

**Texans Can Academies**  
**Houston Can Academy - North - TIP**  
**2021-2022 Targeted Improvement Plan**



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

Dr. James Ponce  
Cynthia Miles

**Principal:** Leon Gilmore, Jr.  
**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:** Leon Gilmore, Jr.

# Table of Contents

Data Analysis	4
Domain 1	4
Domain 2A or 2B	4
Domain 3	5
Subject Areas and Student Groups	6
CCMR	7
Federal Graduation Rate	8
Essential Actions	8
Cycles	9
Cycle 1 - (Sept – Nov)	10
Cycle 2 - (Dec – Feb)	14
Cycle 3 - (Mar – May)	19
Cycle 4 - (Jun – Aug)	22
Campus Grant Funding Summary	23
Student Data	25
Addendums	25

# Data Analysis

## Domain 1

**Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.**

### **Domain 1:**

**Our goals for Domain I will increase to 50% Approaches**

**15% Meets for all overall Domain I ( All tests taken)**

**3% Masters for overall Domain I (All tests taken)**

**Rationale: We would like to increase the scores by 10 point. The rationale being this that many students have lost a year of instructional learning due to Covid. Many students will need remedial instruction to make up the learning gap.**

## **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.**

**Domain 2B: Our goal for Domain II will be to ensure 55% of students meet their progress measure for Alg. I**

**Domain II overall goal is for 55% of students to meet their progress measure for English II.**

**Rationale: The rationale is to increase the passing rate of our first time testers. With our focus on Data Driven instruction and Data influenced lesson plan an increase by 10 points is a make able goal.**

## Domain 3

**Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.**

**Domain 3: Domain III will increase to 8% for annual graduates earning a CCMR point.**

**36% of ELL students will progress one language proficiency level by May of 2022.**

**Rationale: The rationale is to accelerate the closing of the learning gaps for our students, especially ESL. Last year we earned a 78% overall score for ESL students moving up one level.**

## 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?**

The focus this year will be Eng and Math. These particular area took a declined due to Covid-19 and students online learning experiences. If we are able to increase the scores in both Eng. and Math along with maintaing our ESL percentage, the intended impact would be a letter grade higher in our accuntability.

**The subject matters that struggled was Eng and Math. We will focus on Eng. with a direct focus on our ELL students. Identify which specific subjects struggles, which subjects struggled, and which subjects or subgroups you plan to focus on**

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

Eng. the out come targeting will be 42 and Math will be 41. The intended impacy will be a 1 letter grader higher in accountability.

## 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 : 35.8%

2020-2021 Graduation Rate for Domain III overall - 15.8 %

# Essential Actions

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

**Implementation Level: Beginning Implementation**

**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: Beginning Implementation**

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

**Implementation Level: Planning for Implementation**

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

**Implementation Level: Beginning Implementation**

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

**Implementation Level: Beginning Implementation**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** A out of the four core subjects, Math was the only subject to reach its goal. with a 65% approaches. The other 3 subject did not achieve student performance data goal. The reason for the student reaching it goal in Math was do data tracking that was used in the Math class. This teacher used his data to track students and reteach the concepts that the majority of the students struggled. For science, this is the first time that this teacher has taught the class and she has struggled understand the concepts in a way to most effective way to present to students for them to grasp the information. Reading did not meet the data goal for several reasons. Reason one, the student have historically done poorly in this area due to lack of interest. Reason two, many of the students have fallen behind due to online learning and the lack of attending school. Social Studies did not meet due to students poor attendance.

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

**Implementation Level:** Beginning Implementation

**Rationale:** After the pandemic, the instructional staff missed opportunities to grow and learn best practices. There was also not an opportunity for teachers to develop alignment including scaffolding. To ensure the success of their development this year, we plan to calendar all professional developments and intentionally tier the instructional staff based on their significant improvement areas. Based on the results of our self-assessment, 5.1 is an area of growth for our campus. We are attempting to recover from learning loss from this past school year. Therefore, we want to ensure all instruction is prescriptive and intentional each day. We want to ensure that teachers are maximizing instructional time and engaging student in rigorous instruction. Given our student achievement results from last year, this is an area that we need to prioritize.

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

**How will you build capacity in this Essential Action?** Our campus will partner with Region 10 and Region 4 for professional developments. The instructional leaders will support the teachers with best practices. Also, ensuing a mentor to mentee teacher dynamic will offer an additional help in building capacity. Engaging with the TIL cohort will help us to ensure that teachers are intentional about establishing and maintaining classroom culture. Engaging with the TIL cohort will also ensure that teachers are maximizing instructional time using effective strategies. The cohort provides face to face PD, implementation support, and onside coaching for the leadership team and teachers. The TIL program will help the administration build their capacity to better coach and support teachers with establishing and maintaining classroom culture, maximizing instructional time, and building strong relationships.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We began the process of buy-in for extended planning last year as teachers saw the value of really digging into the nine weeks with the big ideas prior to planning. Data should also inform the "why." Example: We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on strong classroom culture and maximizing instructional time at our weekly staff meetings and engage in reflective conversations monthly. Community and families will be notified of our focus in our back to school event, family newsletter, and updates at parent and community events. Our students will be made aware of our focus on strong classroom culture..... We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on information gathered from surveys and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 2022, our campus will grow teachers to the Proficient performance level according to the T-TESS rubric. By the end of the year, 85% of teachers will either be Proficient or above. The instructional team will use the feedback from teacher appraisals in order to move to higher performance levels. Teachers will focus on specific T-TESS Domains and Dimensions needs areas each month according to the T-TESS rubric. Consideration: By May 2022, campus leaders will provide training and ongoing support to 100% of campus teachers on implementing best practices for creating and maintain a positive classroom culture and procedures that maximize instructional time. This will be evidenced by bi-weekly classroom observation rubrics indicating at least 90% of teachers receive feedback on their lessons that indicate proficient use of procedures that maximize instructional time and 90% of classrooms maintain positive classroom culture.....(examples: professional learning agendas, classroom walk-throughs, and creation of Do Now's and exit tickets.)

**District Commitment Theory of Action:** If the district places it most effective school leaders in its highest need school, and the district provides opportunities for ongoing support and coaching of the campus leader, then process and roles will be in place to best support student outcomes. 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 leaders will be able to coach and grow teachers in the area of classroom culture and maximizing instructional time.

**Desired 90-day Outcome:** By February 2022, 70% of teachers will provide interventions for Tier 2/3 students based on data from formative assessments and the social emotional needs of students in core classes.

**District Actions:** The district will provide timely updates on results from District Skills checks this will help teachers make timely adjustments to instruction for Tier 2/3 students.

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

**Why or why not?:** Teachers received bi-weekly observation and feed back. Teacher did receive training on TTESS. Observation Calendars were created and added to campus calendar to follow.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> All teachers will attend a monthly T-TESS training facilitated by the T-TESS appraisers to aid with the instructional development.</p> <p><b>Evidence Used to Determine Progress:</b> All teachers will attend a monthly T-TESS training facilitated by the T-TESS appraisers to aid with the instructional development.</p> <p><b>Person(s) Responsible:</b> Admin. Team (Appraisers)</p> <p><b>Resources Needed:</b> T-TESS Orientation Guide</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 1, 2021</p> <p><b>Funding Sources:</b> Region 4 Training Admin. PD Training - 6200-Professional and contracted services - \$16,750</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> There was some progress made for the this Action Step. Teachers were trained and are aware of the Rubric that will be used during observations. Next steps will be to continue a calendar that will designated days for upcoming trainings on T-TESS to be placed on campus calendar. Also, CLT meeting calendar will be uploaded to campus calendar for Leadership team to view and have. CLT members will Tier teachers during Cycle 2</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The CLT Team will meet twice a month to develop all teachers with a growth plan based on T-TESS appraisals and feedback.</p> <p><b>Evidence Used to Determine Progress:</b> Appraisals and Feedback</p> <p><b>Person(s) Responsible:</b> CLT Team</p> <p><b>Resources Needed:</b> T-TESS Orientation Guide</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 1, 2021</p> <p><b>Funding Sources:</b> Teacher Professional Dev Region Center - 6200-Professional and contracted services - \$8,375</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> A observation calendar will be created with teacher names and date of the observation to be done by the leadership team. Barriers to this action step unable to stick to the planned meetings.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** The CLT and administrators will not be able to meet as a whole due to scheduling conflicts; therefore, we will utilize afterschool and Saturday's based on availability. Also, teachers may have limited understanding of the T-TESS rubric.

**What specific action steps address these challenges?:** All teachers will attend a monthly T-TESS training facilitated by the T-TESS appraisers to aid with the instructional development.

The CLT Team will meet twice a month to develop all teachers with a growth plan based on T-TESS appraisals and feedback.

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Teachers need additional insight on progress monitoring, data analysis, PLC analysis, and also using a corrective instruction plan for next steps. We aim to make our daily instruction prescriptive and intentional. Therefore, we must use data to drive instruction each day. Teachers engaging in the DDI process, will allow them to identify student misconceptions and create plans to address those misconceptions. Using the DDI processes, will allow teachers to deliver more effective instruction.

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

**How will you build capacity in this Essential Action?** Teachers will have a series of professional developments led by outside and campus stakeholders. Engaging with the TIL cohort will assist us in implementing a research based written protocol to analyze student data from benchmarks and common assessments. The DDI protocol will assist teachers in analyzing student misconceptions and creating a reteach plan to address student misconceptions. The cohort provides face to face PD, implementation support, and on site coaching for the leadership team. The TIL program will help build the capacity of our instructional leaders to better coach and support our teachers on using data to drive daily instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Our students will be made aware of our focus on strong classroom culture..... We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on information gathered from surveys and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 2022, 100% of teachers will use data wall to access, track, and monitor classroom progression. Teachers will use Euphoria, TEK Resource System, and other resources to create formative and common assessments by student expectations. Teachers will collect data incorporating data walls in classroom to track classroom progression and individual student progression via student data trackers. The CLT will conduct weekly observations to insure data walls are updated on a weekly basis. By May 2022, campus leaders will provide training and ongoing support to allow teachers to learn how to corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. .

**District Commitment Theory of Action:** If the district ensures that schools receive detailed reports within two instructional days for all district provided and graded assessments, then campuses will be able analyze timely data, address achievement gaps more efficiently, hold meaningful data driven conversations with teachers, and improve progress monitoring.

**Desired 90-day Outcome:** By November, 100% of teachers will show growth instructional practices based on T-TESS rubric of proficiency. Teacher will use evidence based on data collected from Skill checks to help reteach in areas in which student struggled.

**District Actions:** Principal and AP's will attend monthly leadership seminars host by our Corp Office. The District will send out timely reports after each District Assessment.

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

**Why or why not?:** This outcome was met. 100% of teachers have data wall present in classes and more than 50% of students track their work.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus wide data digs review every district skills check (every six weeks)</p> <p><b>Evidence Used to Determine Progress:</b> District Common Assessment every two weeks</p> <p><b>Person(s) Responsible:</b> Principal and Assistant Principal</p> <p><b>Resources Needed:</b> Data Digs Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 1, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This was met. Common Formative Assessments and Skills are completed due to the district calendar</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Teachers will attend monthly Region X virtual instructional PD about instruction strategies.</p> <p><b>Evidence Used to Determine Progress:</b> Sign in from attended meetings</p> <p><b>Person(s) Responsible:</b> Admin of C&amp;I</p> <p><b>Resources Needed:</b> Computers</p> <p><b>Addresses an Identified Challenge:</b> No</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Some teachers were able to attend the Region X virtual Pd. Adjustment the will take to achieve this action will be to send out invite invitation on week and and discuss upcoming training in PLC's.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** How to train staff to look at students on an individual basis as opposed to seeing the class scores or results as a whole. How to teach staff how to create interventions for individuals and not the whole group Creating the proper interventions for the students. Using the data information to develop reteaching and small group instruction to target those students. Not using the ESL strategies to help the TELPAS students grow through the year.

**What specific action steps address these challenges?:** Campus wide datadigs review every district skills check (every six weeks)

Campus Administrators and coaches will check weekly to ensure datawall and students trackers are updated

## Cycle 2 - (Dec – Feb)

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

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

**Implementation Level:** Beginning Implementation

**Rationale:** After the pandemic, the instructional staff missed opportunities to grow and learn best practices. There was also not an opportunity for teachers to develop alignment including scaffolding. To ensure the success of their development this year, we plan to calendar all professional developments and intentionally tier the instructional staff based on their significant improvement areas. Based on the results of our self-assessment, 5.1 is an area of growth for our campus. We are attempting to recover from learning loss from this past school year. Therefore, we want to ensure all instruction is prescriptive and intentional each day. We want to ensure that teachers are maximizing instructional time and engaging student in rigorous instruction. Given our student achievement results from last year, this is an area that we need to prioritize.

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

**How will you build capacity in this Essential Action?** Our campus will partner with Region 10 and Region 4 for professional developments. The instructional leaders will support the teachers with best practices. Also, ensuring a mentor to mentee teacher dynamic will offer an additional help in building capacity. Engaging with the TIL cohort will help us to ensure that teachers are intentional about establishing and maintaining classroom culture. Engaging with the TIL cohort will also ensure that teachers are maximizing instructional time using effective strategies. The cohort provides face to face PD, implementation support, and onsite coaching for the leadership team and teachers. The TIL program will help the administration build their capacity to better coach and support teachers with establishing and maintaining classroom culture, maximizing instructional time, and building strong relationships.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We began the process of buy-in for extended planning last year as teachers saw the value of really digging into the nine weeks with the big ideas prior to planning. Data should also inform the "why." Example: We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on strong classroom culture and maximizing instructional time at our weekly staff meetings and engage in reflective conversations monthly. Community and families will be notified of our focus in our back to school event, family newsletter, and updates at parent and community events. Our students will be made aware of our focus on strong classroom culture..... We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on information gathered from surveys and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 2022, our campus will grow teachers to the Proficient performance level according to the T-TESS rubric. By the end of the year, 85% of teachers will either be Proficient or above. The instructional team will use the feedback from teacher appraisals in order to move to higher performance levels. Teachers will focus on specific T-TESS Domains and Dimensions needs areas each month according to the T-TESS rubric. Consideration: By May 2022, campus leaders will provide training and ongoing support to 100% of campus teachers on implementing best practices for creating and maintain a positive classroom culture and procedures that maximize instructional time. This will be evidenced by bi-weekly classroom observation rubrics indicating at least 90% of teachers receive feedback on their lessons that indicate proficient use of procedures that maximize instructional time and 90% of classrooms maintain positive classroom culture.....(examples: professional learning agendas, classroom walk-throughs, and creation of Do Now's and exit tickets.)

**District Commitment Theory of Action:** If the district places it most effective school leaders in its highest need school, and the district provides opportunities for ongoing support and coaching of the campus leader, then process and roles will be in place to best support student outcomes. 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 leaders will be able to coach and grow teachers in the area of classroom culture and maximizing instructional time.

**Desired 90-day Outcome:** By the end of February 2022, 70% of teachers be proficient in adjusting the instructional delivery of lessons based on student needs.

**District Actions:** The district content specialists will visit the campus monthly and provide teachers with instructional strategies that improve the quality of instruction in specific content areas then teachers will improve their practice in the classroom.

**Did you achieve your 90 day outcome?:** None

Why or why not?: None

Step 1 Details	Reviews
<p><b>Action Step 1:</b> CLT will review observation look-fors during the PLC regarding dimensions 2.3 and 2.5.</p> <p><b>Evidence Used to Determine Progress:</b> TTESS rubric form Classroom observation form Observation Feedback form</p> <p><b>Person(s) Responsible:</b> Instructional Coaches, Administrators</p> <p><b>Resources Needed:</b> Data Trackers Data Protocol Document Exemplars of Student Work PLC Agenda TIL Materials /PD</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 3, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 1, 2022</p> <p><b>Funding Sources:</b> Teacher Professional Development Region Center - 6200-Professional and contracted services - \$16,750</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus leaders will assist teachers in developing learning objective based on "Unpacking TEKS Standards" professional development.</p> <p><b>Evidence Used to Determine Progress:</b> Admin/Teacher PD Sessions on Creating Learning objectives Feedback and Coaching Session Notes on Learning objectives Pictures of Learning Objectives in Classrooms TTESS Scores based on Learning Objectives</p> <p><b>Person(s) Responsible:</b> Campus Admin/ Instructional Coaches</p> <p><b>Resources Needed:</b> Resources from Region 10 monthly training.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p> <p><b>Funding Sources:</b> On Campus Training - 6200-Professional and contracted services - \$8,375</p>	<p><b>Progress toward Action Steps:</b> <b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Develop Exit Tickets with teachers to use as formative assessments.</p> <p><b>Evidence Used to Determine Progress:</b> TEKS based Exit Tickets developed by teachers after attending PD  District Skills Check Scores based on high leverage TEKS  Sample of Exit Tickets for Teachers</p> <p><b>Person(s) Responsible:</b> Admin/Coaches</p> <p><b>Resources Needed:</b> TEKS Resource System  PD Materials for Exit Tickets and Formative Assessments</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 5, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 25, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Vacancies of core content areas are being filled with new teachers and substitutes who have limited content knowledge.

**What specific action steps address these challenges?:** New teachers meet with instructional coaches once a week to learn content, pedagogy, and instructional strategies.

## Cycle 2 - (Dec – Feb)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Teachers need additional insight on progress monitoring, data analysis, PLC analysis, and also using a corrective instruction plan for next steps. We aim to make our daily instruction prescriptive and intentional. Therefore, we must use data to drive instruction each day. Teachers engaging in the DDI process, will allow them to identify student misconceptions and create plans to address those misconceptions. Using the DDI processes, will allow teachers to deliver more effective instruction.

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

**How will you build capacity in this Essential Action?** Teachers will have a series of professional developments led by outside and campus stakeholders. Engaging with the TIL cohort will assist us in implementing a research based written protocol to analyze student data from benchmarks and common assessments. The DDI protocol will assist teachers in analyzing student misconceptions and creating a reteach plan to address student misconceptions. The cohort provides face to face PD, implementation support, and on site coaching for the leadership team. The TIL program will help build the capacity of our instructional leaders to better coach and support our teachers on using data to drive daily instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Our students will be made aware of our focus on strong classroom culture..... We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on information gathered from surveys and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 2022, 100% of teachers will use data wall to access, track, and monitor classroom progression. Teachers will use Euphoria, TEK Resource System, and other resources to create formative and common assessments by student expectations. Teachers will collect data incorporating data walls in classroom to track classroom progression and individual student progression via student data trackers. The CLT will conduct weekly observations to insure data walls are updated on a weekly basis. By May 2022, campus leaders will provide training and ongoing support to allow teachers to learn how to corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. .

**District Commitment Theory of Action:** If the district ensures that schools receive detailed reports within two instructional days for all district provided and graded assessments, then campuses will be able analyze timely data, address achievement gaps more efficiently, hold meaningful data driven conversations with teachers, and improve progress monitoring.

**Desired 90-day Outcome:** By February 2022, 70% of teachers will use common formative assessment data to identify student misconceptions and create a reteach plan which will be monitored during classroom observations by campus administrators.

**District Actions:** If the district will provide professional development on the development of Exit Tickets then campus teachers will be successful using exit tickets as formative assessments to assess student learning.

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Houston North will continue with monthly data driven PLC's using a protocol for 100% of core teachers to ensure increase student achievement on EOC STAAR.</p> <p><b>Evidence Used to Determine Progress:</b> Data Driven PLC Agenda Template  Feedback from Teachers  Student Work Samples in PLC  TIL Strategies Observed and Discussed in PLC's  Weekly PLC Calendar</p> <p><b>Person(s) Responsible:</b> Gilmore, James, Williams</p> <p><b>Resources Needed:</b> Exemplars  PD on Unpacking Standards  PD on Formative Assessments  PD on Progress Monitoring  PLC Agendas and Sign-in Sheets</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> 75% of teachers will provide small group interventions with EL students to support EL Learners.</p> <p><b>Evidence Used to Determine Progress:</b> Classroom visits to observe small group and EL data results on skills checks.</p> <p><b>Person(s) Responsible:</b> Admin/Coaches</p> <p><b>Resources Needed:</b> Observation Rubric  ELL Skills Check Data  Feedback</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** New Teachers hired late  
New implementation of TEKS resource system  
Building capacity in teachers to use data to drive instruction

**What specific action steps address these challenges?:** Professional Development  
Modeling  
Weekly PLC's  
Coaching and Feedback

## Cycle 3 - (Mar – May)

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

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

**Implementation Level:** Beginning Implementation

**Rationale:** After the pandemic, the instructional staff missed opportunities to grow and learn best practices. There was also not an opportunity for teachers to develop alignment including scaffolding. To ensure the success of their development this year, we plan to calendar all professional developments and intentionally tier the instructional staff based on their significant improvement areas. Based on the results of our self-assessment, 5.1 is an area of growth for our campus. We are attempting to recover from learning loss from this past school year. Therefore, we want to ensure all instruction is prescriptive and intentional each day. We want to ensure that teachers are maximizing instructional time and engaging student in rigorous instruction. Given our student achievement results from last year, this is an area that we need to prioritize.

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

**How will you build capacity in this Essential Action?** Our campus will partner with Region 10 and Region 4 for professional developments. The instructional leaders will support the teachers with best practices. Also, ensuring a mentor to mentee teacher dynamic will offer an additional help in building capacity. Engaging with the TIL cohort will help us to ensure that teachers are intentional about establishing and maintaining classroom culture. Engaging with the TIL cohort will also ensure that teachers are maximizing instructional time using effective strategies. The cohort provides face to face PD, implementation support, and onsite coaching for the leadership team and teachers. The TIL program will help the administration build their capacity to better coach and support teachers with establishing and maintaining classroom culture, maximizing instructional time, and building strong relationships.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We began the process of buy-in for extended planning last year as teachers saw the value of really digging into the nine weeks with the big ideas prior to planning. Data should also inform the "why." Example: We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on strong classroom culture and maximizing instructional time at our weekly staff meetings and engage in reflective conversations monthly. Community and families will be notified of our focus in our back to school event, family newsletter, and updates at parent and community events. Our students will be made aware of our focus on strong classroom culture..... We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on information gathered from surveys and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 2022, our campus will grow teachers to the Proficient performance level according to the T-TESS rubric. By the end of the year, 85% of teachers will either be Proficient or above. The instructional team will use the feedback from teacher appraisals in order to move to higher performance levels. Teachers will focus on specific T-TESS Domains and Dimensions needs areas each month according to the T-TESS rubric. Consideration: By May 2022, campus leaders will provide training and ongoing support to 100% of campus teachers on implementing best practices for creating and maintain a positive classroom culture and procedures that maximize instructional time. This will be evidenced by bi-weekly classroom observation rubrics indicating at least 90% of teachers receive feedback on their lessons that indicate proficient use of procedures that maximize instructional time and 90% of classrooms maintain positive classroom culture.....(examples: professional learning agendas, classroom walk-throughs, and creation of Do Now's and exit tickets.)

**District Commitment Theory of Action:** If the district places it most effective school leaders in its highest need school, and the district provides opportunities for ongoing support and coaching of the campus leader, then process and roles will be in place to best support student outcomes. 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 leaders will be able to coach and grow teachers in the area of classroom culture and maximizing instructional time.

**Desired 90-day Outcome:** By the end of May, 2022 , 85% will grow in targeted Domains of T-TESS.as evidenced by Observation form showing targeted Domain areas, based on pervious observations.

**District Actions:** If the district will protect instructional time for campus principals, then campus leaders can support teaching and learning .

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

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

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

**What specific action steps address these challenges?:** None

## Cycle 3 - (Mar – May)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Teachers need additional insight on progress monitoring, data analysis, PLC analysis, and also using a corrective instruction plan for next steps. We aim to make our daily instruction prescriptive and intentional. Therefore, we must use data to drive instruction each day. Teachers engaging in the DDI process, will allow them to identify student misconceptions and create plans to address those misconceptions. Using the DDI processes, will allow teachers to deliver more effective instruction.

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

**How will you build capacity in this Essential Action?** Teachers will have a series of professional developments led by outside and campus stakeholders. Engaging with the TIL cohort will assist us in implementing a research based written protocol to analyze student data from benchmarks and common assessments. The DDI protocol will assist teachers in analyzing student misconceptions and creating a reteach plan to address student misconceptions. The cohort provides face to face PD, implementation support, and on site coaching for the leadership team. The TIL program will help build the capacity of our instructional leaders to better coach and support our teachers on using data to drive daily instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Our students will be made aware of our focus on strong classroom culture..... We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on information gathered from surveys and make changes as necessary as a way to maintain buy-in.

**Desired Annual Outcome:** By May 2022, 100% of teachers will use data wall to access, track, and monitor classroom progression. Teachers will use Euphoria, TEK Resource System, and other resources to create formative and common assessments by student expectations. Teachers will collect data incorporating data walls in classroom to track classroom progression and individual student progression via student data trackers. The CLT will conduct weekly observations to insure data walls are updated on a weekly basis. By May 2022, campus leaders will provide training and ongoing support to allow teachers to learn how to corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. .

**District Commitment Theory of Action:** If the district ensures that schools receive detailed reports within two instructional days for all district provided and graded assessments, then campuses will be able analyze timely data, address achievement gaps more efficiently, hold meaningful data driven conversations with teachers, and improve progress monitoring.

**Desired 90-day Outcome:** By the end of May, 2022, 100% of teachers will be using the the data wall and 50% of students will be tracking their data to increase instructional goals.

**District Actions:** If District will provide timely reports for the campus leadership teams and teachers to ensure positive student outcomes result from using data driven instruction then the student achievement goals will be met.

**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
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$15,000.00
<b>+/- Difference</b>					\$15,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Region 4 Training Admin. PD Training		\$16,750.00
1	1	2	Teacher Professional Dev Region Center		\$8,375.00
2	1	1	Teacher Professional Development Region Center		\$16,750.00
2	1	2	On Campus Training		\$8,375.00
<b>Sub-Total</b>					\$50,250.00
<b>Budgeted Budget Object Code Amount</b>					\$69,000.00
<b>+/- Difference</b>					\$18,750.00
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>					\$5,000.00
<b>+/- Difference</b>					\$5,000.00
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>					\$5,000.00
<b>+/- Difference</b>					\$5,000.00
<b>Grand Total</b>					\$50,250.00

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	28	32	83	District Created Benchmark	35	18	District Created Benchmark	35		50	
		All	All	Reading	Meets	STAAR	9	13	83	District Created Benchmark	5	4	District Created Benchmark	5		15	
		All	All	Reading	Masters	STAAR	0	0	83	District Created Benchmark	1	0	District Created Benchmark	1		3	
		All	All	Mathematics	Approaches	STAAR	63	31	85	District Created Benchmark	50	65	District Created Benchmark	55		50	
		All	All	Mathematics	Meets	STAAR	27	4	85	District Created Benchmark	3	28	District Created Benchmark	3		15	
		All	All	Mathematics	Masters	STAAR	11	0	85	District Created Benchmark	0	3	District Created Benchmark	0		3	
		All	All	Science	Approaches	STAAR	64	45	85	District Created Benchmark	70	34	District Created Benchmark	70		50	
		All	All	Science	Meets	STAAR	13	4	85	District Created Benchmark	5	8	District Created Benchmark	5		15	
		All	All	Science	Masters	STAAR	1	1	85	District Created Benchmark	0	0	District Created Benchmark	0		3	
		12th	All	Social Studies	Approaches	STAAR	71	62	92	District Created Benchmark	80	51	District Created Benchmark	85		50	
		12th	All	Social Studies	Meets	STAAR	25	15	92	District Created Benchmark	5	8	District Created Benchmark	5		15	
		12th	All	Social Studies	Masters	STAAR	0	2	92	District Created Benchmark	0	0	District Created Benchmark	0		3	
2. Domain 3	Focus 1	English Language Proficiency	All	ELL	All	NA	TELPAS	17	78	60	Other	80	55	Other	80		80
	Focus 2	Academic Achievement	All	All Students	All	NA	STAAR	50	0	85	District Created Benchmark	50	37	District Created Benchmark	50		50

# Addendums