Goodrich Independent School District

Goodrich Elementary School - TIP

2021-2022 Targeted Improvement Plan

Superintendent:	Daniel Barton	**Principal:**	Aubrey Vaughan
DCSI/Grant Coordinator:	Daniel Barton	**ESC Case Manager:**	Jay Smith
		ESC Region:	6

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: Daniel Barton

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: Daniel Barton

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: Aubrey Vaughan

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Data Analysis

Domain 1

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 1 goal is to achieve a component score of 41. We will do this by achieving the following results on our STAAR exams overall:

Approaches: 75%

Meets: 40%

Masters: 20%

We will utilize lesson planning to increase teaching bell to bell in the classroom. With proper planning, teachers are more apt to have enrichment or RTI materials ready to address students needing to fill gaps in learning caused by a lack of face to face instruction.

Domain 2A or 2B

Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.

The district is focusing on Domain 2A and seeks to receive a scaled score of 69.

We will utilize RTI classes to fill in the gaps in learning loss due to COVID closures and lack of face-to-face instruction. These classes will be focused on individual needs of the students identified by teacher made assessments in the classroom. Students will also be tested using Exact Path by Edmentum to assess individualized gaps followed by tutorials based on the assessment results.

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

We met one of six criteria for 2020-2021 in our sub-population group. The goal for this year is to increase that number to three out of six. This will be accomplished by meeting the goals listed below.

All students Reading

Meets increased by 10%

Masters increase by 10%

All students in the ELL sub-population

Meets increased by 10%

Masters increased by 10%

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?

The subject areas in focus this year are reading and science.

We have identified these specific subject areas because of a lack of student achievement due to significant learning loss caused by Covid closures and a lack of face to face instruction

By focusing on these areas, it should lead to an increase in student scores in Domain 1 and 2a.

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

Due to our small student population, we are targeting our "all students" group as well as our economically disadvantaged group.

By focusing on these populations, we expect to increase scores and close the gaps from the previous years which leads to an increase in Domain 3.

Essential Actions

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Planning for Implementation

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

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

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Planning for Implementation

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Planning for Implementation

Essential Action 5.3: Data-driven instruction.
Implementation Level: Planning for Implementation

Cycles

Cycle 1 - (Sept – Nov)

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

   Implementation Level: Planning for Implementation

   Rationale: There are not currently clear roles defined within the district to ensure effective instructional leadership.

   Who will you partner with?: Other

   How will you build capacity in this Essential Action? The Superintendent will provide clear administrative procedures for monitoring and developing instructional practices

   How will you communicate these priorities to your stakeholders? How will you create buy-in?: Buy-in is created through a collaborative effort in determining the roles and responsibilities of the instructional leader through PLCs with the instructional leaders.

   Desired Annual Outcome: By the end of the 2021-22 school year (May 2022), the campus will identify the instructional leaders, provide each with clear roles and responsibilities, and outline tasks that will be scheduled on weekly calendars. 100% of the instruction leaders will have calendars in effect and will have written roles and responsibilities.

   District Commitment Theory of Action: If the district policies and practices prioritizes principal and principals supervisor instructional leadership, then the campus leadership can create calendars, schedules and agendas as evidence of fulfilling their roles and responsibilities.

   Desired 90-day Outcome: By the end of November, 90 percent of instructional leadership meetings will be listed on a calendar and agendas developed for these meetings.

   District Actions: Establish meeting times and agendas.

Step 1 Details	Reviews

Action Step 1: Create a calendar of campus instructional leadership team meetings.
   Evidence Used to Determine Progress: Agenda, Sign-ins
   Person(s) Responsible: Superintendent
   Resources Needed: Calendar
   Addresses an Identified Challenge: Yes
   Start Date: September 7, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 7, 2021
	Progress toward Action Steps:
	
	 Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Develop protocols and processes to lead departments, grade-level teams.
 	
    Evidence Used to Determine Progress: Written protocols/Observation monitoring by the Superintendent
 	
    Person(s) Responsible: Superintendent
 	
    Resources Needed: Planning time
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 30, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 1, 2021
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Create training programs for new teachers to familiarize them with district programs and curriculum.
 	
    Evidence Used to Determine Progress: Sign in sheets for the meeting and agendas.
 	
    Person(s) Responsible: Principal
 	
    Resources Needed: Access to Google Classroom and authorization to add teachers in online programs.
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: 90% of the teachers on the campus are new to the district and unfamiliar with procedures and programs used by the district.

What specific action steps address these challenges?: Professional development will be provided to the new teachers to the district to familiarize them with district programs and curriculum.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: Currently, there are no established behavioral or instructional expectations for the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus behavioral and instructional expectations will be collaboratively defined by the campus leadership and disseminated through faculty PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Coaching/Mentoring model will be utilized to create a learning environment conducive to high leverage practices..

Desired Annual Outcome: By May 2022, ninety percent of teachers will maximize instruction by using research-based teaching practices. Teachers will be measured using lesson plans and administrator walkthroughs.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems, then capacity will be built to aid the identification and support of struggling learners.

Desired 90-day Outcome: By November, campus classroom expectations will be developed and utilized by 90 percent of the classrooms as evidenced by TTESS walkthroughs.

District Actions: Provide E3 model training for campus principals and provide necessary funding for an instructional coach.

Step 1 Details	Reviews
Action Step 1: The campus principal will collaboratively develop Classroom Expectations (behavioral and instructional) for the campus. **Evidence Used to Determine Progress:** Clearly posted in each classroom **Person(s) Responsible:** Principal **Resources Needed:** E3 Model and instructional coach **Addresses an Identified Challenge:** Yes **Start Date:** September 16, 2021 - **Frequency:** One Time - **Evidence Collection Date:** October 15, 2021 **Funding Sources:** Instructional Coach - 6200-Professional and contracted services - $14,285	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Step 2 Details	**Reviews**
Action Step 2: Administrative Monitoring **Evidence Used to Determine Progress:** TTESS Walkthroughs **Person(s) Responsible:** Campus Administration **Resources Needed:** TTESS Appraisal System **Start Date:** September 21, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** December 1, 2021	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: TTESS Training for Teachers
 	
    Evidence Used to Determine Progress: Sign in sheet
    Person(s) Responsible: Campus Principal
    Resources Needed: Training Module
    Addresses an Identified Challenge: Yes
    Start Date: September 1, 2021 - **Frequency:** One Time - **Evidence Collection Date:** September 15, 2021
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: All teachers are not enrolled in T-TESS in DMAC and do not have access to the system.

What specific action steps address these challenges?: The principal and assistant principal will assist teachers with finding their TSDS number and gaining access to the T-TESS tab in DMAC.

Cycle 2 - (Dec – Feb)

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

> **Implementation Level:** Planning for Implementation
>
> **Rationale:** There are not currently clear roles defined within the district to ensure effective instructional leadership.
>
> **Who will you partner with?:** Other
>
> **How will you build capacity in this Essential Action?** The Superintendent will provide clear administrative procedures for monitoring and developing instructional practices
>
> **How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Buy-in is created through a collaborative effort in determining the roles and responsibilities of the instructional leader through PLCs with the instructional leaders.
>
> **Desired Annual Outcome:** By the end of the 2021-22 school year (May 2022), the campus will identify the instructional leaders, provide each with clear roles and responsibilities, and outline tasks that will be scheduled on weekly calendars. 100% of the instruction leaders will have calendars in effect and will have written roles and responsibilities.
>
> **District Commitment Theory of Action:** If the district policies and practices prioritizes principal and principals supervisor instructional leadership, then the campus leadership can create calendars, schedules and agendas as evidence of fulfilling their roles and responsibilities.
>
> **Desired 90-day Outcome:** By the end of February, the identified campus instructional leaders will have a comprehensive written list of roles and responsibilities. This will be evidenced by the roles and responsibilities presented on Google docs.
>
> **District Actions:** Model the expected roles of instructional leadership at the campus level.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: Currently, there are no established behavioral or instructional expectations for the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus behavioral and instructional expectations will be collaboratively defined by the campus leadership and disseminated through faculty PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Coaching/Mentoring model will be utilized to create a learning environment conducive to high leverage practices..

Desired Annual Outcome: By May 2022, ninety percent of teachers will maximize instruction by using research-based teaching practices. Teachers will be measured using lesson plans and administrator walkthroughs.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems, then capacity will be built to aid the identification and support of struggling learners.

Desired 90-day Outcome: By February, 90 percent of all teachers will maximize instructional time utilizing the district-adopted lesson plan model as evidenced by weekly lesson plan monitoring. Lesson plans will be monitored by campus administrators and collected in folders on a shared drive.

District Actions: Provide funding for an instructional coach.

Cycle 3 - (Mar – May)

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

Implementation Level: Planning for Implementation

Rationale: There are not currently clear roles defined within the district to ensure effective instructional leadership.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Superintendent will provide clear administrative procedures for monitoring and developing instructional practices

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Buy-in is created through a collaborative effort in determining the roles and responsibilities of the instructional leader through PLCs with the instructional leaders.

Desired Annual Outcome: By the end of the 2021-22 school year (May 2022), the campus will identify the instructional leaders, provide each with clear roles and responsibilities, and outline tasks that will be scheduled on weekly calendars. 100% of the instruction leaders will have calendars in effect and will have written roles and responsibilities.

District Commitment Theory of Action: If the district policies and practices prioritizes principal and principals supervisor instructional leadership, then the campus leadership can create calendars, schedules and agendas as evidence of fulfilling their roles and responsibilities.

Desired 90-day Outcome: All campus instructional leaders will have clearly written and defined expectations for instructional leadership. Additionally, they will outline tasks and schedule them on weekly calendars. This will be evidenced by calendars submitted to the administration office.

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: Currently, there are no established behavioral or instructional expectations for the campus.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus behavioral and instructional expectations will be collaboratively defined by the campus leadership and disseminated through faculty PLCs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Coaching/Mentoring model will be utilized to create a learning environment conducive to high leverage practices..

Desired Annual Outcome: By May 2022, ninety percent of teachers will maximize instruction by using research-based teaching practices. Teachers will be measured using lesson plans and administrator walkthroughs.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems, then capacity will be built to aid the identification and support of struggling learners.

Desired 90-day Outcome: By the end of the third cycle, 90 percent of the teachers will provide instructional strategies that model research-based teaching practices. This instruction will be evidenced by walk throughs conducted by administrators and entered into the T-TESS tab in DMAC.

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

			6200-Professional and contracted services		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional Coach		$14,285.00
				Sub-Total	$14,285.00
				Budgeted Budget Object Code Amount	$14,285.00
				+/- Difference	$0.00
				Grand Total	$14,285.00

Student Data

Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	2021 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2022 Accountability Summative Goal	2022 Accountability Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	72	76	100	Released STAAR	70		Released STAAR	75		80	
		All	All	Reading	Meets	STAAR	27	24	100	Released STAAR	20		Released STAAR	30		30	
		All	All	Reading	Masters	STAAR	13	16	100	Released STAAR	15		Released STAAR	20		25	
		All	All	Mathematics	Approaches	STAAR	78	76	98	Released STAAR	75		Released STAAR	80		85	
		All	All	Mathematics	Meets	STAAR	32	40	98	Released STAAR	30		Released STAAR	40		40	
		All	All	Mathematics	Masters	STAAR	22	20	98	Released STAAR	20		Released STAAR	20		25	
		All	All	Science	Approaches	STAAR	71	35	100	Released STAAR	60		Released STAAR	70		70	
		All	All	Science	Meets	STAAR	36	18	100	Released STAAR	20		Released STAAR	30		30	
		All	All	Science	Masters	STAAR	14	6	100	Released STAAR	15		Released STAAR	20		20	
		All	All	Writing	Approaches	STAAR	52	42	100	Released STAAR	60		Released STAAR	70			
		All	All	Writing	Meets	STAAR	11	8	100	Released STAAR	20		Released STAAR	30			
		All	All	Writing	Masters	STAAR	0	0	100	Released STAAR	10		Released STAAR	20			
		3rd	All	Reading	Approaches	STAAR	76	82	94	Released STAAR	70		Released STAAR	75		85	
		3rd	All	Reading	Meets	STAAR	29	18	94	Released STAAR	20		Released STAAR	20		40	
		3rd	All	Reading	Masters	STAAR	18	6	94	Released STAAR	5		Released STAAR	5		30	
		3rd	All	Mathematics	Approaches	STAAR	88	88	94	Released STAAR	85		Released STAAR	90		90	
		3rd	All	Mathematics	Meets	STAAR	29	24	94	Released STAAR	20		Released STAAR	25		30	
		3rd	All	Mathematics	Masters	STAAR	18	0	94	Released STAAR	10		Released STAAR	10		20	
		4th	All	Reading	Approaches	STAAR	59	64	100	Released STAAR	65		Released STAAR	75		80	
		4th	All	Reading	Meets	STAAR	24	18	100	Released STAAR	15		Released STAAR	20		25	
		4th	All	Reading	Masters	STAAR	7	18	100	Released STAAR	10		Released STAAR	10		15	
		4th	All	Mathematics	Approaches	STAAR	66	64	100	Released STAAR	65		Released STAAR	70		75	
		4th	All	Mathematics	Meets	STAAR	21	36	100	Released STAAR	30		Released STAAR	35		40	
		4th	All	Mathematics	Masters	STAAR	17	27	100	Released STAAR	20		Released STAAR	25		30	
		5th	All	Reading	Approaches	STAAR	93	71	100	Released STAAR	65		Released STAAR	70		75	
		5th	All	Reading	Meets	STAAR	29	29	100	Released STAAR	25		Released STAAR	30		30	
		5th	All	Reading	Masters	STAAR	21	18	100	Released STAAR	15		Released STAAR	20		20	
		5th	All	Mathematics	Approaches	STAAR	93	65	100	Released STAAR	60		Released STAAR	65		70	

			5th	All	Mathematics	Meets	STAAR	57	53	100	Released STAAR	35		Released STAAR	45		50	
			5th	All	Mathematics	Masters	STAAR	36	29	100	Released STAAR	20		Released STAAR	25		30	
			5th	All	Science	Approaches	STAAR	71	29	100	Released STAAR	40		Released STAAR	50		70	
			5th	All	Science	Meets	STAAR	36	12	100	Released STAAR	10		Released STAAR	15		30	
			5th	All	Science	Masters	STAAR	14	0	100	Released STAAR	5		Released STAAR	10		20	
2. Domain 3	Focus 1	Academic Achievement	All	All Students	Reading	NA	STAAR	76	76	98	Released STAAR	75		Released STAAR	80		85	
	Focus 2	Academic Growth Status	All	ELL	All	NA	STAAR	56	66	98	Released STAAR	55		Released STAAR	65		70	

Addendums