

Texas Preparatory School
Texas Preparatory School - Austin - TIP
2021-2022 Cycles/Essential Actions/Action Steps



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ESC Region: 13

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: We did not achieve our overall performance goals in Math and Science. Every child in every classroom is on a different level academically than the grade that they are in. Modifying lesson plans and providing differentiation to all of our students is our way forward.

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

Implementation Level: Partial Implementation

Rationale: In an effort to ensure that all staff are involved in the success of the school, the goal is to have 100% of our staff engaged in instructional roles that ensure student success. Each role has specific assignments that support our Priority Values. The Priority Values are the fundamental principles of our school. Parents, students and staff will become more knowledgeable and engaged in student learning and campus culture.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Campus Director will meet weekly with instructional leaders. These meetings will be scheduled via Google calendar with all teachers that are assigned leadership roles that directly involve our students and their instructional needs. Leadership roles will be guided by the Campus Director. Professional Development will be offered through our VIP. In addition to our Summer Institute previously held, all trainers (VIP) have been scheduled to provide PD at least three additional times this year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All instructional goals (objectives), will be communicated through Class Dojo. Every teacher has access to this online portal to communication learning objectives to parents. Class Dojo also provides a story page for events and items that are specific to the campus and its families. We will also solicit parents and staff to follow our social media pages which communicate all upcoming events and details associated with that event. We are currently developing a short campaign with incentives for parents to complete our ESF Panorama Survey in an effort to get 100% participation from every household.

Desired Annual Outcome: The desired annual outcome is to have 100% of the Teacher Leader positions filled and fully implemented. This will allow us to have full implementation no later the November 1, 2021.

District Commitment Theory of Action: If the District continues to support the efforts of our Teacher Leaders through Professional Development and small incentives (stipend), then the teachers will feel motivated to take on and complete additional tasks.

Desired 90-day Outcome: 100% percent of teacher leadership roles have been filled with deliverables in place.

100% percent of all parents are signed up to Class Dojo

100% of parents participated in the ESF Survey

District Actions: The District will provide a stipend to all teacher leaders who complete assigned tasks by the assigned due date or deadline as assigned by the Director.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Staff members can also use up to 30 minutes of their planning period to work with their campus counterpart to plan and implement ideas as a team to support the teacher leader roles. Every staff member has an opportunity to lead data meeting (PK-6). The weekly meetings requires every staff member to internalize student data as they prepare for their presentation.

Step 1 Details	Reviews
<p>Action Step 1: Create Google calendar with meeting dates once a week that includes the San Marcos campus counterpart/role to include the Campus Director.</p> <p>Evidence Used to Determine Progress: Teacher Schedules (Planning) & Google Calendar Appointment Times, Teacher Stipends</p> <p>Person(s) Responsible: Campus Director and Classroom Teacher</p> <p>Resources Needed: Written roles & responsibilities (deliverable dates), leadership stipends.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: - 6100-Payroll - \$1,000</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: In Cycle 2 we will continue to engage the counterpart in the weekly meetings. We have grown in this area and and planning time has been allocated to his area.</p>
Step 2 Details	Reviews
<p>Action Step 2: Class Dojo is a tracking tool that we will use to ensure that all parents are engaged and have responded to requests, have viewed class story and received messages from the classroom teacher and school administration.</p> <p>Evidence Used to Determine Progress: Google Calendar, Meeting Agendas and class dojo participation reports.</p> <p>Person(s) Responsible: Campus Director and classroom teacher</p> <p>Resources Needed: Google Calendar, Classroom Dojo Application and log in pass codes distributed to parents.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Cycle 2 will continue to build on class dojo to focus on parental engagement to include upcoming parent teacher conferences in this cycle. The barrier would be 100% parent participation.</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus Director, School Support personnel will make personal phone calls to ensure that all parents have been contacted regarding the ESF Panoramic Survey. Teachers will also respond to parent messages and answer any questions they may have about completing the survey.</p> <p>Evidence Used to Determine Progress: 100% of all parents are contact weekly to ensure that they have received a classroom code and registered in class dojo as evidenced using class dojo parent communication report.</p> <p>Person(s) Responsible: Classroom teacher, student support services and campus director.</p> <p>Resources Needed: Class dojo as the data platform.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will review the status of our ESF survey in cycle to with our VIP. 100% of the staff participated in the effort to get the parents to complete the survey.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers may be hesitant of accepting additional responsibilities.

There is always an issue of teachers having enough time.

Teachers will be hesitant to present to their colleagues during faculty meetings and counterpart meetings.

Teachers not being consistent with posting objectives on Class Dojo and parental contact.

What specific action steps address these challenges?: All campus personnel must be engaged to achieve the 100% goal.

The Campus Director must monitor the engagement of all campus personnel to ensure that they are fully engaged in making class dojo posts and making phone calls to parents.

Cycle 1 - (Sept – Nov)

2. 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: Essential Action 4.1 was selected to ensure that the campus instructional feedback protocol is in place to ensure that students are learning, rigorous instruction and formative assessments are implemented. In addition, all lessons are aligned to the TEKS and follows our Instructional Guide. The Instructional Guide will allow teachers to monitor pacing and student progress.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? All staff will be responsible for presentations during staff meetings and data meetings. (Unpacking TEKS, Learning Objectives for Teacher Clarity, Data Reports, and Academic Vocabulary, etc.) Every staff members (PK-6) will be responsible for making a contribution in this area. These meetings are scheduled via Google calendar. All staff will use the same tools and provide instruction to all students using the same fundamental principals. Students can begin to engage in their learning and know their expectations and will track their own academic growth.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Students and parents all have access to Class Dojo. It is a comprehensive online tool that is used to engaged all parents as well as send private communication to each parent regarding their child. Social Media platforms are used and a campus newsletter is created to make sure that all staff, parents and community are engaged with the campus and student learning.

Desired Annual Outcome: The desired annual outcome will be that our grade level STAAR scores would increase 35% in reading and 46% in math. Parental engagement will increase and 100% of all students on the campus will be tracking their academic data.

District Commitment Theory of Action: If the district provides training in focused areas, then 100% of the staff will be successful in delivering aligned instruction and tracking student data by using formative assessments.

Desired 90-day Outcome: 100% of the staff will participate in faculty and data meeting presentations. 100% of staff will use class dojo to post weekly learning objectives for parents.

District Actions: The District will provide the platforms (calendar, class dojo and social media) to ensure that parents are engage and receiving updated communication.

Did you achieve your 90 day outcome?: No

Why or why not?: The MOY math scores indicate that we have not made any significant gains. The teachers must focus more on differentiation. Lesson plans must be created using data to meet each student where they are. The curriculum must be adapted for the student and small group (one on one) instruction must be implemented.

Step 1 Details	Reviews
<p>Action Step 1: 100% of the staff will receive training throughout the year that will ensure that they know how to use the HQIM and that they are aligned with the TEKS and are consistently used every classroom. Teachers will engage students using the HQIM with key ideas, essential questions, recommended resources and content relevant and responsive to students' background (when applicable) in each content area.</p> <p>Evidence Used to Determine Progress: Formative assessments are administered bi-weekly, aligned to daily student tasks, to determine re-teaching and reassessment needs.</p> <p>Person(s) Responsible: Campus Director, Classroom Teacher and VIP</p> <p>Resources Needed: Aligned curriculum, Instructional Guide, DMAC Software and Data Dig Protocol Software and Training with VIP.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Daily - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Teachers will receive additional training on how to process data. Teachers will also retain protected time to analyze and process data. Some barriers may be additional instructional strategies (differentiation) included in the lesson plan. Planning the re-teach and creating an exemplar for the reassessment.</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Instructional leaders will provide bi-weekly feedback for staff to modify and internalize lesson plans, to ensure that instruction is aligned to the instructional guide, while meeting the standards, and the expected level of rigor.</p> <p>Evidence Used to Determine Progress: Instructional feedback to 100 % of the staff that will include 1-3 precise pieces of feedback focused on teacher actions that would have the greatest positive impact on student learning.</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Google calendar to schedule Observation dates, HQIM and Professional Development with VIP.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The feedback protocol is in place and teachers are receiving training and coaching support. Barriers may include mindset/frustration of learning new software and instructional methods while addressing the needs of the students.</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus Director will review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding the in lessons that are aligned to the instructional guides and standards. Teachers will have and will receive the following trainings: Summer Institute PD 8/2 - 8/10 10/7 Academic Vocabulary 11/1 Backward Planning/ Instructional Alignment 11/18 Increased Rigor Through Higher Level</p> <p>Evidence Used to Determine Progress: Bi-weekly feedback, daily lesson plans that include aligned objectives, activities and formative assessments.</p> <p>Person(s) Responsible: Campus Director and Classroom Teacher</p> <p>Resources Needed: Effective teachers, instructional guide and Google Drive.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Daily - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Summer Institute PD - Staff Attendance - 6100-Payroll - \$2,200, Region 13 Invoices - 6200-Professional and contracted services - \$1,000</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Classroom Teachers will use the DDP reports and create lesson plans that address individual student needs. The teachers will need more time in addition to the embedded planning period to ensure that they are internalizing the data for each student and to process the questions for each data report to prepare re-teach/intervention.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Keeping staff motivated and focused on student learning, in addition to continuous improvement of instruction.

What specific action steps address these challenges?: Scheduled Training with VIP (Region 13) All trainings will be placed on the Google Calendar and all materials associated with the trainings will be shared on Google Drive with the instructional staff.

10/7 Academic Vocabulary
11/1 Backward Planning/ Instructional Alignment
11/18 Increased Rigor Through Higher Level Questioning

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus needed to have a school-wide approach to monitor data for each student. With tools such as DMAC, Lead4Ward, and the recent purchase of the Data Dig Protocol software, all students will be able to track what they have learned throughout the year and staff will know how to provide support to every student in an effort to meet them where they are using the data from the bi-weekly DMAC tests, Student Expectations (SEs) and the tutorial report. The bi-weekly tests are scheduled using our Google calendar.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The District has Purchased the Data Dig Protocol software to assist with facilitating collaboration between teachers on common assessments by helping them be specific in addressing Student Expectations (SEs). In addition to DMAC, the Data Dig Protocol presentations will support our campus Data Meetings, which will be placed on our Google Calendar bi-weekly throughout the year. The Data Dig Protocol reports will be analyzed bi-weekly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Each student has been assigned a portfolio to track their data. Class Dojo is being used to communicate student success or areas of intervention and this information can be readily viewed by parents.

Desired Annual Outcome: The desired annual outcome is that 100% of the instructional team will be able to process data to support each student.

District Commitment Theory of Action: If the District continues the commitment of Professional Development for all staff, then teachers will have the training that they need to determine how they can meet the individual needs of each child using the data that has been provided.

Desired 90-day Outcome: 90% of teachers' classroom observations will be completed bi-weekly and reviewed to address critical areas of support for students. Observations will indicate that teachers are using proficient strategies for critical thinking, productive struggle and differentiation.

District Actions: The District will provide monthly training through our VIP (Region 13). 100% of staff received the Data Dig Protocol Training on 9/15/21. DMAC training will be scheduled every cycle. All staff has been provided a copy of Data Driven 2.0.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of the staff participates in the bi-weekly data meetings. Introducing the staff Google feedback form has helped that staff to be more detailed in the presentations.

Step 1 Details	Reviews
<p>Action Step 1: Campus Director will review disaggregated data with the team to track and monitor individual student progress and provide evidence based feedback to teachers.</p> <p>Evidence Used to Determine Progress: Assessment calendar, reports from Data Dig Protocol, Agenda/Google Notes from all school-wide Data meetings, Google calendar and 100% of the students have created data tracking folders.</p> <p>Person(s) Responsible: Campus Director and Classroom Teacher</p> <p>Resources Needed: Data Dig Protocol Training, DMAC Training, Google Calendared Data Meetings and Meeting Notes.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 15, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Classroom teachers will receive additional training to keep up with the nuances of the DMAC and DDP software. Teacher mindset and clarity of TEKS may be a barrier. Teachers will also need additional time to make all of the LP adjustments.</p>
Step 2 Details	Reviews
<p>Action Step 2: Unpack the Standard and create exemplar: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skill reflect all appropriate paths to mastery.</p> <p>Evidence Used to Determine Progress: Weekly staff presentations on Unpacking the standard and two trainings with our VIP, Meeting Agendas and Google Notes.</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Unpacking the standard training with VIP</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Professional Contracted Services. - 6200-Professional and contracted services - \$500</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Introduced the Google feedback form so that peers can provide feedback to their colleagues. Grade level data presentations include both campuses.</p>

Step 3 Details	Reviews
<p>Action Step 3: Teachers will use corrective action planning process, to analyze student work, identify trends in students misconceptions to determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Evidence Used to Determine Progress: Weekly lesson plans, bi-weekly DMAC assessments and bi weekly data dig protocol reports that address the specific needs of each student.</p> <p>Person(s) Responsible: Classroom teacher and campus director.</p> <p>Resources Needed: DMAC Software, Google Drive and Calendar, and the Data Dig Protocol Software</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We have met the criteria for this action step. The current DMAC software has be updated and staff will need additional training. The Campus Director has attended that training for the new DMAC roll out.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenge of getting results and not seeing student improvement as quickly as they would like.

Beginner teachers who are learning pedagogy will need to keep up with implementing new teaching strategies (curriculum alignment, differentiation, and new data software).

What specific action steps address these challenges?: Bi-weekly data meetings to develop instructional strategies. Use of DMAC and DDP for detailed data to create an intervention plan for each student. Parent communication and use of student tracking folders will in engage the family in academic needs of the student.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: We did not achieve the desired goal in math and science. The staff needs to focus on differentiation and meeting the students where they are. We are planning additional training to help our teachers internalize data and formulate lesson plans that include re-teach and address individual student needs.

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

Implementation Level: Partial Implementation

Rationale: In an effort to ensure that all staff are involved in the success of the school, the goal is to have 100% of our staff engaged in instructional roles that ensure student success. Each role has specific assignments that support our Priority Values. The Priority Values are the fundamental principles of our school. Parents, students and staff will become more knowledgeable and engaged in student learning and campus culture.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Campus Director will meet weekly with instructional leaders. These meetings will be scheduled via Google calendar with all teachers that are assigned leadership roles that directly involve our students and their instructional needs. Leadership roles will be guided by the Campus Director. Professional Development will be offered through our VIP. In addition to our Summer Institute previously held, all trainers (VIP) have been scheduled to provide PD at least three additional times this year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All instructional goals (objectives), will be communicated through Class Dojo. Every teacher has access to this online portal to communication learning objectives to parents. Class Dojo also provides a story page for events and items that are specific to the campus and its families. We will also solicit parents and staff to follow our social media pages which communicate all upcoming events and details associated with that event. We are currently developing a short campaign with incentives for parents to complete our ESF Panorama Survey in an effort to get 100% participation from every household.

Desired Annual Outcome: The desired annual outcome is to have 100% of the Teacher Leader positions filled and fully implemented. This will allow us to have full implementation no later the November 1, 2021.

District Commitment Theory of Action: If the District continues to support the efforts of our Teacher Leaders through Professional Development and small incentives (stipend), then the teachers will feel motivated to take on and complete additional tasks.

Desired 90-day Outcome: 100% of teacher leaders will be actively functioning in their positions in support of increasing student data outcomes. We anticipate seeing an increase of 15 - 20% in scores on November interim assessments.

District Actions: If the District continues to provide Professional Development for the staff, then our students will be able to make academic gains in core subject areas.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have all of our leadership positions filled. All staff have been given job descriptions with deliverables and deadlines. The stipend has been great motivation for the team. The interim test show slight increases in reading, however the math scores do not reflect the goal.

Step 1 Details	Reviews
<p>Action Step 1: Campus Director will meet weekly with the instructional leadership team to review job-embedded PD that is consistent with best practices for adult learning, modeling and feedback protocols.</p> <p>Campus leadership roles will include the following school wide activities: Campus Improvement Leaders host onsite ESF Training with VIP</p> <p>Cultural Enrichment Leader - Host Christmas program and Black History Month Program</p> <p>Campus Fundraising Leader - Snack Shack and Christmas Photos Fundraisers</p> <p>STEM Coordinator - Austin Energy/Campus Science Fair</p> <p>PEVO (Parent Educator Volunteer Organization) Leader - Hosting monthly Zoom Q & A with parents and staff.</p> <p>Evidence Used to Determine Progress: ESF Training completion certificates, programs from ceremonies, science fair awards, zoom recordings.</p> <p>Person(s) Responsible: Campus Director and classroom teachers</p> <p>Resources Needed: Google Drive, Zoom, Austin Energy Training for virtual fair and</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We are receiving hands on training through Professional Development. Get Better Faster was used as a starting point through our Summer PD. Many of the staff lack pedagogy and this book and training has helped all teachers to structure our classrooms and procedures so that they function in the same manner PK-6.</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Director will provide campus leaders with performance evaluations that are clear, with written, transparent roles and core leadership tasks.</p> <p>Evidence Used to Determine Progress: Google calendared counterpart meetings with weekly agendas.</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Class dojo platform, google calendar and training with VIP.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: December 31, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: 100% of our parents have signed up for a Class Dojo account. This is the primary tool that we use to communicate to parents.</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus Director and Campus leaders will lead data and staff meetings, which will include modeling the use of software, curriculum and classroom management techniques.</p> <p>Evidence Used to Determine Progress: Google calendared meetings with weekly agendas to include Google Notes.</p> <p>Person(s) Responsible: Campus Director and classroom teachers.</p> <p>Resources Needed: Stipend for staff leadership roles</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: - 6300-Supplies and materials - \$500</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: As the software programs have evolved, the staff will need additional training. The barrier will be scheduling substitutes for all of the staff to receive training.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We will be working through our tutoring schedule during this time and all of the teachers must be specific regarding the academic needs of every student so that the tutor can provide support. The challenge would be to ensure that they are not overwhelmed and the have enough time to update TEKS in the online academic support systems.

What specific action steps address these challenges?: We are currently pre-planning and using the DDP reports while creating targeted lesson plans and DMAC reports that identify all of the standards that have low performance.

Cycle 2 - (Dec – Feb)

2. 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: Essential Action 4.1 was selected to ensure that the campus instructional feedback protocol is in place to ensure that students are learning, rigorous instruction and formative assessments are implemented. In addition, all lessons are aligned to the TEKS and follows our Instructional Guide. The Instructional Guide will allow teachers to monitor pacing and student progress.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? All staff will be responsible for presentations during staff meetings and data meetings. (Unpacking TEKS, Learning Objectives for Teacher Clarity, Data Reports, and Academic Vocabulary, etc.) Every staff members (PK-6) will be responsible for making a contribution in this area. These meetings are scheduled via Google calendar. All staff will use the same tools and provide instruction to all students using the same fundamental principals. Students can begin to engage in their learning and know their expectations and will track their own academic growth.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Students and parents all have access to Class Dojo. It is a comprehensive online tool that is used to engaged all parents as well as send private communication to each parent regarding their child. Social Media platforms are used and a campus newsletter is created to make sure that all staff, parents and community are engaged with the campus and student learning.

Desired Annual Outcome: The desired annual outcome will be that our grade level STAAR scores would increase 35% in reading and 46% in math. Parental engagement will increase and 100% of all students on the campus will be tracking their academic data.

District Commitment Theory of Action: If the district provides training in focused areas, then 100% of the staff will be successful in delivering aligned instruction and tracking student data by using formative assessments.

Desired 90-day Outcome: Every grade leve teacher will attend Savvas online training. All teacher observations will be scheduled via Google calendar and 100% of the parents will be enrolled in Class dojo.

District Actions: If the district continues to approve VIP trainings and distribute our bi-weekly newsletter, parents, students and staff will be informed about the academic needs of their child and what we are doing to support them.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All staff have received training from our VIP partner and 100% of our parents are actively engaged on Class Dojo and are signed up to receive our campus e-newsletter.

Step 1 Details	Reviews
<p>Action Step 1: Campus Director will ensure that all staff know how to use the HQIM and that they are aligned with the TEKS and are consistently used every classroom. Teachers will engage students with HQIM with key ideas, essential questions, recommended resources and content relevant and responsive to students' background (when applicable) in each content area.</p> <p>Evidence Used to Determine Progress: Formative assessments are administered bi-weekly, aligned to daily student tasks, and re-teaching and reassessment needs.</p> <p>Person(s) Responsible: Campus Director, Classroom Teacher and VIP</p> <p>Resources Needed: Aligned curriculum, Instructional Guide, DMAC Software and Data Dig Protocol Software and Training with VIP.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Daily - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: - 6300-Supplies and materials - \$500</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: In addition to the Savvas curriculum, we are reviewing the scope and sequence and TEKS instructional guide that is provided by Region 13. The barrier is the mindset of the staff that must adopt and use new HQIM.</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Instructional leaders will provide bi-weekly feedback for staff to modify and internalize lesson plans, to ensure that instruction is aligned to the instructional guide, while meeting the standards, and the expected level of rigor.</p> <p>Evidence Used to Determine Progress: Instructional feedback to 100 % of the staff that will include 1-3 precise pieces of feedback focused on teacher actions that would have the greatest positive impact on student learning.</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Google calendar to schedule Observation dates, HQIM and Professional Development with VIP.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: - 6200-Professional and contracted services - \$1,000</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: In addition to the classroom observations, the Campus Director will engage all staff in individual weekly support meetings. The barrier would be to make sure that the meetings are consistent.</p>

Step 3 Details	Reviews
<p>Action Step 3: Daily lesson plans, unit and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and HQIM.</p> <p>Evidence Used to Determine Progress: Daily lesson plans and bi-weekly DMAC data SE reports.</p> <p>Person(s) Responsible: Campus Director and Classroom Teacher</p> <p>Resources Needed: DMAC Software, DDP software, Google Calendar and Drive</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Additional training for staff, as all of the platforms that we are currently using have been upgraded and many new features have been added. The barrier scheduling the PD so that everyone can attend.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Parental engagement will be the challenge. Although we have 100% parent engagement on class dojo. The parents can see the learning objectives daily, however they must be informed as to what they can do to support their child academically.

What specific action steps address these challenges?: We can share the data reports from DMAC and make sure that they are aware of the tutoring schedule. Use Google meet with to schedule bi-weekly conferences with parents leading up to the STAAR test.

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus needed to have a school-wide approach to monitor data for each student. With tools such as DMAC, Lead4Ward, and the recent purchase of the Data Dig Protocol software, all students will be able to track what they have learned throughout the year and staff will know how to provide support to every student in an effort to meet them where they are using the data from the bi-weekly DMAC tests, Student Expectations (SEs) and the tutorial report. The bi-weekly tests are scheduled using our Google calendar.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The District has Purchased the Data Dig Protocol software to assist with facilitating collaboration between teachers on common assessments by helping them be specific in addressing Student Expectations (SEs). In addition to DMAC, the Data Dig Protocol presentations will support our campus Data Meetings, which will be placed on our Google Calendar bi-weekly throughout the year. The Data Dig Protocol reports will be analyzed bi-weekly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Each student has been assigned a portfolio to track their data. Class Dojo is being used to communicate student success or areas of intervention and this information can be readily viewed by parents.

Desired Annual Outcome: The desired annual outcome is that 100% of the instructional team will be able to process data to support each student.

District Commitment Theory of Action: If the District continues the commitment of Professional Development for all staff, then teachers will have the training that they need to determine how they can meet the individual needs of each child using the data that has been provided.

Desired 90-day Outcome: 100% of the staff will receive Data Dig Protocol training. 100% of all students will have prepared their own student portfolio to track data.

District Actions: If the District continues to provide support for teacher training, then the staff will be able to achieve the desired outcomes for the students.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of the staff did receive the Data Dig Protocol training and every grade level has had an opportunity to present at the bi weekly data meetings.

Step 1 Details	Reviews
<p>Action Step 1: Campus Director will meet with teachers after each bi-weekly DMAC assessment test to disaggregate and review data in order to make data informed decisions for the students.</p> <p>Evidence Used to Determine Progress: Bi-weekly DMAC reports and DDP reports that include notes that will help to create differentiated lesson plans.</p> <p>Person(s) Responsible: Campus Director and Classroom Teacher</p> <p>Resources Needed: DMAC Software, DDP software, lesson plans and Google Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The data will become more specific to individual students so that lesson plans can be modified to fit the meet the needs of every student through differentiation.</p>

Step 2 Details	Reviews
<p>Action Step 2: Campus Director and Staff will receive additional training with VIP on Data Driven Instruction using DMAC and the Data Dig Protocol which has already been scheduled for 1/4/2022 (DMAC) and 2/21/2022 (DDP).</p> <p>Evidence Used to Determine Progress: Campus Director and staff will receive training certificates from VIP.</p> <p>Person(s) Responsible: Campus Director and VIP</p> <p>Resources Needed: Stipend for VIP, Google Calendar, DMAC and DDP software</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Quarterly - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: VIP Training - 6200-Professional and contracted services - \$500</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: As the data systems have evolved, the staff will need additional training to keep up with the substantive changes that have been made. The barrier would be scheduling time to for all grade level teacher to attend the training.</p>
Step 3 Details	Reviews
<p>Action Step 3: Unpack the Standard and create exemplar: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skill reflect all appropriate paths to mastery.</p> <p>Evidence Used to Determine Progress: Weekly staff presentations on Unpacking the standard and two trainings with our VIP, Meeting Agendas and Google Notes.</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Unpacking the standard training with VIP</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p> <p>Funding Sources: Professional Contracted Services. - 6200-Professional and contracted services - \$500</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: 100% of the staff has received training in this area. We will receive follow-up training through our VIP.</p>

Step 4 Details	Reviews
<p>Action Step 4: Teachers will use corrective action planning process, to analyze student work, identify trends in students misconceptions to determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Evidence Used to Determine Progress: Weekly lesson plans, bi-weekly DMAC assessments and bi weekly data dig protocol reports that address the specific needs of each student.</p> <p>Person(s) Responsible: Classroom teacher and campus director.</p> <p>Resources Needed: DMAC Software, Google Drive and Calendar, and the Data Dig Protocol Software</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 7, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Additional training will be provided for differentiated instruction. The barrier is scheduling all of the staff to receive the training simultaneously due to lack of substitutes.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenge will be to provide enough time for teachers to internalize lesson plans. Teachers must be specific about differentiation and how they will specifically address student needs. The challenge will be for the staff to be consistent and continue to make adjustments as students move forward.

What specific action steps address these challenges?: The Campus Director must have follow through and write corrective instruction action plans, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment date review.

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: While all students made incremental gains, all teachers will need to have protected time for corrective planning. This should include unpacking the standard, identifying student gaps, and planning or practicing the reteach that includes an exemplar to address students errors.

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

Implementation Level: Partial Implementation

Rationale: In an effort to ensure that all staff are involved in the success of the school, the goal is to have 100% of our staff engaged in instructional roles that ensure student success. Each role has specific assignments that support our Priority Values. The Priority Values are the fundamental principles of our school. Parents, students and staff will become more knowledgeable and engaged in student learning and campus culture.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Campus Director will meet weekly with instructional leaders. These meetings will be scheduled via Google calendar with all teachers that are assigned leadership roles that directly involve our students and their instructional needs. Leadership roles will be guided by the Campus Director. Professional Development will be offered through our VIP. In addition to our Summer Institute previously held, all trainers (VIP) have been scheduled to provide PD at least three additional times this year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All instructional goals (objectives), will be communicated through Class Dojo. Every teacher has access to this online portal to communication learning objectives to parents. Class Dojo also provides a story page for events and items that are specific to the campus and its families. We will also solicit parents and staff to follow our social media pages which communicate all upcoming events and details associated with that event. We are currently developing a short campaign with incentives for parents to complete our ESF Panorama Survey in an effort to get 100% participation from every household.

Desired Annual Outcome: The desired annual outcome is to have 100% of the Teacher Leader positions filled and fully implemented. This will allow us to have full implementation no later the November 1, 2021.

District Commitment Theory of Action: If the District continues to support the efforts of our Teacher Leaders through Professional Development and small incentives (stipend), then the teachers will feel motivated to take on and complete additional tasks.

Desired 90-day Outcome: 100% of the campus instructional leaders have participated in Professional Development. We have 100% of our parents subscribed to our class dojo.

District Actions: The District will provide stipends, access to web-based platforms that will assist in engaging parents and staff.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of the faculty participated in soliciting parental engagement in our ESF survey. 100% of the staff posted learning objectives on class dojo.

Did you achieve your annual outcome? Why or why not?: We achieved our 90 day outcome in this area, as we had 100% parent participation, due to faculty and our Student Support personell calling parents and assisting them with completing the survey.

Step 1 Details	Reviews
<p>Action Step 1: Ensure the 100% of the parents are signed up to receive Class Dojo alerts from the campus.</p> <p>Evidence Used to Determine Progress: Class rosters, classroom dojo accounts.</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Classroom Dojo Class Codes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 1, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: 100% of all parents are currently registered in Class Dojo in every classroom.</p>
Step 2 Details	Reviews
<p>Action Step 2: Bi Weekly review with leadership team of completed tasks/assignments.</p> <p>Evidence Used to Determine Progress: Google Calendar, Meeting Agenda</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Teacher stipend, Google Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The Campus Director and staff will continue to refine the tasks that are necessary to complete the job assignments and allocate time for teacher leaders to complete them (August - May). The barrier would be the allocation of time for staff to plan and implement.</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus Director will meet weekly with the instructional leadership team to review job-embedded PD that is consistent with best practices for adult learning, modeling and feedback protocols.</p> <p>Campus leadership roles will include the following school wide activities: Campus Improvement Leaders host onsite ESF Training with VIP</p> <p>Cultural Enrichment Leader - Host Christmas program and Black History Month Program</p> <p>Campus Fundraising Leader - Snack Shack and Christmas Photos Fundraisers</p> <p>STEM Coordinator - Austin Energy/Campus Science Fair</p> <p>PEVO (Parent Educator Volunteer Organization) Leader - Hosting monthly Zoom Q & A with parents and staff.</p> <p>Evidence Used to Determine Progress: ESF Training completion certificates, programs from ceremonies, science fair awards, zoom recordings.</p> <p>Person(s) Responsible: Campus Director and classroom teachers</p> <p>Resources Needed: Google Drive, Zoom, Austin Energy Training for virtual fair and</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The next step is to make sure that all staff is enrolled in specific professional development with our VIP.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Will the teachers have enough time to continue to focus on their leadership roles during, testing and tutoring on the campus.

What specific action steps address these challenges?: District will provide stipends for staff.
District will provide access to web-based platforms

Cycle 3 - (Mar – May)

2. 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: Essential Action 4.1 was selected to ensure that the campus instructional feedback protocol is in place to ensure that students are learning, rigorous instruction and formative assessments are implemented. In addition, all lessons are aligned to the TEKS and follows our Instructional Guide. The Instructional Guide will allow teachers to monitor pacing and student progress.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? All staff will be responsible for presentations during staff meetings and data meetings. (Unpacking TEKS, Learning Objectives for Teacher Clarity, Data Reports, and Academic Vocabulary, etc.) Every staff members (PK-6) will be responsible for making a contribution in this area. These meetings are scheduled via Google calendar. All staff will use the same tools and provide instruction to all students using the same fundamental principals. Students can begin to engage in their learning and know their expectations and will track their own academic growth.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Students and parents all have access to Class Dojo. It is a comprehensive online tool that is used to engaged all parents as well as send private communication to each parent regarding their child. Social Media platforms are used and a campus newsletter is created to make sure that all staff, parents and community are engaged with the campus and student learning.

Desired Annual Outcome: The desired annual outcome will be that our grade level STAAR scores would increase 35% in reading and 46% in math. Parental engagement will increase and 100% of all students on the campus will be tracking their academic data.

District Commitment Theory of Action: If the district provides training in focused areas, then 100% of the staff will be successful in delivering aligned instruction and tracking student data by using formative assessments.

Desired 90-day Outcome: 100% of the staff will receive training in successful in delivery of aligned instruction using the Savvas curriculum and data tracking through DMAC and the Data Dig Protocol.

District Actions: The District will provide web-based platforms to supports faculty. The District will provide TEKS aligned curriculum for the staff (Savvas).

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% if the faculty were trained on all on line platforms that support instruction.

Did you achieve your annual outcome? Why or why not?: The campus does not currently have a campus-wide protocol of best practices once the faculty is trained. We would need to create exemplars of best practices.

Step 1 Details	Reviews
<p>Action Step 1: Campus Director will ensure that all staff know how to use the HQIM and that they are aligned with the TEKS and are consistently used every classroom. Teachers will engage students with HQIM with key ideas, essential questions, recommended resources and content relevant and responsive to students' background (when applicable) in each content area.</p> <p>Evidence Used to Determine Progress: Formative assessments are administered bi-weekly, aligned to daily student tasks, and re-teaching and reassessment needs.</p> <p>Person(s) Responsible: Campus Director, Classroom Teacher and VIP</p> <p>Resources Needed: Aligned curriculum, Instructional Guide, DMAC Software and Data Dig Protocol Software and Training with VIP.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Daily - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Provide additional training with all of the necessary upgrades to the online systems that are already established.</p>
Step 2 Details	Reviews
<p>Action Step 2: 100% of the staff will receive training throughout the year that will ensure that they know how to use the HQIM and that they are aligned with the TEKS and are consistently used every classroom. Teachers will engage students using the HQIM with key ideas, essential questions, recommended resources and content relevant and responsive to students' background (when applicable) in each content area.</p> <p>Evidence Used to Determine Progress: Formative assessments are administered bi-weekly, aligned to daily student tasks, to determine re-teaching and reassessment needs.</p> <p>Person(s) Responsible: Campus Director, Classroom Teacher and VIP</p> <p>Resources Needed: Aligned curriculum, Instructional Guide, DMAC Software and Data Dig Protocol Software and Training with VIP.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Daily - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: 100% of the faculty received training in all systems that are required for facilitating instruction with fidelity.</p>
Step 3 Details	Reviews
<p>Action Step 3: 100% of the faculty will attend Savvas training webinars and VIP training for use of HQIM</p> <p>Evidence Used to Determine Progress: All staff will receive a transcript of completion of training.</p> <p>Person(s) Responsible: Campus Director, faculty and VIP partner</p> <p>Resources Needed: Savvas web-based curriculum and substitutes so that teachers can attend training.</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: March 1, 2022 - Frequency: Quarterly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: There are no adjustments or exceptions to all staff being fully trained and implementing Savvas.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The campus director will make sure that all of the staff can use the software systems and keep up with the software updates. All faculty must have time for training.

What specific action steps address these challenges?: Access to software systems and updates.
Allocated time for training.

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus needed to have a school-wide approach to monitor data for each student. With tools such as DMAC, Lead4Ward, and the recent purchase of the Data Dig Protocol software, all students will be able to track what they have learned throughout the year and staff will know how to provide support to every student in an effort to meet them where they are using the data from the bi-weekly DMAC tests, Student Expectations (SEs) and the tutorial report. The bi-weekly tests are scheduled using our Google calendar.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The District has Purchased the Data Dig Protocol software to assist with facilitating collaboration between teachers on common assessments by helping them be specific in addressing Student Expectations (SEs). In addition to DMAC, the Data Dig Protocol presentations will support our campus Data Meetings, which will be placed on our Google Calendar bi-weekly throughout the year. The Data Dig Protocol reports will be analyzed bi-weekly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Each student has been assigned a portfolio to track their data. Class Dojo is being used to communicate student success or areas of intervention and this information can be readily viewed by parents.

Desired Annual Outcome: The desired annual outcome is that 100% of the instructional team will be able to process data to support each student.

District Commitment Theory of Action: If the District continues the commitment of Professional Development for all staff, then teachers will have the training that they need to determine how they can meet the individual needs of each child using the data that has been provided.

Desired 90-day Outcome: 100% of the staff will be trained use the DDP software and understand how to differentiate instruction based on student data.

District Actions: The District will provide ongoing training for all staff using the DMAC and Data Dig Protocol. Both web-based systems have been upgraded and a new subscription will need to be purchased.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100 % of the staff received the necessary training to implement DDP. Every grade level teacher had an opportunity to present student data at our weekly data meeting.

Did you achieve your annual outcome? Why or why not?: The annual outcome was achieved. Every faculty member was able to robustly use the system that is in place to monitor students improvement (DDP and DMAC). This weekly practice will remain and any software upgrades will be added.

Step 1 Details	Reviews
<p>Action Step 1: Campus Director will meet with teachers after each bi-weekly DMAC assessment test to disaggregate and review data in order to make data informed decisions for the students.</p> <p>Evidence Used to Determine Progress: Bi-weekly DMAC reports and DDP reports that include notes that will help to create differentiated lesson plans.</p> <p>Person(s) Responsible: Campus Director and Classroom Teacher</p> <p>Resources Needed: DMAC Software, DDP software, lesson plans and Google Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The Campus Director will allocate protected time for lesson plan revision.</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Director and Staff will receive additional training with VIP on Data Driven Instruction using DMAC and the Data Dig Protocol which has already been scheduled for 1/4/2022 (DMAC) and 2/21/2022 (DDP).</p> <p>Evidence Used to Determine Progress: Campus Director and staff will receive training certificates from VIP.</p> <p>Person(s) Responsible: Campus Director and VIP</p> <p>Resources Needed: Stipend for VIP, Google Calendar, DMAC and DDP software</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Quarterly - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: VIP Training - 6200-Professional and contracted services - \$500</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The District must support all faculty in receiving additional training by providing consistency in learning the nuances of the online programs.</p>
Step 3 Details	Reviews
<p>Action Step 3: All faculty will provide feedback on DDP presentations and the end of each meeting for both campus presentations.</p> <p>Evidence Used to Determine Progress: A Google form has been created that asks critical questions to collect feedback for each presenter.</p> <p>Person(s) Responsible: Campus Director and full faculty.</p> <p>Resources Needed: Google Form and Google calendar</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Both campuses will continue to present student data to include establishing a set time to re-write lesson plans. These plans should include differentiation of the lesson. Teachers will need protected time to complete new lesson plans.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenge will be to allocate time to stay focused on the essential actions as we prepare for the STAAR test. We will need more tutors on campus to assist with small group/one on one academic support.

What specific action steps address these challenges?: We will reduce one meeting per week to give the faculty more time to prepare the SE reports for tutors and update Zearn and Amplify every week.

Cycle 4 - (Jun – Aug)

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

Rationale: We must continue to develop this process by providing professional development, opportunities for adult learning and deliberate modeling

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Teachers will have a clearly defined role and evaluation tools so that staff will be able to articulate how their performance is evaluated and what success will look like.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Class dojo, email, and e-newsletters will be used to communicate campus events and fundraisers.

Desired Annual Outcome: 100% of the staff will be actively engaged in Leadership roles.

District Commitment Theory of Action: If the District will commit stipends for the Teacher Leader Roles, then the teachers will not be apprehensive about taking on additional responsibilities.

Desired 90-day Outcome:

District Actions:

Did you achieve your 90 day outcome?: Yes

Why or why not?: We were able to complete the job descriptions and evaluation tool, however, the deliverables still need to be defined.

Step 1 Details	Reviews
<p>Action Step 1: Campus Director will meet weekly with the instructional leadership team to review job-embedded PD that is consistent with best practices for adult learning, modeling and feedback protocols.</p> <p>Campus leadership roles will include the following school wide activities: Campus Improvement Leaders host onsite ESF Training with VIP</p> <p>Cultural Enrichment Leader - Host Christmas program and Black History Month Program</p> <p>Campus Fundraising Leader - Snack Shack and Christmas Photos Fundraisers</p> <p>STEM Coordinator - Austin Energy/Campus Science Fair</p> <p>PEVO (Parent Educator Volunteer Organization) Leader - Hosting monthly Zoom Q & A with parents and staff.</p> <p>Evidence Used to Determine Progress: ESF Training completion certificates, programs from ceremonies, science fair awards, zoom recordings.</p> <p>Person(s) Responsible: Campus Director and classroom teachers</p> <p>Resources Needed: Google Drive, Zoom, Austin Energy Training for virtual fair and</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: A process needs to be develop to provide feedback for the various roles to include an evaluation tool for all teacher leaders.</p>
Step 2 Details	Reviews
<p>Action Step 2: Bi Weekly review with leadership team of completed tasks/assignments.</p> <p>Evidence Used to Determine Progress: Google Calendar, Meeting Agenda</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Teacher stipend, Google Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Stipends have been provided for all staff, however teacher must be allowed to have protected time to implement this essential action.</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus Director will meet weekly with the instructional leadership team to review job-embedded PD that is consistent with best practices for adult learning, modeling and feedback protocols.</p> <p>Campus leadership roles will include the following school wide activities: Campus Improvement Leaders host onsite ESF Training with VIP</p> <p>Cultural Enrichment Leader - Host Christmas program and Black History Month Program</p> <p>Campus Fundraising Leader - Snack Shack and Christmas Photos Fundraisers</p> <p>STEM Coordinator - Austin Energy/Campus Science Fair</p> <p>PEVO (Parent Educator Volunteer Organization) Leader - Hosting monthly Zoom Q & A with parents and staff.</p> <p>Evidence Used to Determine Progress: ESF Training completion certificates, programs from ceremonies, science fair awards, zoom recordings.</p> <p>Person(s) Responsible: Campus Director and classroom teachers</p> <p>Resources Needed: Google Drive, Zoom, Austin Energy Training for virtual fair and</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Campus Director will create a list of trainings so that teachers may engage in the various programs during the summer months.</p>
Step 4 Details	Reviews
<p>Action Step 4: Bi Weekly review with leadership team of completed tasks/assignments.</p> <p>Evidence Used to Determine Progress: Google Calendar, Meeting Agenda</p> <p>Person(s) Responsible: Campus Director</p> <p>Resources Needed: Teacher stipend, Google Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus Director will place the bi-weekly meetings on the Google calendar.</p>

Step 5 Details	Reviews
<p>Action Step 5: Bi Weekly review with leadership team of completed tasks/assignments. Evidence Used to Determine Progress: Google Calendar, Meeting Agenda Person(s) Responsible: Campus Director Resources Needed: Teacher stipend, Google Calendar Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Quarterly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress Necessary Adjustments/Next Steps: Campus Director will place the bi-weekly meetings on teh Google calendar.</p>
Step 6 Details	Reviews
<p>Action Step 6: Campus Director will meet weekly with the instructional leadership team to review job-embedded PD that is consistent with best practices for adult learning, modeling and feedback protocols.</p> <p>Campus leadership roles will include the following school wide activities: Campus Improvement Leaders host onsite ESF Training with VIP</p> <p>Cultural Enrichment Leader - Host Christmas program and Black History Month Program</p> <p>Campus Fundraising Leader - Snack Shack and Christmas Photos Fundraisers</p> <p>STEM Coordinator - Austin Energy/Campus Science Fair</p> <p>PEVO (Parent Educator Volunteer Organization) Leader - Hosting monthly Zoom Q & A with parents and staff.</p> <p>Evidence Used to Determine Progress: ESF Training completion certificates, programs from ceremonies, science fair awards, zoom recordings. Person(s) Responsible: Campus Director and classroom teachers Resources Needed: Google Drive, Zoom, Austin Energy Training for virtual fair and Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: One Time - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Some Progress Necessary Adjustments/Next Steps: Campus Director will create a list of trainings so that teachers may engage in the various programs during the summer months.</p>

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?:

Cycle 4 - (Jun – Aug)

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

Rationale: As the Campus Director and DCSI look to recruit highly qualified educators, filtering prospective educators who bring a perception that teaching at the charter school is "easier" is a barrier that will need to be addressed.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? The Campus Director will create a screening tool, such as submitting a video that demonstrates lesson plan implementation, to "weed out" unfit candidates who are not capable of using technology or providing instruction using aligned curriculum. Grade level and content-area teams are supported and trained in adult learning facilitation and team dynamics.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The priorities will be communicated using our online platforms: website, newsletter, and class dojo. We will also continue our institute with our VIP partner to determine what courses will specifically guide the selection process.

Desired Annual Outcome: The all new faculty will be vetted, have teacher certification and will receive ongoing personalized training that supports building capacity and retention.

District Commitment Theory of Action: If the district supports a strategic process for selection and training/effective recruitment strategy, then the school would have more qualified/certified applicants.

Desired 90-day Outcome: To fill 100% of all teaching positions with certified teachers who have participated in orientation and use of HQIM.

District Actions: If the District will allow protected time for all faculty to receive instructional training, then all new hires will be successful in the classroom.

Did you achieve your 90 day outcome?: No

Why or why not?: We still need to put a systemic recruiting process in place in that all of the potential candidates are following the same interview process and providing that same information.

Step 1 Details	Reviews
<p>Action Step 1: Ensuring all staff receive training surrounding adult facilitation and team dynamics to include observation/modeling of meeting facilitation and performance coaching.</p> <p>Evidence Used to Determine Progress: Staff will receive training certificates and written feedback from instructional coaches.</p> <p>Person(s) Responsible: VIP, Instructional coach and Campus Director.</p> <p>Resources Needed: Google calendar, selected training and protected time for faculty.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Weekly - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps: There is a new action item that stems from our ESF review. We will begin the process of planning protected time for training and performance coaching.</p>

Step 2 Details	Reviews
<p>Action Step 2: In addition to the use of technology in the previous cycle, all new hires must include the ability to demonstrate that they are able to create and model instruction of lesson plans.</p> <p>Evidence Used to Determine Progress: Submitted video recordings and lesson plan exemplars.</p> <p>Person(s) Responsible: Instructional Coach and Campus Director</p> <p>Resources Needed: Computer, cameras and HQIM.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Weekly - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: A video must be submitted that demonstrates use of technology. This was a requirement when submitting resumes for consideration of employment</p>
Step 3 Details	Reviews
<p>Action Step 3: Expansion of teacher recruiting areas such as Texas Teachers, iTeach and surrounding Universities that have alternative certification programs.</p> <p>Evidence Used to Determine Progress: Detailed list of new teachers who have completed certification programs.</p> <p>Person(s) Responsible: Human Resources Director, Instructional Coach and Campus Director</p> <p>Resources Needed: List serve of Teacher certification programs.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Ongoing - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We have partnered with teacher certification programs in the past. We will continue to use the list and other resources.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Barriers will be identifying highly qualified candidates with a sound education foundation and strong pedagogy.

What specific action steps address these challenges?: All of the action steps will address these challenges throughout hiring process and ongoing instructional coaching and training.

Cycle 4 - (Jun – Aug)

3. Essential Action 5.3: Data-driven instruction.

Rationale: The instructional team on the campus does not include components that foster in-depth conversations to include unpacking the standards, identifying students gaps (using student work), and planning or practicing reteach or response to intervention.

Who will you partner with?: VIP

How will you build capacity in this Essential Action? Protected time must be provided for all faculty in the Master calendar for them to internalize and plan for differentiation in the lesson plans and reteach.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus staff will demonstrate high expectations and shared ownership for students success by displaying student progress in the classroom.

Desired Annual Outcome: 100% of the faculty will have protected time to review and analyze student data and time to reflect on potential students misconceptions before and after lesson delivery.

District Commitment Theory of Action: If the District will commit to providing protected time for teachers in the master calendar, the faculty will be able to plan and practice the reteach to include an exemplar that addresses student errors.

Desired 90-day Outcome:

District Actions:

Did you achieve your 90 day outcome?: No

Why or why not?: Staff did not receive the protected time to internalize the Data for the students.

Step 1 Details	Reviews
<p>Action Step 1: Campus Director and Staff will receive additional training with VIP on Data Driven Instruction using DMAC and the Data Dig Protocol which has already been scheduled for 1/4/2022 (DMAC) and 2/21/2022 (DDP).</p> <p>Evidence Used to Determine Progress: Campus Director and staff will receive training certificates from VIP.</p> <p>Person(s) Responsible: Campus Director and VIP</p> <p>Resources Needed: Stipend for VIP, Google Calendar, DMAC and DDP software</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Quarterly - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: VIP Training - 6200-Professional and contracted services - \$500</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: VIP will provide additional training and instructional coach will provide modeling.</p>

Step 2 Details	Reviews
<p>Action Step 2: All faculty will provide feedback on DDP presentations and the end of each meeting for both campus presentations.</p> <p>Evidence Used to Determine Progress: A Google for has been created that asks crtical questions to collect feedback for each presenter.</p> <p>Person(s) Responsible: Campus Director and full faculty.</p> <p>Resources Needed: Google Form and Google calendar</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: All faculty will complete google forms/surveys for each staff presentation.</p>
Step 3 Details	Reviews
<p>Action Step 3: Instructional coach will provide evidence-based feedback to teachers that include unpacking the standards, identifying student gaps (using student work), and planning or practicing the reteach.</p> <p>Evidence Used to Determine Progress: Instructional feedback protocol is carefully monitored and consistent using reports from the Data Dig Protocol and DMAC Data.</p> <p>Person(s) Responsible: Instuctional coach and Campus Director</p> <p>Resources Needed: Google calendar, Data Dig and DMAC Software</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Weekly - Evidence Collection Date: November 18, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Significant progress was made using the established feedback protocol, to include DDP. Teachers will need protected time to plan and reteach.</p>

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?: