ACTION PLAN

<table>
<thead>
<tr>
<th>Metric</th>
<th>SY2013 Score</th>
<th>SY2014 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary (K-5)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAAR at Level III-Advanced (%)</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>STAAR gap at Level II Recommended (% Gap: State white vs. School African American &amp; Hispanic Results)</td>
<td>16%</td>
<td>8%</td>
</tr>
<tr>
<td>Grade 3 STAAR Reading (Level II - Recommended)</td>
<td>71.70%</td>
<td>79%</td>
</tr>
<tr>
<td>Grade 4 STAAR Reading (Level II - Recommended)</td>
<td>58.90%</td>
<td>72%</td>
</tr>
<tr>
<td>Grade 5 STAAR Reading (Level II - Recommended)</td>
<td>87.20%</td>
<td>93%</td>
</tr>
<tr>
<td>Grade 3 STAAR Math (Level II - Recommended)</td>
<td>76.80%</td>
<td>85%</td>
</tr>
<tr>
<td>Grade 4 STAAR Math (Level II - Recommended)</td>
<td>55.10%</td>
<td>73%</td>
</tr>
<tr>
<td>Grade 5 STAAR Math (Level II - Recommended)</td>
<td>90.90%</td>
<td>95%</td>
</tr>
<tr>
<td>Grade 4 STAAR Writing (Level II - Recommended)</td>
<td>55.10%</td>
<td>71%</td>
</tr>
<tr>
<td>Grade 5 STAAR Science (Level II - Recommended)</td>
<td>63.70%</td>
<td>72%</td>
</tr>
<tr>
<td>Reading Average of Campus Mid-year Course ACPs (% passing)</td>
<td>53.67%</td>
<td>70%</td>
</tr>
<tr>
<td>Math Average of Campus Mid-year Course ACPs (% passing)</td>
<td>54.60%</td>
<td>70%</td>
</tr>
<tr>
<td>Science Average of Campus Mid-year Course ACPs (% passing)</td>
<td>46.50%</td>
<td>70%</td>
</tr>
<tr>
<td>Social Studies Average of Campus Mid-year Course ACPs (% passing)</td>
<td>41.32%</td>
<td>60%</td>
</tr>
<tr>
<td>Reading Average of Campus End of the year Course ACPs (% passing)</td>
<td>67.50%</td>
<td>78%</td>
</tr>
<tr>
<td>Math Average of Campus End of the year Course ACPs (% passing)</td>
<td>68%</td>
<td>78%</td>
</tr>
<tr>
<td>Science Average of Campus End of the year Course ACPs (% passing)</td>
<td>67%</td>
<td>77%</td>
</tr>
<tr>
<td>Social Studies Average of Campus End of the year Course ACPs (% passing)</td>
<td>46.25%</td>
<td>65%</td>
</tr>
<tr>
<td>Kindergarten Readiness on ISIP (% Tier 1)</td>
<td></td>
<td></td>
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</tbody>
</table>

Needs related to student achievement

- Data from 2012-2013 STAAR assessments indicate a growth in the academic areas of reading and science. Data shows low academic achievement in our 4th grade students with double digit loses in writing and math. Also, there is a decrease in academic achievement in our science scores.

- Work needs to be done to move the campus above the State of Texas average in all academic areas, increase student attendance rates above 96%, and increase parent and community participation in PTA, student events, and the SBDM.
Needs related to improving the quality of instruction
- Ensure teachers prepare and deliver lessons that include high levels of engagement and rigor
- Work on creating and communicating learning objectives aligned to the TEKS
- Work on creating and executing demonstrations of learning aligned to the learning objective
- Increase the level of engagement in order to reach more children
- Ensure face-to-face feedback of SPOT observations
- Collaboration, data and best practices conversations during PLC time

Needs related to system evaluation
- Our school will welcome 5 staff members new to the profession
- Our school will welcome 4 staff members new to the campus as transfers
- Our school will welcome 2 instructional coaches and 1 new librarian
- Parental involvement
- Strengthening and promoting our core beliefs
- Strengthening and promoting school pride and spirit
- Develop a professional development plan to address teacher needs, teacher requests, district initiatives and best practices
- Create an environment that inspires learning, contributes to character development, promotes college and career readiness, and advocates high expectations.

Our campus goals are:
1 - Increase academic achievement.
2 - Improve student and staff culture.
3 - Broaden constructive relationships with the members of our school community.
Key Action # 1: Improve the Quality of Instruction to Improve Academic Achievement

If instruction is the “main thing,” then we must focus our efforts in improving the quality of instruction and the teachers’ ability to teach with high levels of engagement and rigor. The system has to be designed to help teachers become experts at their craft. Improving the quality of instruction will become the main metric for all teachers at Gonzalez Elementary School.

Indicators of success (Measurable results that describe success.)

- As measured by at least 100 SPOT observations, 80% of teachers will be proficient (2) or higher in each of four areas: lesson objectives, demonstrations of learning, purposeful aligned instruction, and engagement.
- At least 80% of teachers are “Proficient” or higher in all eight domain as measured by the teachers’ PDAS evaluation.
- At least 80% of content teachers will show grade level improvement on ACPs, semester and STAAR exams as compared to previous year exam results.
- All building administrators will use the SPOT Instructional Feedback Form to observe each teacher at least 6 times each semester.
- 100% of the teachers will turn in weekly lesson plans to their PDAS administrator which include lesson objectives, DOLs, aligned curriculum activities, and the use of multiple response strategies utilizing the template provided beginning August 26, 2013.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Spot observe and provide written and face-to-face feedback within 24-48 hours a minimum of six times each semester.
- Administrators will review lesson plans that will be turned in every Monday morning or at the beginning of the week.
- Train teachers in “Good, First Instruction” and monitor student impact.
- Train teachers in key practices of effective teaching (DOLs, curriculum alignment, multiple response strategies) and monitor student impact.
- Provide weekly PLC time for teachers to review student data, create lesson plans, and share instructional strategies.
- Provide a copy of the SPOT Instructional Feedback form with an explanation of a rubric by August 26, 2013.
- Create and implement new teacher support plan and ensure opportunities for new teachers to evaluate efforts.
- Create a campus culture plan of high expectations

### Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Seek feedback on instruction within 24-48 hours from administrators based on spot observation.
- Seek feedback on instruction from instructional coaches with a focus on best practices.
- Post daily lesson objectives and Demonstrations of Learning (DOL) aligned to the district curriculum maps
- Understand the feedback process to generate instructional change and/or improvement
- Teachers will conduct peer to peer observations and feedback sessions in order to improve each other’s practice
- Plan and use multiple response strategies as a tool to engage students
- Participate in effective lesson planning during PLCs and use the school adopted lesson plan format
- Create a classroom and school environment that inspires learning
Key Action # 2: Expand Leadership Opportunities and Improve the Quality of Staff Development

Using the feedback received from our climate survey, it is imperative that we provide opportunities for growth and that staff members challenge themselves. Our goal is to set staff expectations in order to maximize everyone’s potential and effectiveness as we strive to impact the whole child.

Indicators of success (Measurable results that describe success.)

- During the fall Climate Survey, Gonzalez Elementary will score 70 or above in the question, "I have sufficient opportunities and encouragement to develop my leadership potential."

- During the spring Climate Survey, Gonzalez Elementary will score 10 points higher than in the fall to the question "I have sufficient opportunities and encouragement to develop my leadership potential."

- 80% of the teachers will feel that the administrative team provided quality learning opportunities by answering the question "The PD sessions at my school this year helped me improve instruction."

- 80% of the teachers will agree or strongly agree in the professional development survey given during the PD sessions.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Principals and instructional coaches will collect data from the spot observations and use that data to develop a differentiated staff development plan during professional learning time.

- Provide continual and purposeful staff development.

- Facilitate and offer job-embedded coaching.

- Develop differentiated learning opportunities based on SPOT observations (teacher needs), teacher requests, and quality of instruction.

- Provide support to facilitate individual growth of teachers by setting individual improvement goals.

- Identify strengths among the staff to offer responsibilities and tasks commensurable with those abilities promoting one’s sense of worth.

- Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.
### Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Participate in grade level meetings, PLCs, and professional development to share and discuss student achievement and best practices
- Plan school improvement and action plan
- Redesign instruction based on student assessment
- Help make personnel decisions
- Select professional development
- Present a workshop to colleagues
- Lead school committees
- Reflect on own practice
**Key Action # 3: Strengthen Curriculum Alignment**

All teachers at Gonzalez Elementary School will teach utilizing the curriculum planning guide (CURRICULUM MAP) for their specific content area and making use data to focus on areas of need. The CURRICULUM MAP will reflect what students need to know and be able to do. Assessments will be written prior to teaching and will also be aligned to the curriculum in all content areas.

**Indicators of success (Measurable results that describe success.)**

- 100% of the teachers will post their lesson objective and demonstration of learning (DOL) in their classrooms on a daily basis beginning August 26, 2013

- 100% of the teachers in grades 3rd through 5th will be able to access data using My Data Portal by August 19, 2013 in order to begin profiling to address students’ needs

- All content teachers will analyze Fall semester exams/ACP item graphs and data reports to utilize/adjust in planning Spring 2014 lessons and content by February 1, 2014

- Out of 100 spot observations of classrooms through November done by the administrators at Gonzalez Elementary School, 85% of teachers will receive a “2” or higher on the indicator of lesson objectives aligned with the curriculum as measured by the SPOT Instructional Feedback Form. This percentage will increase to 95% by February 2014

- Out of 100 spot observations of classrooms through December by the administrators at Gonzalez Elementary School, 80% of the teachers receive a “2” or higher on ensuring students demonstrate knowledge learned (DOLs). This percentage increases to 90% by March 2014

**Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)**

- Provide teachers electronic access to district Curriculum Maps and Six Week TEKS Objective Overviews for their content area. Demonstrate, guide, and monitor the use of district Curriculum Maps and provide feedback to teachers regarding their teaching of a guaranteed and viable curriculum beginning on August 19, 2013 and ongoing throughout the year

- Provide teachers with the assessment calendars and item blue prints for their content area

- Train and assist teachers in developing the skills necessary to obtain student and school data utilizing State STAAR reports, My Data Portal, and campus data packet
Review criteria for writing effective lesson objectives and what it means to have a tightly aligned lesson objective on a daily basis

Review the development and writing of Demonstrations of Learning for each lesson presented. Provide DOL feedback to teachers on written SPOT Instructional Feedback forms and on lesson plans turned in to administrators

Conduct group data meetings to review cycles of assessment.

Provide an opportunity for teacher leaders to work with their vertical teams to develop Gonzalez Curriculum Calendars that detail high need student objectives based on previous year ACP and STAAR data. (summer planning for the 2014-2015 school year)

Support the implementation and monitoring of district’s literacy and math initiatives

<table>
<thead>
<tr>
<th>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Submit lesson plans that include state standards, assessment framework, objective, level of rigor, DOL, student activities, and multiple response strategies</td>
</tr>
<tr>
<td>➢ Teach the guaranteed and viable curriculum to all students assigned to their classroom</td>
</tr>
<tr>
<td>➢ Write lesson objectives that are tightly aligned to the Curriculum Maps</td>
</tr>
<tr>
<td>➢ Develop, post, and use Learning Objectives and DOLs in classroom instruction</td>
</tr>
<tr>
<td>➢ Utilize grade level PLC meetings and department PLC meetings to access and analyze student achievement results using State STAAR reports, My Data Portal, and campus data packet</td>
</tr>
<tr>
<td>➢ Analyze data on STAAR Reporting Categories, Readiness Standards, and Supporting Standards as they pertain to student achievement and curriculum alignment</td>
</tr>
<tr>
<td>➢ Post and communicate daily lesson objectives and aligned DOLs in the classroom</td>
</tr>
<tr>
<td>➢ Continue to increase the level of student engagement strategies.</td>
</tr>
<tr>
<td>➢ Participate in PLC, administrative meetings, data meetings, and professional development</td>
</tr>
</tbody>
</table>
Key Action # 4: Broaden Constructive Relationships with the Members of our Community

Our goal is to develop shared responsibility between parents/guardians and Gonzalez faculty, staff, and administration that foster academic success and self-management of learning.

Indicators of success (Measurable results that describe success.)

- 90% of parents will sign the student-parent-school compact by October 17, 2013.
- 50% of parents will participate in Meet the Teacher Night on August 22, 2013.
- 75% of parents will attend and participate in parent-teacher conference nights on October 10, 2013 and January 16, 2014.
- 50% of parents will attend monthly PTA meetings. This percentage will increase by 5% the second semester.
- 50% of parents will attend family nights and other family/school events.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- The administrative team will be visible at all times to build relationships with parents and students. Ensure presence at buses, car drop off locations and cafeteria
- Administrators will collaborate with PTA officers and businesses within the community to provide incentives to parents to increase parent participation
- Collaborate with the administrative team and counselor to inform parents of the district's core beliefs, campus vision, and campus goals during the first PTA meeting/parent workshop
- Keep parents and community stakeholders abreast of school activities and pertinent information through Tuesday folders, monthly school newsletters, campus marquee, bi-weekly classroom/grade level newsletters, and the School Messenger system
- All communication will be available in English and Spanish
- Use the school's website to promote our school, students, faculty and staff, and various events
- The school will include parents in the development of the parental involvement policy and school-parent compact.
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- 100% of the teachers will attend the Meet the Teacher Night on August 22, 2013
- 100% of the teachers will attend the first PTA meeting
- Send home bi-weekly class newsletters to keep parents informed of targeted objectives, assignments, school/class activities, and student accomplishments
- Each grade level will select a month for students to perform during a PTA meeting
- Family nights to promote literacy, math, science, and social studies (pajamas, favorite character, Winter presentations, …..)
- Support build the school’s pride and spirit
- Promote and participate in the “Ready to STAAR” week of celebration in preparation for ACPS and STAAR examinations
- Conduct parent/teacher conferences to keep parents informed