

Texans Can Academies
Dallas Can Academy Charter - Oak Cliff - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. James Ponce
Cynthia Miles

Principal: Isabel Salazar
ESC Case Manager: Kerresha Strickland
ESC Region: 10

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Cynthia Miles

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Cynthia Miles

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Isabel Salazar

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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 goal is to increase overall performance (in each performance standard) from 25 to 31. By increasing Approaches from 56% to 61%; Meets from 17% to 27%; Masters from 3% to 13%. Rationale: Most growth trends are from 5 to 10%.

With the increased focus on delivering high-quality, aligned instruction, tracking and monitoring student progress on formative assessments, and planning for instructional adjustments as a means to mitigate COVID 19 learning gaps, we will improve student achievement as measured in Domain 1.

Approaches: 56-61%

Meets: 17-27%

Masters: 1-5%

With the increased focus on delivering high-quality, aligned instruction, tracking and monitoring student progress on formative assessments, and planning for instructional adjustments when students may not have learned the concept, we will improve student achievement as measured in Domain 1.

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.

NOTE: In spring 2020, the U.S. Department of Education granted Texas a waiver since we do not have the data necessary (i.e., the prior year STAAR scaled score) to calculate School Progress: Part A: Academic Growth. Therefore, School Progress: Part A: Academic Growth is not calculated for 2021. Additionally, AEs are not measured for Part B.

We do not have a subgroup of 10 members to participate in this domain due to TEA waiver.

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.

We will also target one out of 11 of the Academic Achievement values and two out of the 8 School Quality values in order to earn a B in Domain 3. We are going to improve our component score from 2018-2019 of 10 to 22 by the end of 2021-2022.

Our goal is to achieve a component score at Approaches level or above which is a grade score of B. We will do this through data driven instruction, feedback and observations, coaching.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Domain 1: This domain includes all students. Domain 1 will focus on all students and all tests at the Approaches, Meets and Masters level. We will also have a focus on our Special Education students graduating on an advanced plan.

Domain 2B: Our purpose will be to show growth for all students which will lead to bonus points from EOC retesters progress.

Domain 3: We will also focus on indicators under School Quality for ELA/Reading with the Hispanic and Econ/Dis subgroups. In the School Quality Component CCMR field, we will focus on the SPED population.

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

Domain 1: This domain includes all students. Domain 1 will focus on all students and all tests at the Approaches, Meets and Masters level. We will also have a focus on our Special Education students graduating on an advanced plan.

Domain 2B: Our purpose will be to show growth for all students which will lead to bonus points from EOC retesters progress.

Domain 3: We will also focus on indicators under School Quality for ELA/Reading with the Hispanic and Econ/Dis subgroups. In the School Quality Component CCMR field, we will focus on the SPED population.

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 OC is to increase by 10% with our 4 year cohort students by June of 2022 for overall - Domain III.

Federal Graduation Rate Target : 37.3 %

2020-2021 our graduation rate for all in Domain III was 27.3%

Essential Actions

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

Implementation Level: Planning for 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: Planning for 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: 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?: Student performance is on track for Cycle I however teacher vacancies continue to impact other data goals.

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

Implementation Level: Not Yet Started

Rationale: We aim to hire highly-qualified or certified teachers for our vacant positions. There is, therefore, a need to provide coaching and support for teachers who are highly qualified so they can become state-certified teachers

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with Human Resources, Texas Teachers, Region 10 and other AC programs to identify potential qualified candidates. We will build capacity in this area by partnering with these accredited agencies to fill vacancies for our campus. We will include teachers in the decision making process and conducting two-way communication, influence our stakeholders and retaining certified or highly qualified teachers. We will also partner new teachers with experienced teachers to provide support, mentoring and assistance.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: This will be communicated to our stake holders through interviews, meetings with various agencies and effective communication with our staff.

Desired Annual Outcome: By May 2022, the campus will implement ongoing and proactive recruitment strategies as well as targeted and personalized strategies to retain 90% of high-performing staff. We will recruit candidates provided through Human Resources, various Alternative Certification programs, and other networking resources using an agreed-upon profile for a high-quality candidate. Additionally, we will implement a success rate tracker to measure different recruitment efforts. We will also identify high-performing teachers based on student outcomes and teacher willingness to learn and develop.

District Commitment Theory of Action: If the district effectively recruits adequate numbers of qualified candidates and has timely, efficient, and responsive hiring processes; then the campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Desired 90-day Outcome: By November 2021, we will be staffed at 75% with high-quality or certified staff. We will begin to pair high-qualified staff with newly hired staff. Additionally, we will design a success rate tracker to measure recruitment efforts.

District Actions: The district will provide an up-to-date list of highly-qualified or certified candidates.

Did you achieve your 90 day outcome?: No

Why or why not?: We were able to improve our percentage by hiring permanent subs, long-term subs who are seeking their certification for our vacant positions, teachers who were highly-qualified and became certified. We will begin to pair high-qualified staff with teachers needing additional support.

Step 1 Details	Reviews
<p>Action Step 1: Administration will search for candidates through the candidate pool and through maintained relationships with Alternative Certification Programs.</p> <p>Evidence Used to Determine Progress: Filled positions, staffing list, Personnel Action Forms for recommendations, Calendar of Interviews</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Human Resources Dept, Candidate Pool, Texas Teachers, Region 10, I-Teach and other teaching programs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Our barriers is the lack of highly qualified or certified candidates and the speed at which candidates are processed through our Human Resources Department. Each administrator will be assigned various educational agencies to call or meet with twice a month in search of newly available candidates.</p>
Step 2 Details	Reviews
<p>Action Step 2: Administration will interview candidates who are highly qualified, in the process of becoming certified or certified candidates with a preference for the latter.</p> <p>Evidence Used to Determine Progress: Staffing Roster, Interview Questions, Calendar with Scheduled Interviews</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Human Resources Dept, Candidate Pool, Alternative Certification Programs (Texas Teachers, Region 10, I-Teach, etc.)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We have been able to interview and recommend various candidates for many of the same positions, however, after being processed, they did not accept the offer. Human Resources Department's ability to process recommended candidates in a timely manner continues to be a challenge. We will work with Human Resources who is under new leadership to assist with recruitment efforts in and out of the metroplex.</p>
Step 3 Details	Reviews
<p>Action Step 3: Administration will provide support and assistance to retain new teachers at the campus through coaching, 1:1 conferences and paired teachers.</p> <p>Evidence Used to Determine Progress: Agendas, Conference sign in sheets, teacher feedback.</p> <p>Person(s) Responsible: Administration, Instructional Coaches</p> <p>Resources Needed: Coaching Forms, Human Resources Dept</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will develop a schedule of peer observations by department and discuss feedback in PLCs. We will schedule observations for instructional coaches followed up with reflection conferences.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenges we think we may encounter are lack of qualified candidates. We also think that processing system for Human Resources will be a challenge.

What specific action steps address these challenges?: Action Step 1 will address this challenge - Administration will search for candidates through the candidate pool.

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.

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 to help build the instructional leadership team's capacity around teacher support through the eyes of tis lever. We will also partner with our Curriculum and Instruction District Team to build those leadership skills and content knowledge. The CILT team will provide on-going support to teachers through professional development and observation/feedback cycles.

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, our campus leadership team will provide teachers with training and ongoing support with instructional strategies using high-quality instructional materials and assessments. This will be evidenced by the yearly calendar showing initial and ongoing PD, weekly walkthrough data and teacher feedback sessions that indicates that at least 90% of teachers receive feedback that their lesson delivery demonstrate 'proficient' use of instructional strategies - specifically critical thinking, differentiated and scaffolded support for students.

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 the end of November, 100% of teachers will implement IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by classroom observations, lesson plans, and student work samples demonstrating mastery during the lesson's execution 75% of the time.

District Actions: The district will provide EL and SpEd training for our teachers to address diverse learning needs.

Did you achieve your 90 day outcome?: No

Why or why not?: Through our observation and callibrated walk-throughs, about 100% of our staff are implementing IEP goals, EL goals and diverse learning needs, however, lesson plans and student work samples do not fully reflect mastery of implementation.

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will create lesson observation schedules and engage in weekly co-observations and calibrations using the lesson observation rubric. DCSI will attend calibrations as needed.</p> <p>Evidence Used to Determine Progress: Lesson Observation schedule, lesson observation rubric, TTESS rubric, calibrated walk-through observations, feedback</p> <p>Person(s) Responsible: CLT, Administratos, DCSI</p> <p>Resources Needed: Region 10, TTESS Rubric, Lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: None - 6200-Professional and contracted services - \$0</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We created an observation calendar but were unable to complete observations due to staff vacancies, teacher absences, class overage and COVID. We will follow through with a calendar of assigned observations after discussion in our weekly administrative meetings. We will follow up with teacher 1:1 conferences and coaching.</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership Team (CLT) with support from DCSI will develop a classroom observation rubric and introduce a lesson observation rubric to teachers and explain how it will be used in observations through feedback conferences.</p> <p>Evidence Used to Determine Progress: Classroom Observation Rubric, TTESS rubric, lesson plans, teacher feedback</p> <p>Person(s) Responsible: CLT, Administrators, DCSI</p> <p>Resources Needed: Region 10, Observation Rubric, Lesson Plan Exemplars, TTESS Rubric</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: None - 6200-Professional and contracted services - \$0</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Our district is still in the process of creating a TTESS observation form in Eduphoria. The campus did create a TTESS Observation Google.doc form for understanding of the new evaluation system, lesson plan and classroom observations alignment; however, we were urged to wait for the form to be created in Eduphoria. The barriers that we may still come across is the number of vacancies and absences that keeps us from observing true classroom instruction.</p>
Step 3 Details	Reviews
<p>Action Step 3: Administrators with support from DCSI will discuss observations and feedback with instructional leaders weekly in one-on-ones to support and coach instructional leaders in their work with teachers.</p> <p>Evidence Used to Determine Progress: Administrator Meeting Agendas, Instructional Coach Meeting Agendas, Schedules</p> <p>Person(s) Responsible: Administrators, Instructional Coaches, DCSI</p> <p>Resources Needed: Region 10, TTESS Rubric</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: None - 6200-Professional and contracted services - \$0</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: We will be committed to providing coverage for those particular classes that we have scheduled to observe by blocking those periods from additional students on our Class Coverage Schedule. The barriers we anticipate that will keep us from progress towards this goal is the number of vacancies and staff absences. We have little coverage for teachers and have been using our coaches to assist.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Challenges we will encounter is the lack of opportunity to meet with teachers with fidelity and deliver effective instruction to the teacher shortage and outage because of the COVID pandemic.

What specific action steps address these challenges?: Action Step 2 - Providing teacher feedback for effective classroom instruction.

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Rationale: We aim to maximize learning by disaggregating data collected from common formative assessments, skills checks and STAAR EOC through PLC's, teacher observations, TTESS callibration walks and feedback conferences in order to provide targeted instruction for our students. There is a need to build ILT and teacher capacity around the corrective instruction action planning process.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity through training for our campus instructional leadership team, instructional coaches and administration. We will conduct follow-up data meetings through PLCs and individual conferences with teachers throughout the school year in order to have continuous improvement for all of our content areas.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will create buy-in by having teachers be part of the decision-making process. We will also delegate some of these priorities to teachers in order to provide ownership of the data. Our instructional coaches will model this expectation for our teachers.

Desired Annual Outcome: By May 2022, 90% of teachers will use a corrective instruction action plan, (including identified gaps and dates for reteach), 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. We will achieve this through data trackers, observations, lesson plans, and lesson plan feedback. data disaggregation, student artifacts, strategy sharing, practice the reteach, formative assessments and informal assessments.

District Commitment Theory of Action: If the district has effective systems for identifying and supporting struggling learners and district policies and practices support effective instruction in schools; then campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Desired 90-day Outcome: By November 2021, we will have created and implemented a DDI protocol in PLCs so that teachers can engage in corrective instruction action planning, by identifying the gaps and scheduling a time for reteach.

District Actions: The district will provide curriculum and data for our teachers.

Did you achieve your 90 day outcome?: No

Why or why not?: Teacher vacancies and staffing.

Step 1 Details	Reviews
<p>Action Step 1: Create and implement a PLC protocol that engages teachers in identifying GAPS in student learning and scheduling time for the reteach.</p> <p>Evidence Used to Determine Progress: PLC Agendas, student work samples and exemplars, classroom data, lesson plans</p> <p>Person(s) Responsible: CLT, Administrators, teachers</p> <p>Resources Needed: Student work exemplars, Region 10, Curriculum & Instruction Department</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The barriers we will address is the lack of consistent and continuous student and staff attendance that will capture true data due to COVID. We will work with subs and advocates to have teachers teach only their assigned students in order to capture true student data.</p> <p>The implementation of data disaggregation will also be a barrier for those staff members who are not familiar with tracking classroom and student profiles.</p>

Step 2 Details	Reviews
<p>Action Step 2: Administrators with support from DCSI will discuss observations and give feedback to instructional leaders weekly in one-on-one meetings to support and coach instructional leaders in their work with teachers to address ineffective anticipation of misunderstandings and student error to close the GAPS.</p> <p>Evidence Used to Determine Progress: Coaching Sessions, Instructional Coach Meeting Agendas,</p> <p>Person(s) Responsible: Administrators</p> <p>Resources Needed: Region 10, TTESS Rubric</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: September 27, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Texas Instructional Leadership PD - 6200-Professional and contracted services - \$16,750</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The high number of staff absences and vacancies will be a barrier to consistently and effectively meeting with the instructional leaders.</p>
Step 3 Details	Reviews
<p>Action Step 3: Admin will conduct follow up walk throughs to monitor scheduled reteach lessons.</p> <p>Evidence Used to Determine Progress: Walk through feedback, conference agendas, lesson plans</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Reteach dates, calendar of walk throughs, feedback</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: Through the implementation of the observation calendar, callibrated walk throughs and weekly meetings with the administrative team and instructional coaches, we will commit to providing teachers feedback with opportunities for reteach and coaching.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Lack of teacher knowledge of in-depth disaggregation of data and how to interpret it into their instruction.

What specific action steps address these challenges?: Action Step 1 - Identifying the right GAP.

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Not Yet Started

Rationale: We aim to hire highly-qualified or certified teachers for our vacant positions. There is, therefore, a need to provide coaching and support for teachers who are highly qualified so they can become state-certified teachers

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with Human Resources, Texas Teachers, Region 10 and other AC programs to identify potential qualified candidates. We will build capacity in this area by partnering with these accredited agencies to fill vacancies for our campus. We will include teachers in the decision making process and conducting two-way communication, influence our stakeholders and retaining certified or highly qualified teachers. We will also partner new teachers with experienced teachers to provide support, mentoring and assistance.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: This will be communicated to our stake holders through interviews, meetings with various agencies and effective communication with our staff.

Desired Annual Outcome: By May 2022, the campus will implement ongoing and proactive recruitment strategies as well as targeted and personalized strategies to retain 90% of high-performing staff. We will recruit candidates provided through Human Resources, various Alternative Certification programs, and other networking resources using an agreed-upon profile for a high-quality candidate. Additionally, we will implement a success rate tracker to measure different recruitment efforts. We will also identify high-performing teachers based on student outcomes and teacher willingness to learn and develop.

District Commitment Theory of Action: If the district effectively recruits adequate numbers of qualified candidates and has timely, efficient, and responsive hiring processes; then the campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Desired 90-day Outcome: By February 2022, we will be staffed at 80% with high-quality or certified staff. We will begin to pair high-qualified staff with newly hired staff. We will use a success rate tracker to measure recruitment efforts.

District Actions: The district will provide an up-to-date list of highly-qualified or certified candidates.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Administration will search for candidates through the candidate pool and through maintained relationships with Alternative Certification Programs.</p> <p>Evidence Used to Determine Progress: Filled positions, staffing list, PAFs for recommendations</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Human Resources Dept, Candidate Pool, Texas Teachers, Region 10, I-Teach and other teaching programs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Supplies, Marketing - 6200-Professional and contracted services - \$500</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Administration will interview candidates who are highly qualified, in the process of becoming certified or certified candidates with a preference for the latter.</p> <p>Evidence Used to Determine Progress: Staffing Roster, Interview Questions, Calendar with Scheduled Interviews</p> <p>Person(s) Responsible: Administration</p> <p>Resources Needed: Human Resources Dept, Candidate Pool, Alternative Certification Programs (Texas Teachers, Region 10, I-Teach, etc.)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus Administrators will develop a New Teacher mentor model to retain new staff. Campus administrators will ensure all new staff have a campus mentor for support.</p> <p>Evidence Used to Determine Progress: New Teacher Mentor Assignments New Teacher Feedback New Teacher Mentor Activities</p> <p>Person(s) Responsible: Campus Admin/Instructional Coaches</p> <p>Resources Needed: New Teacher Retention Model New Teacher Induction Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 17, 2022 - Frequency: Quarterly - Evidence Collection Date: March 4, 2022</p>	<p>Progress toward Action Steps: No Progress</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?: New HR Director and mid year recruiting continues to present a challenge.

What specific action steps address these challenges?: HR Recruitment

Hiring Timelines and Communication

Training from HR

Onboarding Process for HQ Candidates

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.

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 to help build the instructional leadership team's capacity around teacher support through the eyes of tis lever. We will also partner with our Curriculum and Instruction District Team to build those leadership skills and content knowledge. The CILT team will provide on-going support to teachers through professional development and observation/feedback cycles.

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, our campus leadership team will provide teachers with training and ongoing support with instructional strategies using high-quality instructional materials and assessments. This will be evidenced by the yearly calendar showing initial and ongoing PD, weekly walkthrough data and teacher feedback sessions that indicates that at least 90% of teachers receive feedback that their lesson delivery demonstrate 'proficient' use of instructional strategies - specifically critical thinking, differentiated and scaffolded support for students.

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 the end of February 2022, 100% of teachers will implement IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by classroom observations, lesson plans, and student work samples demonstrating mastery during the lesson's execution 85% of the time.

District Actions: The district will provide EL and SpEd training for our teachers to address diverse learning needs.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: The campus leadership team will create lesson observation schedules and engage in weekly co-observations and calibrations using the lesson observation rubric. DCSI will attend calibrations as needed.</p> <p>Evidence Used to Determine Progress: Lesson Observation schedule, lesson observation rubric, TTESS rubric, calibrated walk-through observations, feedback</p> <p>Person(s) Responsible: CLT, Administratos, DCSI</p> <p>Resources Needed: Region 10, TTESS Rubric, Lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership Team (CLT) with support from DCSI will develop a classroom observation rubric and introduce a lesson observation rubric to teachers and explain how it will be used in observations.</p> <p>Evidence Used to Determine Progress: Classroom Observation Rubric, TTESS rubric, lesson plans, teacher feedback</p> <p>Person(s) Responsible: CLT, Administrators, DCSI</p> <p>Resources Needed: Region 10, Observation Rubric, Lesson Plan Exemplars, TTESS Rubric</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Conduct formal TTESS observations for all teachers and provide coaching and feedback for Spring 2022 based on teacher self assessment and goal setting forms.</p> <p>Evidence Used to Determine Progress: TTESS observation documents Teacher Feedback Session Calendar & Notes TTESS appraiser assignments</p> <p>Person(s) Responsible: Campus administrators</p> <p>Resources Needed: TTESS Schedule of Observations TTESS Post Conference Feedback Notes TTESS Scores</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 17, 2022 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps: No Progress</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?: Retaining EL and SPED teachers
 Buiddling the capacity of EL /SPED teachers through training, mentoring, and professional development to retain teachers.

What specific action steps address these challenges?: Provide Region 10 support and District support for EL/SPED teachers to impact the outcomes for our EL/SPED students.

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Rationale: We aim to maximize learning by disaggregating data collected from common formative assessments, skills checks and STAAR EOC through PLC's, teacher observations, TTESS callibration walks and feedback conferences in order to provide targeted instruction for our students. There is a need to build ILT and teacher capacity around the corrective instruction action planning process.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity through training for our campus instructional leadership team, instructional coaches and administration. We will conduct follow-up data meetings through PLCs and individual conferences with teachers throughout the school year in order to have continuous improvement for all of our content areas.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will create buy-in by having teachers be part of the decision-making process. We will also delegate some of these priorities to teachers in order to provide ownership of the data. Our instructional coaches will model this expectation for our teachers.

Desired Annual Outcome: By May 2022, 90% of teachers will use a corrective instruction action plan, (including identified gaps and dates for reteach), 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. We will achieve this through data trackers, observations, lesson plans, and lesson plan feedback. data disaggregation, student artifacts, strategy sharing, practice the reteach, formative assessments and informal assessments.

District Commitment Theory of Action: If the district has effective systems for identifying and supporting struggling learners and district policies and practices support effective instruction in schools; then campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Desired 90-day Outcome: By February 2022, we will have created and implemented a DDI protocol in PLCs so that teachers can engage in corrective instruction action planning, by identifying the gaps and scheduling a time for reteaching. We will conference with teachers to provide feedback on student academic growth.

District Actions: The district will provide curriculum and data for our teachers.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Administrators will facilitate and model leading the DDI protocol in weekly PLC's for core content teachers.</p> <p>Evidence Used to Determine Progress: Increase in student progress on district skills checks. Teacher lesson plans will reflect data driven instruction. Administrators weekly feedback to teachers related to data driven lesson plans.</p> <p>Person(s) Responsible: Campus Administrators/Instructional Coaches</p> <p>Resources Needed: DDI protocol Lesson plan feedback rubric in My Course Can Feedback notes from teacher & administrator coaching sessions related to DDI.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 4, 2022 - Frequency: Weekly - Evidence Collection Date: February 25, 2022</p> <p>Funding Sources: 16,750 - 6200-Professional and contracted services</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Develop a data room for transparency and DDI development.</p> <p>Evidence Used to Determine Progress: Data Room Artifacts Data Trackers Teacher Input on using data to drive instruction and display teacher/school data</p> <p>Person(s) Responsible: Admin Instructional Coaches Teachers</p> <p>Resources Needed: Data Room Exemplars Data trackers DDI protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 10, 2022 - Frequency: Quarterly - Evidence Collection Date: March 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: Teachers develop a reteach plan based on DDI.</p> <p>Evidence Used to Determine Progress: Teacher lesson plans related to "reteach" opportunities Classroom Observations Student Data & Progress on Formative Assessments</p> <p>Person(s) Responsible: Admin/Coaches</p> <p>Resources Needed: Professional Development on Tier 2-3 Interventions Lesson Planning - Reteach Strategies</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 17, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: No Progress</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?: Consistent use of DDI teacher training with Region 10. Modeling for teachers and instructional coaches on DDI protocol for tracking student data .

What specific action steps address these challenges?: Schedule time for PLC's with DDI. Scheduling 1-1 meetings with core teachers on DDI. Analyze data after each skills check.

Cycle 3 - (Mar – May)

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

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

Implementation Level: Not Yet Started

Rationale: We aim to hire highly-qualified or certified teachers for our vacant positions. There is, therefore, a need to provide coaching and support for teachers who are highly qualified so they can become state-certified teachers

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with Human Resources, Texas Teachers, Region 10 and other AC programs to identify potential qualified candidates. We will build capacity in this area by partnering with these accredited agencies to fill vacancies for our campus. We will include teachers in the decision making process and conducting two-way communication, influence our stakeholders and retaining certified or highly qualified teachers. We will also partner new teachers with experienced teachers to provide support, mentoring and assistance.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: This will be communicated to our stake holders through interviews, meetings with various agencies and effective communication with our staff.

Desired Annual Outcome: By May 2022, the campus will implement ongoing and proactive recruitment strategies as well as targeted and personalized strategies to retain 90% of high-performing staff. We will recruit candidates provided through Human Resources, various Alternative Certification programs, and other networking resources using an agreed-upon profile for a high-quality candidate. Additionally, we will implement a success rate tracker to measure different recruitment efforts. We will also identify high-performing teachers based on student outcomes and teacher willingness to learn and develop.

District Commitment Theory of Action: If the district effectively recruits adequate numbers of qualified candidates and has timely, efficient, and responsive hiring processes; then the campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Desired 90-day Outcome: By May 2022, we will be staffed at 95% with high-quality or certified staff. We will pair high-qualified staff with newly hired staff. We will use a success rate tracker to measure recruitment efforts.

District Actions: The district will provide an up-to-date list of highly-qualified or certified candidates.

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.

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 to help build the instructional leadership team's capacity around teacher support through the eyes of tis lever. We will also partner with our Curriculum and Instruction District Team to build those leadership skills and content knowledge. The CILT team will provide on-going support to teachers through professional development and observation/feedback cycles.

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, our campus leadership team will provide teachers with training and ongoing support with instructional strategies using high-quality instructional materials and assessments. This will be evidenced by the yearly calendar showing initial and ongoing PD, weekly walkthrough data and teacher feedback sessions that indicates that at least 90% of teachers receive feedback that their lesson delivery demonstrate 'proficient' use of instructional strategies - specifically critical thinking, differentiated and scaffolded support for students.

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 the end of May 2022, 100% of teachers will implement IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by classroom observations, lesson plans, and student work samples demonstrating mastery during the lesson's execution 96% of the time.

District Actions: The district will provide EL and SpEd training for our teachers to address diverse learning needs.

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)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Rationale: We aim to maximize learning by disaggregating data collected from common formative assessments, skills checks and STAAR EOC through PLC's, teacher observations, TTESS callibration walks and feedback conferences in order to provide targeted instruction for our students. There is a need to build ILT and teacher capacity around the corrective instruction action planning process.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will build capacity through training for our campus instructional leadership team, instructional coaches and administration. We will conduct follow-up data meetings through PLCs and individual conferences with teachers throughout the school year in order to have continuous improvement for all of our content areas.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will create buy-in by having teachers be part of the decision-making process. We will also delegate some of these priorities to teachers in order to provide ownership of the data. Our instructional coaches will model this expectation for our teachers.

Desired Annual Outcome: By May 2022, 90% of teachers will use a corrective instruction action plan, (including identified gaps and dates for reteach), 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. We will achieve this through data trackers, observations, lesson plans, and lesson plan feedback. data disaggregation, student artifacts, strategy sharing, practice the reteach, formative assessments and informal assessments.

District Commitment Theory of Action: If the district has effective systems for identifying and supporting struggling learners and district policies and practices support effective instruction in schools; then campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Desired 90-day Outcome: By May 2022, we will have implemented a DDI protocol in PLCs so that teachers can engage in corrective instruction action planning, by identifying the gaps and scheduled times for reteach. We will conference with teachers to provide feedback on student academic growth.

District Actions: The district will provide curriculum and data for our teachers.

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
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$30,000.00
+/- Difference					\$30,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	None		\$0.00
1	2	2	None		\$0.00
1	2	3	None		\$0.00
1	3	2	Texas Instructional Leadership PD		\$16,750.00
2	1	1	Supplies, Marketing		\$500.00
2	3	1	16,750		\$0.00
Sub-Total					\$17,250.00
Budgeted Budget Object Code Amount					\$69,000.00
+/- Difference					\$51,750.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$10,000.00
+/- Difference					\$10,000.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$10,000.00
+/- Difference					\$10,000.00

Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				Grand Total	\$17,250.00

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	31	40	94	District Created Benchmark	34	37	District Created Benchmark	37		41	
			All	All	Reading	Meets	STAAR	11	19	94	District Created Benchmark	13	10	District Created Benchmark	16		21	
			All	All	Reading	Masters	STAAR	0	0	94	District Created Benchmark	2	1	District Created Benchmark	5		7	
			All	All	Mathematics	Approaches	STAAR	64	51	90	District Created Benchmark	54	38	District Created Benchmark	57		61	
			All	All	Mathematics	Meets	STAAR	28	16	90	District Created Benchmark	19	6	District Created Benchmark	22		26	
			All	All	Mathematics	Masters	STAAR	15	2	90	District Created Benchmark	4	3	District Created Benchmark	6		8	
			All	All	Science	Approaches	STAAR	68	47	96	District Created Benchmark	50	60	District Created Benchmark	53		55	
			All	All	Science	Meets	STAAR	12	7	96	District Created Benchmark	9	28	District Created Benchmark	11		15	
			All	All	Science	Masters	STAAR	2	0	96	District Created Benchmark	1	8	District Created Benchmark	3		6	
2. Domain 3	Focus 1	English Language Proficiency	All	ELL	Reading	NA	TELPAS	36	32	97	District Created Benchmark	34	43	District Created Benchmark	35		36	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	NA	STAAR	37	20	99	District Created Benchmark	28	45	District Created Benchmark	35		40	
	Focus 3	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	30	16	99	District Created Benchmark	24	42	District Created Benchmark	33		36	

Addendums