

Houston Independent School District
456 High School Ahead Middle School - TIP
2022-2023 Targeted Improvement Plan



Campus Number: 101912456

Board Approval Date:

Superintendent:
DCSI/Grant Coordinator:

Millard House
Erica Deakins

Principal: John Flowers
ESC Case Manager: Sheila Gruver
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: Paula Pierre

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: John Flowers

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1 Goals:

55% Approaches

20% Meets

10% Masters

By meeting these specific goals, it will lead to an overall raw score of a 28. According to the AEA accountability, these goals will lead to a 78 which is a C in Domain 1.

The 2021-2022 raw score in Domain 1 is currently a 17. We are 11 raw points away from meeting this goal. In order to meet this goal, the Approaches, Meets and Masters for all subjects will have to increase. The current scores are listed below:

35% Approaches

11% Meets

4% Masters

We need 20% more for Approaches, 9% more for Meets, and 6% more for Masters. We believe we can achieve this goal with a targeted focus on curriculum alignment, TIER I instruction alignment and delivery, and intervention/acceleration delivered by small group instruction.

The goal was determined based on maintaining a C rating.

In order to meet this goal, campus instructional leaders will review how teachers align lessons to the TEKS, provide constructive feedback. In addition, instructional leaders will make sure high-quality instructional materials are consistently used across classrooms (Pacing calendars, Focus Kits, Common Literature Alignment, HUB lessons) including resources intentionally designed to meet the needs of students with disabilities and English learners (School-Wide ELAR plan, visual vocabulary, sentence stems, speaking, listening and writing) along with other student groups with diverse needs.

School Progress

What accountability goal has your campus set for this year?

Since we are an alternative campus, Domain 2 Part B doesn't apply to us because we have no comparison schools. We are focusing on Domain 2 Part A. Our goal for Domain 2 Part A is an overall scale score of 85. Based on the 2021-2022 scores, we are currently 8 points away from this goal. Meeting this goal would give us a B in Domain 2.

Closing the Gaps

What accountability goal has your campus set for this year?

For the 2021/2022 school year, HSAA did not meet the TELPAS target in Domain 3 with 15% of students progressing. For the 2022/2023 school, we plan to meet the TELPAS progress rate with 40% of EL students progressing at least a year in TELPAS. HSAA had 27 EL students last year take TELPAS, and we plan to surpass that number this year with at least 35 students taking the TELPAS.

In addition, we plan to meet 3 targets in the Academic Achievement portion. At least 35% of African Americans and 40% of Hispanics will score Meets on the reading and math STAAR. At least 30% of EL students will score Meets on the reading STAAR and 40% of EL students will score Meets on the math STAAR.

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?

HSAA ethnicity breakdown consists of 55% Hispanics and 44% African Americans. HSAA is exerting all efforts to increase performance in reading and math for the two subgroups. 2022 scores in reading for African Americans were 47% at Approaches, 15% Meets and 8% Masters. 2022 scores in reading for Hispanics were 58% at Approaches, 20% at Meets, and 13% at Masters.

2022 scores in math for African Americans were 33% at Approaches, 11% at Meets, and 3% at Masters. 2022 scores in math for Hispanics were 31% at Approaches, 9% at Meets, and 2% at Masters.

2022 scores in reading for EB/EL Current and Monitored were 58% at Approaches, 16% Meets, and 10% Masters. 2022 scores in math for EB/EL Current and Monitored were 23% at Approaches, 7% Meets and 3% Masters.

We have identified these specific areas (Student Achievement Domain 3: African American, Hispanic and Economically Disadvantaged) because we believe we can hit three targets with the population of students that we have. We intend to hit three of these targets along with the TELPAS, and the result will be at B rating in Domain 3.

Across the board, our students struggled in math and reading achievement this year. Prioritizing math and reading achievement will improve our overall data for the current school year. We will ensure our reading and math pacing calendars are strong, in addition to vetting proper TIER I instruction lesson plans and also vetting TIER II and TIER III lesson plans for academically challenged students. We will ensure that we are using tutoring and HB4545 remediation in a way to support our students who did not pass STAAR math and reading exams this year.

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

We are prioritizing the African American, Hispanic, and the EB/EL Current and Monitored subgroups in Domain 3 in terms of their academic achievement across the board. We need to ensure we are differentiating to meet the needs of these populations. Focusing on these student groups will support our accountability scores across the board, but particularly in Domain 3 since many of these targets were missed. We intend to hit three targets and the end result will be a B rating in Domain 3.

Essential Actions

Cycles 1-3

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Planning for Implementation

Key Practices:

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

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices:

Cycle 4

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

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

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The consistency of selection of aligned high- quality instructional material continues to be an area of improvement for the campus. Leadership requires a vetting process by content area in identifying high-quality instructional materials and resources in addition to the professional development associated with identified resources.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership will use the master courses and teachers will internalize and modify lessons to meet the needs of the students. The teachers will follow the district's scope and sequence. Rigor will be vetted to make sure lessons are aligned to the TEKS and STAAR 2.0.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will receive their introduction and initial training during "Warrior Clash", which happens every morning from 7:25 to 8:00 am. In addition, teachers will also script and plan lessons during PLC.

Desired Annual Outcome: By May 2023, all leaders will evaluate the alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor using the HSAA Warrior Clash Alignment Protocol. Leaders will follow up on implemented feedback within 2 days, by way of a classroom visit and capture evidence based on Dimension 1.1.

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: By the end of cycle 1, leaders will know how to calibrate the standards and look-fors of the T-TESS Rubric in Dimension 1.1 based on daily meetings and weekly calibration with the leadership team.

District Actions: The Curriculum Managers and SSO's from the district will lead the trainings for the leadership team and the teachers.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Master Courses not being aligned to the level of rigor of STAAR 2.0	None	Teachers and the leadership will be able to modify the lessons to the level of rigor of STAAR 2.0.

Step 1 Details	Reviews
<p>Action Step 1: Create a protocol for vetting lesson plans that determines instructional alignment to the TEKS and supports key practices from "Get Better Faster".</p> <p>Evidence Used to Determine Progress: T-TESS Planning Dimension 1.1 will be used to determine progress. Teachers will move from the improvement needed/developing stage to proficient/accomplished</p> <p>Person(s) Responsible: Principal Dean of Students Teacher Lead</p> <p>Resources Needed: T-TESS Rubric</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Create a professional development calendar for teachers to internalize lessons for alignment, breakdown of the TEKS, misconceptions, and lesson cycle alignment (Mini-Lesson, Guided Practice, Independent Practice, Close and Assess).</p> <p>Evidence Used to Determine Progress: Calendar for Professional Development Warrior Clash Agendas and Sign-In Sheets Lesson Plans</p> <p>Person(s) Responsible: Principal Dean of Students Teacher Specialist Teacher Lead</p> <p>Resources Needed: Lesson Plans Agendas Pacing Calendars Field Guides</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Leaders will complete a weekly calibration walk to determine the proficiency level of teachers in Dimension 1.1 using the Middle School Office Protocol.</p> <p>Evidence Used to Determine Progress: T-TESS Rubric and MSO Protocol</p> <p>Person(s) Responsible: Principal Dean of Students TIER II Leaders</p> <p>Resources Needed: T-TESS Rubric</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 5, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: There is a knowledge and procedural gap in identifying the student errors and misconceptions related to teaching students multiple pathways in assessing depth of knowledge. Teachers and administrators need additional layers of coaching to impact student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Instructional Leadership Team will create professional development for leaders and teachers focusing on high-quality instruction using lead4ward instructional connections as a framework.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: TIER II leaders and the Principal will be required to attend lead4ward sessions at the Summer Leadership Conference. Teachers were presented the priorities during PLC and it will continue doing the Warrior Clash and in professional learning communities.

Desired Annual Outcome: By the end of 2023, 100% of teachers will engage students using techniques from the "Habits of Evidence":

* Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc.

* Teach and prompt students to cite key evidence in their responses

* Require student discourse in each lesson

Leaders will follow up on implemented feedback within 2 days, by way of a classroom visit and capture evidence based on Dimension 2.1.

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.

Desired 90-day Outcome: Leaders will train 100% of teachers using techniques from the "Habits of Evidence". Leaders will model the practice, annotating and student discourse to the teachers. Leaders will model internalizing the lesson and implementing these practices into the lesson to the teachers.

District Actions: The Curriculum Managers and SSO's from the district will monitor the trainings from the Principal and TIER II leaders and coach leaders for maximum efficiency and implementation.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers not knowing how to annotate within the lesson.	None	Teachers will be coached on annotating the lessons . The Leadership Team will model for the teachers before implementation.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will be trained on implementing Lead4ward strategies where students have to COMPREHEND, CONNECT, and COMMUNICATE content deeply for STAAR 2.0 thinking. Students will be provided opportunities to make and justify choices, create and use stimuli, and think, talk, write.</p> <p>Evidence Used to Determine Progress: T-TESS ratings from Dimension 2.4 Differentiation</p> <p>Person(s) Responsible: Principal Dean of Students Teacher Lead Teacher Specialist</p> <p>Resources Needed: T-TESS Rubric Lead4ward Strategies</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will be trained on Lead4ward Thinking STEMS in PLC. Teachers will then be required to have students use the thinking stems daily when writing and responding to questions.</p> <p>Evidence Used to Determine Progress: PLC Agenda T-TESS Dimension 2.4 Differentiation</p> <p>Person(s) Responsible: Principal Teacher Lead Teacher Specialist Dean of Students</p> <p>Resources Needed: Lead4ward Thinking Stems T-TESS Rubric</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Leaders will train teachers how to annotate with purpose: summarize, analyze, find the best evidence, etc. Teach and prompt students to cite key evidence in their responses and require student discourse in each lesson.</p> <p>Evidence Used to Determine Progress: Warrior Clash Agendas PLC Agenda's Lesson Plans</p> <p>Person(s) Responsible: Principal Dean of Instruction TIER II Leaders</p> <p>Resources Needed: T-TESS Rubric AVID</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

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

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The consistency of selection of aligned high-quality instructional material continues to be an area of improvement for the campus. Leadership requires a vetting process by content area in identifying high-quality instructional materials and resources in addition to the professional development associated with identified resources.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership will use the master courses and teachers will internalize and modify lessons to meet the needs of the students. The teachers will follow the district's scope and sequence. Rigor will be vetted to make sure lessons are aligned to the TEKS and STAAR 2.0.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will receive their introduction and initial training during "Warrior Clash", which happens every morning from 7:25 to 8:00 am. In addition, teachers will also script and plan lessons during PLC.

Desired Annual Outcome: By May 2023, all leaders will evaluate the alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor using the HSAA Warrior Clash Alignment Protocol. Leaders will follow up on implemented feedback within 2 days, by way of a classroom visit and capture evidence based on Dimension 1.1.

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: By the end of cycle 2, teachers will be implementing and modeling how to calibrate the standards, activities, alignment, and appropriateness for diverse learners of the T-TESS Rubric in Dimension 1.1. Leaders will determine efficiency based on daily meetings and weekly calibration with the leadership team in Warrior Clash and PLC's. Leaders will also be weekly lesson plan feedback, board configurations feedback and walkthrough feedback checking for alignment to Dimension 1.1. Leaders will give feedback within 2 days.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: There is a knowledge and procedural gap in identifying the student errors and misconceptions related to teaching students multiple pathways in assessing depth of knowledge. Teachers and administrators need additional layers of coaching to impact student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Instructional Leadership Team will create professional development for leaders and teachers focusing on high-quality instruction using lead4ward instructional connections as a framework.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: TIER II leaders and the Principal will be required to attend lead4ward sessions at the Summer Leadership Conference. Teachers were presented the priorities during PLC and it will continue doing the Warrior Clash and in professional learning communities.

Desired Annual Outcome: By the end of 2023, 100% of teachers will engage students using techniques from the "Habits of Evidence":

* Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc.

* Teach and prompt students to cite key evidence in their responses

* Require student discourse in each lesson

Leaders will follow up on implemented feedback within 2 days, by way of a classroom visit and capture evidence based on Dimension 2.1.

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.

Desired 90-day Outcome: Leaders will evaluate teachers using techniques from the "Habits of Evidence". Teachers will model the practice, annotate and model student discourse to the teachers and leaders. Teachers will model internalizing the lesson and implementing these practices into the lesson. 100% of teachers will participate in this practice. Leaders will provide feedback via the Warrior Clash protocol to 100% of the teachers on a weekly basis. The Warrior Clash protocol will be inclusive of the "Habits of Evidence". 100% of teachers will receive feedback via Dimension 2.1 from leaders. The goal is for 50% of teachers to be at the proficient level by the end of cycle 2.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

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

Key Practices: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The consistency of selection of aligned high-quality instructional material continues to be an area of improvement for the campus. Leadership requires a vetting process by content area in identifying high-quality instructional materials and resources in addition to the professional development associated with identified resources.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus leadership will use the master courses and teachers will internalize and modify lessons to meet the needs of the students. The teachers will follow the district's scope and sequence. Rigor will be vetted to make sure lessons are aligned to the TEKS and STAAR 2.0.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will receive their introduction and initial training during "Warrior Clash", which happens every morning from 7:25 to 8:00 am. In addition, teachers will also script and plan lessons during PLC.

Desired Annual Outcome: By May 2023, all leaders will evaluate the alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor using the HSAA Warrior Clash Alignment Protocol. Leaders will follow up on implemented feedback within 2 days, by way of a classroom visit and capture evidence based on Dimension 1.1.

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: By the end of cycle 3, 100% of teachers will be able to implement and model how to calibrate the standards, activities, alignment, and appropriateness for diverse learners of the T-TESS Rubric in Dimension 1.1. Leaders will be able to determine efficiency based on daily meetings and weekly calibration with the leadership team in Warrior Clash and PLC's. Leaders would have provided weekly feedback on lesson plans, board configurations, alignment and appropriateness to diverse learners to 100% of the teachers. Teachers will be rated according to Dimension 1.1 to be proficient or higher. The expectation is for 100% of the teachers to be proficient.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: There is a knowledge and procedural gap in identifying the student errors and misconceptions related to teaching students multiple pathways in assessing depth of knowledge. Teachers and administrators need additional layers of coaching to impact student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Instructional Leadership Team will create professional development for leaders and teachers focusing on high-quality instruction using lead4ward instructional connections as a framework.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: TIER II leaders and the Principal will be required to attend lead4ward sessions at the Summer Leadership Conference. Teachers were presented the priorities during PLC and it will continue doing the Warrior Clash and in professional learning communities.

Desired Annual Outcome: By the end of 2023, 100% of teachers will engage students using techniques from the "Habits of Evidence":

* Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc.

* Teach and prompt students to cite key evidence in their responses

* Require student discourse in each lesson

Leaders will follow up on implemented feedback within 2 days, by way of a classroom visit and capture evidence based on Dimension 2.1.

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.

Desired 90-day Outcome: Leaders will continue to evaluate teachers using techniques from the "Habits of Evidence" on a daily basis. Teachers will continue to model the practice, annotate and model student discourse to the teachers and leaders during Warrior Clash, which happens on a daily basis. 100% of teachers will model internalizing the lesson and implementing these practices into the lesson during weekly PLC meetings. 100% of teachers will receive feedback from the leaders via Dimension 2.1. on a weekly basis. The goal is for 80% of teachers to be at the proficient level by the end of cycle 3.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments											
								2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal		
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results	
Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	120	29	52	N/A	Interim Assessment	30		District Created Benchmark	40		55		
		All	All	Reading	Meets	STAAR	120	10	17	N/A	Interim Assessment	8		District Created Benchmark	14		20		
		All	All	Reading	Masters	STAAR	120	2	10	N/A	Interim Assessment	3		District Created Benchmark	6		10		
		All	All	Mathematics	Approaches	STAAR	120	22	33	N/A	Interim Assessment	30		District Created Benchmark	40		50		
		All	All	Mathematics	Meets	STAAR	120	5	10	N/A	Interim Assessment	8		District Created Benchmark	14		20		
		All	All	Mathematics	Masters	STAAR	120	1	3	N/A	Interim Assessment	3		District Created Benchmark	6		10		
		All	All	Science	Approaches	STAAR	120	23	35	N/A	Interim Assessment	30		District Created Benchmark	40		50		
		All	All	Science	Meets	STAAR	120	6	11	N/A	Interim Assessment	8		District Created Benchmark	14		20		
		All	All	Science	Masters	STAAR	120	0	3	N/A	Interim Assessment	3		District Created Benchmark	6		10		
		All	All	Social Studies	Approaches	STAAR	120	11	16	N/A	Interim Assessment	30		District Created Benchmark	40		50		
		All	All	Social Studies	Meets	STAAR	120	0	2	N/A	Interim Assessment	8		District Created Benchmark	14		20		
		All	All	Social Studies	Masters	STAAR	120	0	1	N/A	Interim Assessment	3		District Created Benchmark	6		10		
Closing the Gaps	Focus 1	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	46	15	100	District Created Benchmark	20		District Created Benchmark	30		40	
	Focus 2	Academic Growth Status	All	All Students	ELA	N/A	ELA	N/A	0	64	100	Interim Assessment	40		District Created Benchmark	55		66	
	Focus 3	Academic Growth Status	All	Hispanic	ELA	N/A	ELA	N/A	0	72	100	Interim Assessment	45		District Created Benchmark	58		72	
	Focus 4	Academic Growth Status	All	African American	ELA	N/A	ELA	N/A	0	58	100	Interim Assessment	45		District Created Benchmark	55		62	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	68	Did Not Meet	69	70		55		45	
					Approaches	31	30		45		55	
					Meets	13	8		12		20	
					Masters	9	2		5		10	
	Math	All	STAAR	68	Did Not Meet	78	70		55		50	
					Approaches	22	20		28		50	
					Meets	8	8		12		20	
					Masters	0	2		5		10	