

Texans Can Academies

Texans Can Academy - Houston Hobby - TIP

2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Dr. James Ponce
Cynthia Miles

Principal: Rawley Sanchez
ESC Case Manager: Melanie Hawkins
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: Rawley Sanchez

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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.

Our Domain 1: Our goal is to increase our campus overall STAAR EOC passing percentages to 54% students scoring in Approaches, 14% of our students scoring Meets, and 2% scoring Masters.

Rationale: By achieving this goal we will move our campus to a "B" rating.

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.

Our Domain 2B goal is if we have 15 D2 progress measures this year, that 11 of those 15 will achieve progress, earning a full point and meeting the D3 EL target. If acheive this goal, then we will earn a "B" rating for 2021-2022.

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.

Our D3 goal is to increase our EL Math EOC testers by two additional students scoring in Meets/Masters for Algebra 1 EOC. by percentage, increasing this population by 15% (2 tests) this will help us hit our math target of 40%, up from 25%. We chose this goal because increasing this special pop (ELs) by only 2 additional tests will help us hit our target of 40%. In addition we will maintain our TELPAS percentage of students progressing at least one level at 44%, which is the percentage we achieved in the 2020-2021 school year. We will also increase our CCMR percent to 6%.

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?

This year's subject areas that are our focus are closing the gap in the special populations as they pertain to the Alg 1 STAAR EOC. We have been very close to achieving our math targets in the Econ Disadvantaged population. We achieved 27%, with a target of 36%, the African American target is 31%, and we were close with 26%, as well as Hispanics we achieved 27%, and our goal is 40%. Since we now have students back on campus, we feel these are attainable goals that will move our campus to a "B" rating.

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

CCMR

CCMR: What goals has your campus set for CCMR?

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

Federal Graduation Rate

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

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

Federal Graduation Rate Target : 22 %

Federal Graduation Rate for 2020-2021 = 12.5%

Essential Actions

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

Implementation Level: Not Yet Started

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

Implementation Level: Not Yet Started

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

Implementation Level: Partial Implementation

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

Implementation Level: Not Yet Started

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Essential Action : 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?: We did, partially. We met the goals in terms of overall percentages were reached, however, the goals for Meets and Masters were not. Nearly all of our students who pass, do so in the Approaches range.

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

Implementation Level: Partial Implementation

Rationale: As students and staff return back to on campus learning, it is imperative that we establish norms and expectations for a safe and welcoming learning environment learning for all students. Focusing on this key action will help provide a return to learning opportunity for students and staff whereas we have a safe and welcoming learning environment. Both students and teachers will need to re-establish relationships to guarantee a safe and welcoming environment.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus instructional leaders will build capacity in this area by ensuring administrators, teachers, students and all visitors entering the building are aware of the vision, mission, goals and values of the campus. Artifacts (signage) will be placed in all areas around the campus and in classrooms and hallways for reference and reminders. We will partner with Texas Instructional Leadership (Region 10) program for additional support in developing campus culture and well as receiving feedback. In addition, central office staff will provide feedback. Engaging with the TIL LAFA Cohort will help us ensure fidelity our plan and our teachers are using the process and protocols in and out of the classroom. The cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on building a positive school culture.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Houston Can Hobby (HCH) Communication Log will be utilized by all staff on campus to provide feedback and data on student and parent contact and results will be generated weekly. This data will be shared monthly and feedback will be provide to staff at monthly staff meetings with next steps for areas needing attention by either staff, advocates or admin. PD will be provide (if necessary) included, but no limited to, district training, service center training, local or state conferences. Staff will make one positive call to parent or guardian term 1 and will increase to 2 calls per term thereafter. This will be monitored through the HCH communication log report.

Desired Annual Outcome: By May 2022, 90% of all school stakeholders can, without prompting, share our campus mission/vision statement. "Creating successful student outcomes.... let's finish this together!" Creating a positive school culture that is evident, supportive, positive, responsive, and inclusive will be demonstrated by achieving 90% attendance and 80% retention. Evidenced through HCH communication log report that is aligned with the culture, goals, and routines that are built on and aligned with the school mission/vision. Administrators will participate weekly in PLCs and have teachers start the meetings with the mission and vision statement, while collecting data that will be document on a Goggle doc with the number of teachers that will be able to articulate the mission and vision of the campus. At every staff meeting, 5 staff members will be ask to articulate the mission and vision and the data will be recorded and feedback will be provided.

District Commitment Theory of Action: If the Districts policies and practices align with and promote positive school culture, while ensuring that campus buildings are well maintained, safe, and conducive to learning ~ The campus staff will create a school culture that promotes social and emotional wellness, and academic excellence where all stakeholders think of the unthinkable, and do the impossible.

Desired 90-day Outcome: Demonstrate high expectations and shared ownership through the establishment of a clear school mission statement 80% of teachers will establish strong routines that promote positive and a safe learning environment.

District Actions: If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures) and the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), and the district provides campuses with access to external student support services and the district ensures that campus buildings are well maintained, safe, and conducive to learning, and the district policies and practices align with and promote positive school culture, then the campus will be able to follow the road map provided by the district to support a positive school culture and successful student outcomes.

Did you achieve your 90 day outcome?: Yes

Why or why not?: A strong vision statement has been established and guides us as we continue to create a positive campus culture. The vision statement is posted throughout the campus, and included in all communications and meetings. 80% of teachers have established strong classroom routines and procedures such as the 10/10 rule, collecting student cell phones, and an established calendar for parking lot duty.

Step 1 Details	Reviews
<p>Action Step 1: Establish clear School Mission and include in all signage and school messaging. To ensure that we meet your 90 day goal of establishing norms and routines new and additional signage will need to added and placed throughout the campus so that all staff, students and visitors are able to see and read what the mission and vision of the campus.</p> <p>Evidence Used to Determine Progress: School schedules, signage, students and staff and stakeholders know the mission statement and can recite it</p> <p>Person(s) Responsible: Admin , Admin Assistant, Teachers</p> <p>Resources Needed: New Signage</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Daily - Evidence Collection Date: November 1, 2021</p> <p>Funding Sources: Texas Instructional Leadership & ESF - 6200-Professional and contracted services - \$16,750</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Fall Open House will give the campus an opportunity to re-establish relationships between staff, students, parents and administration. During this time we will deliver report cards, campus goals, expectations, and mission and vision for the 2021-2022 school year</p> <p>Evidence Used to Determine Progress: Pictures, sign in sheets, fliers and attendance sheets</p> <p>Person(s) Responsible: Admin, Advocates, Teachers</p> <p>Resources Needed: Call outs, emails, fliers, snacks</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: October 14, 2021</p> <p>Funding Sources: bilingual staff for translation - 6100-Payroll - \$500</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: ESL Parent Night will give the campus an opportunity to re-engage parents and provide small group feedback on student progress and measure needed to ensures success.</p> <p>Evidence Used to Determine Progress: Parent night flier, sign in sheets, pictures</p> <p>Person(s) Responsible: Admin, ESL teacher, ESL clerk</p> <p>Resources Needed: Community Partners, snacks, books</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Quarterly - Evidence Collection Date: October 19, 2021</p> <p>Funding Sources: Staff for translation - 6100-Payroll - \$500, Refreshments and food - Indirect Costs - \$200</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Monthly PD with Regional Service Center will provide hands on feedback and adjustments to TIP</p> <p>Evidence Used to Determine Progress: Sign in sheet and PD credit from Regional Service Center</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: Budget for travel and hotel, substitute</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: October 19, 2021</p> <p>Funding Sources: Substitute - 6100-Payroll - \$100, Travel and Hotel - Indirect Costs - \$3,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: Charter Schools Conference will provide opportunities for admin to review and calibrate best practices and apply to current TIP</p> <p>Evidence Used to Determine Progress: Registration and certificate of attendance</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: Budget for travel and hotel</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: September 1, 2021 - Frequency: One Time - Evidence Collection Date: October 29, 2021</p> <p>Funding Sources: Travel and hotel costs - Indirect Costs - \$1,500</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: Admin was not able to attend the conference due to the needs of the campus at the time. APs completed courses through Charter School Success.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Barriers to address during this cycle will be welcoming students back to in person learning and reestablishing norms and high expectations after many have been out of school or doing remote instruction for 1.5 years. Another barrier will be dealing with the current pandemic while still attempting to get families and stakeholders to engage in family and parent nights. There was a loss of staff after the last school year, so hiring, training, and creating buy in with new staff will be another barrier to address

What specific action steps address these challenges?: Campus staff will develop and monitor school routines and procedures for student arrival, dismissal and hallway transitions. Campus leaders will monitor on a weekly basis using a rubric to measure the effectiveness of the routines and procedures.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

Rationale: We aim to maximize learning from this past year to increase our scores by 5-10 points for approaches/meets/masters. We will focus on intervention supports for our students that did not pass the STAAR. With that being said, there is a need to provide teachers with ongoing training and support with best practices, instructional strategies, and using high-quality instructional materials and assessments for instruction. With both students and teachers making adjustments to in-class instruction, we will need to revisit and reteach best practices for teaching and learning. Lesson plan, teaching cycle and bell to bell instruction will be a focus during PLC meetings.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity in this area by providing teachers support through training, modeling, and coaching. We will collaborate with Region 10 to provide additional professional development. We will also partner with our Curriculum and Instruction District Team to build those leadership skills and content knowledge. Engaging with the TIL LAFA Cohort will help us ensure fidelity and rigor and that our teachers are successful in the classroom. The cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leaders to better coaching and support our teachers on successful student outcomes through lesson plans, teaching cycle, best practices and bell to bell instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through PLC's, feedback conferences, surveys and department meetings. We will influence teachers by establishing clear and effective two-way communication.

Desired Annual Outcome: By May 2022, 100% of campus teachers will establish and maintain a strong classroom culture, by ensuring that at least 65% of teachers effectively use high quality instructional materials that promote critical thinking skills including differentiated and scaffolded. By May of 2022. 100% of teachers will be meeting the new deadline of posting lesson plans by Fridays to ensure time for review by the AP of C&I, who will provide feedback. This will be evidenced by support of bi-weekly feedback of lesson plans by Monday morning of the week of instruction. Campus instructional leaders will ensure 100% of teachers adapt instruction so that students make connections between what they are learning and their real world experiences as evidenced in artifacts in bi-weekly PLC and included in campus folder.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback); then campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Desired 90-day Outcome: By November of 2021, 100% of teachers will be trained in EOC accountability and strategies so that they can use effective data decision tools to drive instruction. By November of 2021, at least six PLC meeting will have occurred where teachers will collaborate on instructional decisions based on data analysis, student work, and lesson plan feedback. 70% of students completing CFAs in tested content areas. Teachers will continue to train and build capacity on the use of the TEKS resource system and Implementing the TEKS Resource System. Instructional staff will implement the use of Talk Read, Talk Write in 75% of classrooms

District Actions: If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence., and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will follow the road map designed by the district to ensure content and assessment alignment to state standards.

Did you achieve your 90 day outcome?: Yes

Why or why not?: At least six PLC meetings were held. Campus increased student participation in CFAs to over 70%. 75% of staff is using the TRTW protocol in classrooms.

Step 1 Details	Reviews
<p>Action Step 1: Review teacher lesson plans, rate and give feedback based on rigor and alignment weekly</p> <p>Evidence Used to Determine Progress: Feedback occurs on MCC lesson plan submissions.</p> <p>Person(s) Responsible: AP of C&I</p> <p>Resources Needed: MCC< TRS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: AP of C& I did not have access to rating system in MCC, but has access now and is rating and providing feedback.</p>
Step 2 Details	Reviews
<p>Action Step 2: Data Wall is established and updated after each CFA with the most current data and reviewed during Dept. PLCs.</p> <p>Evidence Used to Determine Progress: Data Wall up and current</p> <p>Person(s) Responsible: AP of C&I</p> <p>Resources Needed: bulletin board paper, Eduphoria data from district,</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Data wall is up to date, and will continue to update when new data is released.</p>
Step 3 Details	Reviews
<p>Action Step 3: State Accountability and EOC support PD for teachers</p> <p>Evidence Used to Determine Progress: sign in sheets, calendar invites</p> <p>Person(s) Responsible: AP of C&I, teachers</p> <p>Resources Needed: Establish calendar date w/ Shannon Wood @ Region 10</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: October 4, 2021 - Frequency: One Time - Evidence Collection Date: October 4, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Establish and build ILT to build leadership capacity not limited to teacher PD conferences</p> <p>Evidence Used to Determine Progress: Agendas and PLC notes</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: Budget for travel and Hotel</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021</p> <p>Funding Sources: Conference Cost - Indirect Costs - \$500, Budget for Teacher Leader training - 6100-Payroll - \$1,000</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The campus did select an Instructional Coach, but hiring for vacancies and staff shortages have been a challenge. Continue to seek and build leadership capacity.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Barriers to achieving this outcome would be new staff, vacancies as a result of certification and late resignations and lack of teaching pool. Staff having to adjust to new instructional expectations and accountability models. The implementation of T-TESS and on going professional development to understand T-TESS expectations.

What specific action steps address these challenges?: On going and weekly PD through department conference periods and additional half day allocated time every 9 weeks (full staff would need to required to accomplish this).

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Partial Implementation

Rationale: As students and staff return back to on campus learning, it is imperative that we establish norms and expectations for a safe and welcoming learning environment learning for all students. Focusing on this key action will help provide a return to learning opportunity for students and staff whereas we have a safe and welcoming learning environment. Both students and teachers will need to re-establish relationships to guarantee a safe and welcoming environment.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus instructional leaders will build capacity in this area by ensuring administrators, teachers, students and all visitors entering the building are aware of the vision, mission, goals and values of the campus. Artifacts (signage) will be placed in all areas around the campus and in classrooms and hallways for reference and reminders. We will partner with Texas Instructional Leadership (Region 10) program for additional support in developing campus culture and well as receiving feedback. In addition, central office staff will provide feedback. Engaging with the TIL LAFA Cohort will help us ensure fidelity our plan and our teachers are using the process and protocols in and out of the classroom. The cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on building a positive school culture.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Houston Can Hobby (HCH) Communication Log will be utilized by all staff on campus to provide feedback and data on student and parent contact and results will be generated weekly. This data will be shared monthly and feedback will be provide to staff at monthly staff meetings with next steps for areas needing attention by either staff, advocates or admin. PD will be provide (if necessary) included, but no limited to, district training, service center training, local or state conferences. Staff will make one positive call to parent or guardian term 1 and will increase to 2 calls per term thereafter. This will be monitored through the HCH communication log report.

Desired Annual Outcome: By May 2022, 90% of all school stakeholders can, without prompting, share our campus mission/vision statement. "Creating successful student outcomes.... let's finish this together!" Creating a positive school culture that is evident, supportive, positive, responsive, and inclusive will be demonstrated by achieving 90% attendance and 80% retention. Evidenced through HCH communication log report that is aligned with the culture, goals, and routines that are built on and aligned with the school mission/vision. Administrators will participate weekly in PLCs and have teachers start the meetings with the mission and vision statement, while collecting data that will be document on a Goggle doc with the number of teachers that will be able to articulate the mission and vision of the campus. At every staff meeting, 5 staff members will be ask to articulate the mission and vision and the data will be recorded and feedback will be provided.

District Commitment Theory of Action: If the Districts policies and practices align with and promote positive school culture, while ensuring that campus buildings are well maintained, safe, and conducive to learning ~ The campus staff will create a school culture that promotes social and emotional wellness, and academic excellence where all stakeholders think of the unthinkable, and do the impossible.

Desired 90-day Outcome: 80% of staff will be able to share our campus mission statement without prompting, all meetings and correspondence will include the campus mission statement which will continue to build a strong and positive school culture. Each passing period 90% of non-instructional staff will be out and visible and monitoring the passing period. We will improve our campus overall attendance to 80% or more.

District Actions: If the district provides the professional development to build staff capacity as well as the resources to remove barriers for student's attendance, then the campus will be successful in this desired outcome.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Campus leaders will communicate important events and information to all stakeholders via a weekly newsletter.</p> <p>Evidence Used to Determine Progress: Weekly newsletter - Happenings at Hobby</p> <p>Person(s) Responsible: Principal Sanchez</p> <p>Resources Needed: Calendar</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 1, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Build a positive school culture and sense of school community through campus events and celebrations with students.</p> <p>Evidence Used to Determine Progress: Happenings at Hobby School news bulletin, pictures of events</p> <p>Person(s) Responsible: Administration Team</p> <p>Resources Needed: Money for incentives, posters, snacks, gift cards</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 1, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Recognition of students with 90% or better attendance every 3 week period.</p> <p>Evidence Used to Determine Progress: List of students that meet attendance criteria. Pictures of recognition events.</p> <p>Person(s) Responsible: Advocates, Registrar, Admin Team</p> <p>Resources Needed: Attendance reports, money to purchase snacks, gift cards, etc.</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: December 1, 2021 - Evidence Collection Date: February 1, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Monthly PD with Regional Service Center will provide hands on feedback and adjustments to TIP</p> <p>Evidence Used to Determine Progress: Sign in sheet and PD credit from Regional Service Center</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: Budget for travel and hotel, substitute</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: October 19, 2021</p> <p>Funding Sources: Substitute - 6100-Payroll - \$100, Travel and Hotel - Indirect Costs - \$3,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: Establish clear School Mission and include in all signage and school messaging. To ensure that we meet your 90 day goal of establishing norms and routines new and additional signage will need to added and placed throughout the campus so that all staff, students and visitors are able to see and read what the mission and vision of the campus.</p> <p>Evidence Used to Determine Progress: School schedules, signage, students and staff and stakeholders know the mission statement and can recite it</p> <p>Person(s) Responsible: Admin , Admin Assistant, Teachers</p> <p>Resources Needed: New Signage</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Daily - Evidence Collection Date: November 1, 2021</p> <p>Funding Sources: Texas Instructional Leadership & ESF - 6200-Professional and contracted services - \$16,750</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: Monthly PD with Regional Service Center will provide hands on feedback and adjustments to TIP</p> <p>Evidence Used to Determine Progress: Sign in sheet and PD credit from Regional Service Center</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: Budget for travel and hotel, substitute</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: October 19, 2021</p> <p>Funding Sources: Substitute - 6100-Payroll - \$100, Travel and Hotel - Indirect Costs - \$3,000</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?: The challenge will be addressing the student's who have chronic attendance issues.

What specific action steps address these challenges?: Advocates will address students who are beginning to trend downward in their attendance by conducting home visits and/or conferences with students and address any barriers towards school attendance. The campus will create incentives to reward and showcase students with good attendance every three week period.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Rationale: We aim to maximize learning from this past year to increase our scores by 5-10 points for approaches/meets/masters. We will focus on intervention supports for our students that did not pass the STAAR. With that being said, there is a need to provide teachers with ongoing training and support with best practices, instructional strategies, and using high-quality instructional materials and assessments for instruction. With both students and teachers making adjustments to in-class instruction, we will need to revisit and reteach best practices for teaching and learning. Lesson plan, teaching cycle and bell to bell instruction will be a focus during PLC meetings.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity in this area by providing teachers support through training, modeling, and coaching. We will collaborate with Region 10 to provide additional professional development. We will also partner with our Curriculum and Instruction District Team to build those leadership skills and content knowledge. Engaging with the TIL LAFA Cohort will help us ensure fidelity and rigor and that our teachers are successful in the classroom. The cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leaders to better coaching and support our teachers on successful student outcomes through lesson plans, teaching cycle, best practices and bell to bell instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through PLC's, feedback conferences, surveys and department meetings. We will influence teachers by establishing clear and effective two-way communication.

Desired Annual Outcome: By May 2022, 100% of campus teachers will establish and maintain a strong classroom culture, by ensuring that at least 65% of teachers effectively use high quality instructional materials that promote critical thinking skills including differentiated and scaffolded. By May of 2022. 100% of teachers will be meeting the new deadline of posting lesson plans by Fridays to ensure time for review by the AP of C&I, who will provide feedback. This will be evidenced by support of bi-weekly feedback of lesson plans by Monday morning of the week of instruction. Campus instructional leaders will ensure 100% of teachers adapt instruction so that students make connections between what they are learning and their real world experiences as evidenced in artifacts in bi-weekly PLC and included in campus folder.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback); then campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Desired 90-day Outcome: The campus will focus on solidifying the minute to minute daily routines and processes that establish a strong and positive school culture. 90% of instructional staff will have evidence of strong classroom routines and processes including bell to bell instruction, TEK aligned objectives and agendas posted daily, lesson cycle fidelity, exit tickets, and data tracking.

District Actions: If the district will continue to provide professional development for best instructional practices and routines, then the HCA Hobby will be able to achieve the desired 90 day outcome.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Review teacher lesson plans, rate and give feedback based on rigor and alignment weekly</p> <p>Evidence Used to Determine Progress: Feedback occurs on MCC lesson plan submissions.</p> <p>Person(s) Responsible: AP of C&I</p> <p>Resources Needed: MCC< TRS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Review teacher lesson plans, rate and give feedback based on rigor and alignment weekly</p> <p>Evidence Used to Determine Progress: Feedback occurs on MCC lesson plan submissions.</p> <p>Person(s) Responsible: AP of C&I</p> <p>Resources Needed: MCC< TRS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Data Wall is established and updated after each CFA with the most current data and reviewed during Dept. PLCs.</p> <p>Evidence Used to Determine Progress: Data Wall up and current</p> <p>Person(s) Responsible: AP of C&I</p> <p>Resources Needed: bulletin board paper, Eduphoria data from district,</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Establish and build ILT to build leadership capacity not limited to teacher PD conferences</p> <p>Evidence Used to Determine Progress: Agendas and PLC notes</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: Budget for travel and Hotel</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021</p> <p>Funding Sources: Conference Cost - Indirect Costs - \$500, Budget for Teacher Leader training - 6100-Payroll - \$1,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: Review teacher lesson plans, rate and give feedback based on rigor and alignment weekly</p> <p>Evidence Used to Determine Progress: Feedback occurs on MCC lesson plan submissions.</p> <p>Person(s) Responsible: AP of C&I</p> <p>Resources Needed: MCC< TRS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: Data Wall is established and updated after each CFA with the most current data and reviewed during Dept. PLCs.</p> <p>Evidence Used to Determine Progress: Data Wall up and current</p> <p>Person(s) Responsible: AP of C&I</p> <p>Resources Needed: bulletin board paper, Eduphoria data from district,</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 7 Details	Reviews
<p>Action Step 7: State Accountability and EOC support PD for teachers</p> <p>Evidence Used to Determine Progress: sign in sheets, calendar invites</p> <p>Person(s) Responsible: AP of C&I, teachers</p> <p>Resources Needed: Establish calendar date w/ Shannon Wood @ Region 10</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: October 4, 2021 - Frequency: One Time - Evidence Collection Date: October 4, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 8 Details	Reviews
<p>Action Step 8: Establish and build ILT to build leadership capacity not limited to teacher PD conferences</p> <p>Evidence Used to Determine Progress: Agendas and PLC notes</p> <p>Person(s) Responsible: Admin</p> <p>Resources Needed: Budget for travel and Hotel</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021</p> <p>Funding Sources: Conference Cost - Indirect Costs - \$500, Budget for Teacher Leader training - 6100-Payroll - \$1,000</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?: The challenge will be carving time out to build capacity in this area.

What specific action steps address these challenges?: One action step will be to continue to honor the PLC weekly meetings by department to build capacity in this area. Admin will also calendar out weekly walkthrough observations of classrooms and provide turnaround feedback to teachers within 48 hours.

Cycle 3 - (Mar – May)

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

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

Implementation Level: Partial Implementation

Rationale: As students and staff return back to on campus learning, it is imperative that we establish norms and expectations for a safe and welcoming learning environment learning for all students. Focusing on this key action will help provide a return to learning opportunity for students and staff whereas we have a safe and welcoming learning environment. Both students and teachers will need to re-establish relationships to guarantee a safe and welcoming environment.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus instructional leaders will build capacity in this area by ensuring administrators, teachers, students and all visitors entering the building are aware of the vision, mission, goals and values of the campus. Artifacts (signage) will be placed in all areas around the campus and in classrooms and hallways for reference and reminders. We will partner with Texas Instructional Leadership (Region 10) program for additional support in developing campus culture and well as receiving feedback. In addition, central office staff will provide feedback. Engaging with the TIL LAFA Cohort will help us ensure fidelity our plan and our teachers are using the process and protocols in and out of the classroom. The cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on building a positive school culture.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Houston Can Hobby (HCH) Communication Log will be utilized by all staff on campus to provide feedback and data on student and parent contact and results will be generated weekly. This data will be shared monthly and feedback will be provided to staff at monthly staff meetings with next steps for areas needing attention by either staff, advocates or admin. PD will be provided (if necessary) included, but not limited to, district training, service center training, local or state conferences. Staff will make one positive call to parent or guardian term 1 and will increase to 2 calls per term thereafter. This will be monitored through the HCH communication log report.

Desired Annual Outcome: By May 2022, 90% of all school stakeholders can, without prompting, share our campus mission/vision statement. "Creating successful student outcomes.... let's finish this together!" Creating a positive school culture that is evident, supportive, positive, responsive, and inclusive will be demonstrated by achieving 90% attendance and 80% retention. Evidenced through HCH communication log report that is aligned with the culture, goals, and routines that are built on and aligned with the school mission/vision. Administrators will participate weekly in PLCs and have teachers start the meetings with the mission and vision statement, while collecting data that will be documented on a Goggle doc with the number of teachers that will be able to articulate the mission and vision of the campus. At every staff meeting, 5 staff members will be asked to articulate the mission and vision and the data will be recorded and feedback will be provided.

District Commitment Theory of Action: If the Districts policies and practices align with and promote positive school culture, while ensuring that campus buildings are well maintained, safe, and conducive to learning ~ The campus staff will create a school culture that promotes social and emotional wellness, and academic excellence where all stakeholders think of the unthinkable, and do the impossible.

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 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: We aim to maximize learning from this past year to increase our scores by 5-10 points for approaches/meets/masters. We will focus on intervention supports for our students that did not pass the STAAR. With that being said, there is a need to provide teachers with ongoing training and support with best practices, instructional strategies, and using high-quality instructional materials and assessments for instruction. With both students and teachers making adjustments to in-class instruction, we will need to revisit and reteach best practices for teaching and learning. Lesson plan, teaching cycle and bell to bell instruction will be a focus during PLC meetings.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity in this area by providing teachers support through training, modeling, and coaching. We will collaborate with Region 10 to provide additional professional development. We will also partner with our Curriculum and Instruction District Team to build those leadership skills and content knowledge. Engaging with the TIL LAFA Cohort will help us ensure fidelity and rigor and that our teachers are successful in the classroom. The cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build the capacity of our instructional leaders to better coaching and support our teachers on successful student outcomes through lesson plans, teaching cycle, best practices and bell to bell instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through PLC's, feedback conferences, surveys and department meetings. We will influence teachers by establishing clear and effective two-way communication.

Desired Annual Outcome: By May 2022, 100% of campus teachers will establish and maintain a strong classroom culture, by ensuring that at least 65% of teachers effectively use high quality instructional materials that promote critical thinking skills including differentiated and scaffolded. By May of 2022. 100% of of teachers will be meeting the new deadline of posting lesson plans by Fridays to ensure time for review by the AP of C&I, who will provide feedback. This will be evidenced by support of bi-weekly feedback of lesson plans by Monday morning of the week of instruction. Campus instructional leaders will ensure 100% of teachers adapt instruction so that students make connections between what they are learning and their real world experiences as evidenced in artifacts in bi-weekly PLC and included in campus folder.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback); then campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

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)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	bilingual staff for translation		\$500.00
1	1	3	Staff for translation		\$500.00
1	1	4	Substitute		\$100.00
1	2	4	Budget for Teacher Leader training		\$1,000.00
2	1	4	Substitute		\$100.00
2	1	6	Substitute		\$100.00
2	2	4	Budget for Teacher Leader training		\$1,000.00
2	2	8	Budget for Teacher Leader training		\$1,000.00
Sub-Total					\$4,300.00
Budgeted Budget Object Code Amount					\$60,000.00
+/- Difference					\$55,700.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Texas Instructional Leadership & ESF		\$16,750.00
2	1	5	Texas Instructional Leadership & ESF		\$16,750.00
Sub-Total					\$33,500.00
Budgeted Budget Object Code Amount					\$69,000.00
+/- Difference					\$35,500.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$30,000.00
+/- Difference					\$30,000.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	Refreshments and food		\$200.00

Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	4	Travel and Hotel		\$3,000.00
1	1	5	Travel and hotel costs		\$1,500.00
1	2	4	Conference Cost		\$500.00
2	1	4	Travel and Hotel		\$3,000.00
2	1	6	Travel and Hotel		\$3,000.00
2	2	4	Conference Cost		\$500.00
2	2	8	Conference Cost		\$500.00
Sub-Total					\$12,200.00
Budgeted Budget Object Code Amount					\$10,000.00
+/- Difference					-\$2,200.00
Grand Total					\$50,000.00

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	39	14	70	District Created Benchmark	25	46	District Created Benchmark	35		54	
			All	All	Reading	Meets	STAAR	12	8	70	District Created Benchmark	9	0	District Created Benchmark	11		14	
			All	All	Reading	Masters	STAAR	0	0	70	District Created Benchmark	1	0	District Created Benchmark	1		2	
			All	All	Mathematics	Approaches	STAAR	61	16	70	District Created Benchmark	22	39	District Created Benchmark	30		54	
			All	All	Mathematics	Meets	STAAR	26	4	70	District Created Benchmark	6	0	District Created Benchmark	8		14	
			All	All	Mathematics	Masters	STAAR	9	2	70	District Created Benchmark	1	0	District Created Benchmark	2		2	
			All	All	Science	Approaches	STAAR	72	54	70	District Created Benchmark	22	40	District Created Benchmark	30		54	
			All	All	Science	Meets	STAAR	8	14	70	District Created Benchmark	6	0	District Created Benchmark	8		14	
			All	All	Science	Masters	STAAR	0	2	70	District Created Benchmark	1	0	District Created Benchmark	2		2	
2. Domain 3	Focus 1	Academic Achievement	All	ELL	Mathematics	NA	STAAR	25	26	80	District Created Benchmark	52	40	Released STAAR	30		44	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	27	27	80	District Created Benchmark	30	40	District Created Benchmark	33		46	

Addendums

Lesson Plan: Week 3

 Cancel**• Teacher:** Ravi Bhatt • **Subject:** Science • **Course:** Physics • **Term:** Term II

Monday

Lesson 3: Unit 8-Waves - Characteristics and Behaviors of Waves (/Lesson/Details?courseLessonId=927)

Objective: The SWBAT investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wave speed, frequency, and wavelength. The SWBAT compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves.

Daily Objective: Students will be quizzed on the content that they know beforehand in order to get an idea about their conceptual clarity. This will be used to compare with the data of Post - Test

Pre / Post Test:

Pre-Test

Reading Resources:

Waves

Demonstration: Informative Video on YouTube <https://www.youtube.com/watch?v=CVsdXKO9xIk>

Activities:

Exit Ticket 1. What is a wave? 2. Compare and contrast Transverse and Longitudinal Waves.

Practice:

Tuesday

Lesson 3: Unit 8-Waves - Characteristics and Behaviors of Waves (/Lesson/Details?courseLessonId=927)

Objective: The SWBAT investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wave speed, frequency, and wavelength. The SWBAT compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves.

Daily Objective: Students will have a better understanding about the concept of Crest, Trough, Wavelength and

Amplitude via independent activity after an introductory video on the topic followed by an Exit Ticket

Pre / Post Test:**Reading Resources:**

Waves

Demonstration: Video on the concept <https://www.youtube.com/watch?v=9AAkxCq0gF4>

Activities:

Bell Ringer 1. What is a wave? 2. Do waves have Energy? Describing what we learnt from the Video Independent Activity on Waves Exit Ticket 1. What is a Crest? 2. What is a Trough?

Practice:

Wednesday

Lesson 3: Unit 8-Waves - Characteristics and Behaviors of Waves (/Lesson/Details?courseLessonId=927)

Objective: The SWBAT investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wave speed, frequency, and wavelength. The SWBAT compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves.

Daily Objective: Students will be able to have a better understanding about the concept of Period and Frequency via calculating the aspects of waves

Pre / Post Test:**Reading Resources:**

Waves

Demonstration: Informative Video <https://www.youtube.com/watch?v=v3CvAW8BDHI>

Activities:

Bell Ringer 1. What is an Amplitude? 2. Compare and Contrast Crest and Trough Independent Activity on Period and Frequency Exit Ticket What is the Period in Waves? What is the Frequency of the waves?

Practice:

Thursday

Lesson 3: Unit 8-Waves - Characteristics and Behaviors of Waves (/Lesson/Details?courseLessonId=927)

Objective: The SWBAT investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wave speed, frequency, and wavelength. The SWBAT compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves.

Daily Objective: Students will be able to comprehend the relation between speed, frequency and Wavelength via independent activity followed by an interactive Video.

Pre / Post Test:

Reading Resources:

Waves

Demonstration: Informative Video <https://www.youtube.com/watch?v=3-wSHmXB64o>

Activities:

Bell Ringer What is Amplitude of a Wave? What is Frequency of the Wave? Independent Activity on Wavelength, Speed and Frequency problems Exit Ticket What is the Speed of Wave? Compare and Contrast Frequency and Wavelength

Practice:

Friday

Lesson 3: Unit 8-Waves - Characteristics and Behaviors of Waves (/Lesson/Details?courseLessonId=927)

Objective: The SWBAT investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wave speed, frequency, and wavelength. The SWBAT compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves.

Daily Objective: Students will be quizzed on topic that were covered during the week to assess their comprehension and understanding about the topic.

Pre / Post Test:

Post-Test

Reading Resources:

Waves

Demonstration:**Activities:**

Exit Ticket Compare and Contrast Crest and Trough Compare and Contrast Amplitude and Frequency

Practice:

ELL wait time tiered sentence stems translate word(s), phrase(s), or sentence(s)

Sped. Ed. Provide a computer for written work Post a visual schedule on student's desk Use both oral and printed directions

**Other
Students**

Student Expectation	Description
P.1A[Process]	demonstrate safe practices during laboratory and field investigations
P.2D[Process]	design and implement investigative procedures, including making observations, asking well-defined questions, formulating testable hypotheses, identifying variables, selecting appropriate equipment and technology, evaluating numerical answers for reasonableness, and identifying causes and effects of uncertainties in measured data
P.2E[Process]	demonstrate the use of course apparatus, equipment, techniques, and procedures, including multimeters (current, voltage, resistance), balances, batteries, dynamics demonstration equipment, collision apparatus, lab masses, magnets, plane mirrors, convex lenses, stopwatches, trajectory apparatus, graph paper, magnetic compasses, protractors, metric rulers, spring scales, thermometers, slinky springs, and/or other equipment and materials that will produce the same results

Student Expectation	Description
P.2F[Process]	use a wide variety of additional course apparatus, equipment, techniques, materials, and procedures as appropriate such as ripple tank with wave generator, wave motion rope, tuning forks, hand-held visual spectrosopes, discharge tubes with power supply (H, He, Ne, Ar), electromagnetic spectrum charts, laser pointers, micrometer, caliper, computer, data acquisition probes, scientific calculators, graphing technology, electrostatics kits, electroscope, inclined plane, optics bench, optics kit, polarized film, prisms, pulley with table clamp, motion detectors, photogates, friction blocks, ballistic carts or equivalent, resonance tube, stroboscope, resistors, copper wire, switches, iron filings, and/ or other equipment and materials that will produce the same results
P.2G[Process]	make measurements with accuracy and precision and record data using scientific notation and International System (SI) units
P.2H[Process]	organize, evaluate, and make inferences from data, including the use of tables, charts, and graphs
P.2I[Process]	communicate valid conclusions supported by the data through various methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports
P.2J[Process]	express relationships among physical variables quantitatively, including the use of graphs, charts, and equations
P.3A[Process]	analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing so as to encourage critical thinking by the student
P.3B[Process]	communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials
P.3C[Process]	explain the impacts of the scientific contributions of a variety of historical and contemporary scientists on scientific thought and society
P.3D[Process]	research and describe the connections between physics and future careers
P.7A[Supporting]	examine and describe oscillatory motion and wave propagation in various types of media
P.7B[Readiness]	investigate and analyze characteristics of waves, including velocity, frequency, amplitude, and wavelength, and calculate using the relationship between wave speed, frequency, and wavelength
P.7C[Supporting]	compare characteristics and behaviors of transverse waves, including electromagnetic waves and the electromagnetic spectrum, and characteristics and behaviors of longitudinal waves, including sound waves

Student Expectation**Description**

P.7D[Readiness]

investigate behaviors of waves, including reflection, refraction, diffraction, interference, resonance, and the Doppler effect

P.7E[Supporting]

describe and predict image formation as a consequence of reflection from a plane mirror and refraction through a thin convex lens

Message**Created By****Created Date/Time****+ Add**

Mr. Bhatt, Thank you for your lesson plan submission. I don't see a lot represented in the independent practice portion of the lesson cycle. I see bell ringers and that is appreciated. What will students be working on or producing during the "I do"? Also, let's set a goal of including 2-3 exit tickets the week after Thanksgiving and bringing them to PLC on 12/2.

Dina Thomas

11/15/2021 7:16:59 PM

 Print

 Cancel