

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

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**ESC Region:** 13

# Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	13
Cycle 3 - (Mar – May)	22
Cycle 4 - (Jun – Aug)	31

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** No. Inexperienced staff required training in data-driven instruction. Many students started the year below grade-level, due to learning loss associated with the pandemic. Closing that gap became the priority before grade-level progress could be achieved.

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

**Implementation Level:** Partial Implementation

**Rationale:** The entire campus instructional leadership team is new this year. Although there was progress in 2021 around written roles and responsibilities for campus instructional leaders, we need to continue to focus on 1.1

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The Capacity Builders at Texas Preparatory School are the DCSI, Director, Master Teachers, Teachers, and Region 13 Facilitators.

The Director will partner with the DCSI for professional mentoring and facilitation. The DCSI will provide direction and support to the Director through weekly meetings established for that purpose.

Master Teachers will provide tutoring support to grades 4 - 6 in Reading and Math twice a week.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Administrators will communicate these priorities to parents through Class Dojo and our bi-monthly e-newsletter. Administrators will communicate these priorities to students at assembly times. Administrators will communicate these priorities to teachers during weekly scheduled faculty meetings and staff meetings.

Administration will create buy-in with our teachers by offering stipends & recognition. Administrators will create buy-in with our parents by hosting Saturday workshops to answer all inquiries regarding student learning.

**Desired Annual Outcome:** 75% of teachers have a leadership role. Campus instructional leaders have clear, written roles and responsibilities. Core leadership tasks are completed via specific, documented deliverables. Weekly meetings are scheduled on Google calendars.

**District Commitment Theory of Action:** If, the district commits to providing opportunities for ongoing support and coaching of campus leaders and to supporting directors by protecting their time dedicated for school leadership, then instructional leaders will be developed with clear roles and responsibilities.

**Desired 90-day Outcome:** By the end of November 100% of teachers are receiving feedback on a bi-weekly basis, which is planned on their Google calendars, on the use of critical thinking and productive struggle in their classrooms and with other teachers, using an aligned rubric. The leadership team is calibrated on the feedback given to teachers based on meeting notes and calibration conversations at least 50% of the time.

Specific, written leadership roles are created for teachers to assume.

**District Actions:** The district will support the director by protecting her time dedicated for school leadership. The DCSI will support the campus by providing feedback on the rubric being used to observe teachers, and meeting notes taken during leadership meetings. Additionally, the DCSI will help coach the principal to further calibrate the leadership team when necessary.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** All the teachers are observed one week and then we meet to discuss the observation and provide feedback and support. Leadership roles were created.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Determine leadership roles and tasks to be scheduled.  <b>Evidence Used to Determine Progress:</b> Job Descriptions  <b>Person(s) Responsible:</b> Campus Director  <b>Resources Needed:</b> Job Descriptions; TCLAS  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 18, 2021</p>	<p><b>Progress toward Action Steps:</b> Met  <b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Create Google Calendar with regular meetings.  <b>Evidence Used to Determine Progress:</b> Schedules &amp; Google Calendar  <b>Person(s) Responsible:</b> Campus Director  <b>Resources Needed:</b> Google Calendar  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 12, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress  <b>Necessary Adjustments/Next Steps:</b> Director will meet with each Teacher Leader to ensure Google calendar meetings are taking place with their counterparts, and Director will attend. The barrier that limited progress over-scheduling of other meetings.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Assign teacher leadership roles  <b>Evidence Used to Determine Progress:</b> Written Roles &amp; Responsibilities  <b>Person(s) Responsible:</b> Campus Directors  <b>Resources Needed:</b> Written Roles &amp; Responsibilities  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 15, 2021</p>	<p><b>Progress toward Action Steps:</b> Met  <b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Review Google Calendar meetings with Teacher Leaders.</p> <p><b>Evidence Used to Determine Progress:</b> Meeting Notes</p> <p><b>Person(s) Responsible:</b> Director</p> <p><b>Resources Needed:</b> Google Calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 15, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Director will meet with each Teacher Leader to ensure Google calendar meetings are taking place with their counterparts, and Director will attend. The barrier that limited progress over-scheduling of other meetings.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Mindset Barriers: Finding the time to facilitate each job requirements. (director). It is easier just to do it myself rather than teach someone else to do it (director). I don't have time to take on other responsibilities because I already have too much to do (director and teachers.)

**What specific action steps address these challenges?:**

1. Determine Leadership roles and tasks to be scheduled - This will allow the teachers to take ownership of their own role in the school's success.
2. Assign Teacher Leadership roles - This will allow the teachers to take ownership of their own role in the school's success.
3. Create Google Calendar with regular meetings - This will create much needed time, so teachers will adhere to requirements of their roles.
4. Review Google Calendar meetings with Teacher Leaders - This will provide accountability for the teachers and the Director.

## 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:** We are implementing a new lesson plan format that is objective-driven. We need to continue to plan for thorough, systematic written feedback.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The instructional staff requires feedback to ensure that lesson plans are aligned to standards and the expected level of rigor. The Capacity Builders at Texas Preparatory School are the DCSI and Region 13.

The DCSI will work with the Director to provide feedback to the teachers, via the Data Dig protocol, that is targeted towards improvement and addresses student weaknesses and gaps.

Region 13 Facilitators will work with the teachers to fine-tune a new lesson plan format that is objective-driven, data-driven, and individually targeted to student learning, while being aligned to standards and rigor via the unpacking of the TEKS.

Region 13 will provide Professional Development on the following:

Instructional Planning

Get Better, Get Faster Scope and Sequence

Using DMAC for assessments and data gathering

Unpacking the TEKS

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The DCSI will communicate guidance and feedback during a weekly Directors Meeting.

The Director will provide feedback to teachers during weekly instructional and Data Dig Feedback meetings. The Director will also meet with teachers in accordance with the feedback protocol that includes a pre-conference to review lesson plans, an observation, and a post-conference to discuss the observation and data. Teachers will produce their action plans based on the Data Dig protocol to determine individual learning needs.

**Desired Annual Outcome:** The Director and Campus Instructional Leader review lesson plans weekly to ensure TEKS alignment and Depth of Knowledge (DOK) level 3 formative assessments. Teachers are given feedback and lesson planning support using the Data Dig protocol weekly Feedback Form.

**District Commitment Theory of Action:** If the district commits to ensuring access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will have effective objective-driven, daily lesson plans with formative assessments.

**Desired 90-day Outcome:** Teachers have identified the skill levels of the students in their classrooms, and adjusted their instruction accordingly. Progress is determined by formative assessment in DMAC. 34% of students will meet grade level standards or above. 50% of all lesson plans will be objective-driven.

**District Actions:** The district will ensure the teachers have access to formative assessment resources needed to ensure skills are measurable and observable.

**Did you achieve your 90 day outcome?:** No

**Why or why not?:** 100% of lesson plans are objective driven, but only 10.75 % of students met or mastered grade level standards in Reading and Math, combined.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Set lesson plan due dates.</p> <p><b>Evidence Used to Determine Progress:</b> Schedules and Google Calendar</p> <p><b>Person(s) Responsible:</b> Campus Director</p> <p><b>Resources Needed:</b> Google Calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 13, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Develop Feedback Protocol</p> <p><b>Evidence Used to Determine Progress:</b> Feedback Protocol Form</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> Best Practices for Feedback</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 15, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Feedback Protocol Form</p> <p><b>Evidence Used to Determine Progress:</b> Feedback Protocol Form &amp; Meeting recording</p> <p><b>Person(s) Responsible:</b> DCSI and Campus Director</p> <p><b>Resources Needed:</b> Feedback Protocol Draft</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 15, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Implement Feedback Protocol Cycle</p> <p><b>Evidence Used to Determine Progress:</b> Written Observation Notes</p> <p><b>Person(s) Responsible:</b> Campus Director</p> <p><b>Resources Needed:</b> Feedback Protocol</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 15, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Create Google Calendar Meeting Times to Observe Teachers</p> <p><b>Evidence Used to Determine Progress:</b> Google Calendar</p> <p><b>Person(s) Responsible:</b> Director</p> <p><b>Resources Needed:</b> Google Calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 15, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 6 Details	Reviews
<p><b>Action Step 6:</b> Hire additional staff to serve in the capacity of Assistant Principal.</p> <p><b>Evidence Used to Determine Progress:</b> Campus Roster</p> <p><b>Person(s) Responsible:</b> Director/Superintendent/Human Resources</p> <p><b>Resources Needed:</b> Acceptance Email; TCLAS</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 27, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 15, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Review Assistant Principal job description to determine compatibility.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Mindset Barriers:

I don't have time to look through all of these lesson plans (Director).

Planning this thoroughly takes too much time especially when I already know what I want to do (Teachers).

Teachers may not be invested in why critical thinking or productive struggle are important.

Behavior Barriers:

The Director may have a hard time completing observations or meeting with teachers to calibrate.



Teachers may not know what it looks like for a classroom to use critical thinking or productive struggle.

Director allowing teachers to turn lesson plans in late.

Director not scheduling time for written feedback.

Director does not have a systematic process for providing feedback.

Teachers not completing thorough plans (copy/paste).

Resource Barriers: Human Resources--assistant principals/instructional coaches."

- What specific action steps address these challenges?:**
1. Set lesson plan due dates - gives the teachers and the Director a timeline to plan with.
  2. Develop feedback protocol - allows the teachers to identify strengths and weaknesses in the lesson plan format, as well as identify areas requiring critical thinking and/or productive struggle.
  3. Review feedback protocol - provides director with real-time opportunities to involve teachers in their instructional progress, and identify those areas requiring critical thinking and productive struggle. This also provides for facilitation of thorough, well thought-out lesson plans.
  4. Implement feedback protocol - gives the director a timeline to work with for written feedback, as well as real-time opportunities to effect instructional improvement in critical thinking and productive struggle.
  5. Create Google Calendar meeting times to observe teachers and review those observations.
  6. Hire additional staff to serve in the capacity of Assistant Principal and/or Instructional Coach to serve new teachers.

## Cycle 1 - (Sept – Nov)

### 3. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Rationale:** We are implementing data-driven instruction. We need to put in place a process for corrective instruction action planning.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Our Capacity Builders are the DCSI, Campus Instructional Leaders and Region 13 Facilitators.

Campus Instructional Leaders will review data to track and monitor the progress of all students and provide evidence-based feedback to teachers

Teachers will create targeted, objective-driven lessons that are based on student data derived using the DMAC reporting tool.

Teachers will use a corrective instruction action-planning process via the Data Dig Protocol to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Region 13 Facilitators will provide instruction to teachers via the Unpacking the TEKS professional development and on-going DMAC professional instruction and support.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Director will communicate these priorities to teachers at weekly instructional meetings, and facilitate Data Dig meetings to discuss testing data.

Families are updated regularly through the School Story and Class Story of the Class Dojo communication tool. The community is informed of instructional priorities through a monthly newsletter and social media.

Families are also directly notified of these priorities via Google Classroom notifications. Parents and Guardians, as well as students, can see a student's progress as the assignments are posted and graded in Google classroom.

Parents are engaged when students take home completed individual Data Tracking Sheets for the parents to view, ask questions and sign.

**Desired Annual Outcome:** Teachers use the Data Dig action planning process to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create Action plans for intervention and enrichment.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of the data-driven instruction model (feedback on the data dig reporting model, TEKS stations instructional model, and observation and feedback), then the campus leaders will be able to consistently pass on that feedback to the teachers regarding the use of instructional materials and strategies that support data-driven instruction and high levels of student achievement.

**Desired 90-day Outcome:** Teachers will participate in a workshop for "Unpacking the TEKS."

**District Actions:** The district will provide resources or provide time for the implementation of systems that identify struggling learners.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Teachers participated in Professional Development for "Unpacking the TEKS."

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Develop Feedback Protocol</p> <p><b>Evidence Used to Determine Progress:</b> Feedback Protocol Form</p> <p><b>Person(s) Responsible:</b> DCSI</p> <p><b>Resources Needed:</b> Best Practices for Feedback</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 15, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Review Feedback Protocol</p> <p><b>Evidence Used to Determine Progress:</b> Feedback Protocol Form &amp; Meeting recording</p> <p><b>Person(s) Responsible:</b> DCSI and Campus Director</p> <p><b>Resources Needed:</b> Feedback Protocol Draft</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 15, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Ongoing review of feedback protocol process based on student data.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Implement Feedback Protocol Cycle</p> <p><b>Evidence Used to Determine Progress:</b> Written Observation Notes</p> <p><b>Person(s) Responsible:</b> Campus Director</p> <p><b>Resources Needed:</b> Feedback Protocol</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 15, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Assign professional workshops for teachers.</p> <p><b>Evidence Used to Determine Progress:</b> Unpacked standards forms from teachers</p> <p><b>Person(s) Responsible:</b> Teachers</p> <p><b>Resources Needed:</b> Written Feedback and ESC 13 workshop list</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p> <p><b>Funding Sources:</b> Teachers Stipends for Summer Institute - 6100-Payroll - \$2,200, Invoices from Region 13 - 6200-Professional and contracted services - \$500, DCSI Contracting - 6200-Professional and contracted services - \$1,543.75, Substitutes for Unpacking the TEKS 11/10 - 6100-Payroll - \$170</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Use observations and student performance data to determine individual teacher professional development needs.</p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Provide two-hour DMAC refresher course.</p> <p><b>Evidence Used to Determine Progress:</b> Meeting agenda and sign in sheet</p> <p><b>Person(s) Responsible:</b> Campus Director</p> <p><b>Resources Needed:</b> ESC 13 DMAC Presenter; TCLAS</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 27, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 6 Details	Reviews
<p><b>Action Step 6:</b> Create a student-friendly data-tracking form</p> <p><b>Evidence Used to Determine Progress:</b> The data-tracking form</p> <p><b>Person(s) Responsible:</b> Director</p> <p><b>Resources Needed:</b> Google Forms, Microsoft Excel, Microsoft Word; TCLAS</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 7 Details	Reviews
<p><b>Action Step 7:</b> Increase the Substitute pool</p> <p><b>Evidence Used to Determine Progress:</b> Campus Roster</p> <p><b>Person(s) Responsible:</b> Director</p> <p><b>Resources Needed:</b> Acceptance Email or Message; TCLAS</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 27, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 8 Details	Reviews
<p><b>Action Step 8:</b> Hire additional staff to serve in the capacity of Assistant Principal</p> <p><b>Evidence Used to Determine Progress:</b> Campus Roster</p> <p><b>Person(s) Responsible:</b> Director/Superintendent</p> <p><b>Resources Needed:</b> Acceptance Email; TCLAS</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 23, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Review Assistant Principal job description to determine compatibility.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Behavior Barriers:  
 Director allowing operational matters to interfere with regular data meetings.

Teachers tracking data for their students instead of allowing the students to take on the responsibility for their own learning.

Teachers resisting individualized, TEKS-Based learning.

Resource Barriers:

Lack of quality subs to allow for scheduled training days.

Lack of a quality form that can be used by students to track their data.

- What specific action steps address these challenges?:**
1. Develop Feedback Protocol - allows the teachers to identify strengths and weaknesses in the data tracking format.
  2. Review Feedback Protocol - provides Director with real-time opportunities to facilitate teachers in the data-driven process. This also provides a time for the Director to meet with teachers to calibrate data.
  3. Implement Feedback Protocol - gives the Director a timeline to work with for written feedback, as well as real-time opportunities for teachers to see how their data affect areas of focus.
  4. Assign Professional Workshop for teachers.
  5. Provide a 2-hour DMAC refresher course.
  6. Create a Student-friendly data-tracking form, so teachers can allow the students to take ownership of their data.
  7. Increase the Substitute pool, so that teachers will be able to take advantage of training.
  8. Hire additional staff to serve in the capacity of Assistant Principal.

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:** No, we did not. Students are still in remediation and tutoring to catch up to learning loss experienced, due to the pandemic. We are making progress, but goals have not yet been reached.

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

**Implementation Level:** Partial Implementation

**Rationale:** The entire campus instructional leadership team is new this year. Although there was progress in 2021 around written roles and responsibilities for campus instructional leaders, we need to continue to focus on 1.1

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The Capacity Builders at Texas Preparatory School are the DCSI, Director, Master Teachers, Teachers, and Region 13 Facilitators.

The Director will partner with the DCSI for professional mentoring and facilitation. The DCSI will provide direction and support to the Director through weekly meetings established for that purpose.

Master Teachers will provide tutoring support to grades 4 - 6 in Reading and Math twice a week.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Administrators will communicate these priorities to parents through Class Dojo and our bi-monthly e-newsletter. Administrators will communicate these priorities to students at assembly times. Administrators will communicate these priorities to teachers during weekly scheduled faculty meetings and staff meetings.

Administration will create buy-in with our teachers by offering stipends & recognition. Administrators will create buy-in with our parents by hosting Saturday workshops to answer all inquiries regarding student learning.

**Desired Annual Outcome:** 75% of teachers have a leadership role. Campus instructional leaders have clear, written roles and responsibilities. Core leadership tasks are completed via specific, documented deliverables. Weekly meetings are scheduled on Google calendars.

**District Commitment Theory of Action:** If, the district commits to providing opportunities for ongoing support and coaching of campus leaders and to supporting directors by protecting their time dedicated for school leadership, then instructional leaders will be developed with clear roles and responsibilities.

**Desired 90-day Outcome:** 100% of teachers are receiving feedback on a bi-weekly basis, which is planned on their Google calendars, on the use of critical thinking and productive struggle in their classrooms and with other teachers, using an aligned rubric.

The leadership team is calibrated on the feedback given to teachers based on meeting notes and calibration conversations at least 75% of the time.

100 % of Teacher leaders assume specific leadership roles with written job descriptions. The Director has ensured that the teachers have planned time on their weekly calendars to implement the tasks in their leadership job descriptions.

**District Actions:** The district will support the director by protecting her time dedicated for school leadership. The DCSI will support the campus by providing feedback on the rubric being used to observe teachers, and meeting notes taken during leadership meetings. Additionally, the DCSI will help coach the principal to further calibrate the leadership team when necessary.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Teachers are meeting bi-weekly in planned Support meetings with Director, as well as Post Observation meetings. Teacher Leaders have assumed their leadership roles and have planning times to work on their assigned tasks.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Create Google Calendar with regular meetings between Director and Teacher Leader.</p> <p><b>Evidence Used to Determine Progress:</b> Schedules &amp; Google Calendar</p> <p><b>Person(s) Responsible:</b> Campus Director and Teacher Leaders</p> <p><b>Resources Needed:</b> Google Calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Complete 1 deliverable per month, based on Teacher Leader job descriptions and duties.</p> <p><b>Evidence Used to Determine Progress:</b> Teacher Leader Deliverable Feedback Form</p> <p><b>Person(s) Responsible:</b> Teacher Leaders.</p> <p><b>Resources Needed:</b> Teacher Leader Deliverable Feedback Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> 50% of Teacher Leaders have met this Action Step.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teacher Leaders will receive a stipend, based on results of Teacher Leader Area Action Plan.</p> <p><b>Evidence Used to Determine Progress:</b> Teacher Leader Area Action Plan</p> <p><b>Person(s) Responsible:</b> Director/Superintendent</p> <p><b>Resources Needed:</b> Teacher Leader Area Action Plan; Student Improvement Grant</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p> <p><b>Funding Sources:</b> Stipends for Teacher Leaders - 6100-Payroll - \$1,200</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Provide Professional Development in Math Instruction for Intermediate Teachers.</p> <p><b>Evidence Used to Determine Progress:</b> Certificate of Completion for ESC-13 Professional Development</p> <p><b>Person(s) Responsible:</b> Superintendent/Director/Teachers</p> <p><b>Resources Needed:</b> School Improvement Funding; Course registrations</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> February 28, 2022</p> <p><b>Funding Sources:</b> - 6200-Professional and contracted services - \$255</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Some Professional Development is scheduled for the next cycle.</p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Provide Professional Development in Classroom Management for Primary Teachers</p> <p><b>Evidence Used to Determine Progress:</b> Certificate of Completion</p> <p><b>Person(s) Responsible:</b> Superintendent/Director/Teachers</p> <p><b>Resources Needed:</b> School Improvement Funding/Course Registrations</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> February 28, 2022</p> <p><b>Funding Sources:</b> - 6200-Professional and contracted services - \$150</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Professional Development is online. Completion will occur during 3rd cycle.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** 1. Teachers will have difficulty completing tasks for an additional role.  
2. Lack of time availability due to competing meetings and tutoring requirements.

**What specific action steps address these challenges?:** 1. Teachers will complete a set of deliverables, which will be documented and signed to show completion of tasks.  
2. Teachers will receive a stipend for the tasks completed in the Teacher Leader role.  
3. Director will meet with each Teacher Leader to agree on times in calendar to meet that do not compete with other meeting requirements.



## 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:** We are implementing a new lesson plan format that is objective-driven. We need to continue to plan for thorough, systematic written feedback.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The instructional staff requires feedback to ensure that lesson plans are aligned to standards and the expected level of rigor. The Capacity Builders at Texas Preparatory School are the DCSI and Region 13.

The DCSI will work with the Director to provide feedback to the teachers, via the Data Dig protocol, that is targeted towards improvement and addresses student weaknesses and gaps.

Region 13 Facilitators will work with the teachers to fine-tune a new lesson plan format that is objective-driven, data-driven, and individually targeted to student learning, while being aligned to standards and rigor via the unpacking of the TEKS.

Region 13 will provide Professional Development on the following:  
Instructional Planning  
Get Better, Get Faster Scope and Sequence  
Using DMAC for assessments and data gathering  
Unpacking the TEKS

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The DCSI will communicate guidance and feedback during a weekly Directors Meeting.

The Director will provide feedback to teachers during weekly instructional and Data Dig Feedback meetings. The Director will also meet with teachers in accordance with the feedback protocol that includes a pre-conference to review lesson plans, an observation, and a post-conference to discuss the observation and data. Teachers will produce their action plans based on the Data Dig protocol to determine individual learning needs.

**Desired Annual Outcome:** The Director and Campus Instructional Leader review lesson plans weekly to ensure TEKS alignment and Depth of Knowledge (DOK) level 3 formative assessments. Teachers are given feedback and lesson planning support using the Data Dig protocol weekly Feedback Form.

**District Commitment Theory of Action:** If the district commits to ensuring access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will have effective objective-driven, daily lesson plans with formative assessments.

**Desired 90-day Outcome:** 50% of teachers are using high-quality instructional materials consistently, including resources intentionally designed to meet the needs of students with disabilities and English Learners, along with other student groups with diverse needs.

70% of teachers are using Instructional Guides or a Scope and Sequence to create daily lesson-level, unit, and interim assessments that are administered to determine if students learned what was taught.

70% of teachers are assessing skills using DMAC. 34% of students will meet grade level standards or above.

**District Actions:** The district will ensure the teachers have protected time to review formative assessment results with the Director, and to determine effective remedial Action Plans at the individual student level.

**Did you achieve your 90 day outcome?:** No

**Why or why not?:** We did not reach our goal of 34% meets of grade level standards.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Update instructional model in the classroom to include Centers/Stations that focus on individual student learning.</p> <p><b>Evidence Used to Determine Progress:</b> Individual student folders. Individual Student Data Tracking charts.</p> <p><b>Person(s) Responsible:</b> Teachers/Director</p> <p><b>Resources Needed:</b> DMAC, Curriculum, Individual Student Folders, Individual Student Data Tracking charts.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> All teacher meetings will include agendas that address the instructional materials being used and TEKS being studied.</p> <p><b>Evidence Used to Determine Progress:</b> Agendas for the teacher meetings.</p> <p><b>Person(s) Responsible:</b> Teachers/Director</p> <p><b>Resources Needed:</b> Google Calendar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Curriculum Usage will be verified using Google Classroom connections to the curriculum.</p> <p><b>Evidence Used to Determine Progress:</b> Google Classroom assignments</p> <p><b>Person(s) Responsible:</b> Director/Teachers</p> <p><b>Resources Needed:</b> Savvas Curriculum; Google Classroom</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Meet during weekly Data Tracking meetings to present Data Dig Protocol results, that show Action Steps for student improvement.</p> <p><b>Evidence Used to Determine Progress:</b> Weekly calendar entries for Data Tracking meeting.</p> <p><b>Person(s) Responsible:</b> Director/Teachers</p> <p><b>Resources Needed:</b> Google Calendar, Data Dig Protocol resource</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Provide Professional Development for teachers on DMAC.</p> <p><b>Evidence Used to Determine Progress:</b> ESC-13 PD recording</p> <p><b>Person(s) Responsible:</b> Region-13, Director</p> <p><b>Resources Needed:</b> Zoom, Region-13 instructors</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 4, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:**

1. Student adjustment to targeted instruction, instead of whole class instruction.
2. Teacher time availability, due to teacher meetings and required tutoring.
3. Teacher burn-out

**What specific action steps address these challenges?:**

1. Students must become familiar with their own data, and must practice learning in a more focused individual or small group setting, instead of whole group setting.
2. Teachers should keep to meeting agendas.
3. Director will create team-building activities to refresh the teacher daily routine.

## Cycle 2 - (Dec – Feb)

### 3. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Rationale:** We are implementing data-driven instruction. We need to put in place a process for corrective instruction action planning.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Our Capacity Builders are the DCSI, Campus Instructional Leaders and Region 13 Facilitators.

Campus Instructional Leaders will review data to track and monitor the progress of all students and provide evidence-based feedback to teachers

Teachers will create targeted, objective-driven lessons that are based on student data derived using the DMAC reporting tool.

Teachers will use a corrective instruction action-planning process via the Data Dig Protocol to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Region 13 Facilitators will provide instruction to teachers via the Unpacking the TEKS professional development and on-going DMAC professional instruction and support.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Director will communicate these priorities to teachers at weekly instructional meetings, and facilitate Data Dig meetings to discuss testing data.

Families are updated regularly through the School Story and Class Story of the Class Dojo communication tool. The community is informed of instructional priorities through a monthly newsletter and social media.

Families are also directly notified of these priorities via Google Classroom notifications. Parents and Guardians, as well as students, can see a student's progress as the assignments are posted and graded in Google classroom.

Parents are engaged when students take home completed individual Data Tracking Sheets for the parents to view, ask questions and sign.

**Desired Annual Outcome:** Teachers use the Data Dig action planning process to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create Action plans for intervention and enrichment.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of the data-driven instruction model (feedback on the data dig reporting model, TEKS stations instructional model, and observation and feedback), then the campus leaders will be able to consistently pass on that feedback to the teachers regarding the use of instructional materials and strategies that support data-driven instruction and high levels of student achievement.

**Desired 90-day Outcome:** 50% of students are tracking their own data without assistance.

50% of Teachers continue to practice "Unpacking the TEKS."

50% of teachers are incorporating the Action Plans of the Data Dig protocol in their lesson plans.

50% of students will achieve meet or above scores on formative assessments.

**District Actions:** The District will ensure the teachers have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Did you achieve your 90 day outcome?:** No

**Why or why not?:** We did not reach our goal of 50% of students achieving meets or above on formative assessments.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Review Feedback Protocol  <b>Evidence Used to Determine Progress:</b> Feedback Protocol Form &amp; Meeting recording  <b>Person(s) Responsible:</b> DCSI and Campus Director  <b>Resources Needed:</b> Feedback Protocol Draft  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress  <b>Necessary Adjustments/Next Steps:</b> Our DCSI left. I was not able to meet with the new DCSI during this cycle.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Assign professional workshops for teachers.  <b>Evidence Used to Determine Progress:</b> Unpacked standards forms from teachers  <b>Person(s) Responsible:</b> Teachers  <b>Resources Needed:</b> Written Feedback and ESC 13 workshop list  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 28, 2022  <b>Funding Sources:</b> Contracted services for PD - 6200-Professional and contracted services - \$1,000</p>	<p><b>Progress toward Action Steps:</b> Met  <b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will meet to go through each chapter of the book "Driven by Data."  <b>Evidence Used to Determine Progress:</b> Meeting agendas; Sign-in sheets.  <b>Person(s) Responsible:</b> Teachers; Director  <b>Resources Needed:</b> The book, "Driven by Data"; Google Calendar; Kahoot reports  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022  <b>Funding Sources:</b> Books Driven By Data - 6300-Supplies and materials - \$50</p>	<p><b>Progress toward Action Steps:</b> No Progress  <b>Necessary Adjustments/Next Steps:</b> We recently hired a new teacher and we recently received new copies of the book.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Students update Data Tracking Sheets as part of the lesson.</p> <p><b>Evidence Used to Determine Progress:</b> Student Data Tracking Sheets; Lesson plans</p> <p><b>Person(s) Responsible:</b> Students; Teachers</p> <p><b>Resources Needed:</b> Student Data Tracking Sheets</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Teachers will include an Unpacking of the TEKS as part of the instructional lesson.</p> <p><b>Evidence Used to Determine Progress:</b> Teacher Lesson Plan</p> <p><b>Person(s) Responsible:</b> Teachers</p> <p><b>Resources Needed:</b> Teacher Lesson Plan format</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> February 28, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 6 Details	Reviews
<p><b>Action Step 6:</b> Present a BOY/MOY Data analysis for Domain's 1 and 3 with the teaching staff.</p> <p><b>Evidence Used to Determine Progress:</b> Meeting agenda; meeting presentation</p> <p><b>Person(s) Responsible:</b> Superintendent/Director</p> <p><b>Resources Needed:</b> Meeting agenda; meeting presentation; MS Excel and Powerpoint</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> January 26, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** 1. Teachers not reading the book, "Driven By Data."  
2. Students not updating their Data Tracking Sheets.  
3. Teachers not unpacking TEKS before they give the lessons.

**What specific action steps address these challenges?:** 1. Teachers will meet to go through each chapter.  
2. Students update Data Tracking Sheets as part of the lesson.  
3. Teachers will include an Unpacking of the TEKS as part of the instructional lesson.

### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:** No. Grade level standards were not met in summative tests. 35% met Reading and 9% met Math, whereas 0% met the grade level standard in Science. Loss of learning, due to the Pandemic required accelerated instruction, which help fill the gaps, but was not sufficient to get the students back on grade-level.

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

**Implementation Level:** Partial Implementation

**Rationale:** The entire campus instructional leadership team is new this year. Although there was progress in 2021 around written roles and responsibilities for campus instructional leaders, we need to continue to focus on 1.1

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The Capacity Builders at Texas Preparatory School are the DCSI, Director, Master Teachers, Teachers, and Region 13 Facilitators.

The Director will partner with the DCSI for professional mentoring and facilitation. The DCSI will provide direction and support to the Director through weekly meetings established for that purpose.

Master Teachers will provide tutoring support to grades 4 - 6 in Reading and Math twice a week.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Administrators will communicate these priorities to parents through Class Dojo and our bi-monthly e-newsletter. Administrators will communicate these priorities to students at assembly times. Administrators will communicate these priorities to teachers during weekly scheduled faculty meetings and staff meetings.

Administration will create buy-in with our teachers by offering stipends & recognition. Administrators will create buy-in with our parents by hosting Saturday workshops to answer all inquiries regarding student learning.

**Desired Annual Outcome:** 75% of teachers have a leadership role. Campus instructional leaders have clear, written roles and responsibilities. Core leadership tasks are completed via specific, documented deliverables. Weekly meetings are scheduled on Google calendars.

**District Commitment Theory of Action:** If, the district commits to providing opportunities for ongoing support and coaching of campus leaders and to supporting directors by protecting their time dedicated for school leadership, then instructional leaders will be developed with clear roles and responsibilities.

**Desired 90-day Outcome:** 85% of teachers are using high-quality instructional materials consistently, including resources intentionally designed to meet the needs of students with disabilities and English Learners, along with other student groups with diverse needs.

70% of teachers are using Instructional Guides or a Scope and Sequence to create daily lesson-level, unit, and interim assessments that are administered to determine if students learned what was taught.

70% of teachers are assessing skills using DMAC.

**District Actions:** The district will support the director by protecting her time dedicated for school leadership. The DCSI will support the campus by providing feedback on the rubric being used to observe teachers, and meeting notes taken during leadership meetings. Additionally, the DCSI will help coach the principal to further calibrate the leadership team when necessary.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** 100% of teachers are using high quality instructional materials consistently, including resources intentionally designed to meet the needs of students with

disabilities and English Learners, along with other student groups with diverse needs. Instructional guides are used, along with DMAC assessments to assess and apply on-going instruction.

**Did you achieve your annual outcome? Why or why not?:** Yes. 75% of teachers demonstrated clear written roles via action plans that showed monthly deliverables assigned. Weekly meetings were scheduled on Google calendar.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Professional Development  <b>Evidence Used to Determine Progress:</b> Transcript  <b>Person(s) Responsible:</b> Director  <b>Resources Needed:</b> Course registration  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> May 31, 2022  <b>Funding Sources:</b> Contracted services - 6200-Professional and contracted services - \$600, Supplies - 6300-Supplies and materials - \$600</p>	<p><b>Progress toward Action Steps:</b> Met  <b>Necessary Adjustments/Next Steps:</b> This Action Step was met.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Complete 1 deliverable per month, based on Teacher Leader job descriptions and duties.  <b>Evidence Used to Determine Progress:</b> Teacher Leader Area Action Plan  <b>Person(s) Responsible:</b> Teacher Leaders.  <b>Resources Needed:</b> Teacher Leader Area Action Plan  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Some Progress  <b>Necessary Adjustments/Next Steps:</b> Not all teachers were able to complete a monthly deliverable.</p> <p>Teachers will be accountable during monthly meetings during the new year.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Provide Professional Development in Math Instruction for Intermediate Teachers.  <b>Evidence Used to Determine Progress:</b> Certificate of Completion for ESC-13 Professional Development  <b>Person(s) Responsible:</b> Superintendent/Director/Teachers  <b>Resources Needed:</b> School Improvement Funding; Course registrations  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> March 7, 2022  <b>Funding Sources:</b> - 6200-Professional and contracted services - \$190</p>	<p><b>Progress toward Action Steps:</b> Significant Progress  <b>Necessary Adjustments/Next Steps:</b> 75% of Intermediate teachers completed Math Instruction. One teacher was not able to attend in-person Math Instruction.</p>



Step 4 Details	Reviews
<p><b>Action Step 4:</b> Provide Professional Development in Classroom Management for Primary Teachers</p> <p><b>Evidence Used to Determine Progress:</b> Certificate of Completion</p> <p><b>Person(s) Responsible:</b> Superintendent/Director/Teachers</p> <p><b>Resources Needed:</b> School Improvement Funding/Course Registrations</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> May 31, 2022</p> <p><b>Funding Sources:</b> - 6200-Professional and contracted services - \$150</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Teachers did not complete online training by end of cycle, due to a lack of teacher resources and combining of classes.</p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Master Teachers provide tutoring support to Grades 4-6.</p> <p><b>Evidence Used to Determine Progress:</b> Tutoring application logs and progress reports; Formative and Summative assessments.</p> <p><b>Person(s) Responsible:</b> Director, Master Teachers, District Testing Coordinator</p> <p><b>Resources Needed:</b> Tutoring applications, class schedules</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This Action Step was met.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** 1. Teachers will have difficulty completing tasks for an additional role.  
2. Lack of time availability due to competing meetings and tutoring requirements.

**What specific action steps address these challenges?:** 1. Teachers will complete a set of deliverables, which will be documented and signed to show completion of tasks.  
2. Teachers will receive a stipend for the tasks completed in the Teacher Leader role.

## 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:** We are implementing a new lesson plan format that is objective-driven. We need to continue to plan for thorough, systematic written feedback.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The instructional staff requires feedback to ensure that lesson plans are aligned to standards and the expected level of rigor. The Capacity Builders at Texas Preparatory School are the DCSI and Region 13.

The DCSI will work with the Director to provide feedback to the teachers, via the Data Dig protocol, that is targeted towards improvement and addresses student weaknesses and gaps.

Region 13 Facilitators will work with the teachers to fine-tune a new lesson plan format that is objective-driven, data-driven, and individually targeted to student learning, while being aligned to standards and rigor via the unpacking of the TEKS.

Region 13 will provide Professional Development on the following:  
Instructional Planning  
Get Better, Get Faster Scope and Sequence  
Using DMAC for assessments and data gathering  
Unpacking the TEKS

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The DCSI will communicate guidance and feedback during a weekly Directors Meeting.

The Director will provide feedback to teachers during weekly instructional and Data Dig Feedback meetings. The Director will also meet with teachers in accordance with the feedback protocol that includes a pre-conference to review lesson plans, an observation, and a post-conference to discuss the observation and data. Teachers will produce their action plans based on the Data Dig protocol to determine individual learning needs.

**Desired Annual Outcome:** The Director and Campus Instructional Leader review lesson plans weekly to ensure TEKS alignment and Depth of Knowledge (DOK) level 3 formative assessments. Teachers are given feedback and lesson planning support using the Data Dig protocol weekly Feedback Form.

**District Commitment Theory of Action:** If the district commits to ensuring access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will have effective objective-driven, daily lesson plans with formative assessments.

**Desired 90-day Outcome:** 85% of teachers are using the Data Dig Protocol reporting tool to effectively plan the usage of instructional materials after identifying the skill levels of the students in their classrooms individually.

70% of teachers are leveraging the Instructional Planning Guides, or calendars, and data reports from bi-weekly assessments to correlate the curriculum with the TEKS being studied at TEKS stations.

70% of teachers are assessing skills using DMAC.

**District Actions:** The district will ensure the teachers have protected time to review formative assessment results with the Director, and to determine effective remedial Action Plans at the individual student level.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Instructional Planning Guides, calendars, and data from bi-weekly DMAC assessments were used by all teachers to determine student growth and grade-level ability. 100% of teachers used the Data Dig Protocol help create Action Plans to address student skill-levels.

**Did you achieve your annual outcome? Why or why not?:** Yes. Lesson plans were reviewed weekly. Teachers received weekly feedback while reviewing Data Dig Protocol results.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Professional Development  <b>Evidence Used to Determine Progress:</b> Transcript/Sign-in sheet  <b>Person(s) Responsible:</b> Director  <b>Resources Needed:</b> Funding for Substitutes  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2022  <b>Funding Sources:</b> Substitutes - 6100-Payroll - \$170</p>	<p><b>Progress toward Action Steps:</b> No Progress  <b>Necessary Adjustments/Next Steps:</b> No substitutes available for the day of training. Classes were combined.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Time will be set aside during teacher planning times to meet with teacher counterparts at the Austin campus to compare and align instructional calendars, and share ideas regarding curriculum and resources.  <b>Evidence Used to Determine Progress:</b> Google Calendar meetings with agendas  <b>Person(s) Responsible:</b> Director/Teachers  <b>Resources Needed:</b> Google Calendar  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met  <b>Necessary Adjustments/Next Steps:</b> This Action Step was met.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> 100% of teachers are using the Data Dig Protocol to report Action plans detailing academic remediation for students who require a differentiated approach to the standard curriculum.  <b>Evidence Used to Determine Progress:</b> Data Dig Protocol import files  <b>Person(s) Responsible:</b> Teachers  <b>Resources Needed:</b> Data Dig Protocol, DMAC assessments  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met  <b>Necessary Adjustments/Next Steps:</b> This Action Step was met.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> 100 % of teachers are actively participating in feedback-driven data presentations once a week, to offer suggestions regarding curriculum application and differentiation.</p> <p><b>Evidence Used to Determine Progress:</b> Feedback Google Form with Comments on presentations</p> <p><b>Person(s) Responsible:</b> Teachers</p> <p><b>Resources Needed:</b> Google calendar scheduled meetings; Feedback Google Form</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This Action Step was met.</p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> 100% of teachers are formatively assessing their students via DMAC on a bi-weekly basis to determine weak areas and needs for differentiated instruction.</p> <p><b>Evidence Used to Determine Progress:</b> DMAC Quintile and SE Tutorial Reports</p> <p><b>Person(s) Responsible:</b> Director/Teachers</p> <p><b>Resources Needed:</b> DMAC</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This Action Step was met.</p>
Step 6 Details	Reviews
<p><b>Action Step 6:</b> Campus Leadership Team will monitor and provide feedback regarding data presentations.</p> <p><b>Evidence Used to Determine Progress:</b> Exit Ticket Forms filled out by meeting attendees.</p> <p><b>Person(s) Responsible:</b> Directors</p> <p><b>Resources Needed:</b> Data Dig Protocol; Google Calendar; Google Forms</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Feedback took the form of staff surveys at the end of presentations. Feedback was given in individual meetings, but meetings were not consistently attended.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:**

1. Student adjustment to targeted instruction, instead of whole class instruction.
2. Teacher time availability, due to teacher meetings and required tutoring.
3. Teacher burn-out

**What specific action steps address these challenges?:**

1. Students must become familiar with their own data, and must practice learning in a more focused individual or small group setting, instead of whole group setting.
2. Teachers should keep to meeting agendas.

## Cycle 3 - (Mar – May)

### 3. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Rationale:** We are implementing data-driven instruction. We need to put in place a process for corrective instruction action planning.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Our Capacity Builders are the DCSI, Campus Instructional Leaders and Region 13 Facilitators.

Campus Instructional Leaders will review data to track and monitor the progress of all students and provide evidence-based feedback to teachers

Teachers will create targeted, objective-driven lessons that are based on student data derived using the DMAC reporting tool.

Teachers will use a corrective instruction action-planning process via the Data Dig Protocol to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Region 13 Facilitators will provide instruction to teachers via the Unpacking the TEKS professional development and on-going DMAC professional instruction and support.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Director will communicate these priorities to teachers at weekly instructional meetings, and facilitate Data Dig meetings to discuss testing data.

Families are updated regularly through the School Story and Class Story of the Class Dojo communication tool. The community is informed of instructional priorities through a monthly newsletter and social media.

Families are also directly notified of these priorities via Google Classroom notifications. Parents and Guardians, as well as students, can see a student's progress as the assignments are posted and graded in Google classroom.

Parents are engaged when students take home completed individual Data Tracking Sheets for the parents to view, ask questions and sign.

**Desired Annual Outcome:** Teachers use the Data Dig action planning process to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create Action plans for intervention and enrichment.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of the data-driven instruction model (feedback on the data dig reporting model, TEKS stations instructional model, and observation and feedback), then the campus leaders will be able to consistently pass on that feedback to the teachers regarding the use of instructional materials and strategies that support data-driven instruction and high levels of student achievement.

**Desired 90-day Outcome:** 80% of students are tracking their own data without assistance.

100% of Teachers continue to practice "Unpacking the TEKS."

75% of teachers are incorporating the Action Plans of the Data Dig protocol in their lesson plans.

50% of students will achieve meet or above scores on formative assessments.

**District Actions:** The District will ensure the teachers have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Teachers focused their actions on Data-Driven instruction, most notably during our STAAR Re-design initiative, where students used DMAC resources exclusively to prepare for the STAAR test.

**Did you achieve your annual outcome? Why or why not?:** Yes. Teachers used the Data Dig action planning process to identify trends in student misconceptions, and determined the root causes as to why students may not have learned the concept. They also created Action plans for intervention and enrichment.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Professional Development on Campus  <b>Evidence Used to Determine Progress:</b> Sign-in sheets/Kahoot reports  <b>Person(s) Responsible:</b> Director  <b>Resources Needed:</b> Books and materials; Lunch  <b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> May 31, 2022  <b>Funding Sources:</b> Books and Materials - 6300-Supplies and materials - \$500</p>	<p><b>Progress toward Action Steps:</b> No Progress  <b>Necessary Adjustments/Next Steps:</b> The Campus was focused on the STAAR Re-Design initiative. We did not have campus Professional Development.</p> <p>We need to make plans ahead of time for next year to provide this on campus.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Review Feedback Protocol  <b>Evidence Used to Determine Progress:</b> Feedback Protocol Form &amp; Meeting recording  <b>Person(s) Responsible:</b> DCSI and Campus Director  <b>Resources Needed:</b> Feedback Protocol Draft  <b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress  <b>Necessary Adjustments/Next Steps:</b> Campus Director and DCSI did not meet.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will Unpack the TEKS with their students every time a new TEKS is introduced during instruction.  <b>Evidence Used to Determine Progress:</b> Lesson Plans  <b>Person(s) Responsible:</b> Teachers  <b>Resources Needed:</b> Lesson Plans  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met  <b>Necessary Adjustments/Next Steps:</b> This Action Step was met.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Systems Monitoring for Tutoring apps</p> <p><b>Evidence Used to Determine Progress:</b> Application logs</p> <p><b>Person(s) Responsible:</b> Director and Teachers</p> <p><b>Resources Needed:</b> Zearn, Amplify, Booknook applications</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Teachers monitored student progress during tutoring sessions and via application logs. Amplify and Booknook were not available for use until the very end of the school year.</p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Campus Instructional Leaders will review data to track and monitor the progress of all students and provide evidence-based feedback to teachers</p> <p><b>Evidence Used to Determine Progress:</b> Data Dig Protocol reports/DMAC assessments.</p> <p><b>Person(s) Responsible:</b> Directors</p> <p><b>Resources Needed:</b> Data Dig Protocol</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Feedback took the form of staff surveys at the end of presentations. Feedback was given in individual meetings.</p> <p>All teachers must have regular sessions for feedback, as opposed to one teacher for each data meeting. This will be addressed in EA 1.1.</p>
Step 6 Details	Reviews
<p><b>Action Step 6:</b> Teachers will use a corrective instruction action-planning process via the Data Dig Protocol to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p><b>Evidence Used to Determine Progress:</b> Data Dig Protocol reports/DMAC assessments.</p> <p><b>Person(s) Responsible:</b> Teachers/Directors</p> <p><b>Resources Needed:</b> Data Dig Protocol</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This action step was met.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** 1. Students not updating their Data Tracking Sheets.  
2. Teachers not unpacking TEKS before they give the lessons.

**What specific action steps address these challenges?:** 1. Students update Data Tracking Sheets as part of the lesson.  
2. Teachers will include an Unpacking of the TEKS as part of the instructional lesson.

## Cycle 4 - (Jun – Aug)

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

**Rationale:** Based on the Effective Schools Framework diagnostic process, our Campus Leadership team determined that regularly scheduled job-embedded professional development is an area of need for our campus. Quantitative and qualitative progress measures for observation and feedback cycles, via weekly scheduled time with teachers, will help to effectively cultivate leadership roles and responsibilities, once established. This will take the form of tracking tools that are necessary to ensure progress is monitored and sustained. If effective progress monitoring tracking tools are created and utilized with fidelity, instructional leaders will be able to leverage best practices to meet or exceed expectations consistently.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will partner with Region-13 (ESC-13.) Our Campus Leadership Team will work with our District Leadership Team to provide regularly scheduled job-embedded professional development for our teachers. This will include weekly scheduled time for individual teacher observation and feedback cycle meetings. Our campus leadership team will utilize specific tracking tools, modeled via best practices by our partners at Region 13, to monitor teacher progress after each meeting, so as to develop quantitative and qualitative responsibilities for our teachers.

All instructional leaders - teachers and coaches - will use consistent written protocols and processes to lead their areas of responsibility.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Stakeholders are students, families, staff, and the surrounding community. Priorities will be communicated in the following ways:

- 1) students - daily announcements and weekly assemblies.
- 2) Families and the surrounding community - daily messaging (Class Dojo) and emailed/ distributed monthly newsletters.
- 3) Staff - online messaging (Homepage,) as well as weekly meetings. Performance expectations will be clear, written, measurable, and match job responsibilities.

Buy-in will be create through quarterly input and feedback gathering sessions, where all stakeholders are invited.

**Desired Annual Outcome:** Campus Leadership consists of Teachers, Teacher Leaders, Instructional Leaders (coaches,) and the Campus Director, all with clear, written roles and responsibilities.

Teachers - 100% of teachers will receive weekly, scheduled time with Instructional Leaders, or the Director, for observation and feedback cycles.

Instructional Leaders - meet monthly with Director or Director of Instruction for observation/feedback professional development.

Director - Meet monthly with Chief Operations Officer or Director of Instruction for feedback/professional development.

Teachers and Teacher Leaders - Planned leadership tasks are paced on the Instructional Calendar and completed via documented deliverables. Monthly meetings are scheduled on Google calendars.

**District Commitment Theory of Action:** District Leadership consists of Chief Operations Officer, and Director of Instruction.

Director of Instruction - Monthly scheduled meetings with Director to provide feedback/professional development; meet monthly with Instructional Leaders to provide feedback/professional development; focus on Instructional progress, formative/summative data, and feedback/professional development.

Chief Operations Officer- Bi-weekly scheduled meetings with Director of Instruction and/or the Director for feedback/on-going professional development.

If the District Leadership commits to providing and adhering to protected time for ongoing growth and coaching of Campus Leadership, then the Campus Leadership team will



be able to produce instructional results consistent with a Grade-A accountable school.

**Desired 90-day Outcome:** Clear roles and responsibilities, detailing performance expectations, will be written and disseminated for all positions in the Campus Leadership Team.

A tracking tool for a job-embedded professional development cycle will be created for teachers before the beginning of the school year.

Action plans for teacher leaders will be validated and disseminated by the beginning of the school year.

Class Dojo will be set up for all new, incoming classes from Pre-k to 6th Grade.

Families who have enrolled will receive at least one monthly newsletter before the beginning of the school year.

**District Actions:** District Leadership Team will establish protected time for growth and coaching of Campus Leadership.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Clear roles and responsibilities, detailing performance expectations, will be written and disseminated for all positions in the Campus Leadership Team.</p> <p><b>Evidence Used to Determine Progress:</b> Job descriptions; performance evaluation forms.</p> <p><b>Person(s) Responsible:</b> Director; Director of Instruction</p> <p><b>Resources Needed:</b> Microsoft Office; Google Documents</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Create tracking tool for a job-embedded professional development cycle.</p> <p><b>Evidence Used to Determine Progress:</b> The tracking tool</p> <p><b>Person(s) Responsible:</b> Director; Director of Instruction</p> <p><b>Resources Needed:</b> Microsoft Office; Google Office</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Validate action plans for teacher leaders for dissemination to teaching staff.</p> <p><b>Evidence Used to Determine Progress:</b> Action plans</p> <p><b>Person(s) Responsible:</b> Director; Director of Instruction</p> <p><b>Resources Needed:</b> Google Docs</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Set up Class Dojo messaging for all incoming classes</p> <p><b>Evidence Used to Determine Progress:</b> Class Dojo message reports</p> <p><b>Person(s) Responsible:</b> Chief Operations Officer; Director</p> <p><b>Resources Needed:</b> Class Dojo application</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Send out one monthly newsletter before the beginning of the school year.</p> <p><b>Evidence Used to Determine Progress:</b> Newsletter</p> <p><b>Person(s) Responsible:</b> Director</p> <p><b>Resources Needed:</b> Paper; Class Dojo application</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Lack of teaching resources will cause a delay in implementing job-embedded professional development.

There will be a lack of consensus on the tracking tool to be used for job-embedded professional development.

**What specific action steps address these challenges?:** Action Steps 1 and 2

## Cycle 4 - (Jun – Aug)

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

**Rationale:** Based on the Effective Schools Framework diagnostic process, our Campus Leadership Team determined that a process is needed to ensure high quality instructional materials are consistently utilized in the classroom, which will meet the needs of student groups with diverse needs. A formalized Scope and Sequence, with time for reteach built into it and encompassing Pre-K through 6th grade, is necessary to anchor the curriculum so that teachers may pace their instruction accordingly, and instructional materials are used consistently across classrooms. Teachers must be able to internalize units of instruction before it is presented. Therefore, protected time must be provided and adhered to in order to implement Scope and Sequence objectives.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will partner with Region 13 (ESC-13). Our capacity builders are the DCSI, the Director of Instruction, the Instructional Leaders, Region 13 facilitators and the teachers.

The DCSI will work with the Director of Instruction and the Instructional Leaders to implement a uniform and systematic Scope and Sequence that allows instructional materials to be used consistently across classrooms, with time for reteach built into it. Daily lesson, unit, and/or interim assessments will be administered to determine if students learned what was taught. Assessments will be aligned to the TEKS and the appropriate level of rigor. Resources will be intentionally utilized to meet the needs of the students with disabilities and English learners, along with other student groups with diverse needs.

Instructional leaders will consistently review how teachers internalize, modify and use lesson plans, providing feedback and support regarding alignment to the Scope and Sequence.

Our partners at Region 13 will provide instructor-led professional development in the latest pedagogy and content areas to supplement a curriculum with the expected level of rigor across all grade levels.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Stakeholders are students, families, and teachers. Priorities will be communicated in the following ways:

- 1) Students - daily instruction and assignments
- 2) Families - daily messaging (Class Dojo) and parent-teacher conferencing.
- 3) Teachers - online messaging (Homebase,) Class Dojo messaging, email, as well as weekly meetings.

Buy-in will be created through consistent messaging via Class Dojo, parent-teacher conferences, as well as quarterly input and feedback gathering sessions, where all stakeholders are invited. We will invite families to participate in monthly Family Engagement activities, as well as provide input into our Parent-Teacher Compact agreements.

**Desired Annual Outcome:** A formalized Scope and Sequence, with time for reteach built into it and encompassing Pre-K through 6th grade, will drive our curriculum. 100% of teachers will use instructional materials consistently across classrooms and adhere to protected time, so that they are able to internalize units of instruction before it is presented.

**District Commitment Theory of Action:** If the District Leadership commits to providing and adhering to protected time for teachers, then teachers will be able to internalize, modify and use lesson plans which align to a Scope and Sequence that has time for reteach built into it, enabling teachers to meet expected levels of rigor. Resources will be leveraged to meet the needs of students with disabilities and English learners, along with other groups of students with diverse needs. Stakeholders will be regularly and consistently informed of instructional snapshots, and invited to participate in the achievement of learning goals.

**Desired 90-day Outcome:** A Scope and Sequence, with reteach built into it, will be created or adopted for dissemination to the teachers.

**District Actions:** District Leadership team with work with Campus Leadership team to create a calendar that contains protected time for teachers to be able to internalize lessons before presentation.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Create or adopt Scope and Sequence with re-teach built into it.  <b>Evidence Used to Determine Progress:</b> Scope and Sequence  <b>Person(s) Responsible:</b> District and Campus Leadership team.  <b>Resources Needed:</b> Paid subscription or application used for creation.  <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress  <b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Adopt lesson plan format that aligns with Scope and Sequence.  <b>Evidence Used to Determine Progress:</b> Lesson Plan format  <b>Person(s) Responsible:</b> District and Campus Leadership team  <b>Resources Needed:</b> Office software  <b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress  <b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Determine Instructor-led professional development to be scheduled for upcoming school year.  <b>Evidence Used to Determine Progress:</b> Class registrations  <b>Person(s) Responsible:</b> Director  <b>Resources Needed:</b> Region-13 Fall schedules  <b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress  <b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** A lack of coordination on the Campus Leadership Team will prevent the creation of a Scope and Sequence before the beginning of the school year.

**What specific action steps address these challenges?:** Action Step 1

## Cycle 4 - (Jun – Aug)

### 3. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Rationale:** Based on the Effective Schools Framework diagnostic process, our Campus Leadership Team determined that the campus does not have a framework for classroom management. A campus calendar is needed that is dedicated to job-embedded professional development which focuses on classroom management and classroom culture, where teachers are able to enlist and engage with students' prior knowledge, experiences and perspectives using content-rich, complex and meaningful texts or tasks. Students must be able to demonstrate cognitive lift in the form of asking questions, responding to prompts, and challenging an argument. Teachers must also be able to use techniques that encourage productive struggle in the form of wait time, encouraging discourse, and requiring evidence to support work or claims.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** We will partner with Region-13 (ESC-13.) Our capacity builders are the DCSI, the Director of Instruction, the Instructional Leaders, and the teachers.

The DCSI will work with the Director of Instruction and the Instructional Leaders to create and implement a framework for classroom management that provides for consistent, job-embedded professional development, with on-going support. A calendar dedicated to this specific area will be created to enable our teachers to adhere to focused planning with fidelity, which will result in instructional models that encourage student cognitive lift and productive struggle.

Teachers will implement best practices for establishing and maintaining a strong classroom culture, which includes setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Our partners at Region 13 will provide instructor-led professional development in the latest pedagogy and content areas to support the teachers in leveraging meaningful texts and tasks within the curriculum that ensures the required level of rigor.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Stakeholders are students, families, and teachers. Priorities will be communicated in the following ways:

- 1) Students - daily instruction and assignments
- 2) Families - daily messaging (Class Dojo) and parent-teacher conferencing.
- 3) Teachers - professional development sessions on calendar, online messaging (Homebase,) Class Dojo messaging, email, as well as weekly meetings.

Buy-in will be created through consistent messaging via Class Dojo, parent-teacher conferences, as well as quarterly input and feedback gathering sessions, where all stakeholders are invited. Teachers will be encouraged to provide feedback and progress, as well as areas that require the most attention.

**Desired Annual Outcome:** A framework for classroom management that provides for consistent, job-embedded professional development will be implemented, with on-going support. Teachers will implement best practices for establishing and maintaining a strong classroom culture, which includes setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

**District Commitment Theory of Action:** If the District Leadership commits to providing a framework for classroom management, then teachers will be able to effectively use high-quality instructional materials and research-based teaching practices that promote critical thinking skills. Supports will be differentiated and scaffolded for students with disabilities, English Learners, and other student groups.

**Desired 90-day Outcome:** Create a school calendar that is dedicated to on-going job-embedded professional development for teachers.

**District Actions:** Secure a curriculum with planned training for incoming instructional staff.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Create a school calendar that is dedicated to on-going job-embedded professional development for teachers.</p> <p><b>Evidence Used to Determine Progress:</b> Calendar</p> <p><b>Person(s) Responsible:</b> District and Campus Leadership Teams</p> <p><b>Resources Needed:</b> Office software for creation or adoption.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Determine Instructor-led professional development to be scheduled for upcoming school year.</p> <p><b>Evidence Used to Determine Progress:</b> Class registrations</p> <p><b>Person(s) Responsible:</b> Campus Leadership Team</p> <p><b>Resources Needed:</b> Access to Region-13 online course catalog.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Secure a curriculum with planned training for incoming instructional staff.</p> <p><b>Evidence Used to Determine Progress:</b> curriculum</p> <p><b>Person(s) Responsible:</b> District Leadership Team</p> <p><b>Resources Needed:</b> curriculum</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> June 1, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Lack of coordination between members of the leadership team.

**What specific action steps address these challenges?:** Action step 1