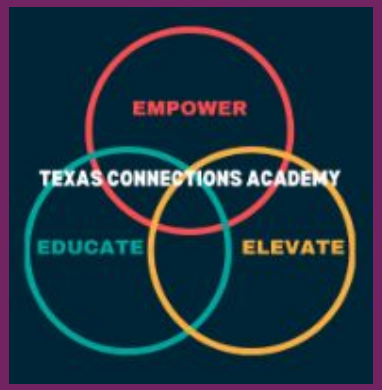
TEXAS CONNECTIONS ACADEMY

Where are we going?
2021-2022 School Improvement

January 10, 2022



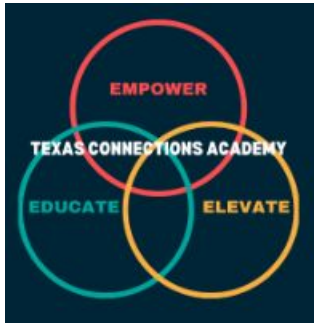
Brita Lindsey, EdD, School Leader
Amanda Viola, Lead Principal, Instructional Leader
Ben Chaplin, 3-8 Principal
Candice Ayala, High School Principal

Leave a little Sparkle WHEREVER you go
Today's Agenda
School Culture 2021-2022 SIP Pulse Survey Results
School Improvement Cycle 1 Outcomes and next steps (Cycle 2)
IT TAKES A LOT OF Sparkle to teach YOUNG MINDS
LESSON PLANNER
throw kindness around like confetti

School Improvement Planning

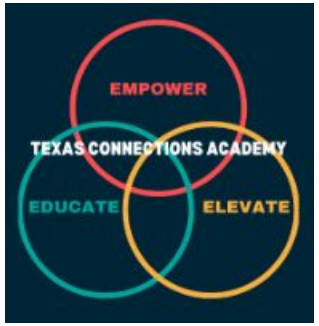
School Culture

Pulse Survey Results



Pearson Virtual Schools

2021-2022 Pulse Survey - TCAH Insights

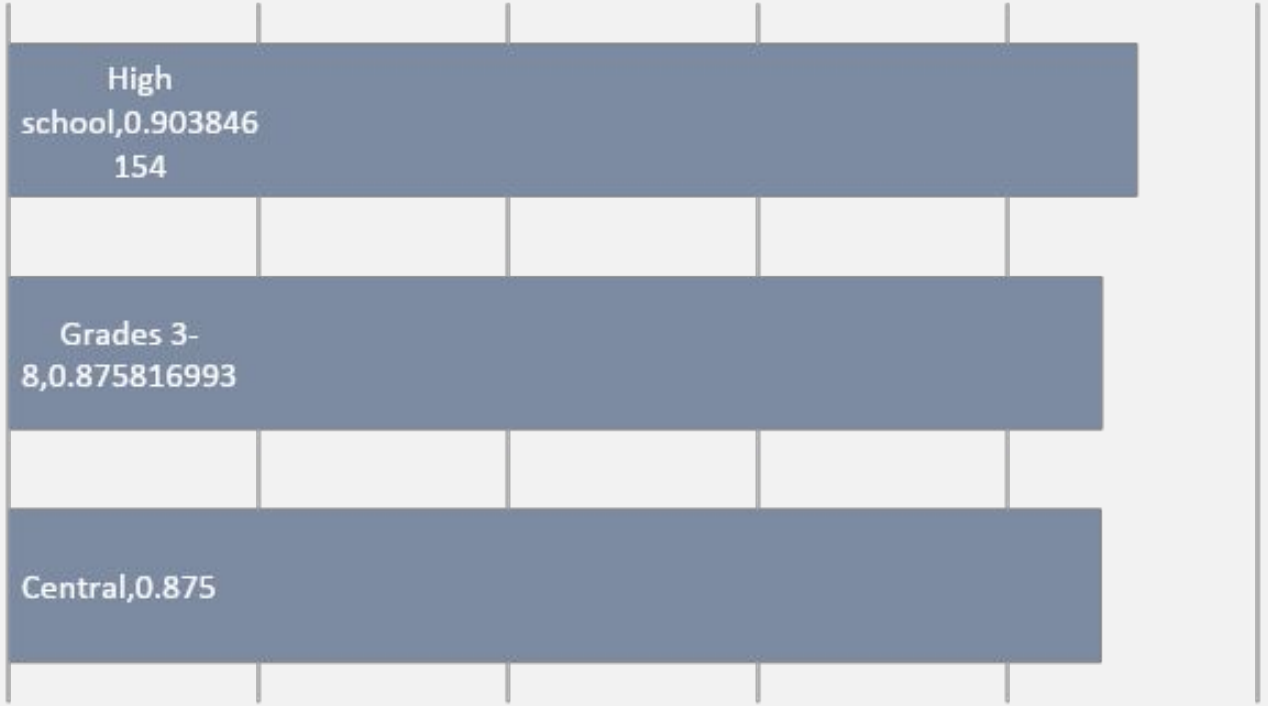


2021-2022 Pulse Survey - TCAH

89%

Responses: 306 of 344

Participation rates by Division

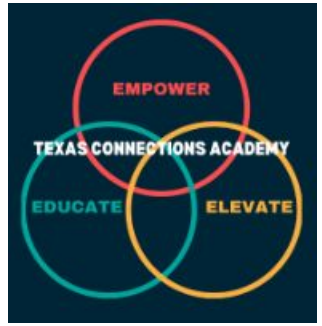


70% of Culture Amp customers have response rates between 75% and 90%.

School Improvement Plan

86% know the plan and incorporate it into work

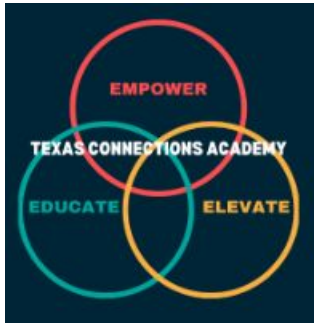
3% lead an action plan in the *SIP*



The Work

Where are you in "the work?"

The Effective Schools Framework

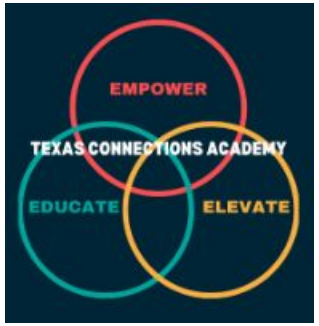


School Improvement Planning

Board and State Goals

School Improvement Cycle 1 Updates

- Essential Action 4.1
- Essential Action 5.1
- Essential Action 5.3



School Improvement Plan: TCAH and Board Goals?

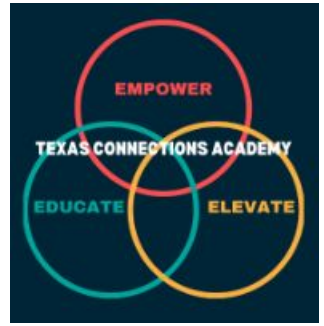
- **Goal 1**
  ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

- **Goal 2**
  MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

- **Goal 3**
  SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

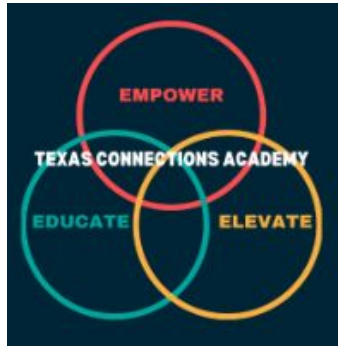
- **Goal 4**
  CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

- **Goal 5**
  Campus Attendance, Discipline, Violence Prevention, Special Education, Special Populations, Parent & Community Engagement, Mandated Health Services, and Coordinated Health Program for ES and MS goals



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

- **Desired Outcomes**: Our desired outcome is to increase the number of students at **Meets and Masters in English and Math** and improve our college and career readiness (**CCR**) and **Graduation Rate** indicators to meet the **District, State, and Federal standards**.
  - The percentage of students reading at scoring at the Meets and Masters levels on STAAR / EOCs for **3rd through English II needs to increase by 3 percentage points** annually between Spring 2021 until Spring 2022.
  - The number of **3rd Grade math students** scoring at the Meets level needs to increase from **30% to 58%** and the number of **Algebra I** students scoring at Meets needs to move from **25% to 35%** achievement.



Where are we with Essential Action 4.1

Actions Taken

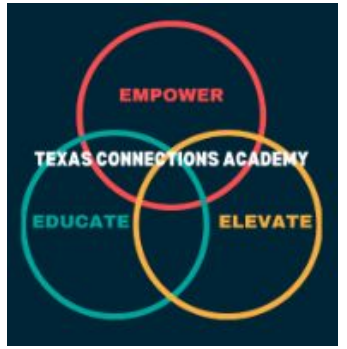
1) PLCs weekly use of exit tickets to inform re-teaching, check for understanding, and personalize instruction.

- PLCs and data teams meet weekly for one hour to discuss curriculum and instruction, student learning outcomes, and next steps

2) Campus Instructional Leaders will give feedback (bi-monthly) using the TCAH observation tool to evaluate alignment between lesson objectives, activities, standards, scope, sequence, and expected level of rigor with the intent to increase student performance on course, state, and college readiness exams.

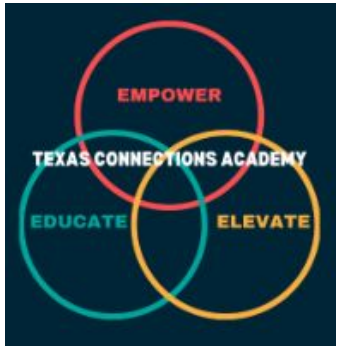
- Hired Lead Principal, Instructional Leader to facilitate this work
- Virtual asynchronous and synchronous instructional feedback tools focused on instructional efficacy

3) English and Math PLCs will develop a system for reviewing curriculum content in order to engage students with key ideas, essential questions, and content relevant and responsive to student's background in each content area with fidelity.



Essential Action 5.1: Effective classroom routines and instructional strategies

- **Rationale**: TCAH has a clear need in **Domain 3: Closing the Gaps** for our English Learners and African American students. We need to work on the following key practices to increase our success criteria outcomes:
  - **differentiated paths of instruction** to clearly defined curricular goals, including paths to meet the specific needs of students with disabilities and English learners, daily formative assessments along with exemplar responses,
  - **mastery-based grading practices that allow for proactive interventions**.
  - **spiraled TEKS** throughout the curriculum and that **structured supports are provided for specific student groups**.



- **Desired Outcomes**: Our desired outcome is to increase the number of students; particularly in the following student groups: English Learners, African Americans, and 504 students, at Meets and Masters in English and Math as well as improve our CCR and Graduation Rate indicators to meet the District, State, and Federal standards.
  - **Meet Domain 3 Targets, no Math targets met among student groups (EL 40% and African-American 31%)**
  - **Meet Domain 3 Targets, no student group met the Graduation Rate Status target (90%)**

Essential Action 5.1 Actions Taken

1) As an School Leadership Team, we will monitor and give feedback (bi-monthly) regarding our Classroom Culture in the virtual setting with the intent to increase and sustain instructional efficacy among all learners expecting continuous improvement with fidelity.

- Virtual synchronous and asynchronous tools

2) PLCs will utilize and progress monitor (weekly) purposeful, consistent checks for understanding in Live Lessons, curriculum-based assessments (CBAs), and during interventions with the intent to increase instructional efficacy among various student groups expecting continuous improvement with fidelity.

- Framework for the use of effective curriculum-based assessments

3) Instructional Leaders will monitor and give feedback (bi-monthly) regarding CBAs that ensure all students are doing the cognitive lift in the learning expecting continuous improvement with fidelity.

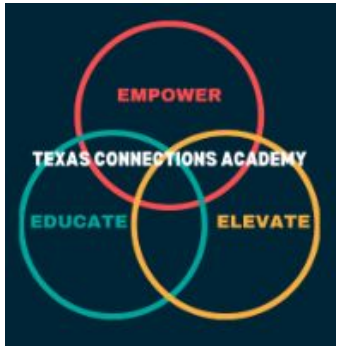
- Lead Principal, Instructional Leader will facilitate this work

4) Teachers will implement academic and social support plans (as needed) for Emergent Bilingual students with fidelity.

- Principals (Lead, Division, and Assistant) and Special Populations Managers will facilitate this work using teacher specialists in the different areas as interventionists (teachers of record)

Essential Action 5.3: Data-driven instruction

- **Rationale**: Domains 1-3 data reflects TCAH has an urgent need to facilitate and support multi-tiered instructional leaders in grades 3-12,
  - where the **campus instructional leaders consistently and with fidelity review disaggregated data** and provide the spaces necessary for moving from theory to practice.
  - teacher-leaders and teachers use **instructional efficacy methodology** to sustain student academic growth among all **student groups**.



- **Desired Outcomes**: Our desired outcome is to increase the number of students; particularly in the following student groups: Emergent Bilinguals, African Americans, and 504 students, at Meets and Masters in English and Math as well as improve our CCR and Graduation Rate indicators to meet the District, State, and Federal standards.
  - **Meet Domain 3 Targets, no Math targets met among student groups (EL 40% and African-American 31%)**
  - **Meet Domain 3 Targets, no student group met the Graduation Rate Status target (90%)**

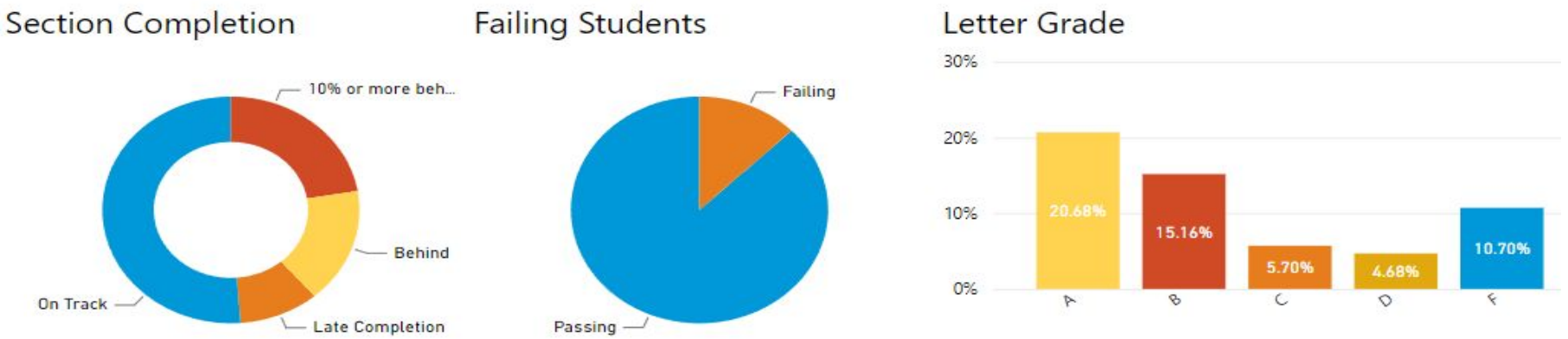
Essential Action 5.3 Actions Taken

1) The campus leadership team will consistently utilize progress monitoring tools (weekly) during instructional leaders' data sessions to increase student learning outcomes among all learners while focusing on various student groups to continuously improve with fidelity.

- HISD Data Reports
- Power BI
- Pearson Online Classroom

2) Instructional leaders will continue to consistently meet (weekly) using data-focused agendas to make informed decisions to increase student learning outcomes among all learners while focusing on various student groups with the intent to improve with fidelity continuously.

Power BI data pulled 1/10

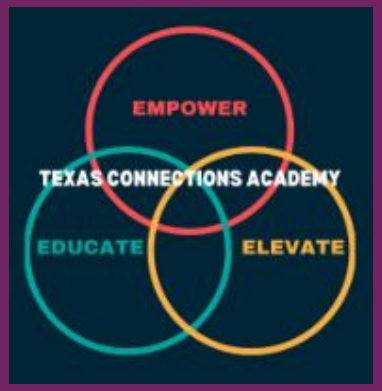


School Improvement Next Steps

- Professional Development Opportunities for All
- School Improvement Planning Leadership Team
  - Update action plans to include both the SIP and TIP
  - Connect with new and returning committee members
  - Prepare to give weekly updates with next steps
- Strategic Staffing
  - School Operations (delineating non-instructional/instructional support)
- Instructional Efficacy
  - Teacher Observation Tools (Synchronous and Asynchronous)
  - VIP Sessions

TEXAS CONNECTIONS ACADEMY

The work continues....

2021-2022 School Improvement

January 10, 2022