

Texans Can Academies
Dallas Can Academy at Pleasant Grove - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. James Ponce
Cynthia Miles

Principal: Mene Khepera
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: Mene Khepera

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) 13
 - Cycle 3 - (Mar – May) 17
 - Cycle 4 - (Jun – Aug) 19
- Campus Grant Funding Summary 20
- Student Data 23
- Addendums 23

Data Analysis

Domain 1

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

Domain 1: For the 2022 school year, we plan to raise our STAAR component score to 30. We will achieve this component score by meeting the following STAAR goals:

Approaches: 67%

Meets: 17%

Mastery: 5%

Rationale: For the 2021/2022 school year, our campus will increase our scores by 5 to 10 points for Approaches (57 to 67), Meets (12 to 17), and Masters (0 to 5). We aim to recover learning loss from this past year. Focus for the campus will be to provide tutoring for those students who did not meet passing standards. Our focus on DDI will help us to prioritize what standards we will need to address with the students. We will continue to partnership with OSHA to provide industry based certifications for the students.

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.

With the administration of 2020-2021 STAAR testing, Domain II School Progress will be utilized for the 2021-2022 accountability school year. As a campus, we earned a 'D' in 2018-2019. Our 2021-2022 goal is to have 0% of our progress measures meet their individual growth goal in English II and Algebra I in order to achieve an 84 scale score and thereby earn a 'B' for this domain.

Domain 3

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: In Domain 3, we plan to increase our number of targets met from 1 to 2.

Rationale: In prioritizing our targets for student achievement in English for Sped students and Math for African Americans, and School Quality, we will increase our scale score of 70 to a score of 81% . Also we will be focusing on TELPAS to ensure that we meet the desired target. Our ELs population is represented by 40% of our students and the campus has been successful meeting the TELPAS component of this domain. However, none of the subgroups met their goals in the Student Achievement component of this Domain. Data indicates that our campus needs to implement differentiated instructional strategies to help our students in earning a Meets 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?

Domain 1: The campus will increase CCMR performance in Domain 1 from 59 to 64 by increasing the number of annual graduates who have earned a CCMR point. Increasing the number of graduates who have earned a CCMR point will have a significant impact on our Domain 1 total score.

Domain 2: The campus will improve our scale score from 55 to 60 by focusing on English Domain 2 students. While our accountability comes from both English and Algebra students, the number of accountability students for Algebra is much lower than the number of English accountability students. By targeting English student we can secure our growth in Domain 2.

Domain 3: In regards to Student Achievement in Domain 3, the campus will focus on African American, and Special Ed students in Math. These indicators have been selected because we have shown continuous growth, and we are closest to meeting the target in these areas. For African Americans in Math we only needed 8 students in order to reach the indicator goal of 31%. In the Special Education sub-population, we only needed 6 more students to reach the indicator of 23%. With regard to English Language Proficiency the campus goal is to maintain performance relative to TELPAS.

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

The campus will focus on African American, and Special Ed students in Math. These indicators have been selected because we have shown continuous growth, and we are closest to meeting the target in these areas. For African Americans in Math we only needed 8 students in order to reach the indicator goal of 31%. In the Special Education sub-population, we only needed 6 more students to reach the indicator of 23%. With regard to English Language Proficiency the campus goal is to maintain performance relative to TELPAS.

CCMR

CCMR: What goals has your campus set for CCMR?

Our goal for CCMR is to increase the number of students in certification programs such as OSHA 30 in Construction and General, Microsoft Office, Baylor Scott & White, and TSI by 2% from 3% to 5%.

Federal Graduation Rate

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

Our goal for Federal Graduation Rate is to increase graduation rate by 2% from 57% to 59%.

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: Beginning Implementation

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: Beginning Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Essential Action : Data-driven instruction.

Implementation Level: Planning for Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We achieved our goals in every area except for Biology and TELPAS. Student performance on the summative assessments show significant growth in student achievement in English and Math. We missed our goal in Biology by 1% in approaches and 10% in meets due to teacher pacing. The data for TELPAS does not give a complete view of student progress because it is based on summative assessments in English.

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

Implementation Level: Planning for Implementation

Rationale: According to our self-assessment, Essential Action 5.1 is an area that the leadership needs to focus on to ensure effective instruction is occurring daily. We want to ensure that all teachers are effectively planning their lessons and can make instructional adjustments when students are not mastering content. The written protocol that will be used will be the Administrative walk-throughs and departmental meetings on Tuesdays which target instruction and capacity building. With effective planning and instruction in the classroom, there should be an increase in student achievement. Teachers who in support in this area will be identified via walk-throughs and will receive coaching and professional development which will lead to capacity building.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus will build capacity in this area through coaching and professional development. Our campus leaders will model and provide ongoing training to ensure teachers are equipped to provide high quality instruction and practices in the classroom. We will partner with the central office specialists who provide campus support and specialize in various academic areas. We will also partner with the TIL and LAFA cohort in order to gain additional professional development to support our teachers. Through these practices and partnerships, we will be able to provide ongoing feedback which in turn will help build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate our priorities through continual staff development, weekly department meetings, PLC's and daily walkthroughs. Reviewing the lesson cycle biweekly, and making changes as needed to provide the best academic service to our students. Staff members will be informed of our campus priorities during our bi-weekly meetings and as they arise via email and instructional coaches. Community and family stakeholders will receive communication at our parent conference nights which gives them the opportunity to have buy-in. Our staff and students have the opportunity to have buy-in during our walk-throughs and professional developments.

Desired Annual Outcome: By May 2022, campus instructional leaders will provide training and ongoing support so that 90% of teachers effectively use high quality instructional materials, research based teaching strategies, and include differentiated support for all student groups. This will be evidenced in lesson plans, and observable proficiency in instruction during walk-throughs and observations based on walk-through rubric.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching support to support the implementation of instructional leadership systems, then campus leaders provide teachers with the appropriate level of support to continuously improve the quality of instruction.

Desired 90-day Outcome: By the end of November 2021, 70% of teachers will use a framework for instruction that contains high quality materials and effective formative assessments. When executing the lesson, teachers will engage students with a variety of complex, content rich tasks using job embedded professional development. The effectiveness of this implementation will be measured on a scale of 0-5 using the T-TESS rubric during walk-throughs.

District Actions: The district will update and complete scope and sequence in MyCourse Can and provide continuous professional development for academic coaches and campus staff.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We reached our 90 day goal because we provided immediate feedback to our teachers during our walk-throughs and we provided on the spot coaching.

Step 1 Details	Reviews
<p>Action Step 1: During leadership team meetings Principal and ILT will engage in lesson plan feedback calibration activities to build skills in this area.</p> <p>Evidence Used to Determine Progress: Lesson Plans and Lesson Plan feedback</p> <p>Person(s) Responsible: Khepera, Arnick, Cooks, Parham, Johnson</p> <p>Resources Needed: Lesson plan rubric, Lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Ongoing - Evidence Collection Date: November 12, 2021</p> <p>Funding Sources: - 6200-Professional and contracted services - \$16,750</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Adjustments: Need to have additional professional development of lesson plans over making adjustments to pacing and ensuring alignment of objectives and activities.</p>
Step 2 Details	Reviews
<p>Action Step 2: Perform weekly walk throughs with Administrative Team, Instructional Coaches and Departmental Heads. Principal will create a calendar of weekly calibration of instruction with specific look-fors identified in advance based on previous observations.</p> <p>Evidence Used to Determine Progress: Goal Setting and Observation Logs</p> <p>Person(s) Responsible: Khepera, Cooks, Arnick, Vasquez</p> <p>Resources Needed: Observation process/TTESS</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 12, 2021</p> <p>Funding Sources: - 6200-Professional and contracted services - \$5,750</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Adjustment: ensure that look-fors are identified prior to observation.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers may not know how to utilize the rubric to create an effective lesson plan that is conducive to classroom instruction. Vacancies are also a barrier. Teachers may not be fully invested in the detailed planning process due to the lack of resources provided in MyCourseCan.

What specific action steps address these challenges?: During leadership team meetings Principal and ILT will engage in lesson plan feedback calibration activities to build skills in this area.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: We recognize that we need to develop stronger data practices at the teacher level on our campus. Analyzing and understanding that the student data drives instructional decisions is what is ultimately going to lead to student achievement on our campus. The written protocol that will be used will be the Data Meetings which occurs after each skill check.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus will partner with Region 10 participate in the TIL cohort this year. Engaging with the TIL cohort will help us to ensure that data meetings and data practices are research based and effective. The TIL cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build 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?: The leadership team will meet bi-weekly and after District Created Skills Check to review data. Data will be displayed on the Data Walls in the CTC room as well as in the classrooms. Data walls in the classroom will inform staff and students of progress measures for the course. Stakeholders will be informed of our campus priority by sending out email correspondences, fliers, and all-call notifications. We will conduct small group open houses with stakeholders to communicate school goals and academic progress.

Desired Annual Outcome: By May 2022, 90% of all teachers will analyze student data from common assessments and skills checks using a written DDI protocol, that allows teachers to use a corrective instruction action planning process, identify trends in student misconceptions, root cause for misconceptions, and create a reteach plan that demonstrates instructional adjustments. This will be evidenced by PLC agendas, teacher exemplars, and reteach plans.

District Commitment Theory of Action: If the district provides detailed common assessment reports within two instructional days, then we will be able to create a more effective and targeted reteach plan for students.

Desired 90-day Outcome: By the end of November 2021, 60% of all teachers will utilize a written DDI protocol during bi-weekly PLCs to identify trends in student misconceptions, root cause for misconceptions, and create a reteach plan that demonstrates instructional adjustments.

District Actions: The district will ensure that the district created skills checks are aligned with the TEKS that are in the course curriculum (MyCourse Can). This will allow teachers to use the data from the reports to drive instruction.

Did you achieve your 90 day outcome?: No

Why or why not?: While we have made some progress on our goals., we have continued to meet on a weekly basis to strengthen our Learning Community process. We have had some struggles getting consistent data regarding student progress.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will use Eduphoria for all common assessments and skills checks in order to track data</p> <p>Evidence Used to Determine Progress: Eduphoria data</p> <p>Person(s) Responsible: Arnick</p> <p>Resources Needed: Eduphoria</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 23, 2021 - Frequency: Ongoing - Evidence Collection Date: November 12, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Next Steps: Teachers will continue to utilize Eduphoria for common assessments and skills checks and will adhere to the assessment schedule.</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers will use the campus data roster and Cambium to identify accountability students.</p> <p>Evidence Used to Determine Progress: Data wall, student rosters, student data folders</p> <p>Person(s) Responsible: Teachers, Johnson</p> <p>Resources Needed: Campus data roster, Cambium</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 12, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Teachers will continue to use the data roster. Due staff shortage, data roster was not accessible in a timely manner to meet this goal for the first cycle. Additional staff has assisted with completing data roster and teachers will now be able to utilize a complete roster to assess data of accountability students.</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders will introduce and model the DDI protocols during the bi-weekly PLC with a focus on unpacking standards and identifying the gap.</p> <p>Evidence Used to Determine Progress: Meeting Log and Agenda</p> <p>Person(s) Responsible: Khepera, Cooks, Arnick</p> <p>Resources Needed: Region 10 Training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 12, 2021</p> <p>Funding Sources: - 6200-Professional and contracted services - \$5,500</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Adjustments: Campus leaders will focus more on DDI protocols during PLC.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: One barrier to successfully implementing DDI practices effectively is teachers' lack of training for desegregating data using a written protocol. Teachers lack of understanding how to interpret data in order to create effective lessons. A second barrier to effectively implementing written DDI protocols, is teachers.

What specific action steps address these challenges?: Campus leaders will introduce and model the DDI protocols during the bi-weekly PLC with a focus on unpacking standards and identifying the gap.

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: Planning for Implementation

Rationale: According to our self-assessment, Essential Action 5.1 is an area that the leadership needs to focus on to ensure effective instruction is occurring daily. We want to ensure that all teachers are effectively planning their lessons and can make instructional adjustments when students are not mastering content. The written protocol that will be used will be the Administrative walk-throughs and departmental meetings on Tuesdays which target instruction and capacity building. With effective planning and instruction in the classroom, there should be an increase in student achievement. Teachers who in support in this area will be identified via walk-throughs and will receive coaching and professional development which will lead to capacity building.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus will build capacity in this area through coaching and professional development. Our campus leaders will model and provide ongoing training to ensure teachers are equipped to provide high quality instruction and practices in the classroom. We will partner with the central office specialists who provide campus support and specialize in various academic areas. We will also partner with the TIL and LAFA cohort in order to gain additional professional development to support our teachers. Through these practices and partnerships, we will be able to provide ongoing feedback which in turn will help build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate our priorities through continual staff development, weekly department meetings, PLC's and daily walkthroughs. Reviewing the lesson cycle biweekly, and making changes as needed to provide the best academic service to our students. Staff members will be informed of our campus priorities during our bi-weekly meetings and as they arise via email and instructional coaches. Community and family stakeholders will receive communication at our parent conference nights which gives them the opportunity to have buy-in. Our staff and students have the opportunity to have buy-in during our walk-throughs and professional developments.

Desired Annual Outcome: By May 2022, campus instructional leaders will provide training and ongoing support so that 90% of teachers effectively use high quality instructional materials, research based teaching strategies, and include differentiated support for all student groups. This will be evidenced in lesson plans, and observable proficiency in instruction during walk-throughs and observations based on walk-through rubric.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching support to support the implementation of instructional leadership systems, then campus leaders provide teachers with the appropriate level of support to continuously improve the quality of instruction.

Desired 90-day Outcome: By the end of February 2022, 80% of teachers will use a framework for instruction that contains high quality materials and effective formative assessments. When executing the lesson, teachers will engage students with a variety of complex, content rich tasks using job embedded professional development. The effectiveness of this implementation will be measured on a scale of 0-5 using the T-TESS rubric during walk-throughs.

District Actions: The district will update and complete scope and sequence in MyCourse Can and provide continuous professional development for academic coaches and campus staff.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: During leadership team meetings Principal and ILT will engage in lesson plan feedback calibration activities to build skills in this area.</p> <p>Evidence Used to Determine Progress: Lesson Plans and Lesson Plan feedback</p> <p>Person(s) Responsible: Khepera, Arnick, Cooks, Parham, Johnson</p> <p>Resources Needed: Lesson plan rubric, Lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Ongoing - Evidence Collection Date: February 25, 2022</p> <p>Funding Sources: - 6200-Professional and contracted services - \$16,750</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Perform weekly walk throughs with Administrative Team, Instructional Coaches and Departmental Heads. Principal will create a calendar of weekly calibration of instruction with specific look-fors identified in advance based on previous observations monthly.</p> <p>Evidence Used to Determine Progress: Goal Setting and Observation Logs</p> <p>Person(s) Responsible: Khepera, Cooks, Arnick, Vasquez</p> <p>Resources Needed: Observation process/TTESS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 25, 2022</p> <p>Funding Sources: Extra Duty Pay for PD - 6100-Payroll - \$20,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus will conduct a professional development centered around lesson plans and writing effective lesson plans that are aligned for student achievement by including a framework for instruction that contains high quality materials and effective formative assessments.</p> <p>Evidence Used to Determine Progress: MyCourse Can Lesson Plan</p> <p>Person(s) Responsible: Ronda Arnick, Regina Parham, April Washington</p> <p>Resources Needed: MyCourse Can Curriculum Database</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 4, 2022 - Frequency: Quarterly - Evidence Collection Date: February 25, 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?: Teachers are still in the process of utilizing the rubric to create an effective lesson plan that is conducive to classroom instruction. Vacancies are also a barrier. Teachers are continuously working with the district curriculum team to provide input on curriculum in order to create detailed lesson plans due to the lack of alignment in MyCourseCan.

What specific action steps address these challenges?: Campus will conduct a professional development centered around lesson plans and writing effective lesson plans that are aligned for student achievement by including a framework for instruction that contains high quality materials and effective formative assessments.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: We recognize that we need to develop stronger data practices at the teacher level on our campus. Analyzing and understanding that the student data drives instructional decisions is what is ultimately going to lead to student achievement on our campus. The written protocol that will be used will be the Data Meetings which occurs after each skill check.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus will partner with Region 10 participate in the TIL cohort this year. Engaging with the TIL cohort will help us to ensure that data meetings and data practices are research based and effective. The TIL cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build 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?: The leadership team will meet bi-weekly and after District Created Skills Check to review data. Data will be displayed on the Data Walls in the CTC room as well as in the classrooms. Data walls in the classroom will inform staff and students of progress measures for the course. Stakeholders will be informed of our campus priority by sending out email correspondences, fliers, and all-call notifications. We will conduct small group open houses with stakeholders to communicate school goals and academic progress.

Desired Annual Outcome: By May 2022, 90% of all teachers will analyze student data from common assessments and skills checks using a written DDI protocol, that allows teachers to use a corrective instruction action planning process, identify trends in student misconceptions, root cause for misconceptions, and create a reteach plan that demonstrates instructional adjustments. This will be evidenced by PLC agendas, teacher exemplars, and reteach plans.

District Commitment Theory of Action: If the district provides detailed common assessment reports within two instructional days, then we will be able to create a more effective and targeted reteach plan for students.

Desired 90-day Outcome: By the end of February 2022, 60% of all teachers will utilize a written DDI protocol during bi-weekly PLCs to identify trends in student misconceptions, root cause for misconceptions, and create a reteach plan that demonstrates instructional adjustments. This will be measured by tracking the progress of the data from the previous common assessments, the reteach process, and Fall testing data.

District Actions: The district will ensure that the district created skills checks are aligned with the TEKS that are in the course curriculum (MyCourse Can). This will allow teachers to use the data from the reports to drive instruction.

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Teachers will use Eduphoria for all common assessments and skills checks in order to track data</p> <p>Evidence Used to Determine Progress: Eduphoria data</p> <p>Person(s) Responsible: Arnick</p> <p>Resources Needed: Eduphoria</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 23, 2021 - Frequency: Ongoing - Evidence Collection Date: November 12, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers will use the campus data roster and Cambium to identify accountability students.</p> <p>Evidence Used to Determine Progress: Data wall, student rosters, student data folders</p> <p>Person(s) Responsible: Teachers, Johnson</p> <p>Resources Needed: Campus data roster, Cambium</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 12, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders will introduce and model the DDI protocols during the bi-weekly PLC with a focus on unpacking standards and identifying the gap.</p> <p>Evidence Used to Determine Progress: Meeting Log and Agenda</p> <p>Person(s) Responsible: Khepera, Cooks, Arnick</p> <p>Resources Needed: Region 10 Training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 12, 2021</p> <p>Funding Sources: - 6200-Professional and contracted services - \$8,750</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: One barrier to successfully implementing DDI practices effectively is teachers' lack of training for desegregating data using a written protocol. Teachers understanding of how to interpret data provided by the curriculum team in order to understand the needs of the different subgroups, trends and misconceptions. A second barrier to effectively implementing written DDI protocols, is teachers.

What specific action steps address these challenges?: Campus leaders will introduce and model the DDI protocols during the bi-weekly PLC with a focus on unpacking standards and identifying the gap.

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: Planning for Implementation

Rationale: According to our self-assessment, Essential Action 5.1 is an area that the leadership needs to focus on to ensure effective instruction is occurring daily. We want to ensure that all teachers are effectively planning their lessons and can make instructional adjustments when students are not mastering content. The written protocol that will be used will be the Administrative walk-throughs and departmental meetings on Tuesdays which target instruction and capacity building. With effective planning and instruction in the classroom, there should be an increase in student achievement. Teachers who in support in this area will be identified via walk-throughs and will receive coaching and professional development which will lead to capacity building.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus will build capacity in this area through coaching and professional development. Our campus leaders will model and provide ongoing training to ensure teachers are equipped to provide high quality instruction and practices in the classroom. We will partner with the central office specialists who provide campus support and specialize in various academic areas. We will also partner with the TIL and LAFA cohort in order to gain additional professional development to support our teachers. Through these practices and partnerships, we will be able to provide ongoing feedback which in turn will help build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate our priorities through continual staff development, weekly department meetings, PLC's and daily walkthroughs. Reviewing the lesson cycle biweekly, and making changes as needed to provide the best academic service to our students. Staff members will be informed of our campus priorities during our bi-weekly meetings and as they arise via email and instructional coaches. Community and family stakeholders will receive communication at our parent conference nights which gives them the opportunity to have buy-in. Our staff and students have the opportunity to have buy-in during our walk-throughs and professional developments.

Desired Annual Outcome: By May 2022, campus instructional leaders will provide training and ongoing support so that 90% of teachers effectively use high quality instructional materials, research based teaching strategies, and include differentiated support for all student groups. This will be evidenced in lesson plans, and observable proficiency in instruction during walk-throughs and observations based on walk-through rubric.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching support to support the implementation of instructional leadership systems, then campus leaders provide teachers with the appropriate level of support to continuously improve the quality of instruction.

Desired 90-day Outcome: By the end of November 2021, 90% of teachers will use a framework for instruction that contains high quality materials and effective formative assessments. When executing the lesson, teachers will engage students with a variety of complex, content rich tasks using job embedded professional development.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Rationale: We recognize that we need to develop stronger data practices at the teacher level on our campus. Analyzing and understanding that the student data drives instructional decisions is what is ultimately going to lead to student achievement on our campus. The written protocol that will be used will be the Data Meetings which occurs after each skill check.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus will partner with Region 10 participate in the TIL cohort this year. Engaging with the TIL cohort will help us to ensure that data meetings and data practices are research based and effective. The TIL cohort provides face to face PD, implementation support and on site coaching for our team. This program will help build 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?: The leadership team will meet bi-weekly and after District Created Skills Check to review data. Data will be displayed on the Data Walls in the CTC room as well as in the classrooms. Data walls in the classroom will inform staff and students of progress measures for the course. Stakeholders will be informed of our campus priority by sending out email correspondences, fliers, and all-call notifications. We will conduct small group open houses with stakeholders to communicate school goals and academic progress.

Desired Annual Outcome: By May 2022, 90% of all teachers will analyze student data from common assessments and skills checks using a written DDI protocol, that allows teachers to use a corrective instruction action planning process, identify trends in student misconceptions, root cause for misconceptions, and create a reteach plan that demonstrates instructional adjustments. This will be evidenced by PLC agendas, teacher exemplars, and reteach plans.

District Commitment Theory of Action: If the district provides detailed common assessment reports within two instructional days, then we will be able to create a more effective and targeted reteach plan for students.

Desired 90-day Outcome: By the end of November 2021, 90% of all teachers will utilize a written DDI protocol during bi-weekly PLCs to identify trends in student misconceptions, root cause for misconceptions, and create a reteach plan that demonstrates instructional adjustments.

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

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

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	1	2	Extra Duty Pay for PD		\$20,000.00
Sub-Total					\$20,000.00
Budgeted Budget Object Code Amount					\$60,000.00
+/- Difference					\$40,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1			\$16,750.00
1	1	2			\$5,750.00
1	2	3			\$5,500.00
2	1	1			\$16,750.00
2	2	3			\$8,750.00
Sub-Total					\$53,500.00
Budgeted Budget Object Code Amount					\$69,000.00
+/- Difference					\$15,500.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$40,000.00
+/- Difference					\$40,000.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$0.00
+/- Difference					\$0.00

6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$0.00
+/- Difference					\$0.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$0.00
+/- Difference					\$0.00
Grand Total					\$73,500.00

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	38	32	83	District Created Benchmark	25	49	District Created Benchmark	27		33	
			All	All	Reading	Meets	STAAR	11	11	83	District Created Benchmark	3	8	District Created Benchmark	4		7	
			All	All	Reading	Masters	STAAR	0	1	83	District Created Benchmark	0	0	District Created Benchmark	1		2	
			All	All	Mathematics	Approaches	STAAR	70	62	39	District Created Benchmark	60	71	District Created Benchmark	62		70	
			All	All	Mathematics	Meets	STAAR	15	13	39	District Created Benchmark	15	41	District Created Benchmark	17		25	
			All	All	Mathematics	Masters	STAAR	1	6	39	District Created Benchmark	3	6	District Created Benchmark	5		8	
			All	All	Science	Approaches	STAAR	75	56	83	District Created Benchmark	60	59	District Created Benchmark	63		70	
			All	All	Science	Meets	STAAR	15	9	83	District Created Benchmark	23	13	District Created Benchmark	25		28	
			All	All	Science	Masters	STAAR	0	3	83	District Created Benchmark	0	0	District Created Benchmark	1		3	
			11th	All	Social Studies	Approaches	STAAR	56	61	88	District Created Benchmark	50	80	District Created Benchmark	57		70	
			11th	All	Social Studies	Meets	STAAR	22	22	88	District Created Benchmark	15	32	District Created Benchmark	17		25	
			11th	All	Social Studies	Masters	STAAR	1	15	88	District Created Benchmark	1	6	District Created Benchmark	3		7	
2. Domain 3	Focus 1	Academic Achievement	All	African American	Mathematics	NA	STAAR	13	29	58	District Created Benchmark	8	47	District Created Benchmark	10		15	
	Focus 2	Academic Achievement	All	Special Ed	Mathematics	NA	STAAR	8	2	65	District Created Benchmark	4	36	District Created Benchmark	6		10	
	Focus 3	English Language Proficiency	All	ELL	All	NA	TELPAS	56	71	77	Other	55	49	Other	62		75	

Addendums

Data Meeting Agenda 09/29/2021

- Common Formative Assessments and Skills Checks
- Identify retesters
- Identify struggling areas to target for all students based off of assessment results
- Q&A

DEPARTMENT MEETING

TITLE/TRAINING ELA Date 9/29/21

PRESENTER bepts DATE

LAST NAME (print)	FIRST NAME (print)	ROLE	CAMPUS	SIGNATURE
Watson	Delicia	ELA	PG	<i>Delicia Watson</i>
Whitley	Asa	Teacher	PG	<i>Asa Whitley</i>
Hill	Kubishin	Teacher	PG	<i>Kubishin Hill</i>
Fields Cam	Christina	Teacher	PG	<i>Christina Fields</i>
Ford	Devin	Teacher	PG	<i>Devin Ford</i>
Roberts	Jared	Teacher	PG	<i>Jared Roberts</i>
Arnick	Ronda	AP	PG	<i>Ronda Arnick</i>