

SF Problem: Math 49% of 3rd-5th graders met passing standard on 2016 STAAR Math **Annual Goal:** 65% of 3rd-5th graders will meet passing standard on 2017 STAAR Math **Root Cause:** K-5 teachers are not consistently planning and delivering lessons that are aligned to the TEKS, to include concrete, pictorial, abstract. **Strategy:** K-5 teachers will participate in PLCs designed to provide ongoing math training and support for lesson planning in order to help teachers effectively implement math TEKS in daily lessons.

Quarter 1 (Aug, Sept, Oct)	Quarter 2 (Nov, Dec, Jan)	Quarter 3 (Feb, March)	Quarter 4 (April, May, June)
Goal: 100% of K-5 grade teachers will use BOY assessment data to level students into groups during Guided Math and the 30 minute RtI/ Enrichment period.	Goal:95 % of K-5 classrooms will show evidence of differentiated instructional activities in math stations and RtI/Enrichment period as measured by admin WT.	Goal: 55 % of 3rd-5th meet or exceed the passing standard on the Math District Benchmark.	Goal: 75% of K-5th students will be on grade level or above in math and/or make one year’s growth as measured by EOY assessments in math.
Campus/district personnel will provide initial training on Elementary Math Framework for K-5. Training will focus on the Elementary Math Framework to include 10 minutes of Building Number Sense, 20 minutes of Problem Solving and 60 minutes of Math Instruction. Expectations for classroom set up: 1) Guided Math Area for small group instruction 2) Math stations with rotation chart (computers, fluency, skill/vocab., problem solving) 3) Classroom library (Literature and Math Connection – Scope and Sequence has books listed. 4) Key action and strategy posters. Teachers will post daily schedule and Elementary Math Framework. Admin and district specialists will conduct learning walks to observe implementation of Elementary Math Framework and provide feedback to teachers.	During PLCs and/or faculty meetings, admin will provide follow up training throughout the school year which focuses on implementation of Elementary Math Framework. The main focus in quarter 2 will be 1) guided math strategies to include flexible leveled groups, focus lessons, 2) differentiated activities for math stations and RtI/Enrichment period. Teachers will access TEKS Resource System and other resources for station activities. Math stations will be labeled for easy identification.	3rd-5th grade teachers will administer math benchmark. Admin and 3rd-5th grade teachers will analyze and disaggregate the data from the math benchmark in order to identify TEKS for targeted review and place students in groups for intervention and enrichment. Additional time will be scheduled during the instructional day to provide differentiated instruction in small groups to meet 3rd-5th grade students’ needs in preparation for STAAR. Principal will identify additional personnel to support this plan as needed.	EOY assessments will be administered and reviewed to measure student progress and program effectiveness including 1) K-2 MCLASS; 3rd-5th TTM 2) District EOY assessments in math 1st-2nd. Principal will facilitate data reviews to 1) determine % of students on grade level in math 2) % of students that made progress from BOY to EOY. Teachers will use data to provide interventions on identified targets.
Admin will establish structured PLCs for K-5 teachers. (weekly each grade level, 1 full day per 6 weeks PK-5th) Grade level teams will meet with admin for lesson planning (unpacking math TEKS and	District specialists will be invited to PLC’s to provide “Look Aheads” in math. Look Aheads include a review of TEKS/ process standards, planning aligned lessons, reviewing current	Admin and the 3rd-5th grade teachers will conduct student conferences with every student following the math benchmark in	Admin will survey K-5th grade teachers to determine professional development needs for math in preparation for 2017-2018 school year.

<p>alignment of instructional activities to TEKS), data reviews, and ongoing Elementary Math Framework training. PLCs will focus on 1) development of components of Elementary Math Framework into weekly lesson plans. Objectives will be posted and aligned to instructional learning activities. 2) Use of data to monitor progress and make instructional decisions 3). On-going training on high yield strategies (journaling).</p>	<p>data, and ongoing training as needed. Admin and specialists will conduct walk through to collect evidence of the implementation and provide feedback to teachers.</p>	<p>order to review scores and set student goals for STAAR.</p>	
<p>BOY Assessments- PK-5 teachers will administer BOY to include 1) K-2 MCLASS 2) 3rd-5th Think Through Math (TTM) 3) Circle- PK. BOY data will be used to level students into guided math groups and for grouping in RtI/Enrichment periods. Teachers will progress monitor every 4-5 weeks for students not on grade level. Admin will post BOY results by grade level in Data Room to monitor student progress. Teachers will post BOY math level data on classroom charts. Students will know their math level and set goals. BOY results will be shared with parents.</p>	<p>Following BOY/MOY/EOY assessments, principal will schedule C & I support specialists to meet with teachers to review data, identify instructional targets, and plan follow up instructional materials/strategies to address student needs in small group instruction during Guided Math and the RtI/ Enrichment periods. PLC agendas will include Progress Monitoring reviews. Admin and teachers will review data to a) determine % of students making progress b) identify students not making expected progress and discuss action plans.</p>	<p>Principal will schedule a parent night to provide information on STAAR math assessment. Time will be provided for 3rd-5th grade teachers to share student benchmark results and goals.</p>	<p>Principal will lead review of STAAR math data (when available) in grade levels/ faculty meeting to 1) determine the percent of students that met standard 2) determine the percent of students that scored final and above in math 3) determine % of 4th and 5th graders who met or exceeded progress in math on STAAR. 4) compare 2017 to 2016 performance to measure gains and identify targets for improvement.</p>
<p>Admin team will establish expectations and provide ongoing training for math journals in K-5. Expectations: 1) Teachers will establish and maintain journals in math (problem solving, vocabulary, reference) (K-5th student journals) 2) Teachers will maintain a math journal for modeling. Campus will develop a school wide problem solving model (K-2, 3-5) 3) K-5 teachers will use interactive word walls for math</p>	<p>MOY Assessments- PK-5 teachers will administer MOY to include 1) K-2 MCLASS 2) 3rd-5th TTM 3) Circle- PK. MOY data will be used to level students into guided math groups and for grouping in RtI/Enrichment periods. Teachers will progress monitor every 4-5 weeks for students not on grade level. Admin will post MOY results by grade level in Data Room to monitor student progress.</p>		

vocabulary. 4) K-5 teachers will be trained and use selected high yield strategies-stop and jots, think-ink-pair-share, and quick writes. During PLCs, admin and teachers will review student math journals to assess student entries.	Teachers will post MOY math level data on classroom charts. Students will know their math level and set goals. MOY results will be shared with parents.		
Data:			
PLC agendas, minutes, sign in sheets K-5 teachers will administer BOY assessments.	PLC agendas, minutes, sign in sheets K-5 teachers will administer MOY assessments.	PLC agendas, minutes, sign in sheets	PLC agendas, minutes, sign in sheets K-5 teachers will administer EOY assessments.
Performance assessments for K-5 will be administered through-out each unit to measure progress on math TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.	Performance assessments for K-5 will be administered through-out each unit to measure progress on math TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.	Performance assessments for K-5 will be administered through-out each unit to measure progress on math TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.	Performance assessments for K-5 will be administered through-out each unit to measure progress on math TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.
End of 6 weeks/Unit assessments will be administered (K-5 th) and created through TEKS Resource System. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced. Students K-5th will keep data binders with assessment results.	End of 6 weeks/Unit assessments will be administered (K-5 th) and created through TEKS Resource System. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced. Students K-5th will keep data binders with assessment results.	End of 6 weeks/Unit assessments will be administered (K-2nd) and created through TEKS Resource System. 3rd-5th Grade benchmarks will be administered in Feb & March. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.	End of 6 weeks/Unit assessments will be administered (K-2nd) and created through TEKS Resource System. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced. Students K-5th will keep data binders with assessment results.
Targeted walkthroughs will be conducted by admin to collect evidence of implementation of Elementary Math Framework. WT Focus- Elementary Math Framework; 10 minute Number Sense, 20 minute Problem Solving, 60 minute math instruction/centers and guided math. Feedback will be provided electronically, written, and/or face to face.	Administrators will conduct targeted walkthroughs to collect evidence of implementation of guided math strategies and differentiated activities for math during Tier 1 (math stations) and RtI/Enrichment. Feedback will be electronic, written, and/or teacher conference.	Targeted walkthroughs will be conducted by admin to collect evidence of implementation of math interventions in 3rd-5th grade classrooms. Feedback will be provided electronically, written, and/or face to face.	Targeted walkthroughs will be conducted by admin to collect evidence of implementation of Elementary Math Framework. WT Focus- Elementary Math Framework; 10 minute Number Sense, 20 minute Problem Solving, 60 minute math instruction/centers and guided math. Feedback will be provided electronically, written, and/or face to face.

SF Problem: 52% of 3rd-5th graders met passing standard on 2016 STAAR Reading **Annual Goal:** 65% of 3rd-5th graders will meet passing standard on 2017 STAAR Reading **Root Cause:** Teachers need job embedded training to effectively implement Balanced Literacy. **Strategy:** K-5 teachers will participate in PLCs designed to develop teacher’s pedagogy in Balanced Literacy instruction in order to effectively implement all components.

Quarter 1 (Aug, Sept, Oct)	Quarter 2 (Nov, Dec, Jan)	Quarter 3 (Feb, March)	Quarter 4 (April, May, June)
Goal: 100% of K-5 grade teachers will use BOY assessment data to level students into groups during Guided Reading and the 30 minute RtI/ Enrichment period.	Goal:95 % of K-5 classrooms will show evidence of differentiated instructional activities in literacy stations and RtI/Enrichment period as measured by admin WT.	Goal: 55 % of 3rd-5th meet or exceed the passing standard on the Reading District Benchmark.	Goal: 75% of K-5th students will be on grade level or above in reading and/or make one year’s growth as measured by EOY assessments in reading.
Campus/district personnel will provide initial training in Balanced Literacy for K-5. Pre K 4 SA will provide training and support for PK. K-5 training will focus on the reading portion of Balanced Literacy components to include: Read Aloud, Shared Reading, Guided Reading, Literacy Centers, Word Work, and Independent work. Expectations for classroom setup: 1) Guided Reading Area for small group instruction 2) Literacy stations with rotation chart 3) K-2 carpeted area for whole group (Read Alouds) 4) Classroom library (leveled readers, Reading A to Z, Texas Treasures). Teachers will post daily schedule with lesson plan and Balanced Literacy framework. Admin and district specialists will conduct learning walks to observe implementation of Balanced Literacy and provide feedback to teachers.	During PLCs and/or faculty meetings, admin will provide follow up training throughout the school year which focuses on implementation of Balanced Literacy. The main focus in quarter 2 will be 1) guided reading strategies to include flexible leveled groups, focus lessons, 2) differentiated activities for literacy stations and RtI/Enrichment period. Teachers will access TEKS Resource System and other resources for station activities. Reading stations will be labeled for easy identification.	3rd-5th grade teachers will administer reading benchmark. Admin and 3rd-5th grade teachers will analyze and disaggregate the data from the reading benchmark in order to identify TEKS for targeted review and place students in groups for intervention and enrichment. Additional time will be scheduled during the instructional day to provide differentiated instruction in small groups to meet 3rd-5th grade students’ needs in preparation for STAAR. Principal will identify additional personnel to support this plan as needed.	EOY assessments will be administered and reviewed to measure student progress and program effectiveness including 1) K-3 TPRI/TL; K-5th DRA (Developmental Reading Assessment) 2) District EOY assessments in reading 1st-2nd. Principal will facilitate data reviews to 1) determine % of students on grade level in reading 2) % of students that made progress from BOY to EOY. Teachers will use data to provide interventions on identified targets.
Admin will establish structured PLCs for K-5 teachers. (weekly each grade level, 1 full day per 6 weeks PK-5th) Grade level teams will meet with admin for lesson planning (unpacking reading TEKS and alignment of instructional	District specialists will be invited to PLC’s to provide “Look Aheads” in reading. Look Aheads include a review of TEKS/ process standards, planning aligned lessons, reviewing current data, and ongoing training as needed. Admin	Admin and the 3rd-5th grade teachers will conduct student conferences with every student following the reading benchmark in order to review scores and set student goals for STAAR.	Admin will survey K-5th grade teachers to determine professional development needs for reading in preparation for 2017-2018 school year.

<p>activities to TEKS), data reviews, and ongoing Balanced Literacy training. PLCs will focus on 1) development of components of Balanced Literacy lesson cycle into weekly lesson plans. Objectives will be posted and aligned to instructional learning activities. 2) Use of data to monitor progress and make instructional decisions 3). On-going training on high yield strategies (journaling).</p>	<p>and specialists will conduct walk through to collect evidence of the implementation and provide feedback to teachers.</p>		
<p>BOY Assessments- PK-5 teachers will administer BOY to include 1) K-3 TPRI/Tejas Lee 2) K-5th DRA 3) Circle- PK. BOY data will be used to level students into guided reading groups and for grouping in RtI/Enrichment periods. Teachers will progress monitor (informal running records) every 4-5 weeks for students not on grade level. Admin will post BOY results by grade level in Data Room to monitor student progress. Teachers will post BOY reading level data on classroom charts. Students will know their reading level and set goals. BOY results will be shared with parents.</p>	<p>Following BOY/MOY/EOY assessments, principal will schedule C & I support specialists to meet with teachers to review data, identify instructional targets, and plan follow up instructional materials/strategies to address student needs in small group instruction during Guided Reading and the RtI/Enrichment periods. PLC agendas will include Progress Monitoring reviews. Admin and teachers will review data to a) determine % of students making progress b) identify students not making expected progress and discuss action plans.</p>	<p>Principal will schedule a parent night to provide information on STAAR reading assessment. Time will be provided for 3rd-5th grade teachers to share student benchmark results and goals.</p>	<p>Principal will lead review of STAAR reading data (when available) in grade levels/ faculty meeting to 1) determine the percent of students that met standard 2) determine the percent of students that scored final and above in reading 3) determine % of 4th and 5th graders who met or exceeded progress in reading on STAAR. 4) compare 2017 to 2016 performance to measure gains and identify targets for improvement.</p>
<p>Admin team will establish expectations and provide ongoing training for reading journals in K-5. Expectations: 1. Teachers will establish and maintain journals in reading for Readers Response activities (K-1 Class Reader Response, 2nd-5th student journals) 2. Teachers will maintain a reading journal for modeling. 3. K-5 teachers will use interactive word walls for reading vocabulary. 4. K-5 teachers will be</p>	<p>MOY Assessments- PK-5 teachers will administer MOY to include 1) K-3 TPRI/Tejas Lee 2) 4th-5th DRA 3) Circle- PK. MOY data will be used to level students into guided reading groups and for grouping in RtI/Enrichment periods. Teachers will progress monitor (informal running records) every 4-5 weeks for students not on grade level. Admin will post MOY results by grade level in Data Room to monitor student</p>		

trained and use selected high yield strategies-stop and jots, think-ink-pair-share, and quick writes. During PLCs, admin and teachers will review student reading journals to assess Reader's Response entries.	progress. Teachers will post MOY reading level data on classroom charts. Students will know their reading level and set goals. MOY results will be shared with parents.		
Data:			
PLC agendas, minutes, sign in sheets K-5 teachers will administer BOY assessments.	PLC agendas, minutes, sign in sheets K-5 teachers will administer MOY assessments.	PLC agendas, minutes, sign in sheets	PLC agendas, minutes, sign in sheets K-5 teachers will administer EOY assessments.
Performance assessments for K-5 will be administered through-out each unit to measure progress on reading TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.	Performance assessments for K-5 will be administered through-out each unit to measure progress on reading TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.	Performance assessments for K-5 will be administered through-out each unit to measure progress on reading TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.	Performance assessments for K-5 will be administered through-out each unit to measure progress on reading TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.
Unit assessments will be administered at the end of each unit (3 rd -5 th). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced. Students K-5th will keep data binders with assessment results.	Unit assessments will be administered at the end of each unit (3 rd -5 th). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.	Unit assessments will be administered at the end of each unit (1 st -5 th). 3 rd -5 th Grade benchmarks will be administered in Feb & March. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.	Unit assessments will be administered at the end of each unit (1 st -5 th). EOY Reading Assessments will be administered (1 st -5 th). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.
Targeted walkthroughs will be conducted by admin to collect evidence of implementation of Balanced Literacy. WT Focus- Balanced Literacy Lesson Cycle and Guided Reading Groups. Feedback will be provided electronically, written, and/or face to face.	Administrators will conduct targeted walkthroughs to collect evidence of implementation of guided reading strategies and differentiated activities for reading during Tier 1 (literacy stations) and Rtl/Enrichment. Feedback will be electronic, written, and/or teacher conference.	Targeted walkthroughs will be conducted by admin to collect evidence of implementation of reading interventions in 3 rd -5 th grade classrooms. Feedback will be provided electronically, written, and/or face to face.	Targeted walkthroughs will be conducted by admin to collect evidence of implementation of Balanced Literacy. WT Focus- Readers' Response Journals, Literacy Stations, Balanced Literacy Lesson Cycle and Guided Reading Groups. Feedback will be provided electronically, written, and/or face to face.

SF Problem 1: 35% of 4th graders met standard on STAAR writing in 2016. **Annual Goal:** Increase student performance in writing on the 2017 STAAR to 65%. **Root Cause:** No consistent writing plan across grade levels PK-5th. **Strategy:** Vertically aligned PK-5th writing plan that develops students craft in writing compositions, revising and editing TEKS and provides opportunities for students to write in all content areas.

Quarter 1 (Aug, Sept, Oct)	Quarter 2 (Nov, Dec, Jan)	Quarter 3 (Feb, Mar)	Quarter 4 (April, May, June)
Goal: 100% of K-5 th teachers' lesson plans will reflect writer's workshop components & high yield writing strategies for journaling across content areas.	Goal: 70% K- 5 th teachers will be implementing high yield writing strategies to engage students in writer's workshop and journaling as determined by WT data collected by admin team.	Goal: 55% of 4 th graders will meet standard on district writing benchmark. (composition and revising and editing combined)	Goal: 75% of 1 st -3 rd & 5 th grade students will meet the passing standard on the district EOY writing assessment.
Admin and K-5 th teachers will participate in campus wide training on implementation of the writer's workshop in their classrooms. Campus wide expectations will be communicated in PLC's and monitored in walk-throughs. Expectations: 1. <u>Classroom set up</u> : writing center, interactive word walls and author's chair, 2. <u>Lesson plans</u> will address the components of the writer's workshop: modeled (Think Alouds, mentor texts, anchor charts), shared, guided, and independent. 3. Teachers will post an <u>instructional framework</u> to ensure all components are covered within the writing workshop.	Principal will contact district C & I to assist with campus PD on high yield strategies for writing (writers workshop & interactive journals). Training will be ongoing and include follow up with observations and feedback on classroom implementation. Admin will attend PLC's and provide support to teachers to effectively implement the high yield strategies- stop and jot, writing process, quick writes, think-ink- pair- share, pause & paraphrase.	Fourth grade teachers will administer the district benchmark in writing. The benchmark will simulate STAAR with assessment of composition skills and revising and editing TEKS. Admin and teachers will use rubrics to score expository compositions. Teachers will review revising and editing data to identify targeted TEKS for review/remediation. Intervention /enrichment will be provided to identified students on targeted skills.	1 st -3 rd & 5 th grade teachers will administer EOY district writing assessment. Teachers will use the data to identify TEKS for targeted review and plan interventions for students who did not meet passing standard.
Admin will provide PLC/planning time with structured agendas to include: 1. Lesson planning-unwrapping TEKS and selecting instructional activities that align to the TEKS. 2. Ongoing job embedded PD on high yield strategies – stop and jot, writing process, quick writes, think-ink- pair- share, pause and paraphrase. 3. Data Analysis– access, analyze and use data to inform instructional decisions and monitor student progress.	Admin will provide training to PK-5 teachers on holistic scoring. Teachers will be trained to use rubrics to score writing compositions and provide feedback to students to improve their writing. Rubrics will be grade level specific. PK-5 teachers will score the 4 th grade compositions using the TEA rubrics. 4 th grade teachers will conference with students to provide feedback and students will maintain a writing portfolio.	Student conference and goal setting: 4 th graders will use charts/ graphs to track progress on their assessments. Teachers will conference with students for goal setting after unit assessments.	In May, the principal will schedule Author's Day. Parents and community members will be invited to celebrate students' writing.

<p>Admin will provide training on interactive journals to K-5th grade teachers. Expectations:</p> <ol style="list-style-type: none"> 1. Teachers will keep interactive journals to model (thinking, writing, library of ideas). 2. Teachers will include High Yield strategies in their lesson plans. 3. Admin will attend PLC's and provide support to teachers to effectively implement journal writing across content areas. Teachers will bring student journals to PLCs to discuss the interactive journal process and evidence of student use of high yield strategies. 	<p>Teachers will implement morning message (PK-2) and Daily Oral Language (3rd-5th) to provide opportunities for students to apply revising and editing skills to authentic writing samples. STAAR formatted Daily Oral Language practice will be provided spring semester in 4th grade. District specialists will provide resources /materials to support implementation.</p>	<p>Principal will schedule a parent night to provide information on STAAR writing assessment. Time will be provided for 4th grade teachers to share student benchmark results and goals.</p>	<p>After STAAR administration, the admin team and 4th grade teachers will review STAAR 2017 writing data including student compositions to identify areas of growth and targets for planning purposes for next school year.</p>
<p>Admin will provide training to 4th grade teachers to establish purpose and contents for writing portfolio. Writing portfolios will include evidence of:</p> <ol style="list-style-type: none"> 1. Steps in writing process 2. Published papers 3. Scoring with rubrics 4. Teacher log to document student conferences 5. Teacher feedback to improve writing and set goals. <p>K-5th teachers will submit student compositions (classroom set) to admin each 6 weeks which will show evidence of the writing process to publication. Student compositions will be reviewed in PLCs. Admin and teachers will identify/discuss characteristics of high, middle, and low writing samples. Grade level specific rubrics will be used to score papers.</p>	<p>Admin will meet with 4th grade teachers in writing conferences to review writing data, and writing samples to monitor progress and provide support. Admin will share walkthrough data with the teachers to discuss and set goals.</p>		<p>Principal will survey teachers to determine their professional development needs for writing in preparation for the 2017-18 school year.</p>
<p>Data:</p>			
<p>BOY Data: 4th grade teachers will administer a writing pre-assessment (expository compositions) to establish</p>	<p>Unit assessments will be administered at the end of each unit (3rd-5th). Data will be disaggregated by grade level, teacher,</p>	<p>Unit assessments will be administered at the end of each unit (3rd-5th). Data will be disaggregated by grade level, teacher,</p>	<p>Unit assessments will be administered at the end of each unit (3rd-5th). Data will be disaggregated by grade level, teacher,</p>

<p>baseline and identify focus TEKS for intervention. Unit assessments will be administered at the end of each unit (3rd-5th). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.</p>	<p>student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.</p>	<p>student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.</p>	<p>student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.</p>
<p>Performance assessments for K-5 will be administered through-out each unit to measure progress on writing TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p>	<p>Performance assessments for K-5 will be administered through-out each unit to measure progress on writing TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p>	<p>4th grade teachers will administer the district writing benchmark. Data will be used to plan interventions/enrichment in preparation for STAAR. Performance assessments for K-5 will be administered through-out each unit to measure progress on writing TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p>	<p>EOY Data: 1st-3rd & 5th grade teachers will administer the district EOY writing assessment. Admin will review results with teachers to determine growth and targets for improvement. Performance assessments for K-5 will be administered through-out each unit to measure progress on writing TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p>
<p>Compositions will be scored- 4th grade (every three weeks), K-5- 1X per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (K-3, 5) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.</p>	<p>Compositions will be scored- 4th grade (biweekly), K-5- 1X per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (K-3, 5) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.</p>	<p>Compositions will be scored- 4th grade (biweekly), K-5- 1X per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (K-3, 5) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.</p>	<p>Compositions will be scored- 4th grade (biweekly), K-5- 1X per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (K-3, 5) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.</p>
<p>Admin will review teacher's lesson plans for evidence of writer's workshop components & high yield writing strategies for journaling across content areas. Feedback will be electronic, written, and/or face to face.</p>	<p>Targeted WTs will be conducted by admin team to collect evidence of 1) teachers using and implementing high yield writing strategies to engage students in writer's workshop and/or journaling. 2) Evidence of students' use of high yield strategies in journals. Feedback will be electronic, written, and/or face to face.</p>	<p>Targeted WTs will be conducted to observe interventions/enrichment for 4th graders following the writing simulation. Feedback will be provided face to face, electronically as needed</p>	<p>Targeted WTs will be conducted by admin team to collect evidence of 1) teachers using and implementing high yield writing strategies to engage students in writer's workshop and/or journaling. 2) Evidence of students' use of high yield strategies in journals. Feedback will be electronic, written, and/or face to face.</p>