Houston Independent School District

100 Texas Connections Academy - TIP

2021-2022 Targeted Improvement Plan

Superintendent: Millard House II   **Principal:** Brita Denise Martin-Lindsey
DCSI/Grant Coordinator: Erica Deakins   **ESC Case Manager:** Zack 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: Erica Deakins

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: Jonathan Trinh

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: Brita Denise Martin-Lindsey

Table of Contents

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: Student Achievement

TCAH will ensure that students are demonstrating Meets level achievement across the school.

Rationale: Domain one encompasses STAAR performance, CCMR, and Graduation Rates. From the 2019 Accountability Ratings, our Domain 1 component score is 68.   Our Domain 1 goal component score is 76. In each STAAR reporting category, our reality compared to our goal is as follows: Approaches: 79 (goal score is an 85), Meets: 48 (goal score is 53); and Masters: 20 (goal score 24.5). We aim to increase our participation in the STAAR exam testing and recover learning loss from the past year with a particular focus on new students who were not successful academically in the traditional school setting and on content areas where improvement is clearly necessary, as indicated by STAAR scores. Targeted STAAR areas for improvement, as referenced from our 2020-2021 STAAR scores, are the following: Algebra I Meets (25%), Algebra I Masters (13%), Biology Meets (61%), Biology Masters (19%), English I & II Meets (71%), 3rd Grade Math (Approaches, Meets, Masters), 3rd Grade Reading (Meets & Masters), 7th Grade Math (Approaches, Meets, Masters), 7th Grade Reading (Meets & Masters), and 8th Grade Reading (Approaches, Meets, and Masters). By increasing the number of students achieving at each assessment level, we will increase the STAAR Component Score of the Domain 1 indicator.

Texas Connections Academy's targeted graduation target is 75% of the 2021-2022 cohort graduates on time. Therefore, by increasing the graduation rate to 75%, we would increase the Graduation component for the Domain 1 indicator.

Finally, Texas Connections Academy will increase our CCMR score from 29 points to 40 points. By increasing the CCMR component of the Domain 1 indicator, we are significantly improving our Domain 1 overall score.

Note- Domain 1 Components :

- STAAR Performance (weighted at 40%)

- CCMR (weighted at 40%)

- Graduation Rate (weighted at 20%)

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.

Domain 2: School Progress

Texas Connections Academy is committed to ensuring equitable growth across our student groups. Students must show academic growth at TCAH.

Rationale: Our Domain 2b Scale Score is 66, our Domain 2b Goal Scale Score is 79. We need a STAAR Performance raw score of 70 to achieve our Domain 2b goal, a difference of 4 from the current value.

Comparison Group Note:

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
TEXAS CONNECTIONS ACADEMY AT HOUST (101912100)	HOUSTON ISD	03-12	8,020	37.8	1.2	40.9	0.0	5.2
1 ALVIN H S (020901001)	ALVIN ISD	EE-12	2,838	61.7	12.2	9.7	0.0	14.6
2 BIG SANDY SCHOOL (187901001)	BIG SANDY ISD	PK-12	494	53.0	0.6	12.1	0.0	14.0
3 BROOKS ACADEMY OF SCIENCE AND ENGI (015830001)	BROOKS ACADEMIES OF TEXAS	PK-12	1,266	76.3	5.7	21.6	0.0	13.3
4 BROOKS COLLEGIATE ACADEMY (015830101)	BROOKS ACADEMIES OF TEXAS	PK-12	1,461	69.1	5.2	17.4	2.1	14.6
5 BUENA VISTA SCHOOL (186901001)	BUENA VISTA ISD	PK-12	240	49.6	12.5	19.9	0.0	5.0

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: Closing Performance Gaps

Domain 3: In Domain 3, TCAH will ensure that the following target groups meet their achievement target at the meets or masters level on the STAAR / EOC / TELPAS and that they are demonstrating College, Career, or Military readiness:

- English Learners
- African American Students
- Economically Disadvantaged Students

In the 2019 accountability year, these three groups scored significantly lower in comparison to other student groups. By improving performance among these specific student groups, our Domain 3 score (which accounts for 30% of our accountability rating will increase from our 2019 score of 72 to 77. In addition, we plan to provide targeted professional development for teachers and staff, expand CIS and wraparound services, and ensure that students in these student groups are attending Live Lessons, are participating in small group interventions, and are intently progress monitored throughout the school year.

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?

Targeted STAAR areas for improvement, as referenced from our 2020-2021 STAAR scores, are the following:

Algebra I Meets (25%), Algebra I Masters (13%)

Biology Meets (61%), Biology Masters (19%)

English I & II Meets (71%), 3rd Grade Math (Approaches, Meets, Masters)

3rd Grade Reading (Meets & Masters)

7th Grade Math(Approaches, Meets, Masters)

7th Grade Reading (Meets & Masters)

8th Grade Math (Approaches, Meets, and Masters).

8th Grade Reading (Approaches, Meets, and Masters)

Increasing the number of students achieving at each assessment level will increase the STAAR Component Score of the Domain 1 indicator, the Domain 2b score, and the Domain 3 student progress among our target student groups.

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

TCAH will be targeting the performance of our African American students on the STAAR assessments in ELA (11% gap in performance outcomes) & Math(13% gap in student performance outcomes).

TCAH will be targeting the performance of our Economically Disadvantaged Students on the STAAR assessments in ELA (6 % gap), Math (8% gap), and Writing (9% gap).

TCAH will be targeting English learner support across grade-level to increase mastery on STAAR assessments and the TELPAS test.

By targeting these 3 student groups, we will improve the outcome in all 3 domains.

CCMR

CCMR: What goals has your campus set for CCMR?

The percentage of graduates that meet the criteria for CCMR will increase by at least 7 points from 29 points (2021 accountability ratings) to 40% in the 2021-2022 school year.

Federal Graduation Rate

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

Graduation Rate Goals: For 2022, TCAH will increase the 2020 4-year Graduation Rate by 13.2% from 53.8% to 69% (Federal Target); while simultaneously increasing the 2020 5-year Graduation Rate by 29.2% from 60.8% to 90% (State Target). Additionally, TCAH will decrease the 2020 dropout rate from 7.7% to 4% in 2022.

Essential Actions

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

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

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

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

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial Implementation

Cycles

Cycle 1 - (Sept – Nov)

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

Implementation Level: Partial Implementation

Rationale: As a school community, we need to focus on the following key practices to increase our academic success criteria outcomes at the Meets and Masters levels (Domain 1 focus): assessments are aligned to the standards for all tested subject and grade areas; assessments aligned to state standards and the appropriate level of rigor, mastery-based grading that provides for consistent implementation of re-teach/re-learn opportunities, implementation of professional development for teachers and staff that applies to targeted student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team (SLT), which includes Master Teachers, Department Chairs, and Content Experts. Additionally, this is the primary focus of our professional learning community (PLC) teams. The SLT will provide instructional leadership systems that monitor the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: Math and English teachers will implement instructional activities that are aligned to objectives, activities, and exit tickets in order 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.

District Commitment Theory of Action: If the district provides access to assessments aligned to the standards and at the expected level of rigor, ensures that district policies support the effective use of standards-aligned assessments, and includes days for school-based professional development and data-driven reflection in the annual academic calendar then campuses will have access to resources and supports to foster data-driven instruction in every classroom.

Desired 90-day Outcome: 1) English and Math PLCs development of exit tickets to inform re-teaching, check for understanding, and personalize instruction.
2) Campus Instructional Leaders will give feedback 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.

District Actions: The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence. The district provides access to assessments aligned to the standards and the expected level of rigor. The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. The district provides a data assessment platform to capture assessment data by item and student level. District policies support the effective use of standards-aligned GVC and assessments.

Step 1 Details	Reviews
Action Step 1: 30% 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. **Evidence Used to Determine Progress:** (1) Formative Assessment / Exit Ticket Data Analysis (2) PLC Agenda (3) Progress Monitoring and Follow-up on re-teaching and re-learning opportunities (4) Power BI Heat Map - Demonstrating student growth **Person(s) Responsible:** PLC Leaders **Resources Needed:** (1) Formative Assessment Professional Development that supports the operational use of data to inform instructional practices (2) PLC Data Analysis that informs the use of data to personalize instruction (3) Dedicated time to Reflect on the data, instructional practices, and student learning outcomes **Start Date:** September 20, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 15, 2021 **Funding Sources:** Tutoring Services for ELA and Math Students - 6100-Payroll - $20,349	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Step 2 Details	Reviews
Action Step 2: Campus leadership will use the TCAH Instructional Observation tool in 30% of English and Math Live Lessons / Small Group Instruction to provide feedback that evaluates alignment between lesson objective, activities, standards, scope and sequence, and expected level of rigor. **Evidence Used to Determine Progress:** (1) PLC Agenda / Reflections displaying instructional efficacy, student learning outcomes, and next steps (2) Teacher Instructional Observation Tools showing observations, feedback, and next steps **Person(s) Responsible:** Curriculum Directors **Resources Needed:** (1) Supervisor training on the virtual Teacher Instructional Observation Tools (2) Aggregate Assessment Methods used by the campus leadership team to determine instructional efficacy **Addresses an Identified Challenge:** Yes **Start Date:** September 20, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 15, 2021	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: 30% of English and Math PLCs will lay the foundations 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. **Evidence Used to Determine Progress:** (1) PLC Agendas (2) Curriculum Map (3) Power BI Heat Map demonstrating student growth **Person(s) Responsible:** PLC/ELA Curriculum Directors PLC Leaders **Resources Needed:** (1) Professional Development that supports virtual instructional efficacy (2) Dedicated PLC time that reflects on curriculum and instruction, student learning outcomes, and next steps **Start Date:** September 20, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** November 15, 2021	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Pearson Online Schools provides the curriculum for student learning. Therefore, teachers must be intentional in their planning for re-teaching/re-learning.

What specific action steps address these challenges?: Action Step 1 addresses the passivity of a 100% virtual environment where curricula are housed in an education management system.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Partial Implementation

Rationale: TCAH has a clear need in Domain 3: Closing the Gaps for our Emergent Bilinguals and African American students. As a school community, 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 Emergent Bilinguals, daily formative assessments along with exemplar responses, mastery-based grading practices that allow for proactive interventions. While TCAH utilizes the Connections Academy (CA) curriculum and pre-built lessons, we need to ensure that TEKS are spiraled throughout the curriculum and that structured supports are provided for specific student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team (SLT), which includes Master Teachers, Department Chairs, and Content Experts. Additionally, this is the primary focus of our PLC teams.   The SLT will provide instructional leadership professional development and support systems that facilitate the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: English and Math teachers will build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunity for participation in order to increase the number of students; particularly in the following student groups: Emergent Bilinguals and African Americans, 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.

District Commitment Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards, for all tested areas and PK-2 math and reading, and the district ensures that schools receive detailed reports within two days of the offered formative assessment then campus leaders and teachers at each campus are equipped with data to drive targeted reteaching, enrichment, and scaffolded supports for all students.

If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campus leaders and teachers are equipped to tier, and target supports tailored to each student's individual needs.

Desired 90-day Outcome: 1) As an SLT, we will define Classroom Culture in the virtual setting to develop personalized professional development for our learning community with the intent to increase instructional efficacy among all learners.
2) English and Math PLCs will initiate and plan for 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.
3) Departments will create and model CBAs that ensure all students are doing the cognitive lift in the learning.
4) English and Math Teachers will begin professional development for Emergent Bilinguals.

District Actions: The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.

Step 1 Details	Reviews
Action Step 1: 100% of The SLT will be able to define "Classroom Culture" in the virtual-setting.	**Progress toward Action Steps:**

Evidence Used to Determine Progress: Guiding Document for Classroom Culture that delineates virtual teacher and student "look fors"
 	
    Person(s) Responsible: School Leader
Lead Principal
 	
    Resources Needed: Professional Development that supports defining virtual instructional efficacy "look fors"
 	
    Start Date: September 20, 2021 - **Frequency:** One Time - **Evidence Collection Date:** November 15, 2021
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews
Action Step 2: 30% of English and Math PLCs will initiate and plan for purposeful, consistent checks for understanding in Live Lessons, CBAs, and during interventions.	**Progress toward Action Steps:**

Evidence Used to Determine Progress: (1) PLC artifacts and data analysis for checking for understanding that demonstrates student growth
(2) Power BI Heat Map - Demonstrating student growth
 	
    Person(s) Responsible: PLC Leads
 	
    Resources Needed: (1) Professional Development that supports to development and use of virtual effective virtual instructional strategies
(2) PLC Time dedicated to reflection on effective virtual instruction and student learning outcomes
 	
    Start Date: September 20, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** November 15, 2021
 	
    Funding Sources: Professional Development - Indirect Costs - $2,167
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews
Action Step 3: 30% of the English and Math Departments will create and model curriculum-based assessments (CBAs) that ensure students are doing the cognitive lift in the learning.	**Progress toward Action Steps:**

Evidence Used to Determine Progress: (1) Department Chair Agendas
(2) CBA framework and analysis
 	
    Person(s) Responsible: CBA Curriculum Lead -High School Division
CBA Curriculum Lead - Elementary / Middle School Division
 	
    Resources Needed: Virtual CBA Refresh and Framework that supports effective personalized instruction
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 20, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 15, 2021
 	
    Funding Sources: Digital Supplies and Materials - 6300-Supplies and materials - $5,349
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: TCAH will develop a campus calendar that provides time for on-going job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments.
 	
    Evidence Used to Determine Progress: (1) Professional Development Calendar
(2) Professional Development VIP Sessions
    Person(s) Responsible: Lead Principal
    Resources Needed: Professional Development Time that focuses on virtual instructional efficacy
    Start Date: September 20, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 15, 2021
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 5 Details	**Reviews**

Action Step 5: 30% of English and Math teachers will be provided professional development specific to addressing the needs of English Learners in order to implement multiple paths to student demonstration of mastery, small group instruction, and building intentional connections with English Learners.
 	
    Evidence Used to Determine Progress: (1) Professional Development Completions
(2) Implementation of English Learner supports embedded into the curriculum.
(3) Power BI Heat Map - Demonstrating student growth
    Person(s) Responsible: High School Principal
Elementary/Middle School Principal
Assistant Manager for Special Populations
    Resources Needed: SIOP Professional Development that supports virtual instructional efficacy
    Start Date: September 20, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 15, 2021
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Pearson Online Classroom facilitates passive interactions with virtual curriculum and instruction in Grades 3-12.

What specific action steps address these challenges?: Action Steps 1, 2, 3, and 4 address the passivity of an education management system while the leadership team employs delineated responsibilities and accountability expectations.

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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. At the same time, teacher-leaders and teachers use instructional efficacy methodology to sustain student academic growth among all student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team, which includes Master Teachers, Department Chairs, Instructional Coordinators, and Content Experts. Additionally, this is the primary focus of our PLC teams. The SLT will facilitate and monitor the use of instructional data sets and support systems that facilitate the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: Campus instructional leaders meet after each relevant assessment period to disaggregate
English and Math data in order to make data informed decisions in order 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.

District Commitment Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards, for all tested areas and PK-2 math and reading, and the district ensures that schools receive detailed reports within two days of the offered formative assessment then campus leaders and teachers at each campus are equipped with data to drive targeted reteaching, enrichment, and scaffolded supports for all students.

If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campus leaders and teachers are equipped to tier, and target supports tailored to each student's individual needs.

Desired 90-day Outcome: 1) The campus leadership team will determine progress monitoring tools to be used during instructional leaders' data sessions with the intent to increase student learning outcomes among all learners while focusing on various student groups.
2) Instructional leaders will calendar data meetings and use data-focused agendas to make informed decisions with the intent to increase student learning outcomes among all learners will focusing on various student groups.
3) The school leader will conduct a mini-literature review with principals and assistant principals to define instructional leadership in a virtual environment.

District Actions: The district will provide platforms to aggregate data for analysis: Ren360 and A4E.

Step 1 Details	Reviews
Action Step 1: English and Math Instructional leaders will meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions. **Evidence Used to Determine Progress:** (1) SLT / Division Leadership Data Meeting Agenda (2) Power BI Heat Map - Demonstrating student growth **Person(s) Responsible:** High School Division Principal Elementary / Middle School Principal **Resources Needed:** (1) Data from Renaissance 360 Assessment identifying student growth needs (2) Data from BOY Screener identifying student learning gaps (3) Data from Reading Plus Assessment - Reading Plus is a school-wide reading program that works to develop the skills and stamina required for reading with good comprehension. The program provides personalized scaffolding to build independent reading skills at the appropriate content level and instructional rigor of each student. Additionally, Reading Plus supports student's in preparation for the TSIA, SAT and ACT. **Start Date:** September 20, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 15, 2021 **Funding Sources:** Data Analysis Tools - 6600-Capital Outlay - $15,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: During SLT Time, academic data analysis will be an agenda item for the School Leadership Team to analyze and create system-wide actionables as needed. **Evidence Used to Determine Progress:** (1) SLT Agenda (2) Power BI Heat Map - Demonstrating student growth **Person(s) Responsible:** High School Division Principal Elementary / Middle School Principal **Resources Needed:** SLT Data Analysis Protocol that supports progress monitoring and determining next steps **Start Date:** September 20, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 15, 2021	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: The school leader will conduct a mini-literature review with principals and assistant principals to define instructional leadership in a virtual environment.
 	
    Evidence Used to Determine Progress: (1) Research article and campus leadership team reflections
(2) Instructional supervisors documented support as instructional leaders (teacher feedback and next steps)
(3) Power BI Heat Map - Demonstrating student growth
 	
    Person(s) Responsible: School Leader
 	
    Resources Needed: Research article defining instructional leadership and its importance
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: October 7, 2021 - **Frequency:** One Time - **Evidence Collection Date:** October 29, 2021
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Shifting the virtual mindset of the leadership team from passive instructional leadership to active instructional leadership is a major challenge in a 100% virtual environment.

What specific action steps address these challenges?: Action Steps 1-3 will address virtual instructional leadership; the data analysis as a leadership team looking at student learning outcomes in Grades 3-12 determining the next steps while improving continuously will address the major challenge.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Partial Implementation

Rationale: As a school community, we need to focus on the following key practices to increase our academic success criteria outcomes at the Meets and Masters levels (Domain 1 focus): assessments are aligned to the standards for all tested subject and grade areas; assessments aligned to state standards and the appropriate level of rigor, mastery-based grading that provides for consistent implementation of re-teach/re-learn opportunities, implementation of professional development for teachers and staff that applies to targeted student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team (SLT), which includes Master Teachers, Department Chairs, and Content Experts. Additionally, this is the primary focus of our professional learning community (PLC) teams. The SLT will provide instructional leadership systems that monitor the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: Math and English teachers will implement instructional activities that are aligned to objectives, activities, and exit tickets in order 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.

District Commitment Theory of Action: If the district provides access to assessments aligned to the standards and at the expected level of rigor, ensures that district policies support the effective use of standards-aligned assessments, and includes days for school-based professional development and data-driven reflection in the annual academic calendar then campuses will have access to resources and supports to foster data-driven instruction in every classroom.

Desired 90-day Outcome: 1) English and Math PLCs implementation of exit tickets to inform re-teaching with the intent to increase TEKS content mastery.
2) As a result of consistent Campus Instructional Leaders feedback using the TCAH observation tool to evaluate alignment between lesson objectives, activities, standards, scope, sequence, and expected level of rigor, teachers will engage students with a high level of instructional efficacy.

District Actions: The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence. The district provides access to assessments aligned to the standards and the expected level of rigor. The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. The district provides a data assessment platform to capture assessment data by item and student level. District policies support the effective use of standards-aligned GVC and assessments.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Pearson Online Schools provides the curriculum for student learning. Therefore, teachers must be intentional in their planning for re-teaching/re-learning.

What specific action steps address these challenges?: Action Step 1 addresses the passivity of a 100% virtual environment where curricula are housed in an education management system.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Partial Implementation

Rationale: TCAH has a clear need in Domain 3: Closing the Gaps for our Emergent Bilinguals and African American students. As a school community, 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 Emergent Bilinguals, daily formative assessments along with exemplar responses, mastery-based grading practices that allow for proactive interventions. While TCAH utilizes the Connections Academy (CA) curriculum and pre-built lessons, we need to ensure that TEKS are spiraled throughout the curriculum and that structured supports are provided for specific student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team (SLT), which includes Master Teachers, Department Chairs, and Content Experts. Additionally, this is the primary focus of our PLC teams. The SLT will provide instructional leadership professional development and support systems that facilitate the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: English and Math teachers will build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunity for participation in order to increase the number of students; particularly in the following student groups: Emergent Bilinguals and African Americans, 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.

District Commitment Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards, for all tested areas and PK-2 math and reading, and the district ensures that schools receive detailed reports within two days of the offered formative assessment then campus leaders and teachers at each campus are equipped with data to drive targeted reteaching, enrichment, and scaffolded supports for all students.

If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campus leaders and teachers are equipped to tier, and target supports tailored to each student's individual needs.

Desired 90-day Outcome: 1) As an SLT, we will monitor and give feedback regarding our Classroom Culture in the virtual setting with the intent to increase and sustain instructional efficacy among all learners.
2) English and Math PLCs will utilize 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 with fidelity.
3) Instructional Leaders will monitor and give feedback regarding CBAs that ensure all students are doing the cognitive lift in the learning.
4) English and Math Teachers will develop academic and social support plans for English Learners.

District Actions: The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Pearson Online Classroom facilitates passive interactions with virtual curriculum and instruction in Grades 3-12.

What specific action steps address these challenges?: Action Steps 1, 2, 3, and 4 address the passivity of an education management system while the leadership team

employs delineated responsibilities and accountability expectations.

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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. At the same time, teacher-leaders and teachers use instructional efficacy methodology to sustain student academic growth among all student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team, which includes Master Teachers, Department Chairs, Instructional Coordinators, and Content Experts. Additionally, this is the primary focus of our PLC teams. The SLT will facilitate and monitor the use of instructional data sets and support systems that facilitate the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: Campus instructional leaders meet after each relevant assessment period to disaggregate English and Math data in order to make data informed decisions in order 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.

District Commitment Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards, for all tested areas and PK-2 math and reading, and the district ensures that schools receive detailed reports within two days of the offered formative assessment then campus leaders and teachers at each campus are equipped with data to drive targeted reteaching, enrichment, and scaffolded supports for all students.

If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campus leaders and teachers are equipped to tier, and target supports tailored to each student's individual needs.

Desired 90-day Outcome: 1) The campus leadership team will utilize progress monitoring tools to be used during instructional leaders' data sessions to increase student learning outcomes among all learners while focusing on various student groups with fidelity.
2) Instructional leaders will consistently meet using data-focused agendas to make informed decisions to increase student learning outcomes among all learners while focusing on various student groups with fidelity.

District Actions: The district will provide platforms to aggregate data for analysis: Ren360 and A4E.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Shifting the virtual mindset of the leadership team from passive instructional leadership to active instructional leadership is a major challenge in a 100% virtual environment.

What specific action steps address these challenges?: Action Steps 1-3 will address virtual instructional leadership; the data analysis as a leadership team looking at student learning outcomes in Grades 3-12 determining the next steps while improving continuously will address the major challenge.

Cycle 3 - (Mar – May)

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

Implementation Level: Partial Implementation

Rationale: As a school community, we need to focus on the following key practices to increase our academic success criteria outcomes at the Meets and Masters levels (Domain 1 focus): assessments are aligned to the standards for all tested subject and grade areas; assessments aligned to state standards and the appropriate level of rigor, mastery-based grading that provides for consistent implementation of re-teach/re-learn opportunities, implementation of professional development for teachers and staff that applies to targeted student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team (SLT), which includes Master Teachers, Department Chairs, and Content Experts. Additionally, this is the primary focus of our professional learning community (PLC) teams. The SLT will provide instructional leadership systems that monitor the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: Math and English teachers will implement instructional activities that are aligned to objectives, activities, and exit tickets in order 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.

District Commitment Theory of Action: If the district provides access to assessments aligned to the standards and at the expected level of rigor, ensures that district policies support the effective use of standards-aligned assessments, and includes days for school-based professional development and data-driven reflection in the annual academic calendar then campuses will have access to resources and supports to foster data-driven instruction in every classroom.

Desired 90-day Outcome: 1) English and Math PLCs use exit tickets to inform re-teaching and meeting the Meets and Masters levels on STAAR exams.
2) Campus Instructional Leaders will give feedback using the TCAH observation tool to evaluate alignment between lesson objectives, activities, standards, scope, sequence, and expected level of rigor to increase professional growth and student learning outcomes on course, state, and college readiness exams.

District Actions: The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence. The district provides access to assessments aligned to the standards and the expected level of rigor. The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. The district provides a data assessment platform to capture assessment data by item and student level. District policies support the effective use of standards-aligned GVC and assessments.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Pearson Online Schools provides the curriculum for student learning. Therefore, teachers must be intentional in their planning for re-teaching/re-learning.

What specific action steps address these challenges?: Action Step 1 addresses the passivity of a 100% virtual environment where curricula are housed in an education management system.

Cycle 3 - (Mar – May)

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

Implementation Level: Partial Implementation

Rationale: TCAH has a clear need in Domain 3: Closing the Gaps for our Emergent Bilinguals and African American students. As a school community, 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 Emergent Bilinguals, daily formative assessments along with exemplar responses, mastery-based grading practices that allow for proactive interventions. While TCAH utilizes the Connections Academy (CA) curriculum and pre-built lessons, we need to ensure that TEKS are spiraled throughout the curriculum and that structured supports are provided for specific student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team (SLT), which includes Master Teachers, Department Chairs, and Content Experts. Additionally, this is the primary focus of our PLC teams. The SLT will provide instructional leadership professional development and support systems that facilitate the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: English and Math teachers will build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunity for participation in order to increase the number of students; particularly in the following student groups: Emergent Bilinguals and African Americans, 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.

District Commitment Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards, for all tested areas and PK-2 math and reading, and the district ensures that schools receive detailed reports within two days of the offered formative assessment then campus leaders and teachers at each campus are equipped with data to drive targeted reteaching, enrichment, and scaffolded supports for all students.

If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campus leaders and teachers are equipped to tier, and target supports tailored to each student's individual needs.

Desired 90-day Outcome: 1) As an SLT, we will monitor and give feedback 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.
2) English and Math PLCs will utilize and progress monitor 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.
3) Instructional Leaders will monitor and give feedback regarding CBAs that ensure all students are doing the cognitive lift in the learning expecting continuous improvement with fidelity.
4) English and Math Teachers will implement academic and social support plans for English Learners with fidelity.

District Actions: The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Pearson Online Classroom facilitates passive interactions with virtual curriculum and instruction in Grades 3-12.

What specific action steps address these challenges?: Action Steps 1, 2, 3, and 4 address the passivity of an education management system while the leadership team employs delineated responsibilities and accountability expectations.

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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. At the same time, teacher-leaders and teachers use instructional efficacy methodology to sustain student academic growth among all student groups.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Capacity will be built through the School Leadership Team, which includes Master Teachers, Department Chairs, Instructional Coordinators, and Content Experts. Additionally, this is the primary focus of our PLC teams. The SLT will facilitate and monitor the use of instructional data sets and support systems that facilitate the weekly use of virtual high-quality instructional materials by English and Math teachers that include objectives, activities, and exit tickets designed to increase student learning outcomes to Meets and Masters and scoring college-ready on the TSIA, SAT, or ACT.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities through weekly SLT meetings, Department Meetings, Strand Meetings, and PLCs. Buy-in will be created and sustained through consistently communicating how the work connects to our shared mission, vision, goal, and core culture values, connecting the "why" to the "work."

Desired Annual Outcome: Campus instructional leaders meet after each relevant assessment period to disaggregate
English and Math data in order to make data informed decisions in order 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.

District Commitment Theory of Action: If the district ensures access to high-quality common formative assessment resources aligned to state standards, for all tested areas and PK-2 math and reading, and the district ensures that schools receive detailed reports within two days of the offered formative assessment then campus leaders and teachers at each campus are equipped with data to drive targeted reteaching, enrichment, and scaffolded supports for all students.

If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campus leaders and teachers are equipped to tier, and target supports tailored to each student's individual needs.

Desired 90-day Outcome: 1) The campus leadership team will consistently utilize progress monitoring tools during instructional leaders' data sessions to increase student learning outcomes among all learners while focusing on various student groups to continuously improve with fidelity.
2) Instructional leaders will continue to consistently meet 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.

District Actions: The district will provide platforms to aggregate data for analysis: Ren360 and A4E.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Shifting the virtual mindset of the leadership team from passive instructional leadership to active instructional leadership is a major challenge in a 100% virtual environment.

What specific action steps address these challenges?: Action Steps 1-3 will address virtual instructional leadership; the data analysis as a leadership team looking at student learning outcomes in Grades 3-12 determining the next steps while improving continuously will address the major challenge.

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutoring Services for ELA and Math Students		$20,349.00
				Sub-Total	$20,349.00
				Budgeted Budget Object Code Amount	$20,349.00
				+/- Difference	$0.00
6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Digital Supplies and Materials		$5,349.00
				Sub-Total	$5,349.00
				Budgeted Budget Object Code Amount	$5,349.00
				+/- Difference	$0.00
6600-Capital Outlay					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Data Analysis Tools		$15,000.00
				Sub-Total	$15,000.00
				Budgeted Budget Object Code Amount	$15,000.00
				+/- Difference	$0.00
Indirect Costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Professional Development		$2,167.00
				Sub-Total	$2,167.00
				Budgeted Budget Object Code Amount	$2,167.00
				+/- Difference	$0.00
				Grand Total	$42,865.00

Student Data																		
									% of Assessments									
											Cycle 1			**Cycle 2**			**2022 Accountability Goal**	
Core Metrics	**Sub Metrics**		**Grade**	**Student Group**	**Subject Tested**	**Performance Level**	**Summative Assessment**	**2019 Results**	**2021 Results**	**2021 Participation Rates**	**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	82	86	29	Other	86		Other	87		89	
			All	All	Reading	Meets	STAAR	58	67	29	Other	67		Other	68		70	
			All	All	Reading	Masters	STAAR	24	24	29	Other	24		Other	25		27	
			All	All	Mathematics	Approaches	STAAR	72	71	23	Other	71		Other	72		74	
			All	All	Mathematics	Meets	STAAR	34	39	23	Other	39		Other	40		42	
			All	All	Mathematics	Masters	STAAR	13	18	23	Other	18		Other	19		21	
			All	All	Science	Approaches	STAAR	83	84	27	Other	84		Other	85		87	
			All	All	Science	Meets	STAAR	45	52	27	Other	52		Other	53		55	
			All	All	Science	Masters	STAAR	14	20	27	Other	20		Other	21		23	
			All	All	Social Studies	Approaches	STAAR	82	92	45	Other	92		Other	93		95	
			All	All	Social Studies	Meets	STAAR	54	75	45	Other	75		Other	76		78	
			All	All	Social Studies	Masters	STAAR	32	51	45	Other	51		Other	52		54	
2. Domain 3	Focus 1	Academic Achievement	All	ELL	Reading	NA	STAAR	30	55	27	Other	31		Other	32		33	
	Focus 2	School Quality/College & Career Readiness	All	All Students	All	NA	Graduation Rate	38	11	27	Other	39		Other	39		43	
	Focus 3	Graduation Rate Status	All	All Students	All	NA	Graduation Rate	60	86	27	Other	64		Other	67		70	

Addendums