Once published, a living draft of this plan can be found on the campus’ school page at www.austinisd.org/schools.
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Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(TEC Title 2, Ch 4, Sec.4.001)

2019-20 Campus Mission Statement

To create a secure and collaborative climate where the Gorzycki community is empowered to challenge, design, build and lead tomorrow's world citizens through awareness and engagement.
## Diane Gorzycki Middle School Campus Improvement Plan 2019-2020

### Levers 4 & 5: High-Quality Curriculum and Effective Instruction

#### Comprehensive Needs Assessment*

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<tr>
<td>X</td>
<td>% of students meeting their individualized Dyslexia/ reading progress measures as defined in their intervention plans</td>
<td>Dyslexia &amp; Literacy/biliteracy Dept.</td>
<td>--</td>
<td>baseline</td>
<td>TBD</td>
<td>TBD</td>
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<td>X</td>
<td>% of English Learners at Advanced High or made one year of Composite Progress</td>
<td>TELPAS</td>
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<td>&gt;=36</td>
<td>33</td>
<td>Goal Not Met</td>
<td>&gt;=36</td>
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<td></td>
<td>Domain 3 Academic Achievement % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>Rdg: 11/11, Mth: 11/11</td>
<td>--</td>
<td>Rdg: 11/11, Mth: 11/11</td>
<td>Goal Met</td>
<td>***</td>
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<td>X</td>
<td>Domain 3 Growth % of targets met (Reading and Math)</td>
<td>TEA data download</td>
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<td>Rdg: 8/10, Mth: 9/10</td>
<td>Goal Not Met</td>
<td>***</td>
<td></td>
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<tr>
<td></td>
<td>% of students who complete Algebra 1 before entering High School</td>
<td>Enrollment and EOC</td>
<td>32</td>
<td>&gt;=35</td>
<td>36</td>
<td>Progress Made</td>
<td>35</td>
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<tr>
<td></td>
<td>% of students in grade 8 who demonstrate proficiency on a problem-based learning activity</td>
<td>TEAMS</td>
<td>100</td>
<td>&gt;=90</td>
<td>100</td>
<td>Goal Met</td>
<td>&gt;=90</td>
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<td></td>
<td>% of students in grades 6-8 who successfully complete a district-created BLEND mathematics module</td>
<td>BLEND</td>
<td>--</td>
<td>baseline</td>
<td>TBD</td>
<td>TBD</td>
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<tr>
<td></td>
<td># of AVID students taking High-school-level Algebra, Common Core math, or a higher-level math course (e.g., Geometry, Algebra 2).</td>
<td>AVID Team</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Number of AVID students who completed Algebra I, 8th grade Common Core math, or an equivalent higher-level math course with a grade of &quot;C&quot; or better and who were eligible to enroll in Geometry, Algebra 2, and/or the next higher-level math course in 9th grade.</td>
<td>AVID Team</td>
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**Artifacts Reviewed:** Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

- Sample lessons with formative assessments
- Three to five instructional strategies identified and modeled with consistency and fidelity in all classrooms.
- Leadership calendar with PLCs and walkthroughs scheduled
- Assessment calendar with district-wide and level-specific testing expectations for the entire school year
Lesson Plan review protocol/criteria/templates

System for staff to identify students who have significant learning gaps

PLCs that include protected time for data analysis and lesson presentations monthly

Monthly progress monitoring and tracking tools for teachers and students

Lesson Plan submission and feedback cycle expectations and protocols

Consistent, efficient, and visible structures in the classroom

Sample PLC/Data Meeting minutes

Sample Formative Assessments

X Yearly Planning Guides (YPGs) for all grades and content areas (Scope and Sequence)

Class schedules with English and Spanish content and language allocation for Dual Language and Transitional/Late Exit bilingual models

Dreambox reports/results

Sample Data Analysis forms, including disaggregated data and plans for reteaching

X Teacher-created PBL lesson plans and student products related to PBL

Dual Language Handbook (for campuses that have created one thus far)

X Istation reports/results

X AISD Literacy Framework

Data Analysis

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): Students are passing STAAR
Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): There is a discrepancy of passers based on Language, Special education and eco. dis.

High-Quality Curriculum and Effective Instruction Strategies

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Teachers will receive training on identifying non-growth students

Action Steps

Each teacher will have a list on non-growth students

Responsible Party

Mr. Summers will show list of students

Evidence of Implementation

Funding Source

Timeline for Completion

Evidence Collection Date

Implementation Status

Necessary Adjustments/Next Steps

September 24, 2019

September 24, 2019

Met/Completed

Mr. Summers will show list of students

September 24, 2019

September 24, 2019

Met/Completed
### Essential Action 5.1: Objective-driven daily lesson plans with formative assessments

- All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses. (ESF_PL5_EA1a_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
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<tr>
<td>Training on how to identify essential TEKS</td>
<td>Mitchell</td>
<td>Sign in sheet</td>
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<td>October 14, 2019</td>
<td>Met/Completed</td>
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### Essential Action 5.2: Effective classroom routines and instructional strategies

- Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (ESF_PL5_EA2d_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
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<tbody>
<tr>
<td>Classroom visits will be monitored google</td>
<td>Administration</td>
<td>Google form created</td>
<td></td>
<td></td>
<td>September 2019</td>
<td>On Track</td>
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### Progress Monitoring

<table>
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<tr>
<th>Cycle</th>
<th>Start Date</th>
<th>End Date</th>
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<tbody>
<tr>
<td>Cycle 1</td>
<td>8/20/21</td>
<td>11/22/21</td>
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<tr>
<td>Cycle 2</td>
<td>12/2/21</td>
<td>2/28/22</td>
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<tr>
<td>Cycle 3</td>
<td>3/2/22</td>
<td>5/29/22</td>
</tr>
<tr>
<td>Cycle 4</td>
<td>6/1/22</td>
<td>8/31/22</td>
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<tr>
<td>Process Goal</td>
<td>Student Performance Goal</td>
<td>Student Performance Actual Results</td>
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<tr>
<td>-----------------------</td>
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