

El Paso Independent School District

College Career & Technology Academy - TIP

2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Diana Sayavedra
Mark Paz

Principal: Francisco Ordaz
ESC Case Manager: Alex Armendariz, Rita Monsivais
ESC Region: 19

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Mark Paz

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Mark Paz

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Francisco Ordaz

Table of Contents

Data Analysis	4
Student Achievement	4
School Progress	4
Closing the Gaps	5
Subject Areas and Student Groups	6
	7
Essential Actions	7
Cycles 1-3	8
Cycle 4	8
Cycles	9
Cycle 1 - (Sept – Nov)	10
Cycle 2 - (Dec – Feb)	20
Cycle 3 - (Mar – May)	26
Cycle 4 - (Jun – Aug)	32
Student Data	33
Student Achievement and Closing the Gaps	34
Academic Growth	34

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

We made some gains in 2022 that allowed us to become an A campus. We think it is both achievable and ambitious to increase our meets scores by 10 points. We did not meet our 2021-22 goal for Approaches and Masters based on the results we achieved in 2022. We will strive to meet our Approaches and Masters goal from 2021-22. With targeted tutoring supports for students that did not pass STAAR in each subject area we believe that gaps can be closed. Our continued focus on DDI will also help us prioritize which standards to identify and students to address to improve learning. We will focus on strengthening and aligning our lesson planning, assessments, and instructional materials. In addition, our focus on weekly walkthrough observations and feedback will help us identify which standards to prioritize and which students to address for closing the learning gaps.

CCTA's Domain I goal is to achieve a component score of 41. We will achieve the component by the following results on our STAAR exam overall:

Approaches: 78

Meets: 40

Masters: 15

School Progress

What accountability goal has your campus set for this year?

The College, Career, Technology Academy (CCTA) is an AEA school and thus is not rated for Domain 2.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: Closing the gaps: 5 of 20 targets met.

CCTA's Domain 3 goal will be to improve the graduation rate from 65% to 67% and Academic Achievement in reading from 24% to 35%. Across the board, our students struggled in Reading achievement. Additionally, our EB students and Economically Disadvantaged students also need to be prioritized this year in terms of their achievement. If we prioritize achieving our targets for our Academic Achievement in Reading for EBs and Economically Disadvantaged student groups, we will achieve two additional targets. Our campus will accomplish this goal by increasing the meets and masters passing rates for reading from 24% to 35% meets and from 0% to 20% masters for these subgroups.

Our graduation rate will improve to 67% in cohort 2021 (6 year graduates) for all students.

Our CCMR goal is a 53 for a scale score of 94.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Across the board, our students struggled in Reading Language Arts (RLA) EOC achievement in 2022. We need to prioritize this focus area to support our students in making up the learning loss from previous years. Prioritizing RLA achievement will improve our overall data for the 2022-23 school year. We will ensure our DDI practices in RLA are effective and in place at the beginning of the year, and that we are using tutoring in a way to support our students who did not pass Reading Language Arts(RLA) EOC during the 2021-22 school year. This will impact our domain scores by improving overall student achievement and closing student learning gaps.

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

In addition, we will prioritize the EBs and the economically-disadvantaged sub-populations in terms of their achievement across the board. We need to ensure we are differentiating instruction to meet the needs of these populations. Focusing on these student groups will support our accountability scores across the board, but particularly in domain 3, since many of these targets were missed.

Essential Actions

Cycles 1-3

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycle 4

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Although 1.1 was not identified in our Spring 2022 Effective Schools Framework diagnostic, our leadership team determined that strong school leadership and planning is an area of need for our campus. There is a need to develop written protocols and processes to consistently lead areas of responsibility and have performance expectations that are pre-determined, written, measurable and match job responsibilities. There is also a need to use tracking tools to monitor student progress and formative data. If written protocols and processes to consistently lead areas of responsibility are developed and performance expectations are predetermined, written, measurable and match job responsibilities, then CLT will be calibrated for building system capacity for leading, they will know what is expected, and responsibilities will be addressed in timely manner. If tracking tools to monitor student progress and formative data are consistently used by the CLT, then student gaps will be identified allowing the CLT to coach teachers in addressing the gaps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with district personnel to include: Principal Supervisor, Title One Instructional Coordinator, and Core Content HS Facilitators for modeling best practices that develop campus leadership. This support will provide Feedback Coaching sessions for the principal to build instructional leadership capacity of the CLT to consistently monitor student progress and better coach teachers in planning lessons that effectively address student learning gaps. Engaging with the Principal Supervisor and Title One Instructional Coordinator will help us ensure our lesson plans and assessments are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. The Principal Supervisor and Title One Instructional Coordinator provide support and on site coaching for our team that will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus Leadership Team's performance expectations will be communicated to all stakeholders (faculty, family, community, students) during faculty meetings, CIT and CLT throughout the 2022-2023 school year. Buy-in will be created and maintained by getting input from all stakeholders and adapting administration performance expectations and adjusting protocols and processes to lead in response to campus needs. In addition, student progress and formative assessment data will be communicated during daily PLCs. During Edgenuity/ EOC Intervention classes weekly check-ins will be conducted to revisit our focus on effective classroom and instructional strategies. During PLCs, the CLT will engage in reflective conversations and step-backs on our progress weekly. Community and families will be notified of our focus through emails and automated telephone All-Calls, updates to the school website and at parent-teacher conferences.

Desired Annual Outcome: By May 2023, 100% of our campus leadership team will have built their capacity by setting and meeting quarterly performance goals during performance evaluations, and by developing and implementing consistent written protocols and processes to lead their department, grade level teams or other areas of responsibility. This will be evidenced by "Glows and Grows" during weekly Tactical/CLT meetings, and conducting quarterly job-embedded feedback cycles with CLT members for continuous improvement. CLT will use a tracking tool to monitor student progress and formative data on a weekly basis.

District Commitment Theory of Action: If the district recognizes the unique needs of an alternative campus, and provides the flexibility to address those needs, then CCTA, a non-traditional campus with a limited administrative team, will balance campus priorities and safe-guard time to build instructional leadership capacity for setting and meeting quarterly performance goals during performance evaluations, and by developing and implementing consistent written protocols and processes to lead their department, grade level teams or other areas of responsibility.

Desired 90-day Outcome: By the end of Cycle 1, 50% of our campus leadership team will have built their capacity by setting and meeting a weekly performance goal set by the principal and CLT members in response to campus needs. This will be evident in the Next Steps of the weekly Tactical agenda. Administration will calendar and conduct job-embedded feedback cycles at least once per cycle with each CLT member as evident in CLT calendar and Tactical Agenda "Glows and Grows."

District Actions: If the Principal Supervisor and district Instructional Coordinator support the Principal by providing feedback on performance expectations and protocols and processes for areas of responsibility, then the administrative team will mentor and provide targeted feedback for growing leadership skills to all CLT members. If the Principal Supervisor and district Instructional Coordinator engage in co-observations and calibrations alongside the leadership team and help coach administration, then administration will be able to further calibrate the leadership team as needed to build capacity in meeting performance goals and campus protocols and processes and monitoring student progress and formative data.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Campus priorities/initiatives change from week to week. The campus is only allotted one instructional coach. The instructional coach is also split between two campuses and supports all four core areas of instruction. Principal oversees three campuses. The Principal transitioned from a different campus to CCTA and is being onboarded with the new TIP plan.	Action Step 4	Action Step 4 will safeguard time for Principal to complete priorities in regard to observing lead teams in their highest leverage, repetitive actions and provide them timely feedback.

Step 1 Details	Reviews
Action Step 1: By the end of Cycle 1, 50% of CLT will develop clear, written and measurable performance expectations with the principal to include job-embedded feedback loops that will be calendared on the master calendar quarterly. Evidence Used to Determine Progress: Master Calendar, Performance expectations noted in Tactical Board Spreadsheet Job-embedded feedback form Person(s) Responsible: CLT Resources Needed: Tactical Board Roles and responsibilities Chart Protocols Job-embedded feedback form Whom to go to For What Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:

Step 2 Details	Reviews
Action Step 2: By the end of Cycle 1, 100% of CLT will develop and implement a comprehensive list of roles and responsibilities which will include teachers assigned for supervision. Evidence Used to Determine Progress: Roles and Responsibilities Chart Teacher assignment chart Person(s) Responsible: CLT Resources Needed: Protocols Roles and Responsibilities Chart Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:
Step 3 Details	Reviews
Action Step 3: By the end of Cycle 1, 100% of CLT will develop and implement a tracking tool to focus on progress-monitoring formative assessment data and Edgenuity progress towards completion of online courses on a weekly basis. Evidence Used to Determine Progress: Edgenuity Binder Edgenuity Progress Tracker Data trends and analysis Formative Assessment Data Person(s) Responsible: CLT Resources Needed: Tracking tool Interim data December EOC data Edgenuity Progress Tracker and Binder Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:

Step 4 Details	Reviews
Action Step 4: By the end of Cycle 1, 100% of CLT will calendar time with the principal to observe lead teams in their highest leverage, repetitive actions that will include observation/feedback cycles, PLC observation, and data meetings. Evidence Used to Determine Progress: TEAMS calendar invitations Emails Agendas Job-embedded feedback forms Person(s) Responsible: CLT Resources Needed: Master calendar Job-embedded feedback Protocols Addresses an Identified Challenge: Yes Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our CLT determined that the alignment of exit tickets to daily student tasks, as well as how data is collected from formative assessments used is not consistent across the campus. There is also a need for consistency across the campus for using high-quality instructional materials and lesson plan feedback must be delivered to teachers with enough time to make adjustments prior to lesson execution. If there is consistency across the campus of alignment of exit tickets, data collection and usage of high-quality instructional materials aligned to the TEKS, along with the timely lesson plan feedback, then student academic performance will improve by as teachers will plan and deliver effective high rigor content during the first teach. If teachers identify which reteach methods will be used from data analysis through campus DDI protocol and embeds time for reteach in the scope and sequence, then teachers will begin closing student learning gap.

Who will you partner with?: Other

How will you build capacity in this Essential Action? CLT will build capacity by frequently coaching teachers how to use lesson plan feedback to adjust, internalize, and modify lesson plans. In addition, the scope and sequence, standards and expected level of rigor will be part of the CLT's feedback and lesson planning support during teacher coaching sessions. Teachers will consistently engage students with effective instructional materials with key idea, essential questions, recommend resources, and content relevant and responsive to students' background in each content area. CLT will collaborate with district core facilitators to support teachers with consistently using effective high-quality instructional materials as a resource for lesson planning. CCTA's DDI protocol will include the expectation for teachers to make evident the selection of alternate high-quality instructional materials during the re-teach.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Prior to the end of the 2021-2022 SY, during PLCs, teachers reviewed the success criteria for each of the key practices in this lever. In this process, teachers brainstormed and identified action steps to meet the necessary requirements in each of the criteria. The buy-in was developed by allowing teachers to be part of creating the expectations and necessary protocols to successfully meet the key practices in this lever. To maintain buy-in we will review expectations and protocols with teachers to seek their feedback on the impact of instructional adjustments, materials selected for re-teach and revise as needed. These priorities will be communicated to all stakeholders by disseminating information through Open House, Parent Teacher Conferences, Title I Parent Presentations, Faculty Meetings, PLCs, and Student Intakes.

Desired Annual Outcome: By May 2023, all Teachers will consistently use high-quality instructional materials daily in the classroom. This will be evident by teacher-created daily lesson plans to include aligned objectives, at least one lesson activity aligned to district provided HQIM, and an exit ticket. This will be measured bi-weekly by the Principal, AP and Campus Teaching Coach using the HQIM resource checklist and lesson plan feedback form. All Teachers will implement bi-weekly formative assessments and exit tickets that are aligned to the scope and sequence and will review student data bi-weekly to inform re-teaching and re-assessment needs.

District Commitment Theory of Action: If the district polices support the effective use of standards-aligned, high-quality instructional materials and assessments then, CCTA as a credit recovery, non-traditional, high population of at-risk student campus, will be able to monitor the implementation and support the use of high-quality materials and assessments consistently across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English Learners, along with other student groups with diverse needs. If the district provides an interim data assessment platform to capture assessment data by item and student level, then during PLCs teachers will conduct formative data analysis reviews to progress monitor student achievement to determine if students learned what was taught

Desired 90-day Outcome: By November 30, 2022 Administrators will utilize the Lesson Plan Feedback tool and provide 1-3 pieces of feedback bi-weekly to 50% of teachers each quarter. 100% of teachers will utilize the lesson plan checklist to guide weekly planning of an effective, standards, aligned first teach. 100% of teachers will use the High-Quality Instructional Materials Checklist during planning in weekly PLCs to ensure quality instructional materials are being used consistently across classrooms. 100% of Teachers will review bi-weekly student data from the Formative Assessments and exit tickets to inform re-teaching and re-assessment needs.

District Actions: If the Principal Supervisor and district Instructional Coordinator support the Principal by providing the scope and sequence and the districts instructional calendar, then the campus instructional calendar can be aligned with all campus and district academic activities. If the Principal Supervisor and district Instructional Coordinator provides feedback on the Lesson Plan Feedback/Observation/Coaching Cycle, then the Lesson Plan Feedback/Observation/Coaching Cycle will support teachers with lesson alignment to the scope and sequence, and the standards.

If the Principal Supervisor and district Instructional Coordinator provides feedback for the Lesson Plan checklist, then teachers will utilize checklist in PLCs weekly to align lesson plans.

If the Principal Supervisor and district Instructional Coordinator provides feedback for the Edgenuity Progress Monitoring checklist, then CLT will utilize checklist to progress monitor Edgenuity Teachers to ensure students are meeting weekly progress goals.

If the Principal Supervisor and district Instructional Coordinator provides feedback on the DDI protocol, then teachers will be able to analyze weekly student data from Formative Assessments and exit tickets in order to inform re-teaching and re-assessment needs.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Inherent barriers that may be encountered are the accelerated curriculum due to the quarter system, three novice teachers that might not have knowledge of high quality instructional materials, and teachers have multiple course sections to include online Edgenuity courses within a quarter.	Action Step 3	It will provide clear expectations for teachers to support students' academic success with timely completion of an online curriculum and provide ongoing support to novice teachers with online Edgenuity courses.

Step 1 Details	Reviews
Action Step 1: An Edgenuity Expectation Teacher Guide will be created by CLT to include expectations that support student's academic success. Campus Teaching Coach will provide continual support for novice teachers by scheduling an after school PD to support novice teachers with the Edgenuity program. Evidence Used to Determine Progress: Edgenuity tracker, Sign-in for Edgenuity PD Person(s) Responsible: CLT, CTC Resources Needed: Edgenuity Expectation Guide Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 2 Details	Reviews
Action Step 2: An Edgenuity Progress Monitoring Checklist will be created to monitor progress Edgenuity Teachers to ensure students' are meeting weekly progress goals. Evidence Used to Determine Progress: Edgenuity Progress Monitoring Checklist Person(s) Responsible: CLT Resources Needed: Edgenuity Progress Monitor Checklist Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 3 Details	Reviews
Action Step 3: An initial Edgenuity Professional Development will be provided by the district Title I instructional coordinator C & I special programs to support and train both novice and experienced Edgenuity teachers with Edgenuity course structures. Evidence Used to Determine Progress: Agenda Person(s) Responsible: Principal, Instructional Coordinator Title I C&I Special Programs. Resources Needed: Agenda Addresses an Identified Challenge: Yes Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 4 Details	Reviews
Action Step 4: Administration will calendar Lesson Plan Feedback/Observation/Coaching dates on the Microsoft office instructional calendar to provide bi-weekly feedback to teachers. Evidence Used to Determine Progress: Completed lesson feedback form, Instructional calendar dates Person(s) Responsible: Principal, Assistant Principal Resources Needed: Completed lesson feedback form Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 5 Details	Reviews
Action Step 5: Teachers will implement High Quality Instructional Materials (HQIM) Checklist when lesson planning in weekly PLCs to ensure quality instructional materials are being used consistently across classrooms Evidence Used to Determine Progress: Lesson plan Feedback form Person(s) Responsible: Administration, Teachers, CLT, Campus Teaching Coach Resources Needed: HQIM checklist Addresses an Identified Challenge: Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:
Step 6 Details	Reviews
Action Step 6: Teachers will review and utilize formative assessments data bi-weekly in PLC to inform re-teaching and re-assessment needs. Evidence Used to Determine Progress: DDI template Person(s) Responsible: Teachers, Campus Teaching Coach, Administration Resources Needed: DDI template Formative Assessment Data Addresses an Identified Challenge: Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that effective classroom routines and instructional strategies are areas of need for our campus. If ongoing professional development throughout the school year is provided to include high-quality instructional materials and how to engage students in a variety of content-rich, complex, and meaningful texts/tasks, then teachers will implement best practices for establishing, maintaining a strong classroom culture, and promote high critical-thinking skills to include differentiated and scaffold supports for students with disabilities, English learners, and other student groups. If protocols to ensure students do the cognitive lift are developed and teachers techniques encourage student "productive struggle," then teaching practices will promote critical thinking skills.

Who will you partner with?: Other

How will you build capacity in this Essential Action? CLT will build capacity by partnering with District Facilitators and District Instructional Coordinator to provide teachers with professional development in building a scope and sequence, identifying high-quality instructional strategies, and developing effective classroom routines that yield bell-to-bell student engagement.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Buy-in will be created by getting input from all stakeholders in the decision-making process for determining effective classroom routines and high quality instructional strategies. CLT and CTC will continue to communicate expectation to teachers during PLC regarding classroom routines and procedures for maximizing instruction from bell-to bell. We will maintain buy-in during parent-teacher conferences by communicating with parents the teachers classroom routines and instructional strategies.

Desired Annual Outcome: By the end of May 2023, effective classroom routines and instructional strategies will be implemented in 100% of classrooms by teachers. This will be evident by the CLT utilizing the Classroom Culture and Management Form to conduct weekly classroom visits to monitor that classroom routines and instructional strategies maximize instructional time, student behavioral issues are minimized and differentiated instruction is provided for all students. In addition, CLT will use the Lesson Plan Feedback form to monitor bi-weekly that 100% of teachers are adapting High Quality Instructional Materials to allow students to see the relevance between rigorous content and their lived experiences as evident in lesson plans.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems to include feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback, then leadership team will coach teachers on how to maintain strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time and develop strong student-teacher academic relationships.

Desired 90-day Outcome: By November 30, 2022 the CLT will conduct weekly classroom visits to 50% of all teachers and use the Cognitive Lift Checklist to provide weekly feedback to teachers on which strategies help promote students' critical thinking skills. The Classroom Culture and Management form will be used weekly to coach selected teachers on a high-leverage classroom practice/procedure to maximize instructional time and build strong relationships with students.

District Actions: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems to include feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback, then leadership team will coach teachers on how to maintain strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time and develop strong student-teacher academic relationships.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The challenges is to develop an Edgenuity Online protocol to implement cognitive lift that encourages a "productive struggle" for students and ensures teachers will implement with fidelity.	Action Step 1	CLT will research cognitive lift look-fors that align to online course classes and develop a protocol for Edgenuity Online teachers to implement to ensure all students are doing the cognitive life in the learning process.

Step 1 Details	Reviews
Action Step 1: The Campus Teaching Coach and CLT will research and create Cognitive Lift Checklist to ensure teachers promote student's critical thinking skills. Evidence Used to Determine Progress: Cognitive Lift Checklist Person(s) Responsible: Campus Teaching Coach, CLT, Teachers Resources Needed: Cognitive Lift Checklist Addresses an Identified Challenge: Yes Start Date: September 1, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details	Reviews
Action Step 2: Cognitive Lift Checklist will be utilized during CLT's weekly classroom visits to provide feedback to teachers that promote student's critical thinking skills Evidence Used to Determine Progress: Completed Checklist form Person(s) Responsible: CLT Resources Needed: Cognitive lift checklist Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 3 Details	Reviews
Action Step 3: The Classroom culture and management form will be utilized weekly by Administration to coach teachers on high-leverage classroom practices/procedures to maximize instructional time. Evidence Used to Determine Progress: Classroom culture and management form Person(s) Responsible: Administration Resources Needed: Classroom culture and management form Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Although 1.1 was not identified in our Spring 2022 Effective Schools Framework diagnostic, our leadership team determined that strong school leadership and planning is an area of need for our campus. There is a need to develop written protocols and processes to consistently lead areas of responsibility and have performance expectations that are pre-determined, written, measurable and match job responsibilities. There is also a need to use tracking tools to monitor student progress and formative data. If written protocols and processes to consistently lead areas of responsibility are developed and performance expectations are predetermined, written, measurable and match job responsibilities, then CLT will be calibrated for building system capacity for leading, they will know what is expected, and responsibilities will be addressed in timely manner. If tracking tools to monitor student progress and formative data are consistently used by the CLT, then student gaps will be identified allowing the CLT to coach teachers in addressing the gaps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with district personnel to include: Principal Supervisor, Title One Instructional Coordinator, and Core Content HS Facilitators for modeling best practices that develop campus leadership. This support will provide Feedback Coaching sessions for the principal to build instructional leadership capacity of the CLT to consistently monitor student progress and better coach teachers in planning lessons that effectively address student learning gaps. Engaging with the Principal Supervisor and Title One Instructional Coordinator will help us ensure our lesson plans and assessments are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. The Principal Supervisor and Title One Instructional Coordinator provide support and on site coaching for our team that will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus Leadership Team's performance expectations will be communicated to all stakeholders (faculty, family, community, students) during faculty meetings, CIT and CLT throughout the 2022-2023 school year. Buy-in will be created and maintained by getting input from all stakeholders and adapting administration performance expectations and adjusting protocols and processes to lead in response to campus needs. In addition, student progress and formative assessment data will be communicated during daily PLCs. During Edgenuity/ EOC Intervention classes weekly check-ins will be conducted to revisit our focus on effective classroom and instructional strategies. During PLCs, the CLT will engage in reflective conversations and step-backs on our progress weekly. Community and families will be notified of our focus through emails and automated telephone All-Calls, updates to the school website and at parent-teacher conferences.

Desired Annual Outcome: By May 2023, 100% of our campus leadership team will have built their capacity by setting and meeting quarterly performance goals during performance evaluations, and by developing and implementing consistent written protocols and processes to lead their department, grade level teams or other areas of responsibility. This will be evidenced by "Glows and Grows" during weekly Tactical/CLT meetings, and conducting quarterly job-embedded feedback cycles with CLT members for continuous improvement. CLT will use a tracking tool to monitor student progress and formative data on a weekly basis.

District Commitment Theory of Action: If the district recognizes the unique needs of an alternative campus, and provides the flexibility to address those needs, then CCTA, a non-traditional campus with a limited administrative team, will balance campus priorities and safe-guard time to build instructional leadership capacity for setting and meeting quarterly performance goals during performance evaluations, and by developing and implementing consistent written protocols and processes to lead their department, grade level teams or other areas of responsibility.

Desired 90-day Outcome: By the end of February 2023, 75% of our campus leadership team will have built their capacity by setting and meeting a measurable goal to lead in response to campus needs. Administration will continue to calendar and conduct job-embedded feedback cycles at least once per cycle with each CLT member as evident in CLT calendar. The CLT will implement a consistent protocol to monitor student progress and formative data, and create a tracking tool to monitor student progress and formative data

on a weekly basis. This will be evident during Tactical/Leadership meetings and PLCs.

District Actions: If the Principal Supervisor and district Instructional Coordinator support the Principal by providing feedback on performance expectations and protocols and processes for areas of responsibility, then the administrative team will mentor and provide targeted feedback for growing leadership skills to all CLT members. If the Principal Supervisor and district Instructional Coordinator engage in co-observations and calibrations alongside the leadership team and help coach administration, then administration will be able to further calibrate the leadership team as needed to build capacity in meeting measurable goals and campus protocols and processes and monitoring student progress and formative data.

Did you achieve your 90 day outcome?:

Why or why not?:

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our CLT determined that the alignment of exit tickets to daily student tasks, as well as how data is collected from formative assessments used is not consistent across the campus. There is also a need for consistency across the campus for using high-quality instructional materials and lesson plan feedback must be delivered to teachers with enough time to make adjustments prior to lesson execution. If there is consistency across the campus of alignment of exit tickets, data collection and usage of high-quality instructional materials aligned to the TEKS, along with the timely lesson plan feedback, then student academic performance will improve by as teachers will plan and deliver effective high rigor content during the first teach. If teachers identify which reteach methods will be used from data analysis through campus DDI protocol and embeds time for reteach in the scope and sequence, then teachers will begin closing student learning gap.

Who will you partner with?: Other

How will you build capacity in this Essential Action? CLT will build capacity by frequently coaching teachers how to use lesson plan feedback to adjust, internalize, and modify lesson plans. In addition, the scope and sequence, standards and expected level of rigor will be part of the CLT's feedback and lesson planning support during teacher coaching sessions. Teachers will consistently engage students with effective instructional materials with key idea, essential questions, recommend resources, and content relevant and responsive to students' background in each content area. CLT will collaborate with district core facilitators to support teachers with consistently using effective high-quality instructional materials as a resource for lesson planning. CCTA's DDI protocol will include the expectation for teachers to make evident the selection of alternate high-quality instructional materials during the re-teach.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Prior to the end of the 2021-2022 SY, during PLCs, teachers reviewed the success criteria for each of the key practices in this lever. In this process, teachers brainstormed and identified action steps to meet the necessary requirements in each of the criteria. The buy-in was developed by allowing teachers to be part of creating the expectations and necessary protocols to successfully meet the key practices in this lever. To maintain buy-in we will review expectations and protocols with teachers to seek their feedback on the impact of instructional adjustments, materials selected for re-teach and revise as needed. These priorities will be communicated to all stakeholders by disseminating information through Open House, Parent Teacher Conferences, Title I Parent Presentations, Faculty Meetings, PLCs, and Student Intakes.

Desired Annual Outcome: By May 2023, all Teachers will consistently use high-quality instructional materials daily in the classroom. This will be evident by teacher-created daily lesson plans to include aligned objectives, at least one lesson activity aligned to district provided HQIM, and an exit ticket. This will be measured bi-weekly by the Principal, AP and Campus Teaching Coach using the HQIM resource checklist and lesson plan feedback form. All Teachers will implement bi-weekly formative assessments and exit tickets that are aligned to the scope and sequence and will review student data bi-weekly to inform re-teaching and re-assessment needs.

District Commitment Theory of Action: If the district polices support the effective use of standards-aligned, high-quality instructional materials and assessments then, CCTA as a credit recovery, non-traditional, high population of at-risk student campus, will be able to monitor the implementation and support the use of high-quality materials and assessments consistently across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English Learners, along with other student groups with diverse needs. If the district provides an interim data assessment platform to capture assessment data by item and student level, then during PLCs teachers will conduct formative data analysis reviews to progress monitor student achievement to determine if students learned what was taught

Desired 90-day Outcome: By February 28, 2023, CLT will continue the use of the Instructional planning calendar that reflect weekly school year academic activities such as EOC, CBE, AP, Interim, TELPAS, DDI, SAT, PSAT. Lesson plan feedback will be given to 75% of teachers that provides 1-3 precise pieces of feedback by each administrator bi-weekly each quarter. The DDI coaching cycle will continue to be completed once per quarter by each administrator. 100% of teachers will continue the use of the lesson plan checklist to guide weekly planning of an effective, standards aligned first teach. Edgenuity Expectation Guide will be utilized for teachers to support student academic success

during online Edgenuity courses. 100% of teachers will continue to use the Instructional Materials Checklist during planning in weekly PLCs to ensure quality instructional materials are being used consistently across classrooms. CLT will calendar and designate time to Monitor Edgenuity Teachers utilizing the Edgenuity Progress Monitoring checklist. 100% of face-to face Teachers will continue to review weekly student data from the Formative Assessments and exit tickets to inform re-teaching and re-assessment needs.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that effective classroom routines and instructional strategies are areas of need for our campus. If ongoing professional development throughout the school year is provided to include high-quality instructional materials and how to engage students in a variety of content-rich, complex, and meaningful texts/tasks, then teachers will implement best practices for establishing, maintaining a strong classroom culture, and promote high critical-thinking skills to include differentiated and scaffold supports for students with disabilities, English learners, and other student groups. If protocols to ensure students do the cognitive lift are developed and teachers techniques encourage student "productive struggle," then teaching practices will promote critical thinking skills.

Who will you partner with?: Other

How will you build capacity in this Essential Action? CLT will build capacity by partnering with District Facilitators and District Instructional Coordinator to provide teachers with professional development in building a scope and sequence, identifying high-quality instructional strategies, and developing effective classroom routines that yield bell-to-bell student engagement.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Buy-in will be created by getting input from all stakeholders in the decision-making process for determining effective classroom routines and high quality instructional strategies. CLT and CTC will continue to communicate expectation to teachers during PLC regarding classroom routines and procedures for maximizing instruction from bell-to bell. We will maintain buy-in during parent-teacher conferences by communicating with parents the teachers classroom routines and instructional strategies.

Desired Annual Outcome: By the end of May 2023, effective classroom routines and instructional strategies will be implemented in 100% of classrooms by teachers. This will be evident by the CLT utilizing the Classroom Culture and Management Form to conduct weekly classroom visits to monitor that classroom routines and instructional strategies maximize instructional time, student behavioral issues are minimized and differentiated instruction is provided for all students. In addition, CLT will use the Lesson Plan Feedback form to monitor bi-weekly that 100% of teachers are adapting High Quality Instructional Materials to allow students to see the relevance between rigorous content and their lived experiences as evident in lesson plans.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems to include feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback, then leadership team will coach teachers on how to maintain strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time and develop strong student-teacher academic relationships.

Desired 90-day Outcome: By February 28, 2023 the CLT will conduct weekly classroom visits to 75% of all teachers and use the Cognitive Lift Checklist to provide weekly feedback to teachers on which strategies help promote students' critical thinking skills. We will continue the use of the Classroom Culture and Management form to coach teachers on classroom practices and procedures to maximize instructional time and build strong relationships. The Edgenuity teachers will utilize the Edgenuity Cognitive Lift Checklist and on a weekly basis to promote students' critical thinking skills.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

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

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Although 1.1 was not identified in our Spring 2022 Effective Schools Framework diagnostic, our leadership team determined that strong school leadership and planning is an area of need for our campus. There is a need to develop written protocols and processes to consistently lead areas of responsibility and have performance expectations that are pre-determined, written, measurable and match job responsibilities. There is also a need to use tracking tools to monitor student progress and formative data. If written protocols and processes to consistently lead areas of responsibility are developed and performance expectations are predetermined, written, measurable and match job responsibilities, then CLT will be calibrated for building system capacity for leading, they will know what is expected, and responsibilities will be addressed in timely manner. If tracking tools to monitor student progress and formative data are consistently used by the CLT, then student gaps will be identified allowing the CLT to coach teachers in addressing the gaps.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will partner with district personnel to include: Principal Supervisor, Title One Instructional Coordinator, and Core Content HS Facilitators for modeling best practices that develop campus leadership. This support will provide Feedback Coaching sessions for the principal to build instructional leadership capacity of the CLT to consistently monitor student progress and better coach teachers in planning lessons that effectively address student learning gaps. Engaging with the Principal Supervisor and Title One Instructional Coordinator will help us ensure our lesson plans and assessments are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. The Principal Supervisor and Title One Instructional Coordinator provide support and on site coaching for our team that will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus Leadership Team's performance expectations will be communicated to all stakeholders (faculty, family, community, students) during faculty meetings, CIT and CLT throughout the 2022-2023 school year. Buy-in will be created and maintained by getting input from all stakeholders and adapting administration performance expectations and adjusting protocols and processes to lead in response to campus needs. In addition, student progress and formative assessment data will be communicated during daily PLCs. During Edgenuity/ EOC Intervention classes weekly check-ins will be conducted to revisit our focus on effective classroom and instructional strategies. During PLCs, the CLT will engage in reflective conversations and step-backs on our progress weekly. Community and families will be notified of our focus through emails and automated telephone All-Calls, updates to the school website and at parent-teacher conferences.

Desired Annual Outcome: By May 2023, 100% of our campus leadership team will have built their capacity by setting and meeting quarterly performance goals during performance evaluations, and by developing and implementing consistent written protocols and processes to lead their department, grade level teams or other areas of responsibility. This will be evidenced by "Glows and Grows" during weekly Tactical/CLT meetings, and conducting quarterly job-embedded feedback cycles with CLT members for continuous improvement. CLT will use a tracking tool to monitor student progress and formative data on a weekly basis.

District Commitment Theory of Action: If the district recognizes the unique needs of an alternative campus, and provides the flexibility to address those needs, then CCTA, a non-traditional campus with a limited administrative team, will balance campus priorities and safe-guard time to build instructional leadership capacity for setting and meeting quarterly performance goals during performance evaluations, and by developing and implementing consistent written protocols and processes to lead their department, grade level teams or other areas of responsibility.

Desired 90-day Outcome: By the end of May 2023, 100% of our campus leadership team will have built their capacity by setting and meeting a measurable goal to lead in response to campus needs. Administration continues to calendar and conduct job-embedded feedback cycles at least once per cycle with each CLT member as evident in CLT calendar. The CLT consistently implements protocol to monitor student progress and formative data, and continues to use a tracking tool to monitor student progress and

formative data on a weekly basis. This will be evident during Tactical/Leadership meetings and PLCs.

District Actions: If the Principal Supervisor and district Instructional Coordinator support the Principal by providing feedback on performance expectations and protocols and processes for areas of responsibility, then the administrative team will mentor and provide targeted feedback for growing leadership skills to all CLT members. If the Principal Supervisor and district Instructional Coordinator engage in co-observations and calibrations alongside the leadership team and help coach administration, then administration will be able to further calibrate the leadership team as needed to build capacity in meeting measurable goals and campus protocols and processes and monitoring student progress and formative data.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

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: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our CLT determined that the alignment of exit tickets to daily student tasks, as well as how data is collected from formative assessments used is not consistent across the campus. There is also a need for consistency across the campus for using high-quality instructional materials and lesson plan feedback must be delivered to teachers with enough time to make adjustments prior to lesson execution. If there is consistency across the campus of alignment of exit tickets, data collection and usage of high-quality instructional materials aligned to the TEKS, along with the timely lesson plan feedback, then student academic performance will improve by as teachers will plan and deliver effective high rigor content during the first teach. If teachers identify which reteach methods will be used from data analysis through campus DDI protocol and embeds time for reteach in the scope and sequence, then teachers will begin closing student learning gap.

Who will you partner with?: Other

How will you build capacity in this Essential Action? CLT will build capacity by frequently coaching teachers how to use lesson plan feedback to adjust, internalize, and modify lesson plans. In addition, the scope and sequence, standards and expected level of rigor will be part of the CLT's feedback and lesson planning support during teacher coaching sessions. Teachers will consistently engage students with effective instructional materials with key idea, essential questions, recommend resources, and content relevant and responsive to students' background in each content area. CLT will collaborate with district core facilitators to support teachers with consistently using effective high-quality instructional materials as a resource for lesson planning. CCTA's DDI protocol will include the expectation for teachers to make evident the selection of alternate high-quality instructional materials during the re-teach.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Prior to the end of the 2021-2022 SY, during PLCs, teachers reviewed the success criteria for each of the key practices in this lever. In this process, teachers brainstormed and identified action steps to meet the necessary requirements in each of the criteria. The buy-in was developed by allowing teachers to be part of creating the expectations and necessary protocols to successfully meet the key practices in this lever. To maintain buy-in we will review expectations and protocols with teachers to seek their feedback on the impact of instructional adjustments, materials selected for re-teach and revise as needed. These priorities will be communicated to all stakeholders by disseminating information through Open House, Parent Teacher Conferences, Title I Parent Presentations, Faculty Meetings, PLCs, and Student Intakes.

Desired Annual Outcome: By May 2023, all Teachers will consistently use high-quality instructional materials daily in the classroom. This will be evident by teacher-created daily lesson plans to include aligned objectives, at least one lesson activity aligned to district provided HQIM, and an exit ticket. This will be measured bi-weekly by the Principal, AP and Campus Teaching Coach using the HQIM resource checklist and lesson plan feedback form. All Teachers will implement bi-weekly formative assessments and exit tickets that are aligned to the scope and sequence and will review student data bi-weekly to inform re-teaching and re-assessment needs.

District Commitment Theory of Action: If the district polices support the effective use of standards-aligned, high-quality instructional materials and assessments then, CCTA as a credit recovery, non-traditional, high population of at-risk student campus, will be able to monitor the implementation and support the use of high-quality materials and assessments consistently across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English Learners, along with other student groups with diverse needs. If the district provides an interim data assessment platform to capture assessment data by item and student level, then during PLCs teachers will conduct formative data analysis reviews to progress monitor student achievement to determine if students learned what was taught

Desired 90-day Outcome: By May 31, 2023, CLT will continue the use of the Instructional planning calendar that reflect weekly school year academic activities such as EOC, CBE, AP, Interim, TELPAS, DDI, SAT, PSAT. Lesson plan feedback will be given to 100% of teachers that provides 1-3 precise pieces of feedback by each administrator each quarter. The DDI coaching cycle will continue to be completed once per quarter by each administrator. 100% of teachers will continue the use of the lesson plan checklist to guide weekly planning of an effective, standards aligned first teach. Edgenuity Expectation Guide will be utilized for teachers to support student academic success during

Edgenuity classes. 100% of teachers will continue to use the Instructional Materials Checklist during planning in weekly PLCs to ensure quality instructional materials are being used consistently across classrooms. CLT will calendar and designate time to Monitor Edgenuity Teachers utilizing the Edgenuity Progress Monitoring checklist. 100% of face-to face Teachers will continue to review weekly student data from the Formative Assessments and exit tickets to inform re-teaching and re-assessment needs.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that effective classroom routines and instructional strategies are areas of need for our campus. If ongoing professional development throughout the school year is provided to include high-quality instructional materials and how to engage students in a variety of content-rich, complex, and meaningful texts/tasks, then teachers will implement best practices for establishing, maintaining a strong classroom culture, and promote high critical-thinking skills to include differentiated and scaffold supports for students with disabilities, English learners, and other student groups. If protocols to ensure students do the cognitive lift are developed and teachers techniques encourage student "productive struggle," then teaching practices will promote critical thinking skills.

Who will you partner with?: Other

How will you build capacity in this Essential Action? CLT will build capacity by partnering with District Facilitators and District Instructional Coordinator to provide teachers with professional development in building a scope and sequence, identifying high-quality instructional strategies, and developing effective classroom routines that yield bell-to-bell student engagement.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Buy-in will be created by getting input from all stakeholders in the decision-making process for determining effective classroom routines and high quality instructional strategies. CLT and CTC will continue to communicate expectation to teachers during PLC regarding classroom routines and procedures for maximizing instruction from bell-to bell. We will maintain buy-in during parent-teacher conferences by communicating with parents the teachers classroom routines and instructional strategies.

Desired Annual Outcome: By the end of May 2023, effective classroom routines and instructional strategies will be implemented in 100% of classrooms by teachers. This will be evident by the CLT utilizing the Classroom Culture and Management Form to conduct weekly classroom visits to monitor that classroom routines and instructional strategies maximize instructional time, student behavioral issues are minimized and differentiated instruction is provided for all students. In addition, CLT will use the Lesson Plan Feedback form to monitor bi-weekly that 100% of teachers are adapting High Quality Instructional Materials to allow students to see the relevance between rigorous content and their lived experiences as evident in lesson plans.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems to include feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback, then leadership team will coach teachers on how to maintain strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time and develop strong student-teacher academic relationships.

Desired 90-day Outcome: By May 31, 2023 the CLT will continue to conduct weekly classroom visits to 100% of all teachers and use the Cognitive Lift Checklist to provide weekly feedback to teachers on which strategies help promote students' critical thinking skills. We will continue the use of the Classroom Culture and Management form to coach teachers on classroom practices and procedures to maximize instructional time and build strong relationships. The Edgenuity teachers will continue to use the Edgenuity Cognitive Lift Checklist for Edgenuity teachers to use weekly to promote critical thinking skills.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	189	39	55	N/A	Interim Assessment	55		Interim Assessment	75		80	
			All	All	Reading	Meets	STAAR	189	20	24	N/A	Interim Assessment	15		Interim Assessment	18		35	
			All	All	Reading	Masters	STAAR	189	0	0	N/A	Interim Assessment	10		Interim Assessment	18		20	
			All	All	Mathematics	Approaches	STAAR	40	57	80	N/A	Interim Assessment	93		Interim Assessment	95		100	
			All	All	Mathematics	Meets	STAAR	40	14	60	N/A	Interim Assessment	20		Interim Assessment	40		46	
			All	All	Mathematics	Masters	STAAR	40	0	13	N/A	Interim Assessment	18		Interim Assessment	22		25	
			All	All	Science	Approaches	STAAR	45	-1	60	N/A	District Created Benchmark	90		Interim Assessment	92		90	
			All	All	Science	Meets	STAAR	45	-1	30	N/A	District Created Benchmark	18		Interim Assessment	22		40	
			All	All	Science	Masters	STAAR	45	-1	0	N/A	District Created Benchmark	2		Interim Assessment	3		10	
			All	All	Social Studies	Approaches	STAAR	126	74	84	N/A	District Created Benchmark	78		Interim Assessment	80		90	
			All	All	Social Studies	Meets	STAAR	126	11	38	N/A	District Created Benchmark	18		Interim Assessment	20		50	
			All	All	Social Studies	Masters	STAAR	126	0	7	N/A	District Created Benchmark	10		Interim Assessment	15		20	
Closing the Gaps	Focus 1	Academic Achievement	All	ELL	ELA	N/A	ELA	N/A	0	17	89	Interim Assessment	23		Interim Assessment	29		29	
	Focus 2	Academic Achievement	All	Econ Disadv	ELA	N/A	ELA	N/A	19	24	88	Interim Assessment	29		Interim Assessment	33		33	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	62	Did Not Meet	45	35		25		20	
					Approaches	55	65		75		80	
					Meets	24	30		35		35	
					Masters	0	10		15		20	
	Math	All	STAAR	15	Did Not Meet	20	7		5		0	
					Approaches	80	93		95		100	
					Meets	60	60		60		60	
					Masters	13	18		22		25	