

The Pro-Vision Academy
The Pro-Vision High School - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Janelle James
April Tasso, Ed.D.

Principal: Tonya Sanders
ESC Case Manager: Zach Bigner
ESC Region: 4

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: April Tasso, Ed.D.

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: Tonya Sanders

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: Tonya Sanders

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

The student achievement data is woefully low with STAAR performance in all areas. The goal is to focus on all students for reading, math, science and social studies by increasing the participation rate and at approaches GL standard or above. The overall goal is a participation rate of 100% and at least 50% of all students at approaches GL standard or above (see student data goal setting).

School Progress

What accountability goal has your campus set for this year?

As a school in alternative accountability, Domain 2A or 2B does not apply.

Closing the Gaps

What accountability goal has your campus set for this year?

The targets were not met in ELA/Reading and Math. The goal is to increase the participation rate for all students to 100% for both assessments and meet the expected target in both areas for all students by increasing student performance (see student data goal setting).

Subject Areas and Student Groups

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

The lowest performing subject area is Math however, due to the extremely low performance areas in all subjects there is equal necessity and importance in focusing on ELAR, Mathematics, Science and Social Studies. Current special ed and economically-disadvantaged students performed the lowest of all student groups thus, special attention will be provided to those two student groups. It is also recognized that by improving the participation rate in all areas by all students, this domain, as well as other domains could be improved.

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

We are targeting all students. The intended impact is to increase student achievement raw component score.

CCMR

What goals has your campus set for CCMR?

To increase testing participation and passing rate in TSI (ELA/Reading and Mathematics) which will have an overall impact on our CCMR total credit percentage.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

To increase the graduation rate from 96.7% to 100% for all students within 4 years.

Essential Actions

Cycles 1-3

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

Implementation Level: Planning for Implementation

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

Implementation Level: Not Yet Started

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

Implementation Level: Not Yet Started

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

Implementation Level: Not Yet Started

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Cycle 4

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

Implementation Level: Beginning Implementation

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

Implementation Level: Beginning Implementation

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

Implementation Level: Beginning Implementation

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

Implementation Level: Beginning Implementation

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We are making progress however, due to teacher vacancies, student and teacher attendance concerns progress has been minimal.

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

Implementation Level: Planning for Implementation

Rationale: The leadership staff (principal, team/content leads, behavior and support specialists, spec pops coordinator, counselors) do not meet regularly to assess needs, set goals and follow a clear plan as it relates to school climate and student academic/behavioral needs and expectations. As such, it lends to the campus leadership and staff not all being on the same page. In addition, over 90% of the campus leadership is new and the campus has undergone a number of leadership changes over the last few years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Principal improves campus leaders through regularly scheduled job -embedded professional development consistent with best practices for adult learning, deliberate modeling and observation and feedback cycles. Such practices will be upheld by the Chief Academic Officer with the district teacher development specialists.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Regular scheduled meetings and check-ins, as well as email reminders regarding expectations and focused areas.
Buy-in will be created through effective communication, consistency and accountability.

Desired Annual Outcome: By the end of the 2021-22 academic year 100% of the campus leadership team will consistently use written protocols and processes to lead their departments and grade level teams as evidenced by weekly PLC meeting agendas, electronic calendar invites, and protocols.

District Commitment Theory of Action: The district will provide ongoing support and coaching to the campus principal.
The district recognizes the unique needs of the campus and provide the flexibility, adequate funding, , necessary authority to create conditions for school success.

Desired 90-day Outcome: By the end of Cycle 1, weekly PLC meetings are established with calendar invites distributed for the year and all staff are trained on PLC process and meeting protocols.

District Actions: Provide the flexibility and time needed to allow for scheduled meetings and engage in weekly dialogue with central admin. regarding the implementation of action items for each leadership role.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We were able to adhere to the detailed actions steps, in spite of fluctuating attendance and staffing issues.

| Step 1 Details | Reviews |
|--|---|
| <p>Action Step 1: Clearly identify roles and responsibilities for each member of the leadership team.</p> <p>Evidence Used to Determine Progress: Agenda, meeting notes and action items for each member</p> <p>Person(s) Responsible: Campus principal</p> <p>Resources Needed: Microsoft outlook, teams and one note Additional leadership staff (Dean)</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Dean of Instruction - 6100-Payroll - \$12,443.06</p> | <p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: District and campus will continue to follow the action step, as we have added new member(s) to the team.</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Campus leadership team will identify weekly time and date for meetings for each layer of leadership (principal, team/content leads, behavior and support specialists, spec pops coordinator, counselors)</p> <p>Evidence Used to Determine Progress: calendar invites, agenda and meeting notes</p> <p>Person(s) Responsible: Principal and Chief Academic Officer</p> <p>Resources Needed: Microsoft outlook, teams and one note</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Campus leadership will continue to follow the action step.</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Establish a meeting protocol that is followed throughout the meeting.</p> <p>Evidence Used to Determine Progress: Create a running record and platform for shared meeting agenda and notes</p> <p>Person(s) Responsible: Campus principal and meeting facilitator</p> <p>Resources Needed: Research based protocol, Teams and One note</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Campus will sustain the implementation of meeting protocols throughout meetings.</p> |

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Campus leadership following through on weekly action items in a timely and efficient manner and not holding one another accountable. The flow of communication not effectively occurring both downward and upwardly.

What specific action steps address these challenges?: Campus leadership team will identify weekly time and date for meetings for each layer of leadership (principal, team/content leads, behavior and support specialists, spec pops coordinator, counselors) Establish a meeting protocol that is followed throughout the meeting. Create a running

record and platform for shared meeting agenda and notes. Clearly identify roles and responsibilities for each member of the leadership team.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Rationale: Many teachers are new to the campus, inexperienced and are in need of mentoring and coaching.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TDS will utilize TLAC framework to coach and model effective routines, procedures and instructional strategies. Teachers will also have the opportunity to observe effective practices from videos and by observing other classrooms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Regular scheduled meetings and check-ins, as well as email reminders regarding expectations and focused areas.

Buy-in will be created through effective communication, consistency and accountability. Frequent classroom observations will occur and principal and TDSs will calibrate observations regularly.

Desired Annual Outcome: By the end of the 2021-22 academic year, 100% of the teachers will effectively utilize high quality instructional materials as evidenced by classroom observations, lesson planning, student engagement and academic performance.

District Commitment Theory of Action: District TDSs were recruited and hired to provide support and coaching for every content area. High quality instructional materials and training were provided to teachers.

Desired 90-day Outcome: By the end of Cycle 1, 100% of the teachers will be trained on the usage and implementation of high-quality materials, including lesson planning.

District Actions: Instructional leaders will provide training and ongoing support for teachers to effectively use high quality instructional materials.

Did you achieve your 90 day outcome?: No

Why or why not?: Teacher vacancies were not all filled and were occupied by short-term and long-term subs.

| Step 1 Details | Reviews |
|--|---|
| <p>Action Step 1: Gain access to high quality instructional materials and train teachers to effectively plan and utilize the materials.</p> <p>Evidence Used to Determine Progress: Observations, lesson plans, teacher feedback, student work samples and student data will all be used to determine progress.</p> <p>Person(s) Responsible: Campus and district admin</p> <p>Resources Needed: CRIMSI, TLAC, Get Better Faster, Teams and One note</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: CRIMSI Training for Math & ELA teachers - 6200-Professional and contracted services - \$3,500, TLAC books for 50 teachers and Get Better Faster for Leadership Team - 6300-Supplies and materials - \$3,000</p> | <p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: - Teacher vacancies were not all filled and were occupied by short-term and long-term subs.</p> <p>- Challenges accessing CRIMSI resources in a timely manner, as well as professional development and support.</p> |

| Step 2 Details | Reviews |
|--|--|
| <p>Action Step 2: Model and practice instructional strategies with teachers</p> <p>Evidence Used to Determine Progress: CRIMSI implementation protocols, walkthroughs, PLC discussions, classroom observations</p> <p>Person(s) Responsible: Campus and district admin</p> <p>Resources Needed: CRIMSI, TLAC, Get Better Faster, Teams and one note</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> | <p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: - Teacher vacancies were not all filled and were occupied by short-term and long-term subs.</p> <p>- Challenges accessing CRIMSI resources in a timely manner, as well as professional development and support.</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Create a bi-weekly coaching support and observation schedule with teachers.</p> <p>Evidence Used to Determine Progress: PD attendance, classroom observations. feedback with leadership team and teachers, student progress</p> <p>Person(s) Responsible: Campus principal and TDSs</p> <p>Resources Needed: CRIMSI implementation protocols, common walkthrough form, outlook calendar, TLAC and Get Better Faster TEKS Resource System</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: TEKS Resource System from Region 4 - 6100-Payroll - \$4,120, 3 TDS and Dean participate in Region 4 - Instructional Coaching Conference - 6200-Professional and contracted services - \$500</p> | <p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: - Teacher vacancies were not all filled and were occupied by short-term and long-term subs.</p> <p>- Continuous training cycle of subs and new hires.</p> |

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: - Adjusting to the use of new materials

- Varying levels of teacher content knowledge
- Learning new materials while implementing

What specific action steps address these challenges?: -Scaffolding PD

- Consistent coaching support
- Providing timely feedback to teachers
- Ongoing PD

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: No the campus did not achieve its student performance data goals in all areas. The goal was exceeded in Social Studies by 13% in approaches, 28% in meets and 30% in masters. In ELA the performance on the district assessment was below expectation with 15% less than expected overall passing rate of 35%. In Math the performance on the district assessment was below expectation with 16% less than expected overall passing rate of 35%. In Biology, the performance on the district assessment was below expectation with 9% less than expected overall passing rate of 35%. While there was growth from the Spring 21 results in those areas, the projected percentages were lofty given the challenges experienced from the fall through February due to :

1. Teacher stability - Multiple long term subs were experienced in Biology and English 2 .
2. Delayed delivery and training with instructional resources through CRIMSI
3. Continued onboarding and training of teachers with instructional materials, lesson planning and implementation due to teacher turn over and vacancies.
4. Significant learning gaps and major attendance issues among students results in teachers continuing to spiral objectives and reteach.

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

Implementation Level: Planning for Implementation

Rationale: The leadership staff (principal, team/content leads, behavior and support specialists, spec pops coordinator, counselors) do not meet regularly to assess needs, set goals and follow a clear plan as it relates to school climate and student academic/behavioral needs and expectations. As such, it lends to the campus leadership and staff not all being on the same page. In addition, over 90% of the campus leadership is new and the campus has undergone a number of leadership changes over the last few years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Principal improves campus leaders through regularly scheduled job -embedded professional development consistent with best practices for adult learning, deliberate modeling and observation and feedback cycles. Such practices will be upheld by the Chief Academic Officer with the district teacher development specialists.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Regular scheduled meetings and check-ins, as well as email reminders regarding expectations and focused areas.

Buy-in will be created through effective communication, consistency and accountability.

Desired Annual Outcome: By the end of the 2021-22 academic year 100% of the campus leadership team will consistently use written protocols and processes to lead their departments and grade level teams as evidenced by weekly PLC meeting agendas, electronic calendar invites, and protocols.

District Commitment Theory of Action: The district will provide ongoing support and coaching to the campus principal. The district recognizes the unique needs of the campus and provide the flexibility, adequate funding, , necessary authority to create conditions for school success.

Desired 90-day Outcome: By the end of Cycle 2, all weekly PLC meeting are occurring with fidelity 50% of the time with protocols as evidenced by agendas and documented meeting feedback by teachers and administrators.

District Actions: Continue to provide ongoing training and support.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All weekly PLC meetings are occurring with fidelity 50% of the time due to the planned PLC agendas with specific instructional focus and protocols.

| Step 1 Details | Reviews |
|--|---|
| <p>Action Step 1: Create organized and planned PLC agenda with instructional focus and protocols.</p> <p>Evidence Used to Determine Progress: PLC agenda, minutes and protocols</p> <p>Person(s) Responsible: Campus and district admin</p> <p>Resources Needed: PLC calendar, one note and PLC and instructional resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Dean of Instruction - 6100-Payroll - \$12,443.06</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The campus will continue with this action step for continued progress in the next cycle.</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: TDSs and campus leaders will co-facilitate PLC meeting with teacher leaders</p> <p>Evidence Used to Determine Progress: Meeting minutes, observations</p> <p>Person(s) Responsible: Campus principal, campus leaders and TDSs</p> <p>Resources Needed: performance evaluation, meeting/agenda protocols</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The campus will continue with this action step for continued progress in the next cycle.</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Teacher leaders will plan, implement and facilitate PLC meeting with administrative support.</p> <p>Evidence Used to Determine Progress: PLC agenda, minutes, observation and debrief</p> <p>Person(s) Responsible: Campus principal and TDSs</p> <p>Resources Needed: observation protocol, one note</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: USB Wireless dongle - 6300-Supplies and materials - \$295</p> | <p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: TDSs and campus leaders will continue to train and empower teacher leaders to take the lead in planning, implementing and facilitation PLC meetings. Presently, 50% of teacher leaders do not feel comfortable working independently on leading PLC meeting without continued guided support from campus or district leaders.</p> |

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teacher leaders not adhering to the PLC agenda and protocol
 Not being prepared for the meetings
 Meetings not being held with fidelity

What specific action steps address these challenges?: Performance expectations are clear, measurable and match job responsibilities

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Rationale: Many teachers are new to the campus, inexperienced and are in need of mentoring and coaching.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TDS will utilize TLAC framework to coach and model effective routines, procedures and instructional strategies. Teachers will also have the opportunity to observe effective practices from videos and by observing other classrooms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Regular scheduled meetings and check-ins, as well as email reminders regarding expectations and focused areas.

Buy-in will be created through effective communication, consistency and accountability. Frequent classroom observations will occur and principal and TDSs will calibrate observations regularly.

Desired Annual Outcome: By the end of the 2021-22 academic year, 100% of the teachers will effectively utilize high quality instructional materials as evidenced by classroom observations, lesson planning, student engagement and academic performance.

District Commitment Theory of Action: District TDSs were recruited and hired to provide support and coaching for every content area. High quality instructional materials and training were provided to teachers.

Desired 90-day Outcome: By the end of Cycle 2, 50% of the teachers will effectively utilize high quality instructional materials as evidenced by classroom observations, lesson planning, student engagement and academic performance.

District Actions: Providing time and resources for TDSs to engage in coaching cycle with teachers.

Did you achieve your 90 day outcome?: Yes

Why or why not?: By the end of cycle 2 - 50% of the teachers effectively utilized high quality instructional materials as evidenced by classroom observations, lesson planning, student engagement and academic performance.

| Step 1 Details | Reviews |
|--|--|
| <p>Action Step 1: Review and share coaching cycle and feedback protocol with teachers and admin.</p> <p>Evidence Used to Determine Progress: Meeting minutes and observation rubric</p> <p>Person(s) Responsible: TDSs and CAO</p> <p>Resources Needed: Coaching cycle resources, observation rubric, feedback protocol and T-TESS</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The campus will continue with this action step for continued progress in the next cycle.</p> |

| Step 2 Details | Reviews |
|--|--|
| <p>Action Step 2: Create and implement an observation and feedback schedule</p> <p>Evidence Used to Determine Progress: outlook calendar and meeting minutes</p> <p>Person(s) Responsible: TDSs</p> <p>Resources Needed: Outlook calendar and meeting protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The campus will continue with this action step for continued progress in the next cycle.</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Conduct bi-weekly observations and coaching conversations with teachers</p> <p>Evidence Used to Determine Progress: Observation protocol, meeting notes from coaching conversations</p> <p>Person(s) Responsible: District and Campus Administrators</p> <p>Resources Needed: Observation protocol, Outlook calendar, coaching conversation template, subs to cover classes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Substitutes - 6200-Professional and contracted services - \$5,000, Instructional materials - 6300-Supplies and materials - \$4,000</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The campus will continue with this action step for continued progress in the next cycle.</p> |

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: -Teacher absences and retention due to COVID.
 -Providing training and support for new hires and long-term subs
 -Time for training and planning

What specific action steps address these challenges?: -Team building and morale boosting activities.
 - Imbedded training opportunities outside of PD days and PLC.

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: No, the campus did not meet any of the approaches, meets and masters goals with the exception of Reading. Even though HQIMs are utilized, more teacher training, coaching and support have to be implemented consistently and ongoing from administrators. There has to be more of an intentional focus on PLCs throughout the school year to build teacher leaders and allow for planning, collaboration, reflection and growth for all teachers. Ultimately, data has to drive instruction and teachers have to be provided the opportunity once data is collected to analyze, make instructional decisions, plan, reflect and repeat.

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

Implementation Level: Planning for Implementation

Rationale: The leadership staff (principal, team/content leads, behavior and support specialists, spec pops coordinator, counselors) do not meet regularly to assess needs, set goals and follow a clear plan as it relates to school climate and student academic/behavioral needs and expectations. As such, it lends to the campus leadership and staff not all being on the same page. In addition, over 90% of the campus leadership is new and the campus has undergone a number of leadership changes over the last few years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Principal improves campus leaders through regularly scheduled job -embedded professional development consistent with best practices for adult learning, deliberate modeling and observation and feedback cycles. Such practices will be upheld by the Chief Academic Officer with the district teacher development specialists.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Regular scheduled meetings and check-ins, as well as email reminders regarding expectations and focused areas.

Buy-in will be created through effective communication, consistency and accountability.

Desired Annual Outcome: By the end of the 2021-22 academic year 100% of the campus leadership team will consistently use written protocols and processes to lead their departments and grade level teams as evidenced by weekly PLC meeting agendas, electronic calendar invites, and protocols.

District Commitment Theory of Action: The district will provide ongoing support and coaching to the campus principal.

The district recognizes the unique needs of the campus and provide the flexibility, adequate funding, , necessary authority to create conditions for school success.

Desired 90-day Outcome: By the end of Cycle 3, PLC meetings are occurring with fidelity 95% of the time with protocols as evidenced by agendas and timely meeting feedback from teachers and administrators.

District Actions: Provide the flexibility and time needed to allow for scheduled meeting and engage in weekly dialogue with central admin. regarding the implementation and progress of essential actions.

Did you achieve your 90 day outcome?: No

Why or why not?: The campus had a major shift in scheduling due to testing preparation and administration for STAAR and EOY MAP testing. As a result of the change in schedule, teachers did not have a common planning time with administrators. Administrators also began to focus more on logistics, implementation and management of state and local testing.

Did you achieve your annual outcome? Why or why not?: While we didn't achieve our 3rd cycle and annual outcome of 100%, we exceeded the cycle 2 outcome of 50%. PLC meetings occurred with fidelity 75% of the time with protocols as evidenced by agendas and timely meeting feedback from teachers and administrators, however several other factors contributed to the campus not meeting the annual outcome. Such factors are, but not limited to, teacher retention, burn-out, scheduling changes and skill set.

| Step 1 Details | Reviews |
|--|--|
| <p>Action Step 1: Maintain organized and planned PLC agenda with instructional focus and protocols. Evidence Used to Determine Progress: PLC agenda, minutes and protocols Person(s) Responsible: Campus and district admin Resources Needed: PLC calendar, one note and PLC and instructional resources Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Ongoing - Evidence Collection Date: May 31, 2022 Funding Sources: Dean of Instruction - 6100-Payroll - \$12,443.06</p> | <p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: Lack of consistent meeting day/time once testing season started prevented teachers from meeting regularly. Shortening protocols and honoring the PLC time would improve fidelity and progress.</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: TDSs and campus leaders will co-facilitate PLC meeting with teacher leaders Evidence Used to Determine Progress: Meeting minutes, observations Person(s) Responsible: Campus principal, campus leaders and TDSs Resources Needed: performance evaluation, meeting/agenda protocols Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Ongoing - Evidence Collection Date: May 31, 2022</p> | <p>Progress toward Action Steps: Significant Progress Necessary Adjustments/Next Steps: Due to the limited number of campus leaders, time demands and multiple roles that administrators have, it was challenging to meet and plan to co-facilitate with teachers regularly.</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Teacher leaders will continue to plan, implement and facilitate PLC meeting with administrative support. Evidence Used to Determine Progress: PLC agenda, minutes, observation and debrief Person(s) Responsible: Campus principal and TDSs Resources Needed: observation protocol, one note Addresses an Identified Challenge:</p> <p>Start Date: March 1, 2022 - Frequency: Ongoing - Evidence Collection Date: May 31, 2022 Funding Sources: Training - 6200-Professional and contracted services - \$3,200</p> | <p>Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps: More consistent meeting time to plan, implement and co-facilitate PLC meeting with teacher leaders. This would allow adequate time and support for teacher leaders to build capacity in order to effectively conduct meetings independently.</p> |

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teacher and administrators often become fatigued near the end of the school year and may not adhere to the consistency of the meetings and requirements. Campus shifts to focusing on state testing.

What specific action steps address these challenges?: Adhere to structured meeting time, limit scheduling conflicts, continue to provide support in PLC meetings that focus on best practices and teaching strategies in the classroom, and perform mindful and wellness check-ins with teachers.

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Rationale: Many teachers are new to the campus, inexperienced and are in need of mentoring and coaching.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TDS will utilize TLAC framework to coach and model effective routines, procedures and instructional strategies. Teachers will also have the opportunity to observe effective practices from videos and by observing other classrooms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Regular scheduled meetings and check-ins, as well as email reminders regarding expectations and focused areas.

Buy-in will be created through effective communication, consistency and accountability. Frequent classroom observations will occur and principal and TDSs will calibrate observations regularly.

Desired Annual Outcome: By the end of the 2021-22 academic year, 100% of the teachers will effectively utilize high quality instructional materials as evidenced by classroom observations, lesson planning, student engagement and academic performance.

District Commitment Theory of Action: District TDSs were recruited and hired to provide support and coaching for every content area. High quality instructional materials and training were provided to teachers.

Desired 90-day Outcome: By the end of Cycle 3, 95% of the teachers will effectively utilize high quality instructional materials as evidenced by classroom observations, lesson planning, student engagement and academic performance.

District Actions: -Providing time and resources for TDSs to engage in coaching cycle with teachers.
-Individualized support plan for teachers.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers were provided CRIMSI materials at the beginning of the year and even with high teacher turn over, teachers continued to receive training, coaching and utilize high quality instructional materials (HQIM).

Did you achieve your annual outcome? Why or why not?: No, substitute teachers in vacant positions sometimes lacked the skills to internalize and teach the material. Instead they would use other materials that were not as rigorous and not as aligned to the specific TEKS.

| Step 1 Details | Reviews |
|---|--|
| <p>Action Step 1: Provide ongoing coaching and support with lesson planning and lesson internalization protocol.</p> <p>Evidence Used to Determine Progress: Student data, classroom observations, teacher lesson plans, lesson plan feedback</p> <p>Person(s) Responsible: District and campus admin</p> <p>Resources Needed: lesson plan feedback protocol, observation protocol, student data, supplemental STAAR resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: Region 4 STAAR materials - 6300-Supplies and materials - \$6,300</p> | <p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Next steps include continuing to provide opportunities for coaching and support to teachers for lesson planning, lesson internalization, and data analysis.</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Provide opportunities for department team collaboration and peer observation</p> <p>Evidence Used to Determine Progress: Student data, classroom observations, teacher lesson plans, lesson plan feedback</p> <p>Person(s) Responsible: District and campus admin</p> <p>Resources Needed: lesson plan feedback protocol, observation protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p> | <p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Due to the size of the campus and the limited number of teachers, the opportunities were minimal for peer observations. Next steps would include meeting with grade level/content teachers at other campuses to allow for exposure of various instructional strategies and student activities.</p> |

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: -Teacher absences and retention due to COVID.

- Providing training and support for new hires and long-term subs
- Time for training and planning

What specific action steps address these challenges?: -Team building and morale boosting activities.

- Imbedded training opportunities outside of PD days and PLC.
- Ongoing support and coaching

Cycle 4 - (Jun – Aug)

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

Implementation Level: Beginning Implementation

Rationale: The leadership staff (principal, team/content leads, behavior and support specialists, spec pops coordinator, counselors) do not meet regularly to assess needs, set goals and follow a clear plan as it relates to school climate and student academic/behavioral needs and expectations. As such, it lends to the campus leadership and staff not all being on the same page. In addition, over 90% of the campus leadership is new and the campus has undergone a number of leadership changes over the last few years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Principal improves campus leaders through regularly scheduled job -embedded professional development consistent with best practices for adult learning, deliberate modeling and observation and feedback cycles. Such practices will be upheld by the Chief Academic Officer with the district teacher development specialists.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Regular scheduled meetings and check-ins, as well as email reminders regarding expectations and focused areas.

Buy-in will be created through effective communication, consistency and accountability.

Desired Annual Outcome: By the end of the 2022-23 academic year 100% of the campus leadership team will consistently use written protocols and processes to lead their departments and grade level teams as evidenced by weekly PLC meeting agendas, electronic calendar invites, and protocols.

District Commitment Theory of Action: The district will provide ongoing support and coaching to the campus principal.

The district recognizes the unique needs of the campus and provide the flexibility, adequate funding, , necessary authority to create conditions for school success.

Desired 90-day Outcome: By the end of the cycle 100% of the the campus leadership team will demonstrate improvement in communication and teamwork as evidenced by completion of independent and team summer tasks.

District Actions: Engage an outside facilitator/coach to provide ongoing support to the district and campus leadership in foundational strategies to improve culture, communication, leadership, teamwork/collaboration.

Participate in leadership training as a team.

Did you achieve your 90 day outcome?:

Why or why not?:

| Step 1 Details | Reviews |
|---|---|
| <p>Action Step 1: Each leadership team member will complete a comprehensive list of duties and responsibilities in planning and preparing for next school year.</p> <p>Evidence Used to Determine Progress: 100% Completion of outlined summer tasks to prepare for the upcoming school year, as evidenced by specific docs, files, calendars, schedules, handbooks, etc,</p> <p>Person(s) Responsible: Principal and members of campus leadership team</p> <p>Resources Needed: Tools to improve improve communication, collaboration and the function of each individual's job duty.</p> <p>Coaching for campus leadership team roadmap will provide long-term solutions that lead faculty and staff to the trifecta of optimal living, teaching, being and doing.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: May 2, 2022 - Frequency: Ongoing - Evidence Collection Date: July 29, 2022</p> <p>Funding Sources: Leadership team participate together in Effective Leadership and Beyond Conference - 6200-Professional and contracted services - \$1,500, KOG & Company for surveys, goal setting, coaching, planning and support of leadership team - 6200-Professional and contracted services - \$15,000</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Engage in weekly individual and team meetings utilizing set protocols</p> <p>Evidence Used to Determine Progress: Agendas, meeting minutes, and next steps - Improved team dynamics, active engagement in meetings and progress on task completion</p> <p>Person(s) Responsible: Principal and district admin</p> <p>Resources Needed: microsoft office, meeting protocols, coaching consultant</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: May 2, 2022 - Frequency: Ongoing - Evidence Collection Date: July 29, 2022</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?: Due to vacation schedules everyone may not be able to participate together in the training and activities.

Challenges with crucial conversations, accepting responsibilities and changes in staff.

What specific action steps address these challenges?: Advanced calendar notice, timeline for action steps, holding everyone accountable for their actions.

Each leadership team member will complete a comprehensive list of duties and responsibilities in planning and preparing for next school year.

Engage in weekly individual and team meetings utilizing set protocols.

Cycle 4 - (Jun – Aug)

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

Implementation Level: Partial Implementation

Rationale: Many teachers are new to the campus, inexperienced and are in need of mentoring and coaching.

Who will you partner with?: Other

How will you build capacity in this Essential Action? TDS will utilize TLAC framework to coach and model effective routines, procedures and instructional strategies. Teachers will also have the opportunity to observe effective practices from videos and by observing other classrooms.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Regular scheduled meetings and check-ins, as well as email reminders regarding expectations and focused areas.

Buy-in will be created through effective communication, consistency and accountability. Frequent classroom observations will occur and principal and TDSs will calibrate observations regularly.

Desired Annual Outcome: By the end of the 2022-23 academic year, 100% of the teachers will effectively utilize high quality instructional materials as evidenced by classroom observations, lesson planning, student engagement and academic performance.

District Commitment Theory of Action: District TDSs were recruited and hired to provide support and coaching for every content area. High quality instructional materials and training were provided to teachers.

Desired 90-day Outcome: By the end of the period 100% of the campus leadership team know and understand the academic data in order to provide training and ongoing support so that teachers use high quality instructional materials and research based teaching practices.

District Actions: Help to assist the campus with resources and support that will assist the leadership teach in achieving the 90-day outcome.

Did you achieve your 90 day outcome?:

Why or why not?:

| Step 1 Details | Reviews |
|---|---|
| <p>Action Step 1: Provide ongoing coaching and support with lesson planning and lesson internalization protocol.</p> <p>Evidence Used to Determine Progress: Student data, classroom observations, teacher lesson plans, lesson plan feedback</p> <p>Person(s) Responsible: District and campus admin</p> <p>Resources Needed: T-TESS training, John Hattie - Invisible Learning, Training on content resources and tools</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: May 2, 2022 - Frequency: Ongoing - Evidence Collection Date: August 31, 2022</p> <p>Funding Sources: Region 4 service center, Savvas, Carnegie, Nearpod, and other instructional vendors for teacher professional development - 6200-Professional and contracted services - \$12,000, Instructional supplies to support the learning for teachers - 6300-Supplies and materials - \$3,190</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Provide opportunities for department team collaboration and peer observation</p> <p>Evidence Used to Determine Progress: Student data, classroom observations, teacher lesson plans, lesson plan feedback</p> <p>Person(s) Responsible: District and campus admin</p> <p>Resources Needed: lesson plan feedback protocol, observation protocol</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</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?: Challenges related to teacher and staff mindsets and development of skills.

What specific action steps address these challenges?: Ongoing coaching and support with lesson planning and lesson internalization protocol.

Provide opportunities for department team collaboration and peer observation

Campus Grant Funding Summary

| 6100-Payroll | | | | | |
|---|------------------|------|--|--------------|-------------------|
| Cycle | Essential Action | Step | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Dean of Instruction | | \$12,443.06 |
| 1 | 2 | 3 | TEKS Resource System from Region 4 | | \$4,120.00 |
| 2 | 1 | 1 | Dean of Instruction | | \$12,443.06 |
| 3 | 1 | 1 | Dean of Instruction | | \$12,443.06 |
| Sub-Total | | | | | \$41,449.18 |
| Budgeted Budget Object Code Amount | | | | | \$49,772.25 |
| +/- Difference | | | | | \$8,323.07 |
| 6200-Professional and contracted services | | | | | |
| Cycle | Essential Action | Step | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | CRIMSI Training for Math & ELA teachers | | \$3,500.00 |
| 1 | 2 | 3 | 3 TDS and Dean participate in Region 4 - Instructional Coaching Conference | | \$500.00 |
| 2 | 2 | 3 | Substitutes | | \$5,000.00 |
| 3 | 1 | 3 | Training | | \$3,200.00 |
| 4 | 1 | 1 | KOG & Company for surveys, goal setting, coaching, planning and support of leadership team | | \$15,000.00 |
| 4 | 1 | 1 | Leadership team participate together in Effective Leadership and Beyond Conference | | \$1,500.00 |
| 4 | 2 | 1 | Region 4 service center, Savvas, Carnegie, Nearpod, and other instructional vendors for teacher professional development | | \$12,000.00 |
| Sub-Total | | | | | \$40,700.00 |
| Budgeted Budget Object Code Amount | | | | | \$46,545.00 |
| +/- Difference | | | | | \$5,845.00 |
| 6300-Supplies and materials | | | | | |
| Cycle | Essential Action | Step | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | TLAC books for 50 teachers and Get Better Faster for Leadership Team | | \$3,000.00 |
| 2 | 1 | 3 | USB Wireless dongle | | \$295.00 |
| 2 | 2 | 3 | Instructional materials | | \$4,000.00 |
| 3 | 2 | 1 | Region 4 STAAR materials | | \$6,300.00 |

| 6300-Supplies and materials | | | | | |
|---|------------------|------|---|--------------|--------------|
| Cycle | Essential Action | Step | Resources Needed | Account Code | Amount |
| 4 | 2 | 1 | Instructional supplies to support the learning for teachers | | \$3,190.00 |
| Sub-Total | | | | | \$16,785.00 |
| Budgeted Budget Object Code Amount | | | | | \$16,788.32 |
| +/- Difference | | | | | \$3.32 |
| Grand Total Budgeted | | | | | \$113,105.57 |
| Grand Total Spent | | | | | \$98,934.18 |
| +/- Difference | | | | | \$14,171.39 |

| 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. Student Achievement | # of Students at Approaches, Meets, and Masters | | All | All | Reading | Approaches | STAAR | 26 | 29 | 74 | MAP | 20 | | District Created Benchmark | 35 | 20 | 50 | 25 |
| | | | All | All | Reading | Meets | STAAR | 11 | 18 | 74 | MAP | 5 | | District Created Benchmark | 15 | 11 | 25 | 29 |
| | | | All | All | Reading | Masters | STAAR | 0 | 0 | 74 | MAP | 1 | | District Created Benchmark | 3 | 0 | 5 | 0 |
| | | | All | All | Mathematics | Approaches | STAAR | 49 | 8 | 77 | MAP | 20 | | District Created Benchmark | 35 | 19 | 50 | 18 |
| | | | All | All | Mathematics | Meets | STAAR | 13 | 0 | 77 | MAP | 3 | | District Created Benchmark | 6 | 8 | 10 | 2 |
| | | | All | All | Mathematics | Masters | STAAR | 1 | 0 | 77 | MAP | 1 | | District Created Benchmark | 3 | 5 | 5 | 1 |
| | | | All | All | Science | Approaches | STAAR | 58 | 38 | 74 | MAP | 25 | | District Created Benchmark | 35 | 26 | 50 | 28 |
| | | | All | All | Science | Meets | STAAR | 7 | 8 | 74 | MAP | 5 | | District Created Benchmark | 10 | 7 | 15 | 9 |
| | | | All | All | Science | Masters | STAAR | 0 | 0 | 74 | MAP | 1 | | District Created Benchmark | 3 | 0 | 5 | 3 |
| | | | All | All | Social Studies | Approaches | STAAR | 59 | 41 | 68 | District Created Benchmark | 35 | | Released STAAR | 50 | 63 | 60 | 15 |
| | | | All | All | Social Studies | Meets | STAAR | 15 | 17 | 68 | District Created Benchmark | 10 | | Released STAAR | 20 | 48 | 30 | 21 |
| | | | All | All | Social Studies | Masters | STAAR | 2 | 5 | 68 | District Created Benchmark | 1 | | Released STAAR | 3 | 33 | 8 | 2 |
| 2. Closing the Gaps | Focus 1 | Academic Growth Status | All | African American | Reading | NA | STAAR | 26 | 29 | 74 | Released STAAR | 29 | | Released STAAR | 31 | 20 | 33 | |
| | Focus 2 | Academic Growth Status | All | Econ Disadv | Mathematics | NA | STAAR | 47 | 8 | 74 | Released STAAR | 10 | | Released STAAR | 12 | 19 | 15 | |