

# Texans Can Academies

## Dallas Can Academy Charter - Dallas North - TIP

### 2021-2022 Targeted Improvement Plan



**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. James Ponce  
Cynthia Miles

**Principal:** Zach Cazares  
**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:** Zach Cazares

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# Data Analysis

## Domain 1

### What accountability goal has your campus set for this year?

Domain 1: In 2022 we look to increase our CCMR from a 4 to 6 scale score. We will also increase Approaches from 56%-61%, Meets will move from 17% to 20%, and Masters will move from 1% to 5%. With the focus on implementing research-based instructional strategies and using student data to plan for corrective instruction planning as a means to mitigate the COVID learning gap, it is feasible to show an increase across the STAAR performance standards by 5-10 pts across all subjects.

Rationale: Due to the COVID learning gap, we have chosen to keep the overall goal the same and to increase focus on the Meets and Masters percentages. This will increase our overall accountability in Student Achievement by moving our campus closer to the B rating. We will focus on moving from 4% to 6% in CCMR. We can achieve this goal through Microsoft certifications for 12th graders and/or OSHA 30 and OSHA certifications.

## Domain 2A or 2B

**What accountability goal has your campus set for this year?**

“With the administration of 2020/2021 STAAR testing, Domain II School Progress will be utilized for the 2021/2022 accountability school year. As a campus, we earned a 77 in 2018/2019. Our 2021/2022 goal is to have 70% of our progress measures meet their individual growth goal in English II and Algebra I in order to achieve an 84 scale score and thereby earn a “B” for this Domain.”

## Domain 3

### What accountability goal has your campus set for this year?

Domain 3: Our goals for Domain 3 are to reach two out of four targets (STAAR, ELL's, in/and CCMR). We will target moving from a "Closing the Gap" component score of 4 (2021) to 6 (2022).

Rationale: In the 18-19 school year we met our goal with our ELL population. We chose this area as it is a historically under-served population and are in need of a specific focus and support.

## 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?**

Domain 1: The COVID learning gap and transient population can affect the overall goal and subject performance.

Domain 2B: Possible increases in Domain 2 student numbers. COVID Learning Gaps and attendance issues. The transient population of our campus.

Domain 3: The diversity and number of ELL/LEP students on our campus has increased from the prior year. Our reading scores in TELPAS and Listening and Speaking have increased.

Cycle 2 update: Through Fall EOC we've met our midpoint goals of Approaches 46%, Meets 13%, and Masters 2.7%. We look to implement action plans during PLC's targeting individual students and high leverage TEKS. Our largest area of opportunity is Science and Reading.

We will increase Academic Achievement on all core subject areas and increase the campus Masters rate from an average of 5% to an average of 10% and the Meets percentage from 10% to 15% and Approaches from 55% to 65%.

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

Domain 1: The COVID learning gap and transient population can affect the overall goal and subject performance.

Domain 2B: Possible increases in Domain 2 student numbers. COVID Learning Gaps and attendance issues. The transient population of our campus.

Domain 3: The diversity and number of ELL/LEP students on our campus has increased from the prior year. Our reading scores in TELPAS and Listening and Speaking have increased.

Cycle 2 Update: TELPAS data is currently being prepared upon completion of the testing cycle.

The population and subject area we will address is ELL's. We will utilize TELPAS and STAAR. We will increase TELPAS growth from 27% to 36%.

## **CCMR**

### **What goals has your campus set for CCMR?**

The goal for CCMR for Domain I annual graduates will be 25% by June 2022 through various offerings of state approved programs to earn certifications i.e. OSHA, Baylor Scott and White, and MicroSoft.

## **Federal Graduation Rate**

### **What goals has your campus set for Federal Graduation Rate?**

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

Federal Graduation Rate for 2021 was 30.4%; our goal is to increase this to 40.4% by June of 2022.



# Essential Actions

## Cycles 1-3

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

**Implementation Level: Fully Implemented**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Partial Implementation**

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

**Implementation Level: Beginning Implementation**

**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**

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

**Implementation Level: Beginning Implementation**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Beginning Implementation**

## Cycle 4

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

**Implementation Level: Not Yet Started**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

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

**Implementation Level: Not Yet Started**

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

**Implementation Level: Not Yet Started**

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

**Implementation Level: Not Yet Started**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** Yes, but we want to continue build and improve as we move through the school year.

### 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:** Lesson planning is a focus due to the district-wide implementation of a new instructional model. Teachers are expected to integrate new strategies and support the new instructional model by participating in professional development that aligns with TTESS.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Administration and it's instructional team will receive training from Region 10 and at the district level to grow, develop, and implement quality instructional best practices. In turn campus administrators will join IC's to analyze greatest area of need to begin the process of creating targeted and purposeful lesson plans that are written for student mastery.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CILT team will meet to define and solidify steps to communicate with faculty, staff and parents. Tentative plans for School-wide meetings (Meet the teacher, ESL night, Title I night, etc.). Buy-in will be approached by sharing data with stakeholders and illustrating the connections between effective lesson planning and student improvement.

**Desired Annual Outcome:** By May 2022, 100% of teachers will be create and implement proficient lesson plans that are engaging, flexible lessons that encourage higher order thinking, persistence and achievement for all students. As evidenced by weekly observations and assessments using the rubric. Feedback will be provided and supports used for any teachers who are needing capacity built into their practices.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** At the 90 day mark we would like to have 60% of instructional staff to be proficient in developing data driven instruction that is TEKs based.

**District Actions:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** The implementation of bi-weekly PLC meetings to review and develop action steps to improve instructional practices that improve student outcomes.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Review weekly lesson plans with feedback and rating to teachers by administrators.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan feedback, observations, and coaching sessions.</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal</p> <p><b>Resources Needed:</b> TEKS Resource System, Scope and Sequence, YAG, IFD, Lesson Plan Rating Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> None - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 1, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Implement district developed tracker that contains feedback and action steps in a single google document.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** COVID learning gap, student attendance and teacher absences

**What specific action steps address these challenges?:** We will address the COVID gap through HB 4545 tutoring, Saturday school. We will address student attendance through a committee. Teacher absences will be addressed through coaching and action plans.

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Lesson planning is a focus due to the district-wide implementation of a new instructional model. Teachers are expected to integrate new strategies and support the new instructional model by participating in professional development that aligns with TTESS.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Calibrating with instructional team members will initiate expected outcomes and provide data for needed professional development. Teachers will create and implement proficient lesson plans that will net good first instruction. This will be evidenced by weekly observations and feedback using the TTESS rubric. Tiered support will be provided for any teacher who is needing capacity built into their practices.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CILT team will meet to define and solidify steps to communicate with faculty, staff and parents. Tentative plans for School-wide meetings (Meet the teacher, ESL night, Title I night, etc.). Buy-in will be approached by sharing data with stakeholders and illustrating the connections between effective lesson planning and student improvement.

**Desired Annual Outcome:** By May 2022, 100% of teachers will be create and implement proficient lesson plans that are engaging, flexible lessons that encourage higher order thinking, persistence and achievement for all students. As evidenced by weekly observations and assessments using the rubric. Feedback will be provided and supports used for any teachers who are needing capacity built into their practices.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** By November 2021, 100% of teachers will demonstrate their understanding of the lesson plan rubric by including high-leverage instructional strategies such as: higher order thinking questions, collaborative groups, and scaffolding. This will be evidenced by their lesson plan submissions at the minimum "proficient" range on the rubric.

**District Actions:** Principal supervisor attends DDI training with campus and continues every other week coaching of principal, with coaching focus on principal coaching campus to conduct effective data meetings with a focus on high-quality reteach plans

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** The implementation of bi-weekly PLC meetings to review and develop action steps to improve instructional practices that improve student outcomes. Implement district developed tracker that contains feedback and action steps in a single google document.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Provide professional development from TIL on unpacking standards and lesson objective design during Cycle I.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson objectives in lesson plans; Skills Check Data, Classroom observations</p> <p><b>Person(s) Responsible:</b> Principal, AP, Instructional Coaches, Teachers</p> <p><b>Resources Needed:</b> Professional Development Model of Living the Learning, PD Plan, Lesson plan objective template and rubric ( TEKS Resource System)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> December 1, 2021</p> <p><b>Funding Sources:</b> TIL PD - 6200-Professional and contracted services - \$69,000</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to utilize PLC's, campus calendars, and PD days review and improve best practices.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** "Barriers to achieving this goal are: 1.Mindset: all instructional staff having to adjust to new instructional expectations and accountability models. 2. Resource: lack of protected time to collaborate with fidelity. 3. Skill: staff needs on-going professional development to understand T-TESS expectations. 4. Skill: staff needs targeted, on-going professional development on high-leverage instructional practices. 5. Skill: ESL training needed to support a culturally diverse population.

"

**What specific action steps address these challenges?:** We will address the COVID gap through HB 4545 tutoring, Saturday school. We will address student attendance through a committee. Teacher absences will be addressed through coaching and action plans.

## Cycle 1 - (Sept – Nov)

### 3. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Rationale:** Data driven decision-making and practices continue to be a focus due to the COVID learning gap that has affected the diverse student population that we serve. Analyzing data is key to continuous improvement in student achievement, as well as, improvement in instructional practices.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Instructional coaches will provide professional development to instructional staff on effective data analysis processes and practices. All teachers will engage as fully contributing members of the Professional Learning Community (PLC) where teachers will gather and analyze data from the CFA, Skills checks and STAAR results throughout the year. Leadership can be fostered through a regular rotation of teacher leaders facilitating the PLC meetings.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Start with developing a formally functioning CILT team. Implementing a campus academic/coaching calendar. Buy-in can occur by illustrating effective PLCs lead to student improvement through research based evidence presented to all stakeholders.

**Desired Annual Outcome:** By May 2022, 100% of PLC meetings will be data focused and lead by the Campus Instructional Leadership Team (CILT) and teacher leaders as they emerge. Instructional decisions will be based on campus data tools and all in-depth teacher conversations will be focused on the student achievement goals, data monitoring, interventions and enrichment's.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** At least six PLC meetings will have occurred allowing for student achievement monitoring, teacher collaboration, and intervention plans to have been implemented. This will be accomplished through data analysis, lesson plan building and implementation, and feedback.

**District Actions:** Principal supervisor supports campus in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** The implementation of bi-weekly PLC meetings to review and develop action steps to improve instructional practices that improve student outcomes. Implement district developed tracker that contains feedback and action steps in a single google document. These strategies will be continued during cycle 2.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Review Data from Skills check and progress monitor student outcomes. Ensure teachers collaborate during PLC's and review student data.</p> <p><b>Evidence Used to Determine Progress:</b> PLC Agenda's, Data Results</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal , IC</p> <p><b>Resources Needed:</b> Data from Skills Check, Data Protocol Sheet, Agenda</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> December 3, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Ensure documentation is obtained, received, and uploaded to campus folder in a timely manner.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Barriers to achieve this goal could be: 1. adopting a new instructional mindset from "did I teach the material" to "did the students learn the material" 2. protecting the PLC time and not allowing other tasks to be addressed during this time 3. Limited opportunities to collaborate with teachers who teacher their specific courses 4. Reflecting on practices and immediately adjusting instruction is not a current campus habit

**What specific action steps address these challenges?:** Data meetings, Data walls in classroom, students tracking their own progress.

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:** We've made significant progress in providing instructional observations, feedback, PLC's. Data is being used to expand instructional routines and supports to assist student learning through data based instruction.

### 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:** Lesson planning is a focus due to the district-wide implementation of a new instructional model. Teachers are expected to integrate new strategies and support the new instructional model by participating in professional development that aligns with TTESS.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Administration and it's instructional team will receive training from Region 10 and at the district level to grow, develop, and implement quality instructional best practices. In turn campus administrators will join IC's to analyze greatest area of need to begin the process of creating targeted and purposeful lesson plans that are written for student mastery.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CILT team will meet to define and solidify steps to communicate with faculty, staff and parents. Tentative plans for School-wide meetings (Meet the teacher, ESL night, Title I night, etc.). Buy-in will be approached by sharing data with stakeholders and illustrating the connections between effective lesson planning and student improvement.

**Desired Annual Outcome:** By May 2022, 100% of teachers will be create and implement proficient lesson plans that are engaging, flexible lessons that encourage higher order thinking, persistence and achievement for all students. As evidenced by weekly observations and assessments using the rubric. Feedback will be provided and supports used for any teachers who are needing capacity built into their practices.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** By the end of February 2022, begin implementation of a coaching and feedback tracker that tracks 75% of teacher observations.

**District Actions:** District provided a developed coaching and feedback form ; and professional development on coaching and feedback.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Implementation of the district developed feedback tracker has been fundamentally instrumental. During 360 Review meetings on Fridays feedback tracker reports are given to the team.



Step 1 Details	Reviews
<p><b>Action Step 1:</b> Review weekly lesson plans with feedback and rating to teachers by administrators.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan feedback, observations, and coaching sessions.</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal</p> <p><b>Resources Needed:</b> TEKS Resource System, Scope and Sequence, YAG, IFD, Lesson Plan Rating Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to schedule and monitor the observation and feedback tracker. Report will be given to 360 committee weekly.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Review weekly lesson plans with feedback and rating to teachers by administrators.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan feedback, observations, and coaching sessions.</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal</p> <p><b>Resources Needed:</b> TEKS Resource System, Scope and Sequence, YAG, IFD, Lesson Plan Rating Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to provide feedback and rating according to the districts rubric. Report will be given to 360 committee weekly.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Time limitations including meetings, training's, campus emergencies, and teacher absences. These will restrict the facilitation of coaching and feedback.

**What specific action steps address these challenges?:** Scheduling on school calendar, timely targeted feedback, and regularly scheduled observations formal and informal.

## Cycle 2 - (Dec – Feb)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Lesson planning is a focus due to the district-wide implementation of a new instructional model. Teachers are expected to integrate new strategies and support the new instructional model by participating in professional development that aligns with TTESS.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Calibrating with instructional team members will initiate expected outcomes and provide data for needed professional development. Teachers will create and implement proficient lesson plans that will net good first instruction. This will be evidenced by weekly observations and feedback using the TTESS rubric. Tiered support will be provided for any teacher who is needing capacity built into their practices.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CILT team will meet to define and solidify steps to communicate with faculty, staff and parents. Tentative plans for School-wide meetings (Meet the teacher, ESL night, Title I night, etc.). Buy-in will be approached by sharing data with stakeholders and illustrating the connections between effective lesson planning and student improvement.

**Desired Annual Outcome:** By May 2022, 100% of teachers will be create and implement proficient lesson plans that are engaging, flexible lessons that encourage higher order thinking, persistence and achievement for all students. As evidenced by weekly observations and assessments using the rubric. Feedback will be provided and supports used for any teachers who are needing capacity built into their practices.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** By the end of February 2022, 90% of content departments will particiapte in bi-weekly data meetings that begin to be facilitated by 100% of department heads.

**District Actions:** Provide training and professional development on data driven instruction and leadership development for department chairs.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Tracker is being maintained and updated weekly and provided to 360 Review team members.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Provide professional development from TIL on unpacking standards and lesson objective design during Cycle I.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson objectives in lesson plans; Skills Check Data, Classroom observations</p> <p><b>Person(s) Responsible:</b> Principal, AP, Instructional Coaches, Teachers</p> <p><b>Resources Needed:</b> Professional Development Model of Living the Learning, PD Plan, Lesson plan objective template and rubric ( TEKS Resource System)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 21, 2022</p> <p><b>Funding Sources:</b> TIL PD - 6200-Professional and contracted services - \$69,000</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Continued instructional reminders and training during PLC's and observe actions in class. Feedback will be provided following observations.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Commitment and protected time for data meetings due to constraints, district meetings, and training's.

**What specific action steps address these challenges?:** Develop systems to prioritize weekly data meetings. Utilize virtual meetings, google folders, and emails to confirm completion of data tasks.

## Cycle 2 - (Dec – Feb)

### 3. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Rationale:** Data driven decision-making and practices continue to be a focus due to the COVID learning gap that has affected the diverse student population that we serve. Analyzing data is key to continuous improvement in student achievement, as well as, improvement in instructional practices.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Instructional coaches will provide professional development to instructional staff on effective data analysis processes and practices. All teachers will engage as fully contributing members of the Professional Learning Community (PLC) where teachers will gather and analyze data from the CFA, Skills checks and STAAR results throughout the year. Leadership can be fostered through a regular rotation of teacher leaders facilitating the PLC meetings.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Start with developing a formally functioning CILT team. Implementing a campus academic/coaching calendar. Buy-in can occur by illustrating effective PLCs lead to student improvement through research based evidence presented to all stakeholders.

**Desired Annual Outcome:** By May 2022, 100% of PLC meetings will be data focused and lead by the Campus Instructional Leadership Team (CILT) and teacher leaders as they emerge. Instructional decisions will be based on campus data tools and all in-depth teacher conversations will be focused on the student achievement goals, data monitoring, interventions and enrichment's.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** By the end of February, 2022 , 100% of campus and teacher leaders will be trained on PLC protocols and procedures to ensure leaders are prepared to coach instructional staff in DDI tasks and implementation.

**District Actions:** The district will train on Data Driven Instruction to build capacity in teacher leaders.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** At this time Instructional Coaches have begun to facilitate the PLC's using our protocol and administrators attend to provide guidance and feedback.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Review Data from Skills check and progress monitor student outcomes. Ensure teachers collaborate during PLC's and review student data.</p> <p><b>Evidence Used to Determine Progress:</b> Data Results Observations PLC Collaboration</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal , IC</p> <p><b>Resources Needed:</b> Data from Skills Check, Data Protocol Sheet, Agenda</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to drill down and spiral instruction with high leverage TEKS needed to reteach.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Building capacity in new teacher leaders. Time to model, coach, and provide feedback to teacher leaders. Time constraints and teacher absences.

**What specific action steps address these challenges?:** Continue to model, coach, and provide professional development for to build capacity in teacher leaders. Have standards that holds teacher leaders accountable by submitting their action steps/tasks.

### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:** We've made significant progress in providing instructional observations, feedback, PLC's. Data is being used to expand instructional routines and supports to assist student learning through data based instruction.

#### 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:** Lesson planning is a focus due to the district-wide implementation of a new instructional model. Teachers are expected to integrate new strategies and support the new instructional model by participating in professional development that aligns with TTESS.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Administration and it's instructional team will receive training from Region 10 and at the district level to grow, develop, and implement quality instructional best practices. In turn campus administrators will join IC's to analyze greatest area of need to begin the process of creating targeted and purposeful lesson plans that are written for student mastery.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CILT team will meet to define and solidify steps to communicate with faculty, staff and parents. Tentative plans for School-wide meetings (Meet the teacher, ESL night, Title I night, etc.). Buy-in will be approached by sharing data with stakeholders and illustrating the connections between effective lesson planning and student improvement.

**Desired Annual Outcome:** By May 2022, 100% of teachers will be create and implement proficient lesson plans that are engaging, flexible lessons that encourage higher order thinking, persistence and achievement for all students. As evidenced by weekly observations and assessments using the rubric. Feedback will be provided and supports used for any teachers who are needing capacity built into their practices.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** By May , 2022, 100% of campus leaders will give lesson plan feedback based on the district rubric with a specific focus on aligned daily learning objectives on 80% of teacher lesson plans weekly.

**District Actions:** If the principal supervisor provides regular coaching to the principal on lesson plan feedback, then the campus leaders can be successful in this area.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Weekly PLC's, Lesson Plan feedback weekly using district rubric, weekly classroom observations with feedback provided.

**Did you achieve your annual outcome? Why or why not?:** Yes. We achieved it through utilizing data protocols in PLC's, campus instructional leaders providing coaching and feedback.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Review weekly lesson plans with feedback and rating to teachers by administrators.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan feedback, observations, and coaching sessions.</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal</p> <p><b>Resources Needed:</b> TEKS Resource System, Scope and Sequence, YAG, IFD, Lesson Plan Rating Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 23, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to provide feedback weekly on lesson plans. Continue to observe two teachers per week and provide timely feedback.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Review weekly lesson plans with feedback and rating to teachers by administrators.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan feedback, observations, and coaching sessions.</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal</p> <p><b>Resources Needed:</b> TEKS Resource System, Scope and Sequence, YAG, IFD, Lesson Plan Rating Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 2, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to provide feedback weekly on lesson plans. Continue to hold weekly PLC's utilizing data and high leverage TEKs.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Review weekly lesson plans with feedback and rating to teachers by administrators.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan feedback, observations, and coaching sessions.</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal</p> <p><b>Resources Needed:</b> TEKS Resource System, Scope and Sequence, YAG, IFD, Lesson Plan Rating Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 4, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 2, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to provide feedback weekly on lesson plans and a rating using the district rubric. Continue to observe two teachers per week and provide timely feedback.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Review weekly lesson plans with feedback and rating to teachers by administrators.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan feedback, observations, and coaching sessions.</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal</p> <p><b>Resources Needed:</b> TEKS Resource System, Scope and Sequence, YAG, IFD, Lesson Plan Rating Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 20, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to provide feedback weekly on lesson plans and a rating using the district rubric.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Protected time to provide meaningful feedback weekly and consistently among the leadership team.

**What specific action steps address these challenges?:** Ensure campus leaders/content leads and instructional coaches are available to provide the training missed and information needed.



## Cycle 3 - (Mar – May)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Lesson planning is a focus due to the district-wide implementation of a new instructional model. Teachers are expected to integrate new strategies and support the new instructional model by participating in professional development that aligns with TTESS.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Calibrating with instructional team members will initiate expected outcomes and provide data for needed professional development. Teachers will create and implement proficient lesson plans that will net good first instruction. This will be evidenced by weekly observations and feedback using the TTESS rubric. Tiered support will be provided for any teacher who is needing capacity built into their practices.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The CILT team will meet to define and solidify steps to communicate with faculty, staff and parents. Tentative plans for School-wide meetings (Meet the teacher, ESL night, Title I night, etc.). Buy-in will be approached by sharing data with stakeholders and illustrating the connections between effective lesson planning and student improvement.

**Desired Annual Outcome:** By May 2022, 100% of teachers will be create and implement proficient lesson plans that are engaging, flexible lessons that encourage higher order thinking, persistence and achievement for all students. As evidenced by weekly observations and assessments using the rubric. Feedback will be provided and supports used for any teachers who are needing capacity built into their practices.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** By May , 2022 the 100% of campus administrators will provide timely feedback to 90% of teachers on observations specific to the areas of DDI.

**District Actions:** The district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** We achieved this through utilizing an observation tracker and feedback protocols. This is done weekly and presented in the 360 review.

**Did you achieve your annual outcome? Why or why not?:** Yes. This is due to the observation tracker and PLC meetings.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Provide professional development from TIL on unpacking standards and lesson objective design during Cycle I.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson objectives in lesson plans; Skills Check Data, Classroom observations</p> <p><b>Person(s) Responsible:</b> Principal, AP, Instructional Coaches, Teachers</p> <p><b>Resources Needed:</b> Professional Development Model of Living the Learning, PD Plan, Lesson plan objective template and rubric ( TEKS Resource System)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 23, 2022</p> <p><b>Funding Sources:</b> TIL PD - 6200-Professional and contracted services - \$69,000</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continued spot observations, PLC's to unpack the TEKS, and data protocols.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Provide professional development from TIL on unpacking standards and lesson objective design during Cycle I.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson objectives in lesson plans; Skills Check Data, Classroom observations</p> <p><b>Person(s) Responsible:</b> Principal, AP, Instructional Coaches, Teachers</p> <p><b>Resources Needed:</b> Professional Development Model of Living the Learning, PD Plan, Lesson plan objective template and rubric ( TEKS Resource System)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 23, 2022</p> <p><b>Funding Sources:</b> TIL PD - 6200-Professional and contracted services - \$69,000</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Continued feedback on lesson plans, data PLC's and protocols, and at least two classroom observations per week.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Campus wide of use of the DDI protocol and consistent feedback on data driven instruction.

**What specific action steps address these challenges?:** Professional development and PLC's that provide training and support to all stakeholders on DDI.

## Cycle 3 - (Mar – May)

### 3. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Rationale:** Data driven decision-making and practices continue to be a focus due to the COVID learning gap that has affected the diverse student population that we serve. Analyzing data is key to continuous improvement in student achievement, as well as, improvement in instructional practices.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Instructional coaches will provide professional development to instructional staff on effective data analysis processes and practices. All teachers will engage as fully contributing members of the Professional Learning Community (PLC) where teachers will gather and analyze data from the CFA, Skills checks and STAAR results throughout the year. Leadership can be fostered through a regular rotation of teacher leaders facilitating the PLC meetings.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Start with developing a formally functioning CILT team. Implementing a campus academic/coaching calendar. Buy-in can occur by illustrating effective PLCs lead to student improvement through research based evidence presented to all stakeholders.

**Desired Annual Outcome:** By May 2022, 100% of PLC meetings will be data focused and lead by the Campus Instructional Leadership Team (CILT) and teacher leaders as they emerge. Instructional decisions will be based on campus data tools and all in-depth teacher conversations will be focused on the student achievement goals, data monitoring, interventions and enrichment's.

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Desired 90-day Outcome:** By May 2022, 100% of PLC meetings will be data focused and lead by the Campus Instructional Leadership Team (CILT) and teacher leaders.

**District Actions:** The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Teacher leaders are leading PLC's and data meetings utilizing protocols and processes provided by the district.

**Did you achieve your annual outcome? Why or why not?:** Yes through working together as a team and holding weekly PLC meetings for instructional purposes.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Review Data from Skills check and progress monitor student outcomes. Ensure teachers collaborate during PLC's and review student data.</p> <p><b>Evidence Used to Determine Progress:</b> PLC Agenda's, Data Results</p> <p><b>Person(s) Responsible:</b> Principal, Assistant Principal , IC</p> <p><b>Resources Needed:</b> Data from Skills Check, Data Protocol Sheet, Agenda</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 23, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Bi-weekly skills checks will be developed by district instructional staff. Data will continue to b analyzed and utilized to drive instruction for the following week. Continued data PLC's to address areas of improvement.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Motivation and focus will be challenging as we move towards the end of the school year for teachers after EOC STAAR.

**What specific action steps address these challenges?:** The campus leaders will continue to provide training, supports, and building morale to keep teachers focused and goal centered.

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$3,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	TIL PD		\$69,000.00
2	2	1	TIL PD		\$69,000.00
3	2	1	TIL PD		\$69,000.00
3	2	2	TIL PD		\$69,000.00
<b>Sub-Total</b>					\$276,000.00
<b>Budgeted Budget Object Code Amount</b>					\$69,000.00
<b>+/- Difference</b>					-\$207,000.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$500.00
<b>+/- Difference</b>					\$500.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$2,000.00
<b>+/- Difference</b>					\$2,000.00
<b>Grand Total Budgeted</b>					\$74,500.00
<b>Grand Total Spent</b>					\$276,000.00
<b>+/- Difference</b>					-\$201,500.00

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	40	38	94	District Created Benchmark	35	35	District Created Benchmark	47	61	50	18
			All	All	Reading	Meets	STAAR	15	19	94	District Created Benchmark	16	16	District Created Benchmark	23	42	25	8
			All	All	Reading	Masters	STAAR	0	1	94	District Created Benchmark	1	2	District Created Benchmark	4	22	5	0
			All	All	Mathematics	Approaches	STAAR	87	36	88	District Created Benchmark	95	95	District Created Benchmark	94	95	95	42
			All	All	Mathematics	Meets	STAAR	30	6	88	District Created Benchmark	67	67	District Created Benchmark	38	67	40	17
			All	All	Mathematics	Masters	STAAR	5	0	88	District Created Benchmark	31	31	District Created Benchmark	14	31	15	0
			All	All	Science	Approaches	STAAR	69	55	94	District Created Benchmark	63	63	District Created Benchmark	77	63	79	27
			All	All	Science	Meets	STAAR	12	10	94	District Created Benchmark	31	31	District Created Benchmark	18	31	20	6
			All	All	Science	Masters	STAAR	0	0	94	District Created Benchmark	3	3	District Created Benchmark	4	3	5	3
2. Domain 3	Focus 1	English Language Proficiency	All	ELL	Reading	NA	TELPAS	27	40	97	District Created Benchmark	50	53	District Created Benchmark	55	53	60	53
	Focus 2	School Quality/College & Career Readiness	All	ELL	All	NA	Graduation Rate	3	14	14	CBM	17	14	Other	40	14	21	14



# Addendums



# Data PLC

## February 16, 2022

Participants	Objective
<ul style="list-style-type: none"> <li>Admin: Cazares, Frazier, Green, Jones, Gossom, Dr. Strganac, Smith Williams, Martinez, Michelli, DeGracia, Dupree, Nazari, Robinson, Ramirez, Bailey</li> </ul>	<ul style="list-style-type: none"> <li>Discuss: CFA Data; Complete and discuss Data Reflection Form; other</li> </ul>
Norms	
<ul style="list-style-type: none"> <li>Be fully engaged</li> <li>Be open minded</li> <li>Grow yourself and others</li> <li>Be accountable</li> </ul>	<ul style="list-style-type: none"> <li>Mr. Jones (IC) &amp; Michelli (IC) facilitate PLC's</li> <li>Teachers present "Data Reflection" form</li> <li>Discussed grade submission 90% teachers will be up to date by 2/18/2022.</li> </ul>

### AGENDA

- Welcome
- Norms
- Review Objective
- Questions/concerns

### Sign-In Sheet
