use professional development to build capacity in the planning and development of lesson plans. Teachers in K-5 will use the AVID and Formative Assessment PD to deliver lessons aligned to the MB ES lesson plan template. Teachers will use the training provided by the district and campus Coaches to create and deliver lessons with clear objectives. We will use walkthroughs to provide feedback to the teachers and provide coaching support based on outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers need support for implementing strategies for remediation and intervention when students are significantly below grade level.	Action Step 1, Action Step 2	Coaching support for instruction and lesson planning.
5th grade has new 1st year teacher - specifically challenging for science (fi		

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Implementation Level: Partial Implementation

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Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective implementation of planning and the creation of assessments for effective instruction. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19, the campus will need to ensure that data specific to each individual student is available at the beginning of the year in order to effectively focus on student needs. The need to determine the campus assessment calendar and data meetings will be crucial while focusing on student

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Science SCA 1 indicated need for remediation/scaffolding for students performing significantly below grade level.	Action Step 4	Specific support for Science PLC and instruction
DDI process needs to inform student groups for intervention - expectation has not been supported for Science in the way it has been supported for Math and Reading.	Action Step 1, Action Step 4	Supports DDI implementation in PLCs with addition of science PLC

Step 1 Details	Reviews
<p>Action Step 1: Implement "Looking Back" (DDI meeting) PLCs on a weekly basis in reading, math and science. PLCs will follow the campus based PLC framework. Teachers document small group interventions in their small group log.</p> <p>Evidence Used to Determine Progress: Small Group Log, PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: PLC Master schedule, PLC Framework, PLC Minutes, AVID Binder, PLC Slide Deck (Agenda), PLC Anchors (posters)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2023 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: ILT members provide feedback on the re-teach plans to teachers, and observe re-teach implementation during classroom walkthroughs.</p> <p>Evidence Used to Determine Progress: Feedback in the lesson plan template, Walkthrough calendar, Walkthrough feedback</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: Feedback in the lesson plan template, Walkthrough calendar, Walkthrough feedback</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 10, 2023 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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

30"Guugpvkcn"Cevkqp"603< Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The data shows that 30% of students are in the Meets level in Reading and 13% are in the Meets level in Math. During a comprehensive needs assessment, stakeholders identified a need for support in teaching for effective planning and in the delivery of the lessons. Due to remote learning, and a change in the data available at the end of 2021 due to COVID-19 and some students learning remotely, the campus will need to ensure that the calendar reflects time for planning and support using alignment for instructional delivery.

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How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate the priorities to stakeholders during Principal's Weekly meetings, Weekly Messages, student morning meetings, CAC and PTA meetings.

Desired Annual Outcome: By May, 2023, 90% of grade 3-5 teachers (n=8) observed weekly, will demonstrate implementation of the posted lesson plans with fidelity

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Implementation Level: Partial Implementation

Key Practices:

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	5	ESF Grant		\$3,159.53
Sub-Total					\$3,159.53
Budgeted Budget Object Code Amount					\$52,391.50
+/- Difference					\$49,231.97
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	TIL DDI Training - ESF Grant		\$7,387.50
Sub-Total					\$7,387.50
Budgeted Budget Object Code Amount					\$23,588.00
+/- Difference					

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
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	126	58	66	N/A	Interim Assessment	65	53	Interim Assessment	65		65	
			All	All	Reading	Meets	STAAR	126	29	34	N/A	Interim Assessment	45	25	Interim Assessment	45		45	
			All	All	Reading	Masters	STAAR	126	12	15	N/A	Interim Assessment	15	14	Interim Assessment	15		15	
			All	All	Mathematics	Approaches	STAAR	126	33	50	N/A	Interim Assessment	65	77	Interim Assessment	65		65	
			All	All	Mathematics	Meets	STAAR	126	13	23	N/A	Interim Assessment	45	47	Interim Assessment	45		45	
			All	All	Mathematics	Masters	STAAR	126	4	7	N/A	Interim Assessment	15	25	Interim Assessment	15		15	
			All	All	Science	Approaches	STAAR	37	31	34	N/A	Other	40	29	Other	40		40	
			All	All	Science	Meets	STAAR	37	14	15	N/A	Other	20	9	Other	20		20	
			All	All	Science	Masters	STAAR	37	3	6	N/A	Other	10	3	Other	10		10	
Closing the Gaps	Focus 1	Academic Growth Status	All	Hispanic	Mathematics	N/A	Mathematics	N/A	23	23	100	Interim Assessment	50	68	Interim Assessment	70		75	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	14	23	100	Interim Assessment	30	49	Interim Assessment	40		40	

Academic Growth

Core Metrics	Sub Metrics
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Yellow	Yellow
Green	Green



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