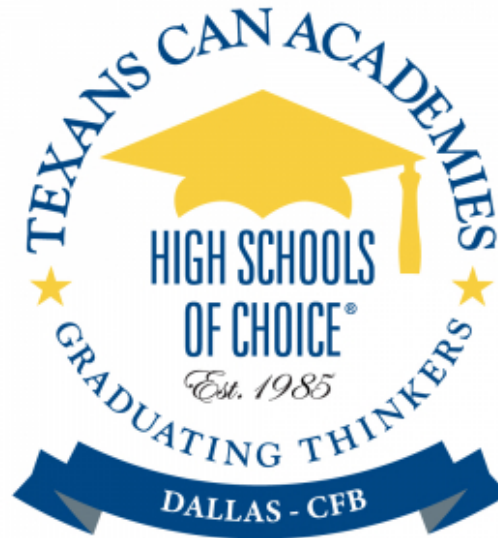


Texans Can Academies

Dallas Can Academy at Carrollton-Farmers Branch - TIP

2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. James Ponce
Cynthia Miles

Principal: Tiffany Shaw
ESC Case Manager: Kerresha Strickland
ESC Region: 10

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: Cynthia Miles

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: Cynthia Miles

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: Tiffany Shaw

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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: For the 2021/2022 school year, our campus will increase our Domain 1 component score from a 65 (scaled score of 85) to a (scaled score of 82) by increasing percent Approaches to 85%, Meets to 35%, and Masters to 25%. Data driving meetings throughout the year will lead to achieving an overall A rating for 2022.

Rationale: By using high quality instructional materials aligned to instructional planning calendars and interim and formative assessments and teachers focusing on data driven instruction, the Accountability Rating for the school will increase from the 2018-2019 school year.

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.

Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison

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.

Domain 3: CFB will ensure 36 % of ELL students will pass at least one language proficiency level on TELPAS by May of 2022.

The campus is 96% Hispanic so we will increase our CCMR from 8 points to 18 points by offering certification in OSHA 30, Community Health Care Worker, and Microsoft certifications and will increase Graduation Rate from 76 to 80 component score. All juniors and seniors will be scheduled to take TSI College entry exam before graduation. Our target for ELL is to have 75 students pass out of 214 students so that we meet our goal of 36%.

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?

Our subject area is Math and we are targeting this areas because based on last year's data, we can increase performance by 6 points while increasing Eco Disadvantage by 11 points. Our student group focus are Hispanics. Our intended impact is to have 36% of EL students meet the Math performance indicator.

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

The campus is 96% Hispanic with 222 EL's; we will increase the Hispanic Math population by 6pts while increasing Eco Disadvantage by 11 points.

CCMR

CCMR: What goals has your campus set for CCMR?

The goal for TCA CFB for CCMR is 25% of annual graduates will earn a CCMR point by May 2022.

Federal Graduation Rate

Federal Graduation Rate: What goals has your campus set for Federal Graduation Rate?

The federal graduation rate goal for CFB is to increase by 10% with our 4 year cohort students by June of 2022:

Federal Graduation Rate Target : 34%

Essential Actions

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

Implementation Level: Fully Implemented

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

Implementation Level: Fully Implemented

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

Implementation Level: Fully Implemented

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

Implementation Level: Beginning Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Fully Implemented

Essential Action : Data-driven instruction.

Implementation Level: Partial Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Yes, the campus met its goal on the fall 2021 benchmark, using PLC meetings and training to monitor and disaggregate data to track and monitor progress. After assessing students, the data shows progress in all EOC content areas. The English I score increased to Approaches: 30.5% Meet:13.5% Master: 2.5%, English II Approaches: 40% Meet: 25% Master: 2.5%, Algebra Approaches: 38% Meets 16.67 Master 4.75, Biology Approaches: 45.25% Meet: 7% Master: 47.5% and US History Approaches:70% Meet: 32% Master: 13%.

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Rationale: Some teachers need professional development and practice with content knowledge. Additionally, there is a need to develop teachers' ability to manage the classroom in such a way that formative assessments are delivered in a timely manner and any subsequent data is used to plan for reteach. In addition, teachers will administer formative assessments and weekly exit tickets to inform re-teaching and reassessment needs.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? In order to build staff capacity with content and implementing formative assessments, the campus will provide professional development around content knowledge, scope and sequence to manage lesson cycle, and using data analysis to drive instruction. Additionally, we will partner with Region 10 TEKS Resource System and the District's Curriculum/ Instruction department to address how to use resources to plan for aligned and rigorous lessons and assessments. The ILT and PLC will monitor lesson plans to ensure that teachers are adapting instruction and materials to allow students to engage in critical thinking, differentiated learning, and to see the relevance between rigorous content and their lives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Invite families and community in our school to be a part of school activities and provide feedback to our school culture and climate. Celebrate student and teacher achievements and celebrate cultural differences and awareness using newsletters, K Swift phone and email communication, bulletin boards, and flyers. Conduct parent night, senior night, HB 4545 student tutorials, and posting current dates for college fairs, TSI, state assessments, and other school and community events.

Desired Annual Outcome: By the end of the school year, 90% of teachers will create and deliver high-quality instruction aligned to assessments and the district curriculum as indicated by meeting campus goals in state assessments and accountability. Teachers will have differentiated paths of instruction that meet the needs of all learners evident through bench marks, formative assessments, report card grades, graduation rates, pass/fail classes, passing state assessments, and students having less discipline and attendance issues.

District Commitment Theory of Action: IF district policies and practices support effective instruction in schools, THEN teachers will have the resources needed to deliver rigorous instruction and create high-quality lesson plans that meet the needs of diverse learners.

Desired 90-day Outcome: By the end of Cycle 1, 70% of the teachers will show evidence of using instructional materials and planning calendars to create formative assessments.

District Actions: The District will provide professional development training using TEKS Resource System, Scope and Sequence and the Year at A Glance. In addition, the District Curriculum and Instruction Department will visit in person and virtually with campus teachers and administrators at least once a month to support formative assessments and help analyze data trends.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The ILT met weekly to discuss teachers' lesson plans, teacher assessment trackers, and observations to see where students are in the learning process while quickly identifying if students are struggling with teachers' approaches or the alignment of the lesson. The findings discussed with teachers in weekly PLC meetings show some evidence of student growth and struggles while redirecting the instructional calendars and aligned assessments if needed. While during observations and walkthroughs, 65% of

teachers showed pieces of evidence knowledge of creating formative assessments, while 15% mastered following the instructional calendar to align assessment creating formative tests.

Step 1 Details	Reviews
<p>Action Step 1: Create staff development that addresses teachers delivering rigorous lessons using TEKS Resources.</p> <p>Evidence Used to Determine Progress: 9 week planning calendars by subject. Evidence of formative assessments using instructional resources</p> <p>Person(s) Responsible: Administration and ILT</p> <p>Resources Needed: TEKS Resource System Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The campus will continue PD training in unpacking the TEKS in order to create aligned assessments while using the instructional calendar to plan.</p>
Step 2 Details	Reviews
<p>Action Step 2: Develop Formative Assessment Tracker to monitor student data progress.</p> <p>Evidence Used to Determine Progress: Formative Assessment data trackers will be displayed in teacher rooms and hallways</p> <p>Person(s) Responsible: Administration and ILT</p> <p>Resources Needed: TEKS Resource System Calendar Trackers</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p> <p>Funding Sources: PD for Data Driven Instruction - 6200-Professional and contracted services - \$69,000</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Teachers will continue to use data trackers to monitor students growth in order to make adjustments in instructions for individual plans for all students.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Some teachers lack the skill set and knowledge to backwards plan with the end in mind using planning calendars and creating formative assessments aligned to the TEKS. Even after professional development and training, a challenge will be to see consistency with teachers' implementation and practice.

What specific action steps address these challenges?: The Instructional Leadership TEAM (ILT) will monitor teachers and students using data trackers to progress monitor. The ILT will observe evidence from teachers using trackers to create formative assessments and using student data to target instruction for all students

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Teachers need professional development to improve their skill sets in disaggregating data in order to drive instruction, create assessments and provide reteach opportunities for students in order to close the achievement gap for all learners.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus leaders will model how to disaggregate data to track and monitor student progress and provide teachers with feedback using data trackers regarding weekly assessments, attendance and special populations trackers. Additionally, teachers would work with ILT to analyze student work to find the 'gap' and plan for instructional adjustments. You will also see visible measures of student progress in classrooms/throughout the building. With weekly walk through and feedback sessions, the ILT will build teacher capacity and reinforce best practices during PLC and professional development throughout the school year. Teachers will also be asked to write and reflect on their practice and embed their learning in their daily performance in class.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leaders will provide and model data trackers to teachers and staff to increase student achievement, progress monitor student learning, attendance, and graduation rates. In addition, teachers will show students how to track their own learning. Data quintile walls regarding state assessment goals, weekly attendance, graduation rates, and TELPAS goals will be posted throughout the school and in classrooms to create a culture of high expectations, learning, and celebrations. All stakeholders are invited to participate in school tours, surveys, school improvement/needs assessment, and participate in school meetings to build a shared vision for the campus.

Desired Annual Outcome: By the end of the school year, 98% of teachers and 80% of students will track student progress by analyzing student data via formative assessments. Teachers will analyze data to identify trends in student misconceptions, determine root causes regarding as to why students may not have learned the concept, and create plans to reteach. The campus will be measure its goal by using a side by side comparison in campus and district benchmarks and state assessments from previous school year to date.

District Commitment Theory of Action: IF the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, THEN the teachers and students can accurately and aggressively disaggregate data in order to identify trends, determine root causes for misconceptions and create plans to reteach.

Desired 90-day Outcome: 75 % of teachers will use a data protocol to analyze student results from the district skills checks. 75% of teachers will participate in a Data PLC to design opportunities to reteach and spiral the lowest S.E's for students based on data.

District Actions: If the district will provide immediate results and teacher friendly reports, the campus can successfully help teachers develop their skills in using data to drive instruction.

Did you achieve your 90 day outcome?: No

Why or why not?: 25% of the teachers did not meet standards when using data protocol to analyze students results from the district skills checks.

Step 1 Details	Reviews
<p>Action Step 1: Develop ILT/PLC monitoring assessment calendar and assessments data using data trackers.</p> <p>Evidence Used to Determine Progress: Certificate, sign-in sheet, agenda, aligned rigorous lessons, using technology, observations</p> <p>Person(s) Responsible: Administration, Lead Teachers</p> <p>Resources Needed: Technology, Content Scope and Sequence</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: August 19, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: 60% of teachers are still struggling with analyzing data, identifying trends in students misconceptions, and determining root causes regarding not learned concepts, and plans to reteach.</p>
Step 2 Details	Reviews
<p>Action Step 2: Create a Data-driven instructional system</p> <p>Evidence Used to Determine Progress: Certificate, sign-in sheet, agenda, aligned rigorous lessons, using technology, observations</p> <p>Person(s) Responsible: Administration, Lead Teachers</p> <p>Resources Needed: Technology, Content Scope and Sequence</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 19, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: If the campus continues to meet in ILT and PLC meetings to discuss and demonstrate formative assessment alignment, and aggressively disaggregate data using our tracking system, then 75% of teachers will use data protocol to analyze results, and reteach and spiral the lowest S.E.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Some students are taking assessments and using a data tracker. Teachers are frustrated because of not having the ability to change students' instructional perspectives or learning behaviors. Teachers lack reliable data because of the number of students missing school due to sickness, absences and coming late.

What specific action steps address these challenges?: District leadership team will meet with campus ILT to discuss data-driven instruction using disaggregated data from benchmarks, EOC's, and weekly mini assessments.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Rationale: Some teachers need professional development and practice with content knowledge. Additionally, there is a need to develop teachers' ability to manage the classroom in such a way that formative assessments are delivered in a timely manner and any subsequent data is used to plan for reteach. In addition, teachers will administer formative assessments and weekly exit tickets to inform re-teaching and reassessment needs.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? In order to build staff capacity with content and implementing formative assessments, the campus will provide professional development around content knowledge, scope and sequence to manage lesson cycle, and using data analysis to drive instruction. Additionally, we will partner with Region 10 TEKS Resource System and the District's Curriculum/ Instruction department to address how to use resources to plan for aligned and rigorous lessons and assessments. The ILT and PLC will monitor lesson plans to ensure that teachers are adapting instruction and materials to allow students to engage in critical thinking, differentiated learning, and to see the relevance between rigorous content and their lives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Invite families and community in our school to be a part of school activities and provide feedback to our school culture and climate. Celebrate student and teacher achievements and celebrate cultural differences and awareness using newsletters, K Swift phone and email communication, bulletin boards, and flyers. Conduct parent night, senior night, HB 4545 student tutorials, and posting current dates for college fairs, TSI, state assessments, and other school and community events.

Desired Annual Outcome: By the end of the school year, 90% of teachers will create and deliver high-quality instruction aligned to assessments and the district curriculum as indicated by meeting campus goals in state assessments and accountability. Teachers will have differentiated paths of instruction that meet the needs of all learners evident through bench marks, formative assessments, report card grades, graduation rates, pass/fail classes, passing state assessments, and students having less discipline and attendance issues.

District Commitment Theory of Action: IF district policies and practices support effective instruction in schools, THEN teachers will have the resources needed to deliver rigorous instruction and create high-quality lesson plans that meet the needs of diverse learners.

Desired 90-day Outcome: By the end of Cycle 2, 80% of the teachers will understand rigorous lesson planning, instruction delivery, and building meaningful assessments. The ILT will review lesson plans and classroom observations (walkthroughs) performed by administration, and student assessments. During PLC, the ILT will discuss its findings with teachers by showing documentation leading to teachers' responses and creative outcomes. The lead teachers will probe teachers while modeling delivery techniques. The campus will offer professional development workshops through Region 10 online services outlining best practices enhancing the overall rigor in scope and sequencing.

District Actions: The District will provide additional support through professional development training using TEKS Resource System, Scope and Sequence and the Year at A Glance based on teacher surveys and needs. In addition, the District Curriculum and Instruction Department will continue to visit in person and virtually with campus teachers and administrators to provide feedback once a month to support formative assessments and help analyze data trends.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Implement an IPC Calendar/assessment calendar that includes dedicated time for reteaching.</p> <p>Evidence Used to Determine Progress: 9 week planning calendars by subject. Evidence of formative assessments using instructional resources</p> <p>Person(s) Responsible: Administration and ILT</p> <p>Resources Needed: TEKS Resource System Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Weekly - Evidence Collection Date: February 9, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Develop Formative Assessment Tracker to monitor students data progress and to inform reteaching and reassessment needs.</p> <p>Evidence Used to Determine Progress: Formative Assessment data trackers will be displayed in teacher rooms and hallways</p> <p>Person(s) Responsible: Administration and ILT</p> <p>Resources Needed: Adjust the unified data tracking spreadsheet Identify EOC retesters</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 9, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Create staff development that addresses teachers delivering rigorous lessons using TEKS Resources.</p> <p>Evidence Used to Determine Progress: 9 week planning calendars by subject. Evidence of formative assessments using instructional resources</p> <p>Person(s) Responsible: Administration and ILT</p> <p>Resources Needed: TEKS Resource System Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Develop Formative Assessment Tracker to monitor student data progress.</p> <p>Evidence Used to Determine Progress: Formative Assessment data trackers will be displayed in teacher rooms and hallways</p> <p>Person(s) Responsible: Administration and ILT</p> <p>Resources Needed: TEKS Resource System Calendar Trackers</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p> <p>Funding Sources: PD for Data Driven Instruction - 6200-Professional and contracted services - \$69,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers consistent use of instructional resources and materials to create formative assessments. Teachers not updating student trackers and their data to address the needs of students and what needs to be tested and taught.

What specific action steps address these challenges?: The Instructional Leadership TEAM (ILT) will scaffold the steps of using instructional materials and planning calendars so that teachers can implement the process with fidelity. The ILT will review weekly lesson plans and evidence from teachers using trackers to ensure alignment with the TEKS and verify if teachers are using them to create formative assessments and student data to target instruction for all students.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Teachers need professional development to improve their skill sets in disaggregating data in order to drive instruction, create assessments and provide reteach opportunities for students in order to close the achievement gap for all learners.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus leaders will model how to disaggregate data to track and monitor student progress and provide teachers with feedback using data trackers regarding weekly assessments, attendance and special populations trackers. Additionally, teachers would work with ILT to analyze student work to find the 'gap' and plan for instructional adjustments. You will also see visible measures of student progress in classrooms/throughout the building. With weekly walk through and feedback sessions, the ILT will build teacher capacity and reinforce best practices during PLC and professional development throughout the school year. Teachers will also be asked to write and reflect on their practice and embed their learning in their daily performance in class.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leaders will provide and model data trackers to teachers and staff to increase student achievement, progress monitor student learning, attendance, and graduation rates. In addition, teachers will show students how to track their own learning. Data quintile walls regarding state assessment goals, weekly attendance, graduation rates, and TELPAS goals will be posted throughout the school and in classrooms to create a culture of high expectations, learning, and celebrations. All stakeholders are invited to participate in school tours, surveys, school improvement/needs assessment, and participate in school meetings to build a shared vision for the campus.

Desired Annual Outcome: By the end of the school year, 98% of teachers and 80% of students will track student progress by analyzing student data via formative assessments. Teachers will analyze data to identify trends in student misconceptions, determine root causes regarding as to why students may not have learned the concept, and create plans to reteach. The campus will be measure its goal by using a side by side comparison in campus and district benchmarks and state assessments from previous school year to date.

District Commitment Theory of Action: IF the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, THEN the teachers and students can accurately and aggressively disaggregate data in order to identify trends, determine root causes for misconceptions and create plans to reteach.

Desired 90-day Outcome: By the end of cycle 2, 80% of teachers and students are tracking formative assessment data and using the data to inform reteach instructional plans. Classrooms will include one or more visible student progress tracking artifact, which is updated after calendar assessments. Additionally, campus hallways include one or more visible student progress tracking artifact, which is updated monthly.

District Actions: The District will provide additional support through professional development training using TEKS Resource System, Scope and Sequence and the Year at A Glance based on teacher surveys and needs. In addition, the District Curriculum and Instruction Department will continue to visit in person and virtually with campus teachers and administrators to provide feedback once a month to support formative assessments and help analyze data trends.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Analyze STAAR data to determine targeted intervention for students</p> <p>Evidence Used to Determine Progress: Analyze targeted instructional plans teachers submit for individual students. Analyze six weeks assessment data based on student performance intervention</p> <p>Person(s) Responsible: Administrators and ILT</p> <p>Resources Needed: Instructional materials STAAR data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Ongoing - Evidence Collection Date: February 9, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus instructional leaders meet after relevant assessment period to disaggregate and review data in order to make data informed decisions.</p> <p>Evidence Used to Determine Progress: Monitor students frequent use of instructional resources to determine if the learning gap is closing. Monitor and provide feedback on teacher targeted intervention plans</p> <p>Person(s) Responsible: Administration and ILT teachers</p> <p>Resources Needed: Instructional resources (No Red Ink, Newsela) Intervention plans (individual folders for students)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 6, 2021 - Frequency: Quarterly - Evidence Collection Date: February 9, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Develop ILT/PLC monitoring assessment calendar and assessments data using data trackers.</p> <p>Evidence Used to Determine Progress: Certificate, sign-in sheet, agenda, aligned rigorous lessons, using technology, observations</p> <p>Person(s) Responsible: Administration, Lead Teachers</p> <p>Resources Needed: Technology, Content Scope and Sequence</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: August 19, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Create a Data-driven instructional system</p> <p>Evidence Used to Determine Progress: Certificate, sign-in sheet, agenda, aligned rigorous lessons, using technology, observations</p> <p>Person(s) Responsible: Administration, Lead Teachers</p> <p>Resources Needed: Technology, Content Scope and Sequence</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 19, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers being consistent in using data trackers to focus on instruction and delivery of lesson. Teachers not their managing time to analyze student data and determine needs for all students.

What specific action steps address these challenges?: Campus instructional leaders review disaggregated data to track and monitor the progress of all students while providing evidence-based feedback.

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Rationale: Some teachers need professional development and practice with content knowledge. Additionally, there is a need to develop teachers' ability to manage the classroom in such a way that formative assessments are delivered in a timely manner and any subsequent data is used to plan for reteach. In addition, teachers will administer formative assessments and weekly exit tickets to inform re-teaching and reassessment needs.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? In order to build staff capacity with content and implementing formative assessments, the campus will provide professional development around content knowledge, scope and sequence to manage lesson cycle, and using data analysis to drive instruction. Additionally, we will partner with Region 10 TEKs Resource System and the District's Curriculum/ Instruction department to address how to use resources to plan for aligned and rigorous lessons and assessments. The ILT and PLC will monitor lesson plans to ensure that teachers are adapting instruction and materials to allow students to engage in critical thinking, differentiated learning, and to see the relevance between rigorous content and their lives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Invite families and community in our school to be a part of school activities and provide feedback to our school culture and climate. Celebrate student and teacher achievements and celebrate cultural differences and awareness using newsletters, K Swift phone and email communication, bulletin boards, and flyers. Conduct parent night, senior night, HB 4545 student tutorials, and posting current dates for college fairs, TSI, state assessments, and other school and community events.

Desired Annual Outcome: By the end of the school year, 90% of teachers will create and deliver high-quality instruction aligned to assessments and the district curriculum as indicated by meeting campus goals in state assessments and accountability. Teachers will have differentiated paths of instruction that meet the needs of all learners evident through bench marks, formative assessments, report card grades, graduation rates, pass/fail classes, passing state assessments, and students having less discipline and attendance issues.

District Commitment Theory of Action: IF district policies and practices support effective instruction in schools, THEN teachers will have the resources needed to deliver rigorous instruction and create high-quality lesson plans that meet the needs of diverse learners.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Teachers need professional development to improve their skill sets in disaggregating data in order to drive instruction, create assessments and provide reteach opportunities for students in order to close the achievement gap for all learners.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus leaders will model how to disaggregate data to track and monitor student progress and provide teachers with feedback using data trackers regarding weekly assessments, attendance and special populations trackers. Additionally, teachers would work with ILT to analyze student work to find the 'gap' and plan for instructional adjustments. You will also see visible measures of student progress in classrooms/throughout the building. With weekly walk through and feedback sessions, the ILT will build teacher capacity and reinforce best practices during PLC and professional development throughout the school year. Teachers will also be asked to write and reflect on their practice and embed their learning in their daily performance in class.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leaders will provide and model data trackers to teachers and staff to increase student achievement, progress monitor student learning, attendance, and graduation rates. In addition, teachers will show students how to track their own learning. Data quintile walls regarding state assessment goals, weekly attendance, graduation rates, and TELPAS goals will be posted throughout the school and in classrooms to create a culture of high expectations, learning, and celebrations. All stakeholders are invited to participate in school tours, surveys, school improvement/needs assessment, and participate in school meetings to build a shared vision for the campus.

Desired Annual Outcome: By the end of the school year, 98% of teachers and 80% of students will track student progress by analyzing student data via formative assessments. Teachers will analyze data to identify trends in student misconceptions, determine root causes regarding as to why students may not have learned the concept, and create plans to reteach. The campus will be measure its goal by using a side by side comparison in campus and district benchmarks and state assessments from previous school year to date.

District Commitment Theory of Action: IF the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, THEN the teachers and students can accurately and aggressively disaggregate data in order to identify trends, determine root causes for misconceptions and create plans to reteach.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

1. **Essential Action 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Rationale: Some teachers need professional development and practice with content knowledge. Additionally, there is a need to develop teachers' ability to manage the classroom in such a way that formative assessments are delivered in a timely manner and any subsequent data is used to plan for reteach. The teachers will administer formative assessments and weekly exit tickets to inform re-teaching and reassessment needs.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? In order to build staff capacity with content and implementing formative assessments, the campus will provide professional development around content knowledge, scope and sequence to manage lesson cycle, and using data analysis to drive instruction. Additionally, we will partner with Region 10 TEKS Resource System and the District's Curriculum/ Instruction department to address how to use resources to plan for aligned and rigorous lessons and assessments. The ILT and PLC will monitor lesson plans to ensure that teachers are adapting instruction and materials to allow students to engage in critical thinking, differentiated learning, and to see the relevance between rigorous content and their lives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Invite families and community in our school to be a part of school activities and provide feedback to our school culture and climate. Celebrate student and teacher achievements and celebrate cultural differences and awareness using newsletters, K Swift phone and email communication, bulletin boards, and flyers. Conduct parent night, senior night, HB 4545 student tutorials, and posting current dates for college fairs, TSI, state assessments, and other school and community events.

Desired Annual Outcome: By the end of the school year, 90% of teachers will create and deliver high-quality instruction aligned to assessments and the district curriculum as indicated by meeting campus goals in state assessments and accountability. Teachers will have differentiated paths of instruction that meet the needs of all learners evident through bench marks, formative assessments, report card grades, graduation rates, pass/fail classes, passing state assessments, and students having less discipline and attendance issues.

District Commitment Theory of Action: IF district policies and practices support effective instruction in schools, THEN teachers will have the resources needed to deliver rigorous instruction and create high-quality lesson plans that meet the needs of diverse learners.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

2. Essential Action 5.3: Data-driven instruction.

Rationale: Teachers need professional development to improve their skill sets in disaggregating data in order to drive instruction, create assessments and provide reteach opportunities for students in order to close the achievement gap for all learners.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus leaders will model how to disaggregate data to track and monitor student progress and provide teachers with feedback using data trackers regarding weekly assessments, attendance and special populations trackers. Additionally, teachers would work with ILT to analyze student work to find the 'gap' and plan for instructional adjustments. You will also see visible measures of student progress in classrooms/throughout the building. With weekly walk through and feedback sessions, the ILT will build teacher capacity and reinforce best practices during PLC and professional development throughout the school year. Teachers will also be asked to write and reflect on their practice and embed their learning in their daily performance in class.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leaders will provide and model data trackers to teachers and staff to increase student achievement, progress monitor student learning, attendance, and graduation rates. In addition, teachers will show students how to track their own learning. Data quintile walls regarding state assessment goals, weekly attendance, graduation rates, and TELPAS goals will be posted throughout the school and in classrooms to create a culture of high expectations, learning, and celebrations. All stakeholders are invited to participate in school tours, surveys, school improvement/needs assessment, and participate in school meetings to build a shared vision for the campus.

Desired Annual Outcome: By the end of the school year, 98% of teachers and 80% of students will track student progress by analyzing student data via formative assessments. Teachers will analyze data to identify trends in student misconceptions, determine root causes regarding as to why students may not have learned the concept, and create plans to reteach. The campus will be measure its goal by using a side by side comparison in campus and district benchmarks and state assessments from previous school year to date.

District Commitment Theory of Action: IF the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, THEN the teachers and students can accurately and aggressively disaggregate data in order to identify trends, determine root causes for misconceptions and create plans to reteach.

Desired 90-day Outcome: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	PD for Data Driven Instruction		\$69,000.00
2	1	4	PD for Data Driven Instruction		\$69,000.00
Sub-Total					\$138,000.00
Budgeted Budget Object Code Amount					\$69,000.00
+/- Difference					-\$69,000.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$10,000.00
+/- Difference					\$10,000.00
Grand Total					\$138,000.00

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	45	16	100	Interim Assessment	31	40	Interim Assessment	70		55	
			All	All	Reading	Meets	STAAR	20	7	100	Interim Assessment	9	25	Interim Assessment	28		25	
			All	All	Reading	Masters	STAAR	0	1	100	Interim Assessment	0	2	Interim Assessment	7		3	
			All	All	Mathematics	Approaches	STAAR	92	19	100	Interim Assessment	50	38	Interim Assessment	70		95	
			All	All	Mathematics	Meets	STAAR	40	6	100	Interim Assessment	13	16	Interim Assessment	28		41	
			All	All	Mathematics	Masters	STAAR	13	4	100	Interim Assessment	2	5	Interim Assessment	7		15	
			All	All	Science	Approaches	STAAR	90	38	100	Interim Assessment	90	45	Interim Assessment	70		93	
			All	All	Science	Meets	STAAR	38	10	100	Interim Assessment	38	7	Interim Assessment	25		40	
			All	All	Science	Masters	STAAR	6	1	100	Interim Assessment	6	5	Interim Assessment	1		9	
2. Domain 3	Focus 1	School Quality/College & Career Readiness	All	Hispanic	All	NA	Graduation Rate	9	10	10	Other	12	13	Other	15		18	
	Focus 2	Graduation Rate Status	All	All Students	All	NA	Graduation Rate	38	24	24	Other	18	21	Other	27		31	

Addendums