

**Texas Connections Academy @ Houston
State Reporting Team**



SUICIDE PREVENTION

“A semicolon is used when an author could’ve chosen to end their sentence, but chose not to.”


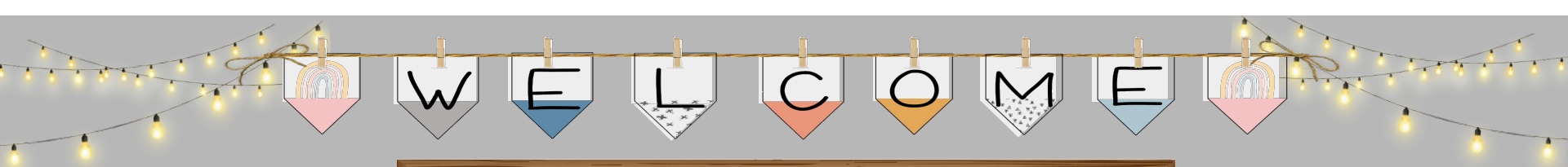
The author is you and the sentence is your life. -Project Semicolon

988 Suicide & Crisis Lifeline
1-800-273-TALK(8255)
National Suicide Prevention Lifeline
[Suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org)




All-Staff Meeting October 17, 2022







Be E3: Empower-Educate-Elevate
Vision: TCAH will be an A+ School.
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Goal: Team TCAH will empower our learning community through powerful educational opportunities so that everyone will elevate to their highest potential.



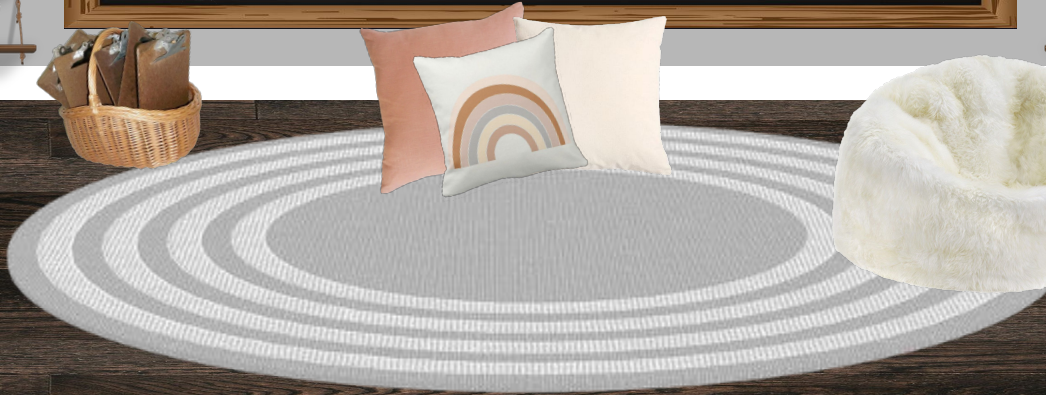

Texas Connections Academy

October ALL-STAFF Meeting

- PULSE Survey
- School Improvement Planning



Ser E3 Empoderar - Educar - Elevar
Visión: TCAH será una escuela A+
Misión: Todos en TCAH serán altamente exitosos en nuestra comunidad de aprendizaje personalizado a medida que persigan sus sueños.
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PULSE Survey 2022

Kristen Teeter, HR Partner Manager

Kristen.teeter@pearson.com

619-483-1393

Calendar

TCAH staff will be participating in TWO surveys in October/November 2022

TEA Effective Schools Framework Survey

Required for TEA ESF site visit

Survey window: 10/10/22 - 11/18/22

Surveys all staff, students and families

Results shared with school in Dec/Jan

Anonymous collection of data

TCAH PULSE Survey

Conducted every school year; ability to compare to past years' results

Survey window: 10/24/22 - 11/4/22

Specific to staff engagement – all staff

Results shared with school in November – immediately actionable

Anonymous collection of data

Why?

Why do we do the PULSE (and Engagement) Surveys?

- Provides opportunity for staff to share feedback candidly
- Aids in helping the school work to improve culture and staff engagement
- Allows an analytical view of the data – trends over time, school-wide picture

Why should I participate?

- Voluntary, but the higher the participation, the more representative and meaningful
- Helps us recognize what is going well
- Identifies areas that may benefit from improvements

Confidentiality

What safeguards are in place to protect the anonymity of my responses to the PULSE Survey?

- Use of Culture Amp – 3rd party vendor, system built with confidentiality in mind from start to finish
- Data cannot be viewed unless there are 3 or more responses. No capability to view individual responses.
- Only Culture Amp has access to completion data (to send reminder emails) - PVS/HR and TCAH cannot view who has completed the survey EVER

Confidentiality

Will my comments identify me?

- Comments cannot be viewed unless there are 3 or more responses under the available filter
- Only a single, pre-selected demographic filter can be used on comments, protecting against identification through a process of elimination
- IF too many specifics are provided in a comment, it may be possible to identify a respondent by the content of the comment.
 - For example: "My manager Bob Smith" OR "As a teacher in the 7th grade Science PLC"
 - If you'd like to remain confidential, it is up to you to discern whether certain details such as mentioning a name or specific incident could be identifying information.



Results

- Results are shared by HR/Organizational Effectiveness in a confidential format – aggregated statistical summaries of data only, not individual responses
 - Dr. Lindsey will receive these results to review with HR.
- Managers with responses from 3 or more direct reports may also receive results.
 - If less than 3 responses are received, the data cannot be viewed as a separate group.
 - BUT, those individuals responses are still collated into the school's aggregated data summary

Using Results

- We counsel managers to do the following as results are reviewed:
 - Receive feedback gracefully
 - View feedback as constructive
 - Approach feedback with empathy
 - Don't skip the exploration stage – can't just jump to the "fix"
 - Choose 1 thing to act on and prioritize some action on it.

Other Things to Know

- You can save and complete your survey at a later date within the 2-week survey window. It does not have to be completed in one sitting.
- You can change your answers at any time before submitting the survey. After submission, at your request, we can reset the survey link if needed to delete previous answers and allow you to restart.
- Who is referenced by "My Manager", "My School Leader" and "My School Leadership Team" on the survey?
 - My Manager – the person to whom you directly report
 - My School Leader – Dr. Lindsey
 - My School Leadership Team – the team of people who lead your school (School Leader, Lead Principal, Principals, Assistant Principals, Manager of Spec. Pops, Manager of Counseling, etc.)


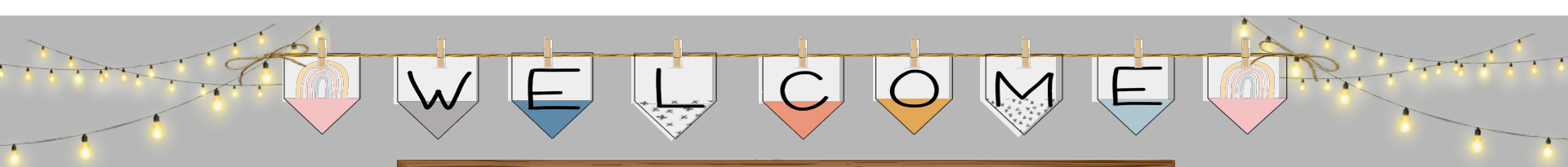
Contacts

- Didn't receive the survey link on 10/24/22?
 - Email Kristen Teeter: kristen.teeter@pearson.com
- Need your survey reset?
 - Email Kristen Teeter: kristen.teeter@pearson.com
- Questions or concerns about survey participation?
 - Email Kristen Teeter: kristen.teeter@pearson.com
 - Or call me at 619-483-1393 (*This option allows for anonymity.*)
- All other technical Issues?
 - Contact Culture Amp directly: support@cultureamp.com



We want to hear from you!

Questions?

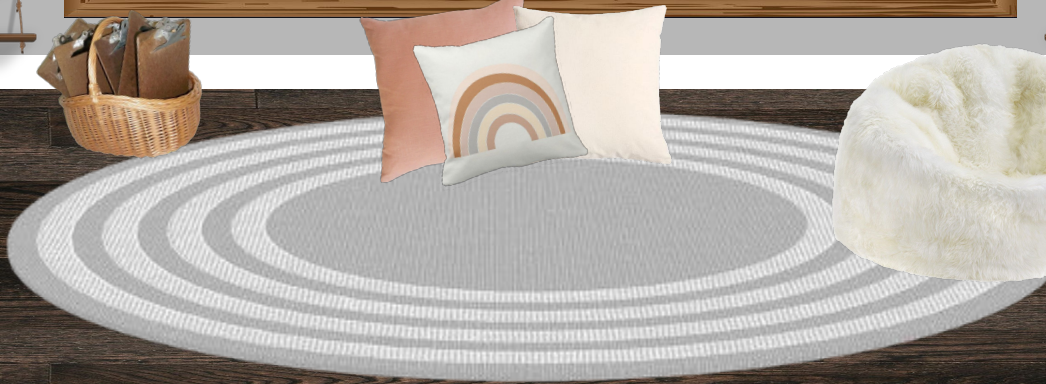




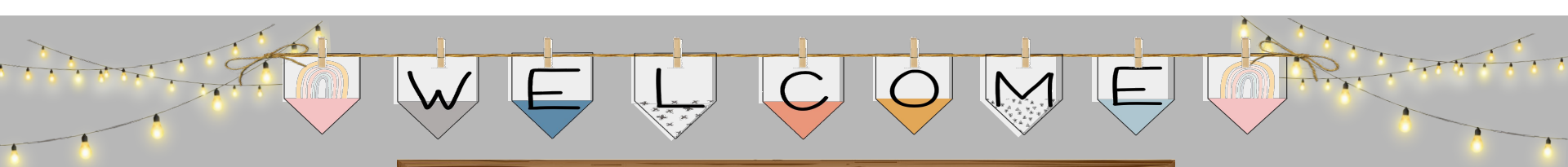
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School Improvement Planning 2022-2023







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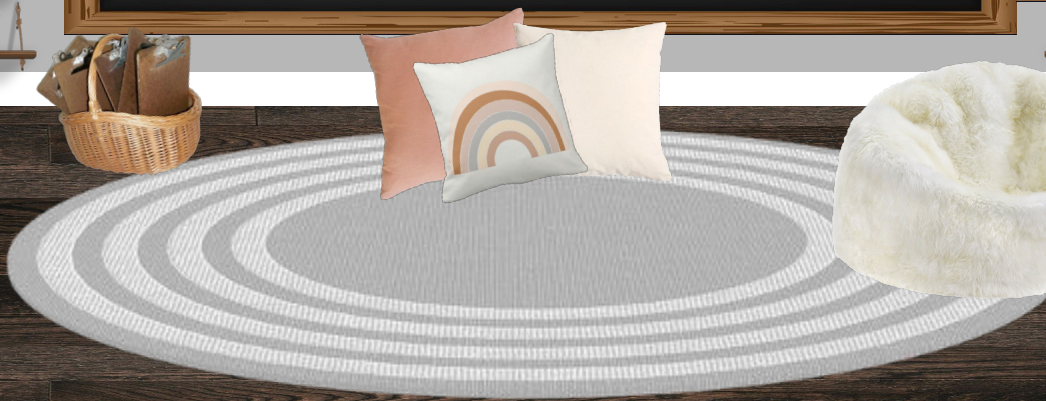





The Targeted Improvement Plan

- Comprehensive Progress
- TEA Review
- 3rd - 12th Grade

The School Improvement Plan

- HISD School Board
- 3rd - 12th Grade

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2022 Results:
30 %

2023 Goals:
75%

Reading:

2022 Results:
Approaches: 87%
Meets: 65%
Masters: 30%

2023 Goals:
Approaches: 92%
Meets: 70%
Masters: 35%

Math:

2022 Results:
Approaches: 67%
Meets: 27%
Masters: 11%

2023 Goals:
Approaches: 72%
Meets: 32%
Masters: 16%

Social Studies:

2022 Results:
Approaches: 76%
Meets: 52%
Masters: 32%

2023 Goals:
Approaches: 81%
Meets: 57%
Masters: 37%

Science

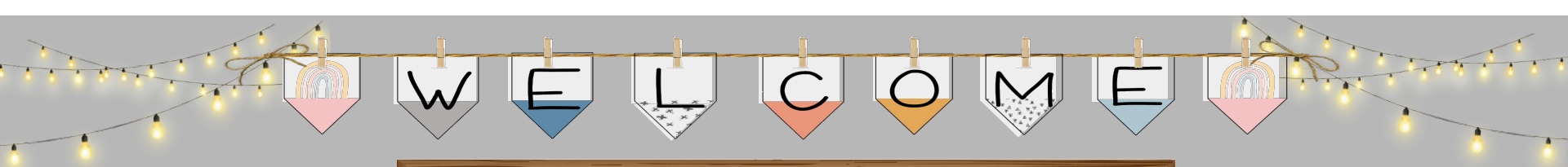
2022 Results:
Approaches: 72%
Meets: 36%
Masters: 11%

2023 Goals:
Approaches: 77%
Meets: 41%
Masters: 16%

Graduation Rate

2021 Results: 66%
2022 Results: 78%

2023 Goals: 90%



TIP Essential Action Focus Areas

- 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
- 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments .
- 5.3: Data-Driven Instruction



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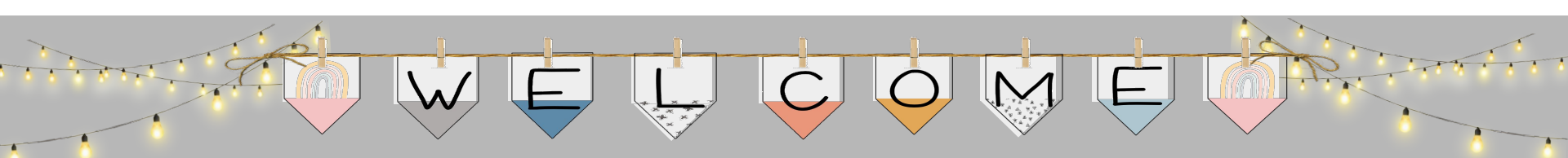


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3.1 Cycle One Action Steps:

- The TCAH SLT will facilitate professional development that includes **dropout prevention research, dropout recovery strategies, and college and career action planning.**
- TCAH will collaborate, 3rd-12th grade, in order to create and/or update school-wide operating guidelines for **dropout prevention/recovery programming.**
- TCAH will develop a **Home Visit Playbook** focused on the "why" to the work as well as expectations, practices, and documentation, and incentives necessary to implement a Home Visit Plan that helps students reconnect with various schooling options.

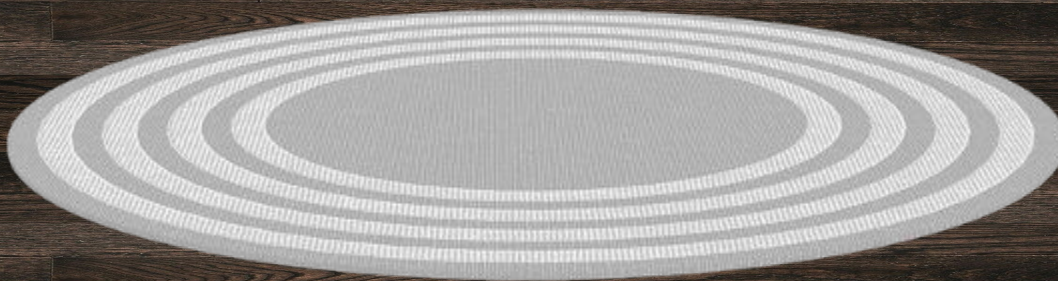
The Work Ahead

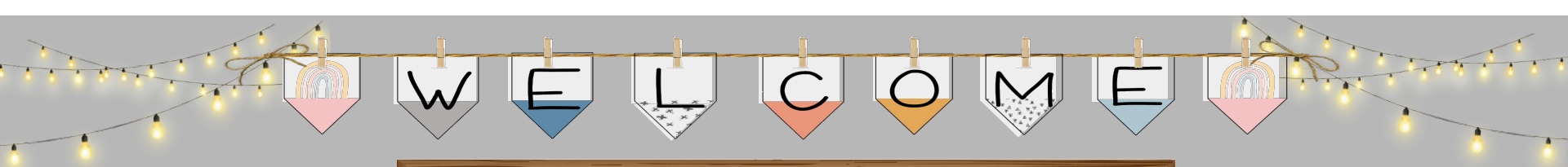
4.1 Cycle Action Steps :

- Math Teachers (3-12) will use and engage in **Learning Ticket** professional development to improve student outcomes through actionable data analysis in PLCs, small group interventions, and skills-based Live Lesson instruction.
- The Leadership Team will develop the **STAAR Champion Plan** for Tier One / Two Interventions, which includes instructional materials with key ideas, formative assessments, and content that is relevant and responsive to students' backgrounds and needs based STAAR assessment data.
- The Leadership-Supervisory team will be trained to utilize the **PLC Observation Tool** to provide feedback regarding alignment between lesson planning, data, action, skill development, rigor and, the effectiveness of re-teaching opportunities.
- **Emergent Bilingual** teachers will use a school-wide data tracker to monitor EB student progress in **Summit K12 every 6 weeks**, including action steps for intervention as needed.
- **Special Education** teachers will use the data from **Reading Plus** to monitor reading progress each six weeks, in order to show a minimum of one grade level of growth per Special Education student per year.

5.3 Cycle One Action Steps:

- The SLT will review 3 different **data protocols**, determine a protocol to use and modify the meeting agenda to incorporate the chosen data protocol.
- The Professional Development Team will plan data protocol VIP sessions for PLCs to be calendared in Cycle 2.
- During Counselor Round-tables (9-12) / Data Team Meetings (3rd-8th), **academic and social support strategies** will be implemented using collaboration between counselors, teachers, and academic support staff.





School Improvement Plan

Board Goal #1:

- ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 59% in spring 2022 to 64% in spring 2023.

Board Goal #2:

- 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 5 percentage points from 37% in spring 2022 to 42% in spring 2023.

Board Goal #3:

- Increase CCMR indication in Domain 1 from 32% to 52% by August 2024.

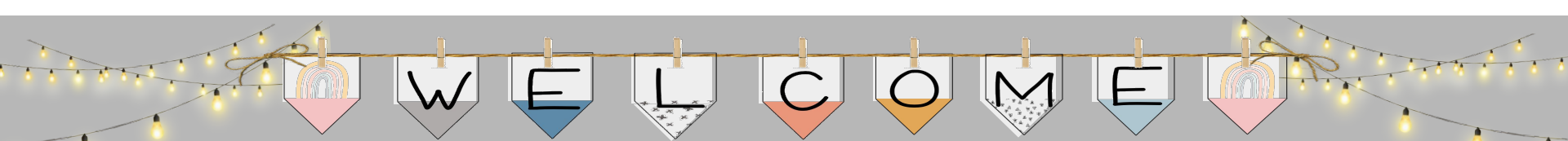
Board Goal #4:

- 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 5 percentage points from 34% in spring 2022 to 39% in spring 2023.

Board Goal #5:

- Attendance
- Discipline
- Violence Prevention
- Special Populations
- Parent & Community Engagement
- Mandated Health Services
- Coordinated Health Program



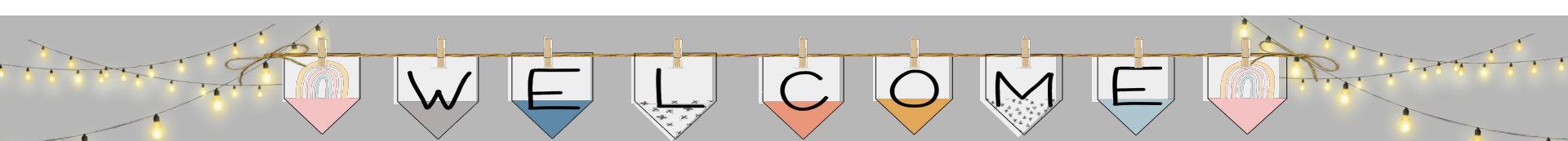


- Implementation of Reading Plus with fidelity to targeted, instructional, small groups.
- 100% of ELAR PLCs will facilitate the implementation of formative assessments and exit tickets in order to inform small group reteaching opportunities and reassessment needs.

Key Actionables in the School Improvement Plan

- 100% of TCAH students who are not on track with 3rd grade Math expectations will receive targeted instruction.
- Campus Instructional leaders will meet after each relevant assessment period to disaggregate and review math data in order to make data informed decisions.
- 100% of English and Math PLCs will facilitate the implementation of formative assessments and exit tickets in order to inform small group re-teaching opportunities and reassessment of needs in Math.
- TCAH will increase the number of students enrolled in the College Bridge Course by 30%.
- 80% of students supported through Special Education will participate in the Ren360 assessment, BOY/MOY/EOY.
- 80% of the students supported through Special Education will successfully complete their Reading/Language Arts course within the year that they first enrolled in that course. 80% of the students supported through Special Education will successfully complete English 1 and English II within two years of entering high school.






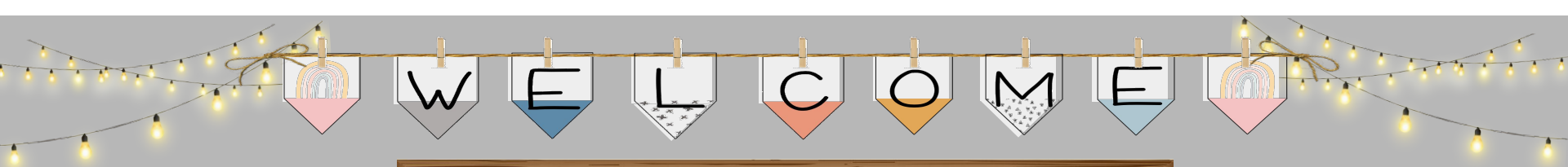
- 100% of students will engage in course work in all subjects.
- TCAH will implement a consistent academic integrity initiative in order to prevent plagiarism and ensure students are achieving academic success with fidelity.

Key Actionables in the School Improvement Plan Board Goal 5

- 100% of TCAH activities will have clear expectations for face-to-face student behaviors, which will be communicated clearly to students, parents, caretakers, and learning coaches prior to face-to-face interactions and/or events.
- TCAH will improve the learning outcomes for the following special populations: African Americans and ELs by 10% in the 2022-2023 school year in both ELA and Math across grades 3-12 as measured by STAAR, EOC, and the preparedness indicator data.

- The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement





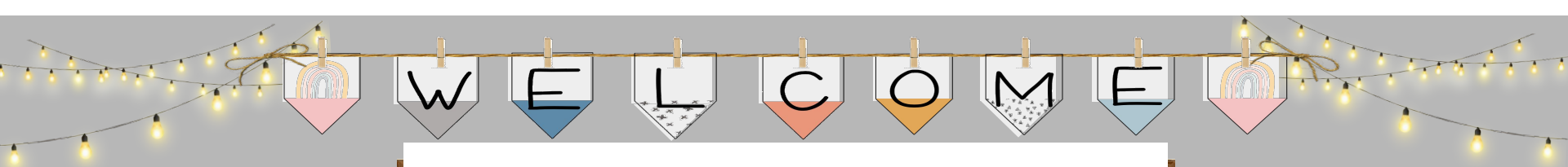
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SIP VOTE



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