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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 Alvirez

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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 Alvirez

Rtkpekrcn

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: Yesenia Martinez

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Data Analysis

What accountability goal has your campus set for this year?

Our Domain 1 goal is 75% App, 35% Meets and 15% Masters. This will give us an overall Domain 1 score of 71 C. Since we are focusing on Domain 2A with a goal of 80 B this domain should not impact our overall accountability rating. If it did however it would contribute 49.7 points to our overall rating.

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 80 B. This was determined based on having 75% of our students

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?

Academic Growth Reading and Math for Hispanic students: Goal 75% of students hit their growth targets in this demographic group. Why? Hispanic was one of the 2 lowest performing ethnic groups in this domain in SY 2021-22. Achieving this goal will enable Govalle to achieve their overall accountability score of 79 C using domain 2A and the Growth section of Domain 3.

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

Academic Growth Reading and Math for Af. Amer. students: Goal 75% of students hit their growth targets in this demographic group. Why? Af. Amer. was one of the 2 lowest performing ethnic groups in this domain in SY 2021-22. Achieving this goal will enable Govalle to achieve their overall accountability score of 79 C using domain 2A and the Growth section of Domain 3.

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Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

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: Partial Implementation
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:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

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

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Did you achieve your student performance data goals? Why or why not?: Govalle did not meet any of their goals in reading for achievement or growth. In reading students struggled with the new item types associated with the STAAR redesign - specifically TEI items, constructed response items and revising and editing items. ELA PLCs have a plan in place to increase student writing opportunities in class, and to incorporate new STAAR items during warm ups on a weekly basis. Additionally, they have developed and are implementing a campus-wide text processing method to improve student performance in reading.

Govalle did not meet any of their student achievement goals in math or science, but they were only 1% away from meeting their goal for Master GL in each subject. At Meets

during classroom instruction.

District Actions: The DCSI will:
* Attend and participate in both looking forward and looking back grade-level PLCs at the campus

Step 2 Details	Reviews
Action Step 2: By the end of September campus administration will have developed and implemented a PLC schedule. **Evidence Used to Determine Progress:**	

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Implementation Level: Beginning Implementation

Key Practices: 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

Why or why not?: Overall in reading and math 53% of students met their individualized growth target (reading 28%, math 69%). The lack of a campus-wide text processing method in combination with the new question items associated with the STAAR redesign negatively impacted student scores in reading. In math Govalle was only 6 percentage points from meeting their target. In math teachers are implementing more scaffolds to instruction, and using a common problem-solving method.

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?
Staffing challenges have left 3 teaching positions unfilled in STAAR tested areas.	Action Step 1	Substitute teachers are included in all PLCs. Administrators are attending each PLC to ensure consistency in instructional practices, student data analysis and the associated student interventions.

Step 1 Details	Reviews

Action Step 1: Campus administration will attend each data meeting to ensure consistency in data analysis protocols using the Govalle look backward protocol (modelled on Bambrik-Santoyo).
 	
    Evidence Used to Determine Progress: PLC Agendas, look back protocol
 	
    Person(s) Responsible: Campus Administrators
 	
    Non-Funded Resources Needed: PLC framework documents, look back protocol
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 16, 2022 - **Frequency:** Weekly - **Evidence Collection Date:**	

Step 3 Details	Reviews

Action Step 3: Campus instructional leaders will lead teacher analysis of disaggregated short cycle assessment 1 (SCA1) data to track and monitor the progress of all students. Student progress towards our 90-day goal will be documented and tracked using the AISD campus data tracker.
 	
    Evidence Used to Determine Progress: AISD Data Tracker
    Person(s) Responsible: District support staff, A-Team
    Non-Funded Resources Needed: AISD Data Tracker
    Addresses an Identified Challenge: No
 	
    Start Date: August 16, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: N/A

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Why or why not?:

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?
Principal is finding it hard to observe the classes she would like to, because she is currently facilitating all PLCs.	Action Step 2, Action Step 3	Having teacher leaders run PLCs will allow administration to do more walkthroughs.

Step 1 Details

Step 3 Details	Reviews

Action Step 3: Campus administrators will join teacher led PLCs weekly to coach them with a campus-derived PLC rubric.
 	
    Evidence Used to Determine Progress: PLC Rubric, PLC Schedule
    Person(s) Responsible: Principal and Assistant Principal
    Non-Funded Resources Needed:	

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Implementation Level: Beginning Implementation
Key Practices:

Did you achieve your 90 day outcome?:

Why or why not?:

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?
Lack of 100% teacher ownership in the PLC process. (compliance vs ownership)	Action Step 4	Allows staff to observe model PLCs in action, and to identify actions observers can bring back to their own PLCs.

Step 1 Details	Reviews
Action Step 1: Teachers and the A-Team will review disaggregated SCA 2 data, and identify all students that did not meet their individualized growth target. Teachers will develop individual reteach plans based on student learning gaps. Student progress towards our 90-day goal will be documented and tracked using the AISD campus data tracker. **Evidence Used to Determine Progress:** Govalle ES domain 2A tracking sheet **Person(s) Responsible:** A-Team, Teachers **Non-Funded Resources Needed:** None **Addresses an Identified Challenge:** Yes **Start Date:** December 18, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Administrators will observe classroom re-teach weekly. Administrators will provide teachers with written feedback and schedule conferences as needed. Teachers observations will be documented using PPfT. **Evidence Used to Determine Progress:** Govalle walkthrough form. **Person(s) Responsible:** Campus administrators. **Non-Funded Resources Needed:** None **Addresses an Identified Challenge:** No **Start Date:** December 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: During a faculty meeting staff will engage in a fishbowl activity where teachers observe model PLCs in action, and reflect on their current PLC practices (identify one "takeaway").
 	
    Evidence Used to Determine Progress: Fishbowl observation sheets
    Person(s) Responsible: Teachers and A-Team
    Non-Funded Resources Needed: none
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 19, 2022 - **Frequency:** One Time - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

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

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Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Improve tier one instruction and the tools (instructional resources/formative assessments) used to assess student knowledge and skills for the purpose of adjusting instruction to meet all students needs. By utilizing high quality TEK aligned instructional resources and assessments Govalle can ensure students meet their individualized learning goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Use district assessments and curriculum for the foundation of campus lesson plans. Leverage the PLC process to inform instruction, and improve first-teach. Teachers will plan first teach during "look forward" PLCs, and they will analyze campus formative assessments during data meetings to plan reteach and reflect on the effectiveness of the first teach.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff PLCs (2x weekly) staff meeting (weekly), community principal meeting (Monthly) & CAC, and student Assemblies (weekly), Teacher conferences after SCAs for goal setting.

Desired Annual Outcome: By the end if the 2022-23 school year fifty percent of campus PLCs will be teacher facilitated and focus on ensuring that assessments are TEK aligned to appropriate levels of rigor and instructional materials are TEK aligned based on district instructional planning guides (IPGs). Lead teachers will create PLC agendas, facilitate PLC meetings, develop the demonstration of learning (campus level formative assessment), and teacher exemplars. Campus administrators will join teacher led PLCs

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	Student Achievement and Closing the Gaps								
									% of Assessments
Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021	

Gradf # 2023 º

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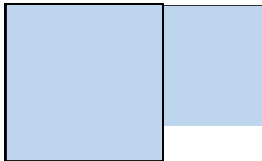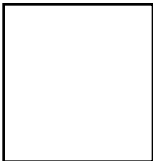
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Look Forward Meeting Planning
Week 14 November 14 - November 18, 2022
Grade: 2nd
Subject: Math
Lesson Plan Slides
PLC Date: 11/9/22

PLC Meeting Norms

- Open Minded
- Instructional Focus
- Solutions Oriented
- High Expectations
- Growth Mindset
- Accountability

Group Roles

- Facilitator- Gallegos
- Time Keeper- Hosmer
- Cheerleader- Martinez
- Scribe- Gallegos/Martinez

Objectives and Connections:

- Script, rehearse, and receive feedback on critical moments of next week's highest leverage lessons
- Prepare lesson slides/customization and materials

Closing the Loop Celebrations: (teacher actions that lead to student results/connect to DATA)

(strategy that we've talked about that we'll implement from last MODELING)

- More students are using the 100 chart successfully.
- Having more strategies available for students to use when problem solving, empowers them to be successful in their problem solving.
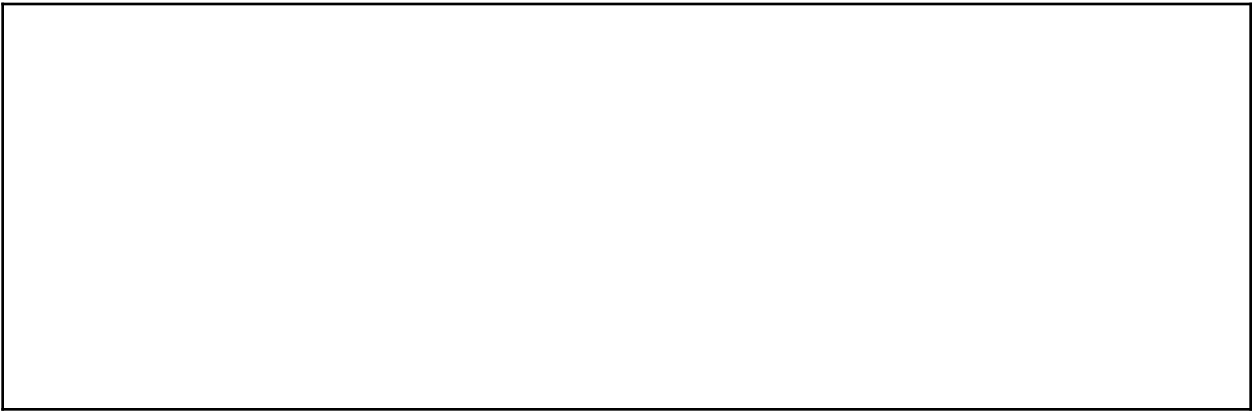
High-Leverage Standard:

Math 2.4 C Solve one-step & multi-step word problems involving addition & subtrа̄

Know	Show
- Do they know the addition and subtraction symbols - When adding numbers they get larger & when subtracting, they get smaller. - Concepts of whole and part. - Vocabulary- "all together", "more than", "less than", "swam away", "joined" - Know the vocabulary even, odd - Know the strategy of making a pair	Identify the important numbers in the

Reteach Plan: Model or Guided Discourse

Modeling Planning Steps	

1. Share data from previous assessments and punch the gap in learning.
2. Give students a clear listening/note-taking task that fosters active listening of the model.
 3. Model precisely the thinking when moving through a specific task:
      Narrow the focus to precisely the thinking students are struggling with: that frees their mind to focus only on that component.
      Model replicable thinking steps that students can follow.
      Model how to activate one's content knowledge/skills that have been learned in previous lessons.
 4. Vary in tone and cadence to sound different from a " teacher" voice.
5. Debrief the model:
      What did I do in my model?
 	
      when you are doing the same in your
 	
      Own work?	

1. Know the endgame: What strategy/skill/thinking do you	

want students to understand via the discourse?
Punch the gap in student learning.

2. Start from student work (Show-Call):
   Post/Display/Chart an exemplar student response OR an incorrect student response OR post both.

3. Call on students-ID the student thinking:
   Exemplar: what did this student do?

a. Push for clearer answers when they haven't precisely IDed the successful strategy
   Incorrect response: do you agree/disagree with this answer?
   What is the error?

4. Stamp the understanding:
   What are the key things to remember when solving problems like these?
   Name the strategy/conceptual understanding.
   Have students put it in their own words.