

**Austin Independent School District
Oak Springs Elementary School - TIP
2022-2023 Targeted Improvement Plan**



Campus Number: 227901125

Board Approval Date: December 15, 2022

ESF Diagnostic Date: February 21, 2023

Superintendent:
DCSI/Grant Coordinator:

Dr. Anthony Mays
Jennifer Pace

Principal: Cynthia Jackson
ESC Case Manager: Adrienne King
ESC Region: 13

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: Jennifer Pace

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: Jennifer Pace

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: Cynthia Jackson

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Data Analysis

Student Achievement

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 93 A this domain should not impact our overall accountability rating. If it did however it would contribute 49.7 points to our overall rating.

School Progress

What accountability goal has your campus set for this year?

We are focusing on Domain 2A. Our goal is a raw score of 87 which will give us an approximate scale score of 93 A. This was determined based on having 87% of our students exhibit expected growth based on their individualized target (progress measure score).

Based on our domain 1 goal of 42 raw score, combined with our ECD rate of 98.1-99%, we would have a scaled score of 80 B, if we meet our domain 3 goal of 76 This will give us an overall rating of 88 B.

Closing the Gaps

What accountability goal has your campus set for this year?

- Closing the Gaps: “Based on the upcoming 2023 Accountability system redesign, we will aim to meet 2 out of 5 of our Closing the Gaps targets for Academic Achievement in Reading & Math, Student Growth in Reading, 5 out of our 5 targets in Student Growth and 2 out of our 5 targets in Student Success. We do not have enough LEP students to be evaluated in the ELPs category. Targets will be released by TEA this Fall. Meeting these targets will give us a domain 3 score of approximately 76 C. A score of 76 C will contribute approximately 22.8 points to our overall score (30%). This combined with our domain 2A goal of 93 A will give us an overall score of a 88 B.

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?

Reading and Math for Hispanic students. This group combined with our ECD population makes up over 90% of the school's population. Targeting Hispanic performance will have the greatest impact on all of our domain scores and our overall accountability rating. Additionally, Hispanic students will represent one of our two lowest performing ethnic groups from 2022.

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

Reading and Math for ECD students. This group combined with our Hispanic population makes up over 90% of the school's population. Targeting ECD performance will have the greatest impact on all of our domain scores and our overall accountability rating.

Essential Actions

Cycles 1-3

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. • Campus instructional leaders meet weekly to focus on student progress and formative data.

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: Fully Implemented

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices:

Essential Action 5.3: 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. • 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.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Not Yet Started

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: 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

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Oak Springs 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. Oak Springs exceed their student achievement goals in math and science at Approaches grade level. They missed their achievement goal at Meets grade level by one point in both math and science. At Masters grade level Oak springs had zero percent in science and eight percent in math (3% points short of their goal). Success in math was due to effective backwards planning in aligning instruction with the SCA 1 assessment.

1. 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. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Due to staffing challenges in the current school year the instructional leadership team (ILT) will be pivotal in building teacher capacity for leveraging student formative data to ensure students meet their individualized growth targets, and lead PLC meetings with a focus on campus wide goals and expectations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Oak Springs has developed clear, written, and transparent roles and responsibilities. ILT members have participated in PLC training and they use a PLC framework for running each PLC meeting. Oak Springs provides ongoing capacity building through weekly meetings with the ILT to prepare and coach ILT members on how to lead PLC meetings effectively.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Oak Springs leadership priorities will be communicated to staff via staff meetings, intervention calendars, and the staff Dolphin Digest. Priorities are communicated to families and the community via CAC meetings, the community Dolphin Digest, Principal coffee chats and through the PTA. Leadership priorities are communicated to students through leveraging the student data form, so students can track their individualized student progress. Oak springs has established partnerships with local businesses to provide student incentives (Whataburger).

Desired Annual Outcome: 90% of core content area PLCs will be run by teacher leaders by the end of the 2023 school year. Teacher leaders will effectively implement the campus-level PLC framework weekly as evidenced by their PLC presentations. PLCs will be tracking individual student progress (Domain 2A) using weekly intervention calendars.

District Commitment Theory of Action: If the instructional leadership team will meet weekly to review data and and coach teacher leaders to facilitate effective PLC meetings, then the DCSI will provide coaching and support through periodic participation in ILT meetings and PLC meetings.

Desired 90-day Outcome: Oak Springs will develop a weekly ILT meeting calendar and agenda. ILT members will meet weekly based on this calendar. By December 15 100% of ELA PLCs will be teacher-led using the campus-level PLC framework as evidenced by their PLC presentations. All core content area PLCs will be tracking individual student progress (Domain 2A) using weekly intervention calendars by December 15.

District Actions: If the district places its most effective school leaders in its highest-need schools, provides opportunities for ongoing support and coaching of the campus leader, and recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, then Oak Springs will be able to develop a weekly ILT meeting calendar and agenda, and ILT members meet weekly based on this calendar, with 100% of ELA PLCs being led by teachers using the campus-level PLC framework as evidenced by their PLC presentations, and all core content area PLCs will be tracking individual student progress (Domain 2A) using weekly intervention calendars.

Did you achieve your 90 day outcome?: No

Why or why not?: The weekly ILT calendar has been developed and ILT members meet based on this calendar (Google Calendar). All core content areas are tracking student progress using weekly intervention calendars. 80% of ELA PLCs are teacher-led based on the the campus level PLC framework

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?
Currently there are 2 vacancies in STAAR tested areas.	Action Step 1	Ensures that instructional leaders take responsibility for students in classes experiencing staffing challenges.

Step 1 Details	Reviews
<p>Action Step 1: -Host weekly ILT meeting that includes training and coaching on facilitating PLCs.</p> <p>Evidence Used to Determine Progress: -ILT agendas</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: N/A</p>
Step 2 Details	Reviews
<p>Action Step 2: Administrators will observe lead teachers facilitating PLCs and engage in the observation feedback cycle to develop teacher leaders that can independently run content area PLC meetings. In PLCs teachers will be tracking individual student progress (Domain 2A) using Dolphin Data Report.</p> <p>Evidence Used to Determine Progress: -ILT agenda, PLC Agenda, Dolphin Data Report. -Classroom Walkthrough Feedback form with a focus on PLC implementation.</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: More time is needed before a majority of teachers are capable of independently running content area PLC meetings.</p>

Step 3 Details	Reviews
<p>Action Step 3: Lead teachers will prepare PLC agendas/slides/PLC guides to facilitate a professional learning community</p> <p>Evidence Used to Determine Progress: -PLC guides -PLC slides/presentations -Observable alignment with classroom instruction</p> <p>Person(s) Responsible: Lead teachers</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: N/A</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: 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. • 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.

Rationale: In SY2021-22 Oak Springs had exceptionally high levels of student growth (Domain 2A). Given current staffing challenges they will need to leverage DDI practices to maintain these high levels of student progress in the 2023 school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Oak Springs will build leadership capacity in DDI through weekly ILT meetings. They will build staff capacity in DDI through weekly PLC meetings. They will build student capacity in DDI using student data forms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data Driven Instruction (DDI) strategies will be communicated to staff via staff meetings, PLC meetings, intervention calendars, and the staff Dolphin Digest. These strategies are communicated to families and the community via CAC meetings, the community Dolphin Digest, Principal coffee chats and through the PTA. DDI is communicated to students through leveraging the student data form, so students can track their individualized student progress.

Desired Annual Outcome: Campus leaders and teachers will review district short cycle assessment data every nine weeks to develop ongoing accelerated instruction plans and intervention groups in reading and math. On the STAAR 2023 administration 87% of students will achieve their individual growth target (Domain 2A).

District Commitment Theory of Action: If instructional leaders review campus data, monitor student progress, and plan for adjustments to instructional strategies, then the DCSI provide coaching and support by periodic participation in data review meetings and PLC meetings.

Desired 90-day Outcome: 60% of students will achieve their individual growth target (Domain 2A) on the reading and math district short cycle assessment 1 (SCA1). Campus leaders and teachers will review district short cycle assessment data to develop accelerated instruction plans and intervention groups in reading and math by November 10, 2022. Data review will identify the students that have not met their individual growth goals. Intervention plans will focus on ensuring that 75% of students will achieve their individual growth target on SCA 2.

District Actions: 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), district assessments are provided and graded, and detailed reports are available within two instructional days, then campus leaders and teachers will effectively review district short cycle assessment data and develop accelerated instruction plans and intervention groups in reading and math by November 10, 2022.

Did you achieve your 90 day outcome?: No

Why or why not?: Students met their growth goal in math, but not in reading. In reading students struggled with the new item types associated with the STAR redesign - specifically TEI items, constructed response items and revising and editing items. Teachers and campus leaders did review the SCA 1 data by November 10 and they identified students that did not meet their individual growth goals. Teachers and campus leaders developed intervention plans to ensure students have every opportunity to achieve their individual growth goals on SCA 2.

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?
Student availability for re-teaching identified gaps.	Other Action Step	High intensity tutoring in the daily schedule.

Step 1 Details	Reviews
<p>Action Step 1: Data PLCs will be held weekly to review student data and work samples</p> <p>Evidence Used to Determine Progress: -Dolphin Data Report (includes student quantitative and qualitative data)</p> <p>Person(s) Responsible: Administrators Lead teachers Classroom teachers</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: N/A</p>
Step 2 Details	Reviews
<p>Action Step 2: ILT collaborates with teachers during PLC to create a plan of action for reteaching and reflection on first teach.</p> <p>Evidence Used to Determine Progress: -Dolphin Data Report (instructional implications and gap statements) -Lesson plans include small group and review focus for the week.</p> <p>Person(s) Responsible: -Classroom teachers (instruction) -ILT (PLC planning and resources)</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Instructional coaches are meeting with teachers every week. Next step would be to increase the amount of time campus administrators are collaborating with PLCs.</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will lead sessions where students create personalized learning goals based on weekly assessment performance. Students will track personal outcomes of test performance using student bar charts.</p> <p>Evidence Used to Determine Progress: -Student Goal Bar Charts</p> <p>Person(s) Responsible: -Students -Teacher (monitor and grade assessments)</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Started charting using SCA 1 Data - student goal setting is the next step.</p>

Cycle 2 - (Dec – Feb)

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

1. 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. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Due to staffing challenges in the current school year the instructional leadership team (ILT) will be pivotal in building teacher capacity for leveraging student formative data to ensure students meet their individualized growth targets, and lead PLC meetings with a focus on campus wide goals and expectations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Oak Springs has developed clear, written, and transparent roles and responsibilities. ILT members have participated in PLC training and they use a PLC framework for running each PLC meeting. Oak Springs provides ongoing capacity building through weekly meetings with the ILT to prepare and coach ILT members on how to lead PLC meetings effectively.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Oak Springs leadership priorities will be communicated to staff via staff meetings, intervention calendars, and the staff Dolphin Digest. Priorities are communicated to families and the community via CAC meetings, the community Dolphin Digest, Principal coffee chats and through the PTA. Leadership priorities are communicated to students through leveraging the student data form, so students can track their individualized student progress. Oak springs has established partnerships with local businesses to provide student incentives (Whataburger).

Desired Annual Outcome: 90% of core content area PLCs will be run by teacher leaders by the end of the 2023 school year. Teacher leaders will effectively implement the campus-level PLC framework weekly as evidenced by their PLC presentations. PLCs will be tracking individual student progress (Domain 2A) using weekly intervention calendars.

District Commitment Theory of Action: If the instructional leadership team will meet weekly to review data and and coach teacher leaders to facilitate effective PLC meetings, then the DCSI will provide coaching and support through periodic participation in ILT meetings and PLC meetings.

Desired 90-day Outcome: By February 28th Oak Springs will have a fully developed weekly ILT meeting calendar and agenda. ILT members will meet weekly to identify instructional needs on a campus level, and provide staff with the supports needed to meet the identified needs. Oak Springs will continue to implement 80% of ELA PLCs as teacher-led while providing ongoing coaching to teacher leaders. 25% of math PLCs will be teacher-led using the campus-level PLC framework as evidenced by their PLC presentations.

District Actions: If the district provides support through weekly check-in meetings to check the progress of PLC meetings, review agendas, and review the tracking of student progress then by February 28th Oak Springs will have a fully developed weekly ILT meeting calendar and agenda. ILT members will meet weekly to identify instructional needs on a campus level, and provide staff with the supports needed to meet the identified needs. Oak Springs will continue to implement 80% of ELA PLCs as teacher-led while providing ongoing coaching to teacher leaders. 25% of math PLCs will be teacher-led using the campus-level PLC framework as evidenced by their PLC presentations.

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?
Some teachers lack the time and skills to perform analysis of student data effectively.	Action Step 4	Provide teachers with time to learn effective data analysis skills from campus instructional leaders.

Step 1 Details	Reviews
<p>Action Step 1: By January 16th administrators will have develop a calendar of weekly instructional leadership team (ILT) meetings for the second semester. During ILT meetings leaders identify and document instructional adjustments and supports needed to improve student outcomes. Instructional leaders provide these supports to staff via PLC or on a personal basis as appropriate.</p> <p>Evidence Used to Determine Progress: ILT Meeting Calendar, ILT meeting Agendas</p> <p>Person(s) Responsible: ILT members</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 12, 2023 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The ILT will attend teacher-led ELA PLCs weekly and coach teachers on on effective PLC practices and leadership. Teachers are being coached on adhering to the campus-based PLC guide while leading effective PLCs.</p> <p>Evidence Used to Determine Progress: PLC Presentations, PLC Guide</p> <p>Person(s) Responsible: ILT</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 12, 2023 - Frequency: Weekly - Evidence Collection Date: February 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus administrators will identify teachers that are capable of leading math PLCs and start the process of handing over PLCs to the identified teacher leaders. ILT members will observe teachers leading the PLC meetings on a weekly basis and provide the relevant coaching and support as needed.</p> <p>Evidence Used to Determine Progress: PLC agendas and presentations</p> <p>Person(s) Responsible: ILT members and teacher leaders</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 12, 2023 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: PLC (data and backward design) meetings after the school day to coach teachers on how to effectively analyze student data, and use that analysis to guide instructional planning.</p> <p>Evidence Used to Determine Progress: PLC agendas</p> <p>Person(s) Responsible: ILT members and teachers</p> <p>Non-Funded Resources Needed: Extended duty pay</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 14, 2023 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p> <p>Funding Sources: Extended Duty Pay for after school PLCs - 6100-Payroll - \$10,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: 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. • 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.

Rationale: In SY2021-22 Oak Springs had exceptionally high levels of student growth (Domain 2A). Given current staffing challenges they will need to leverage DDI practices to maintain these high levels of student progress in the 2023 school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Oak Springs will build leadership capacity in DDI through weekly ILT meetings. They will build staff capacity in DDI through weekly PLC meetings. They will build student capacity in DDI using student data forms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data Driven Instruction (DDI) strategies will be communicated to staff via staff meetings, PLC meetings, intervention calendars, and the staff Dolphin Digest. These strategies are communicated to families and the community via CAC meetings, the community Dolphin Digest, Principal coffee chats and through the PTA. DDI is communicated to students through leveraging the student data form, so students can track their individualized student progress.

Desired Annual Outcome: Campus leaders and teachers will review district short cycle assessment data every nine weeks to develop ongoing accelerated instruction plans and intervention groups in reading and math. On the STAAR 2023 administration 87% of students will achieve their individual growth target (Domain 2A).

District Commitment Theory of Action: If instructional leaders review campus data, monitor student progress, and plan for adjustments to instructional strategies, then the DCSI provide coaching and support by periodic participation in data review meetings and PLC meetings.

Desired 90-day Outcome: All students will take the district reading and math short cycle assessment 2 (SCA2) by December 21, 2022. Campus leaders and teachers will review district short cycle assessment 2 data to develop accelerated instruction plans and intervention groups in reading and math by January 28, 2023. Data review will identify the students that have not met their individual growth goals. Teachers will create intervention plans that are data driven and focus on specific areas of need for students to ensure campus meets 87% growth goal.

District Actions: If the district provides short cycle assessment data and support with data analysis and the development of accelerated instruction plans then the campus can effectively work toward 75% of students achieving their individual growth target (Domain 2A) on the district reading and math short cycle assessment 2 (SCA2). Additionally, campus leaders and teachers will review district short cycle assessment data to develop accelerated instruction plans and intervention groups in reading and math that ensure 87% of students achieve growth on the SCA 3 administration in reading and math.

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?
Staff vacancies and absenteeism.	Action Step 4	Part time administrator will allow campus administrators to cover classes and provide the necessary student supports when the campus is facing staffing challenges.

Step 1 Details	Reviews
<p>Action Step 1: Based on SCA 2 results in math and reading teachers will identify individual student growth goals and develop intervention plans that support students in meeting those goals.</p> <p>Evidence Used to Determine Progress: Data meeting presentations, Intervention plans</p> <p>Person(s) Responsible: Teachers</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 14, 2023 - Frequency: Ongoing - Evidence Collection Date: February 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Administrators will participate in math and reading data meetings and help guide the creation of student level intervention plans.</p> <p>Evidence Used to Determine Progress: Data meeting presentations</p> <p>Person(s) Responsible: Campus Administrators</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 14, 2023 - Frequency: Ongoing - Evidence Collection Date: February 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Administrators will do bi-weekly classroom observations (on average) to observe the interventions planned in data meetings. Administrators will provide teachers with feedback using the district's teacher observation, coaching and feedback system (Frontline).</p> <p>Evidence Used to Determine Progress: Frontline entries</p> <p>Person(s) Responsible: Campus Administrators</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: January 14, 2023 - Frequency: Ongoing - Evidence Collection Date: February 25, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Hire a part time administrator. This person will complete administrative duties so that current campus administrators can facilitate student intervention groups and cover instruction in classrooms as needed.</p> <p>Evidence Used to Determine Progress: Intervention plans</p> <p>Person(s) Responsible: Campus administrators</p> <p>Non-Funded Resources Needed: \$25,000</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 5, 2022 - Frequency: Ongoing - Evidence Collection Date: May 1, 2023</p> <p>Funding Sources: Part Time Administrator - 6100-Payroll - \$25,000</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

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

1. 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. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Due to staffing challenges in the current school year the instructional leadership team (ILT) will be pivotal in building teacher capacity for leveraging student formative data to ensure students meet their individualized growth targets, and lead PLC meetings with a focus on campus wide goals and expectations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Oak Springs has developed clear, written, and transparent roles and responsibilities. ILT members have participated in PLC training and they use a PLC framework for running each PLC meeting. Oak Springs provides ongoing capacity building through weekly meetings with the ILT to prepare and coach ILT members on how to lead PLC meetings effectively.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Oak Springs leadership priorities will be communicated to staff via staff meetings, intervention calendars, and the staff Dolphin Digest. Priorities are communicated to families and the community via CAC meetings, the community Dolphin Digest, Principal coffee chats and through the PTA. Leadership priorities are communicated to students through leveraging the student data form, so students can track their individualized student progress. Oak springs has established partnerships with local businesses to provide student incentives (Whataburger).

Desired Annual Outcome: 90% of core content area PLCs will be run by teacher leaders by the end of the 2023 school year. Teacher leaders will effectively implement the campus-level PLC framework weekly as evidenced by their PLC presentations. PLCs will be tracking individual student progress (Domain 2A) using weekly intervention calendars.

District Commitment Theory of Action: If the instructional leadership team will meet weekly to review data and and coach teacher leaders to facilitate effective PLC meetings, then the DCSI will provide coaching and support through periodic participation in ILT meetings and PLC meetings.

Desired 90-day Outcome: Oak Springs will have a fully developed weekly ILT meeting calendar and agenda. ILT members will meet weekly based on this calendar. By the end of the 2022-23 SY 100% of ELA PLCs and 50% of math PLCs will be teacher-led using the campus-level PLC framework as evidenced by their PLC presentations. All core content area PLCs will be tracking individual student progress (Domain 2A) using weekly intervention calendars.

District Actions: If the district provides support for PLC facilitation through weekly check in meetings then Oak Springs will have a fully developed ILT meeting calendar and weekly agendas. Weekly check-in meetings will facilitate ILT members meeting weekly, working toward 100% of ELA PLCs and 50% of math PLCs being teacher-led using the campus-level PLC framework as evidenced by their PLC presentations. The district data tracker will facilitate all core content area PLCs in tracking individual student progress (Domain 2A) using weekly intervention calendars.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: 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. • 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.

Rationale: In SY2021-22 Oak Springs had exceptionally high levels of student growth (Domain 2A). Given current staffing challenges they will need to leverage DDI practices to maintain these high levels of student progress in the 2023 school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Oak Springs will build leadership capacity in DDI through weekly ILT meetings. They will build staff capacity in DDI through weekly PLC meetings. They will build student capacity in DDI using student data forms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data Driven Instruction (DDI) strategies will be communicated to staff via staff meetings, PLC meetings, intervention calendars, and the staff Dolphin Digest. These strategies are communicated to families and the community via CAC meetings, the community Dolphin Digest, Principal coffee chats and through the PTA. DDI is communicated to students through leveraging the student data form, so students can track their individualized student progress.

Desired Annual Outcome: Campus leaders and teachers will review district short cycle assessment data every nine weeks to develop ongoing accelerated instruction plans and intervention groups in reading and math. On the STAAR 2023 administration 87% of students will achieve their individual growth target (Domain 2A).

District Commitment Theory of Action: If instructional leaders review campus data, monitor student progress, and plan for adjustments to instructional strategies, then the DCSI provide coaching and support by periodic participation in data review meetings and PLC meetings.

Desired 90-day Outcome: Campus leaders and teachers will review district short cycle assessment 3 data to develop accelerated instruction plans and intervention groups for reading and math STAAR spring administration. By the end of the 2022-23 SY 87% of students will achieve their individual growth target (Domain 2A) on the Reading and Math STAAR assessment.

District Actions: If the district will provide support by providing short cycle assessment 3 data and weekly check in support then campus leaders and teachers will effectively review district SCA 3 data to develop accelerated instruction plans and intervention groups for the reading and math STAAR spring administration. Through targeted intervention Oak Springs will achieve an end of 2022-23 SY goal of 87% of students achieving their individual growth target (Domain 2A) on the Reading and Math STAAR assessment.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	1	4	Extended Duty Pay for after school PLCs		\$10,000.00
2	2	4	Part Time Administrator		\$25,000.00
Sub-Total					\$35,000.00
Budgeted Budget Object Code Amount					\$35,500.00
+/- Difference					\$500.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$3,500.00
+/- Difference					\$3,500.00
Grand Total Budgeted					\$39,000.00
Grand Total Spent					\$35,000.00
+/- Difference					\$4,000.00

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
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	76	18	59	N/A	District Created Benchmark	64	15	District Created Benchmark	69		75	
			All	All	Reading	Meets	STAAR	76	6	20	N/A	District Created Benchmark	25	3	District Created Benchmark	30		35	
			All	All	Reading	Masters	STAAR	76	2	7	N/A	District Created Benchmark	12	1	District Created Benchmark	17		20	
			All	All	Mathematics	Approaches	STAAR	76	6	47	N/A	District Created Benchmark	52	55	District Created Benchmark	57		75	
			All	All	Mathematics	Meets	STAAR	76	0	14	N/A	District Created Benchmark	19	18	District Created Benchmark	24		35	
			All	All	Mathematics	Masters	STAAR	76	0	6	N/A	District Created Benchmark	11	8	District Created Benchmark	16		16	
			All	All	Science	Approaches	STAAR	76	6	19	N/A	Interim Assessment	20	48	Interim Assessment	25		35	
			All	All	Science	Meets	STAAR	76	0	0	N/A	Interim Assessment	5	4	Interim Assessment	10		15	
			All	All	Science	Masters	STAAR	76	0	0	N/A	Interim Assessment	0	0	Interim Assessment	0		5	
Closing the Gaps	Focus 1	Academic Growth Status	All	All Students	ELA	N/A	ELA	N/A	75	82	99	Interim Assessment	60	6	Interim Assessment	70		87	
	Focus 2	Academic Growth Status	All	All Students	Mathematics	N/A	Mathematics	N/A	77	92	99	Interim Assessment	60	60	Interim Assessment	70		90	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	76	Did Not Meet	52	30	85	30		30	
					Approaches	48	70	15	70		70	
					Meets	14	35	3	35		35	
					Masters	5	15	1	15		15	
	Math	All	STAAR	76	Did Not Meet	53	40	45	40		40	
					Approaches	47	60	55	60		60	
					Meets	14	25	18	25		25	
					Masters	6	15	8	15		15	

Addendums

PLC Guide Week 10 (10/17/22)

High Leverage TEKS

READING

3.9B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems

3.10D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes

VOCABULARY

Prefix dis-, Synonyms & Antonyms

3.3C identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful

3.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text

WRITING

3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

GRAMMAR

Subject-Verb Agreement

3.11D(i) edit drafts using standard English conventions, including complete simple ~~and compound sentences~~ with subject-verb agreement

SUCCESS CRITERIA [link](#)

READING

We will explain rhyme scheme and structural elements such as stanzas in a variety of poems.

M. describe features of a poem.

T. count and mark lines on a poem.

W. describe why the lines in a stanza are grouped together.

Th. identify the rhyme scheme in a poem.

F. describe the rhyming pairs in a poem.

WRITING

We will use subject-verb agreement in sentences and start our essays.

M. set a writing goal and make a plan to achieve it.

T. use a singular verb when the noun is singular, and I can use a plural verb when the noun is plural.

W. read mentor essays and describe the genre characteristics.

Th. brainstorm ideas for my essay.

F. use a singular verb when the noun is singular, and I can use a plural verb when the noun is plural.

WEEKLY ASSESSMENT

[Friday Assessment](#)

ELA BLOCK SCHEDULE

1. DOW NOW: text processing (15 min.)
2. Brain Break (5 min.)
3. Reading Lesson (20 min.)
4. Brain Break (5 min)
5. Guided Reading Rotations (2 rotations-10 min. each)
 - Small Group Lesson
 - Extension Activity
 - Blended Learning
6. Guided Reading Reflection (5 min)
7. Brain Break (5 min)
8. Writing Warm-Up (15 min)
9. Brain Break (5 min)
10. Social Studies Lesson (20 min)
11. Brain Break (5 min)

RESOURCES

[Do Now](#)

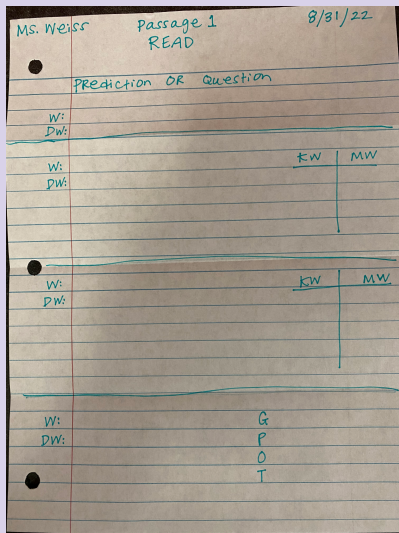
[Lesson Slides](#)

EXIT TICKETS

[link](#)

Monday

Do Now:



[Text Features](#)

Tuesday

Specific Strategy:

Reading Vocabulary word for the week:

Differentiation: Some students draw their answer, some write one word,

some write in complete sentences

Small Group Focus:

During independent practice, the teacher pulls a small group of students who need extra support for this assignment.

Exemplars:

[Text Features Inferences](#)

Show example of worksheet and exit ticket

Wednesday

Specific Strategy:

Reading Vocabulary word for the week:

Differentiation:

Small Group Focus:

Exemplars:

Thursday

Specific Strategy:

Reading Vocabulary word for the week:

Differentiation:

Small Group Focus:

Exemplars:

Friday

Specific Strategy:

Reading Vocabulary word for the week:

Differentiation:

Small Group Focus:

Exemplars:

Math- Week 10

High Leverage TEKS

Math

3.4K solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts

3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations

SUCCESS CRITERIA

Math

M. Success Criteria:

- I can explain what multiplication means.

Language Objective:

- I will speak about what multiplication means.

Tu. Success Criteria:

- I can identify multiplicative and additive comparisons.
- I can model additive and multiplicative comparison models.

Language Objective:

- I will speak about the differences between multiplicative and additive comparison.

W. Success Criteria:

- I can create a strip diagram to represent a multiplication problem.

Language Objective:

- I will listen and speak about how to make a strip diagram.

Th. Success Criteria:

- I can use strip diagrams to represent and solve multiplication problems.

Language Objective:

- I can speak with a partner about matching drawings and diagrams.

F. Test

WEEKLY ASSESSMENT

Math BLOCK SCHEDULE

1. Numerical Fluency
2. Warm-Up
3. Whole Group Lesson
4. Small Groups
 - Small Group Lesson - Teacher led
 - Extension Activity
 - Blended Learning
 - Review skills

RESOURCES - YPGs

Spiral Review- [Spiral Review](#)

EXIT TICKETS

Monday- Reflection: Describe a situation with equal groups that you could represent as multiplication.

Tuesday-

Tyler read 10 books. The number of books Eli read can be represented by this expression.

$$4 \times 10$$

Which statement is true?

- A. Tyler read 10 times the number of books Eli read.
- B. Eli read 10 times the number of books Tyler read.
- C. Tyler read 4 times the number of books Eli read.
- D. Eli read 4 times the number of books Tyler read.

Wednesday:

There are 4 ponds. Each pond has 5 ducks. How many ducks are there altogether? Solve and draw a strip diagram to represent the problem.

Thursday: How can strip diagrams or pictures help us solve multiplication problems?

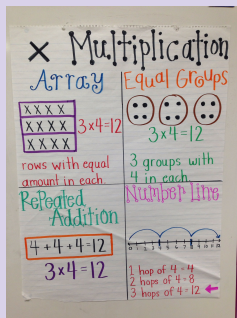
Monday - Thursday Exit Ticket

Monday: Numeracy- Skip counting (2s, 5s, or 10s)

Circles and Stars Activity

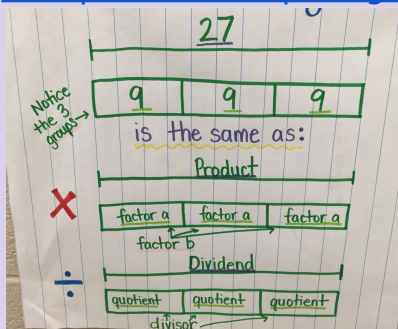
Tuesday: Numeracy- Skip counting (2s, 5s, or 10s)

Multiplicative Comparison Sort

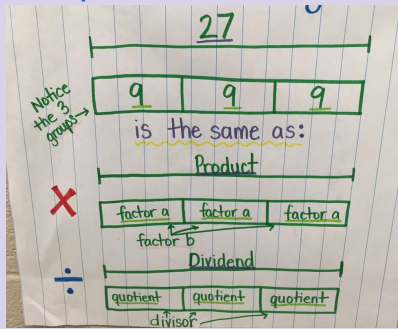


Wednesday: Numeracy- Skip counting (2s, 5s, or 10s)

Multiplication Strip Diagram



Thursday: Numeracy- Skip counting (2s, 5s, or 10s)
[Multiplication and Division Choice Board](#)



Friday: Week 10 Test on School City

Science

High Leverage TEKS

Science

SUCCESS CRITERIA

Science

M.
Tu.
W.
Th.
F.

WEEKLY ASSESSMENT

Science BLOCK SCHEDULE

5. Warm-up-Visual Literacy
6. Whole Group Experience-Mini Lesson
7. Station Rotations
 - Small Group Lesson -Teacher led
 - Extension Activity
 - Blended Learning
 - Review skills

RESOURCES

EXIT TICKETS

Monday

Tuesday

Wednesday

Thursday

Friday

Science

High Leverage TEKS

Science

SUCCESS CRITERIA

Science

M.
Tu.
W.
Th.
F.

WEEKLY ASSESSMENT

Science BLOCK SCHEDULE

1. Warm-up-Visual Literacy
2. Whole Group Experience-Mini Lesson
3. Station Rotations
 - Small Group Lesson -Teacher led
 - Extension Activity
 - Blended Learning
 - Review skills

RESOURCES
EXIT TICKETS
Monday
Tuesday
Wednesday
Thursday
Friday