

**Notice of Public Budget Hearing
The Board of Trustees
Fort Bend Independent School District**

Monday, October 17, 2022

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, October 17, 2022, beginning at 5:30 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479 in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. The agenda packet for the meeting is available at <https://meetings.boardbook.org/Public/Organization/649>.

Members of the public may view the live stream of the meeting at the following address: <https://www.fortbendisd.com/BoardMeetingLivestream>. Members of the public may also address the Board during public comment.

1. Call to Order
2. Information
 - A. 2023-23 Targeted Improvement Plan 2
3. Public Comment
4. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC (LEGAL)]

The following Fort Bend ISD Goals may be referenced in agenda items included in this document:

- Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
- Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.
- Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.
- Goal 4: Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.
- Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

For: Fort Bend ISD Board of Trustees
Date: October 17, 2022
Action: Public Hearing: Targeted Improvement Plan for Willowridge High School
References: AIC (Legal) and AID (Legal)
Department: Department of School Leadership

Summary

Staff will conduct a public hearing to present the Targeted Improvement Plan (TIP) for Willowridge High School and the public in attendance will have an opportunity to comment on the report.

Background

To identify schools for Comprehensive Support and Improvement (CSI), TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluated overall scaled scores to make final CSI determinations. Using a multi-step process, Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for Comprehensive Support and Improvement.

Willowridge High School has been identified as a Comprehensive Support and Improvement (CSI) campus and, therefore, must participate in interventions, develop a Targeted Improvement Plan (TIP), submit the plan to the Texas Education Agency, and conduct a Board hearing to approve the plan. The administration is asking the Board to approve Willowridge High School's Targeted Improvement Plan during the October 17, 2022 Board Meeting.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Kwabena Mensah
Chief of Schools



Targeted Improvement Plan

Willowridge High School

Monday, October 17, 2022



Agenda

INSPIRE. EQUIP. IMAGINE.

01

Comprehensive Support and Improvement Identification

02

Targeted Improvement Requirements and Process

03

Willowridge Targeted Improvement Plan (TIP)

4

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District Commitments

05

Questions

Accountability Overview



Accountability Summary

Texas Education Agency
2022 Accountability Ratings Overall Summary
WILLOWRIDGE H S (079907002) - FORT BEND ISD - FORT BEND COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		59	Not Rated: Senate Bill 1365
Student Achievement		59	Not Rated: Senate Bill 1365
STAAR Performance	34	59	
College, Career and Military Readiness	22	56	
Graduation Rate	88.6	65	
School Progress		69	Not Rated: Senate Bill 1365
Academic Growth	62	69	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 87.5%)	28	59	Not Rated: Senate Bill 1365
Closing the Gaps	9	56	Not Rated: Senate Bill 1365

Comprehensive Identification Multi Step Process

Texas Education Agency

2022 Identification of Schools for Improvement

WILLOWRIDGE H S (079907002) - FORT BEND ISD - FORT BEND COUNTY

This campus is identified for comprehensive support and improvement.

The targeted support and improvement data table is provided for informational purposes. 7

Closing the Gaps scaled score for comprehensive support

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2018	47	59	-	-	-
2019	42	65	-	-	-
2022	65	56	66	59	CS

Domain 3: Closing the Gaps

Texas Education Agency
2022 Closing the Gaps

WILLOWRIDGE H S (079907002) - FORT BEND ISD - FORT BEND COUNTY

Calculation Report

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indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	1	16	6%	50%	3.0
Graduation Status	1	6	17%	10%	1.7
ELP Status	0	1	0%	10%	0.0
School Quality Status	1	8	13%	30%	3.9
Closing the Gaps Score					9

Academic Achievement Indicators

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No	No	No						No	No	Yes		No	No		
% at Meets GL Standard or Above	33%	31%	34%	50%	25%	0%	-	23%	32%	24%	21%	21%	35%	28%		
# at Meets GL Standard or Above	307	135	163	4	1	0	-	3	263	71	33	3	220	87		
Total Tests (Adjusted)	938	431	479	8	4	2	-	13	827	298	154	14	633	306		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No						No	No	No		No	No		
% at Meets GL Standard or Above	20%	16%	24%	17%	33%	0%	-	25%	21%	20%	18%	10%	23%	15%		
# at Meets GL Standard or Above	101	35	63	1	1	0	-	1	91	31	15	1	77	24		
Total Tests (Adjusted)	493	214	264	6	3	1	-	4	441	152	85	10	337	159		
Total Indicators															1	16

Federal Accountability Requirements



STATE ACCOUNTABILITY REQUIREMENTS ¹						FEDERAL ACCOUNTABILITY REQUIREMENTS						
Requirement	1st Year Overall D	1st Year Overall F ¹	2nd Year Overall F ²	3rd Year Overall F ³	4th Year+ Overall F	Additional Targeted Support (ATS) ⁴	Targeted Support (TS) ⁴	Comprehensive Support (CSI)	ESF-FOCUSED SUPPORT GRANT REQUIREMENTS	1882 Partnerships	SAF (Planning Only) ⁷	SAF (Continuation / Implementation Only) ⁷
									ATS, TS, and CSI	CSI	CSI	CSI
Assignment of DCSI in ISAM	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No
Required ESC Training	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	1 No
Public Meeting for Input ⁵	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No
Board Hearing and Approval of TIP (Deadline 12/16/2022)	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No
TEA TIP Template Format	Yes, excel template or web-based TIP, if LEA has access	Yes, excel template or web-based TIP, if LEA has access	Yes. Excel template or web-based TIP, if LEA has access	Yes. Excel template or web-based TIP, if LEA has access	Yes. Excel template or web-based TIP, if LEA has access	No. Any format, e.g., embed in CIP	No. Any format, e.g., embed in CIP	Yes	Yes	Yes	Yes	Yes. LEA must use SAF rubric
Submit Plan and Progress Reports to TEA	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes. LEA must submit to SAF
Develop and Submit Turnaround Plan (TAP) ⁶	No	No	Yes (Optional)	Implement Commissioner Approved Turnaround Plan	Implement Commissioner Approved Turnaround Plan	No	No	No	No	No	No	No

Effective Schools Framework Overview

The ESF Process

The ESF framework is rooted in the continuous improvement process.

Identify the Needs:

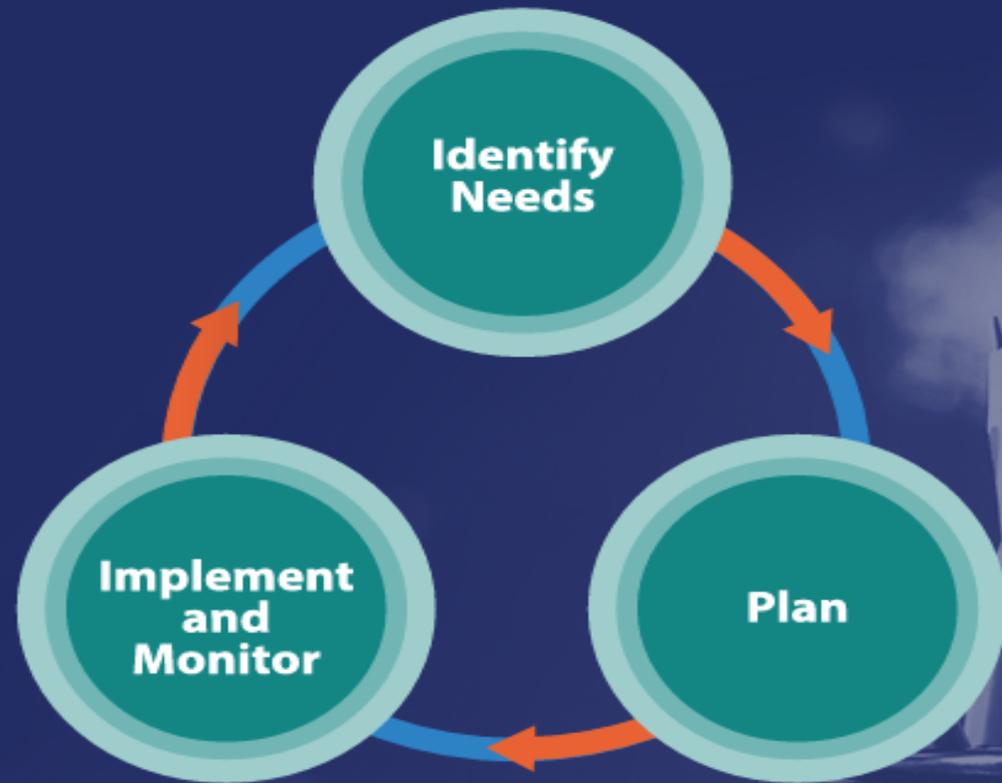
Increased focus on campus practices in addition to data

Plan:

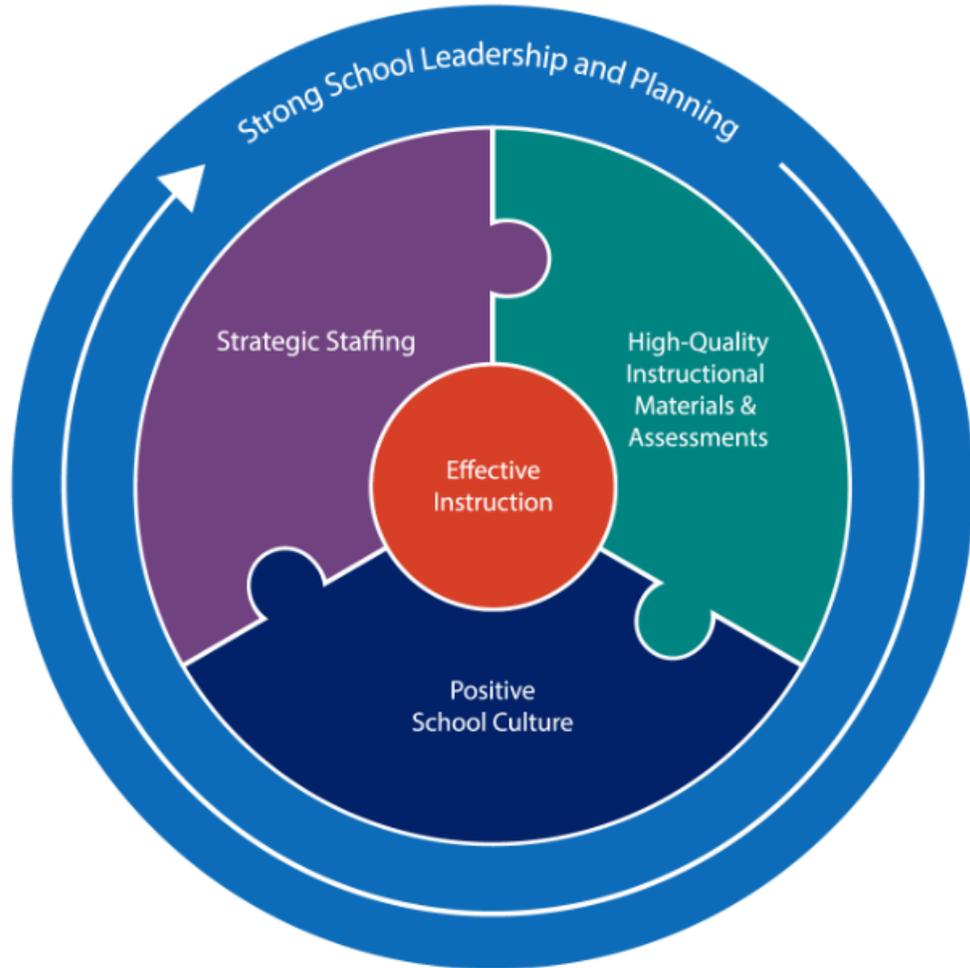
Narrow focus on high leverage needs

Implement and Monitor:

Supports and capacity builders aligned to the framework



ESF Framework



Level 1: Strong School Leadership and Planning

- EA 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

Level 2: Strategic Staffing

- EA 2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Level 3: Positive School Culture

- EA 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Prioritized Level 4: High-Quality Instructional Materials and Assessments

- EA 4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Prioritized Level 5: Effective Instruction

- EA 5.1 Effective classroom routines and instructional strategies
- EA 5.3 Data-driven instruction

Targeted Improvement Plan

Lever 1: Strong School Leadership and Planning

Essential Action 1.1:

Develop campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities

Annual Outcome:

By the end of May 2023, 100% of campus instructional leaders will have a clear list of roles and responsibilities with clearly defined expectations as evidenced by performance evaluations with measurable goals which are pre-determined, written and agreed upon by both principal and direct report.

TIP Focus Areas



Lever 5: Effective Instruction

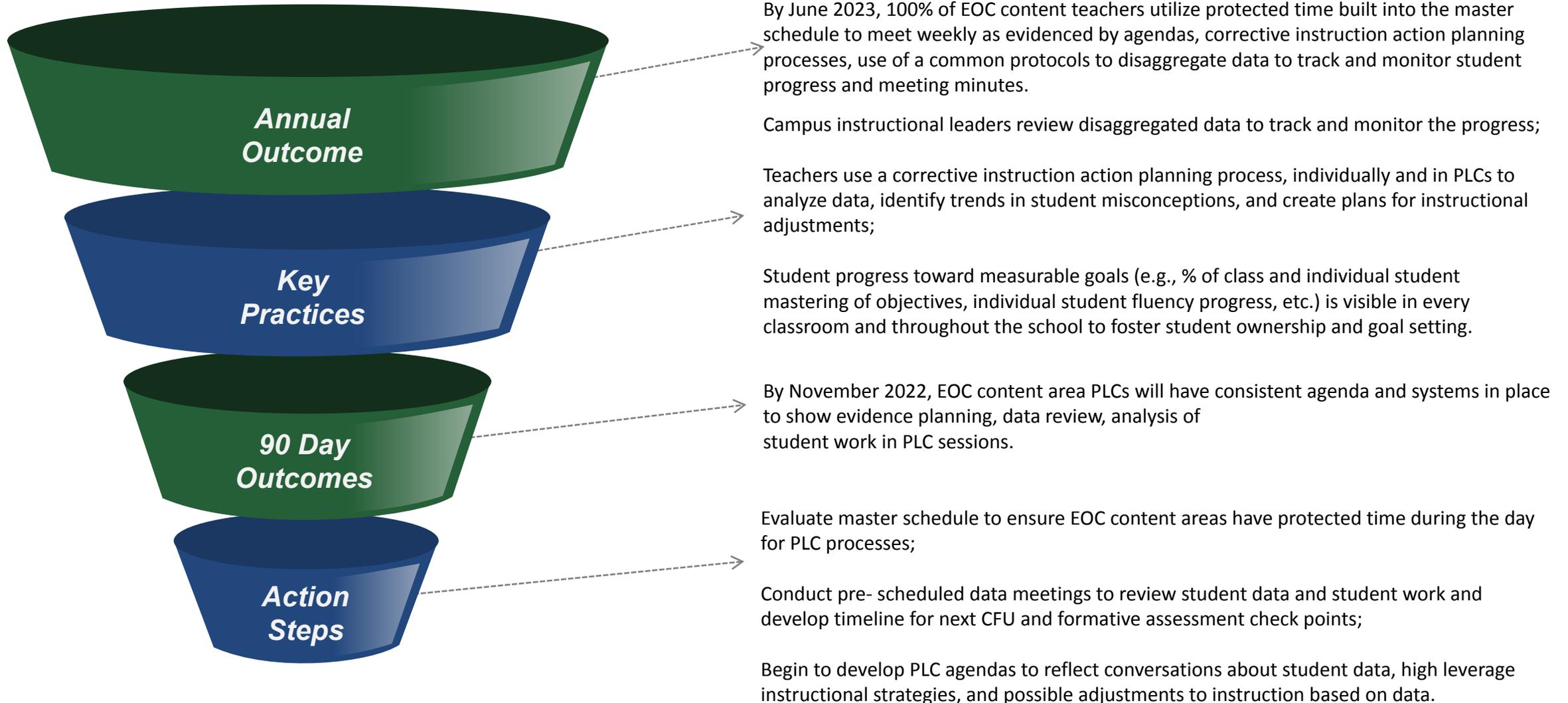
Essential Action 5.3: Data-driven instruction

Annual Outcome:

By June 2023, 100% of EOC content teachers utilize ¹⁴ protected time built into the master schedule to meet weekly as evidenced by agendas, corrective instruction action planning processes, use of a common protocols to disaggregate data to track and monitor student progress and meeting minutes.

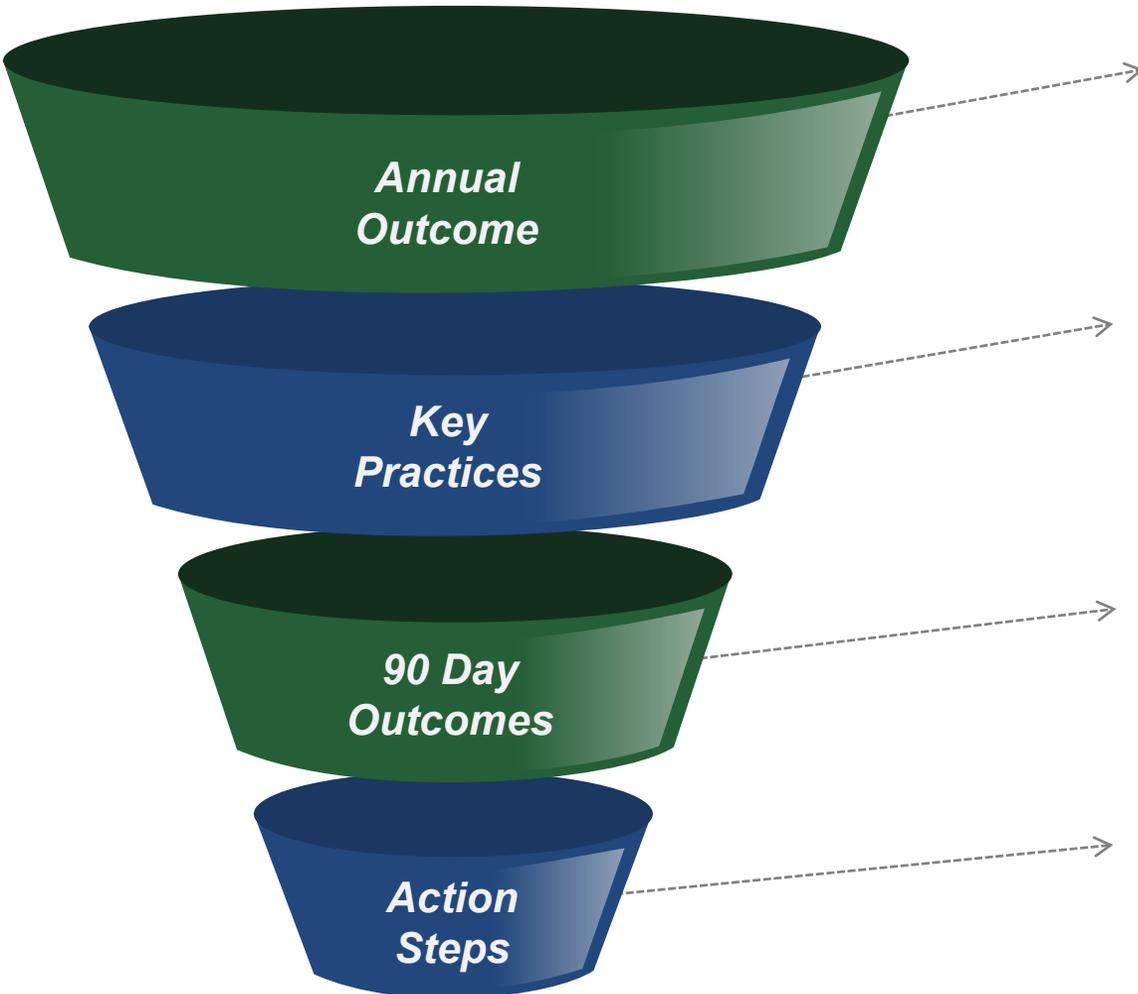
Targeted Improvement Plan- Lever 5

Essential Action 5.3: Data-driven instruction



Targeted Improvement Plan- Lever 1

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



- By the end of May 2023, 100% of campus instructional leaders will have a clear list of roles and responsibilities with clearly defined expectations as evidenced by performance evaluations with measurable goals which are pre-determined, written and agreed upon by both principal and direct report.
- Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.
- Performance expectations are clear, written, and measurable and they match job responsibilities.
- 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.
- Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.
- By November 2022, 100% of the instructional team will show evidence on their calendars of dedicated time for instructional walk throughs, TTESS walk throughs, and feedback sessions.
- Schedule weekly administrative meetings with an agenda focused on teacher classroom instruction, PLCs, and key data points.
- Clearly define administrative roles and responsibilities focused on areas of CCMR, T-TESS, Observation and feedback, ARDs and Special Education responsibilities, Discipline management and PBIS.

Principal Lavanta Williams



Targeted Improvement Plan

Year 1: (2020-2021)

EA: 1.1- Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

EA: 3.1- Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Year 2: (2021-2022)

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

EA: 5.3- Data-driven instruction

Year 3: (2022-2023):

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

EA: 5.1- Effective Classroom routines and instructional strategies

Targeted Improvement Plan

Year 1 TIP Plan Focus

- EA- 1.1- Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Action Steps

1. Create ILT roles and responsibility chart
2. Create a system of collaboration between ILT and Teachers that provides ongoing support.
3. Establish a system of consistent weekly meetings with Admin. Team and teacher leaders to monitor student academic progress and teacher instructional practices.

Evidence of Practice

Hunters Glen ELA Job Responsibility List 2022-2023

Lit Interventionist (5th Grade)	ESL Teacher (3rd Grade, ESL)	Dyslexia Teacher (2nd Grade)	Literacy Coach (4th Reading)
Coach Teachers as needed	Assist ESL students and teachers Coach Teachers as needed	Oversee Campus Dyslexia Program and Coach Teachers as needed	Coach Teachers 2-5
Create and Oversee 5th Grade Reading/Writing Skills Check and 10-day plan; oversee 5 th district learning assessments	Create and Oversee 3 rd Grade Reading/Writing Skills Check and 10-day plan; oversee 3 rd district learning assessments	Create and Oversee 2 nd Grade Reading/Writing Skills Check; oversee 2 nd district learning assessments and B	Create and Oversee 4th Grade Reading/Writing Skills Check and 10-day plan
5 th LLI Implementation during interventions and monitor guided reading binder checks. Oversee PAPI/DRA	Oversee REN 360 2nd and monitor guided reading binder check	Conduct Dyslexia Meetings/Screenings and monitor guided reading binder checks	Oversee 4 th Learning Assessments and Oversee REN 360 (2-5)
Oversee 5 th Saturday School, Tutorials, learning camps and in school Intervention	Oversee 3 rd Saturday and School, Tutorials, learning camps and in school Intervention	Assist with Overseeing Campus Reading Curriculum	Oversee 4 th Saturday School, Tutorials, learning camps and in school Intervention
	Monitor guided reading implementation and conduct guided reading binder checks	Assist with overseeing campus Academy of Reading Program and other campus reading intervention programs	Monitor guided reading implementation and conduct guided reading binder checks
Oversee Reading Night	Assist with Overseeing Campus Reading Curriculum	Assist with intervention groups when schedule allows	Oversee Literacy Support Team Meetings (LST)
Attend Reading PLC's and Data AWARE. Share reading data for targeted grade level during PLC, AWARE, CBLT	Attend Reading PLC's and Data AWARE. Share reading data for targeted grade level during PLC, AWARE, CBLT	Attend Reading PLC's. Share reading data for targeted grade level during PLC, AWARE, CBLT	Attend Reading PLC's and Data AWARE. Share reading data for targeted grade level during PLC, AWARE, CBLT
Create Reading/Writing Instructional Calendar for 5 th	Create Reading/Writing Instructional Calendar 3 rd	Assist with finding and implementing Reading incentives, events, resources, programs while supporting teachers and students	Create Reading/Writing Instructional Calendar for 4 th

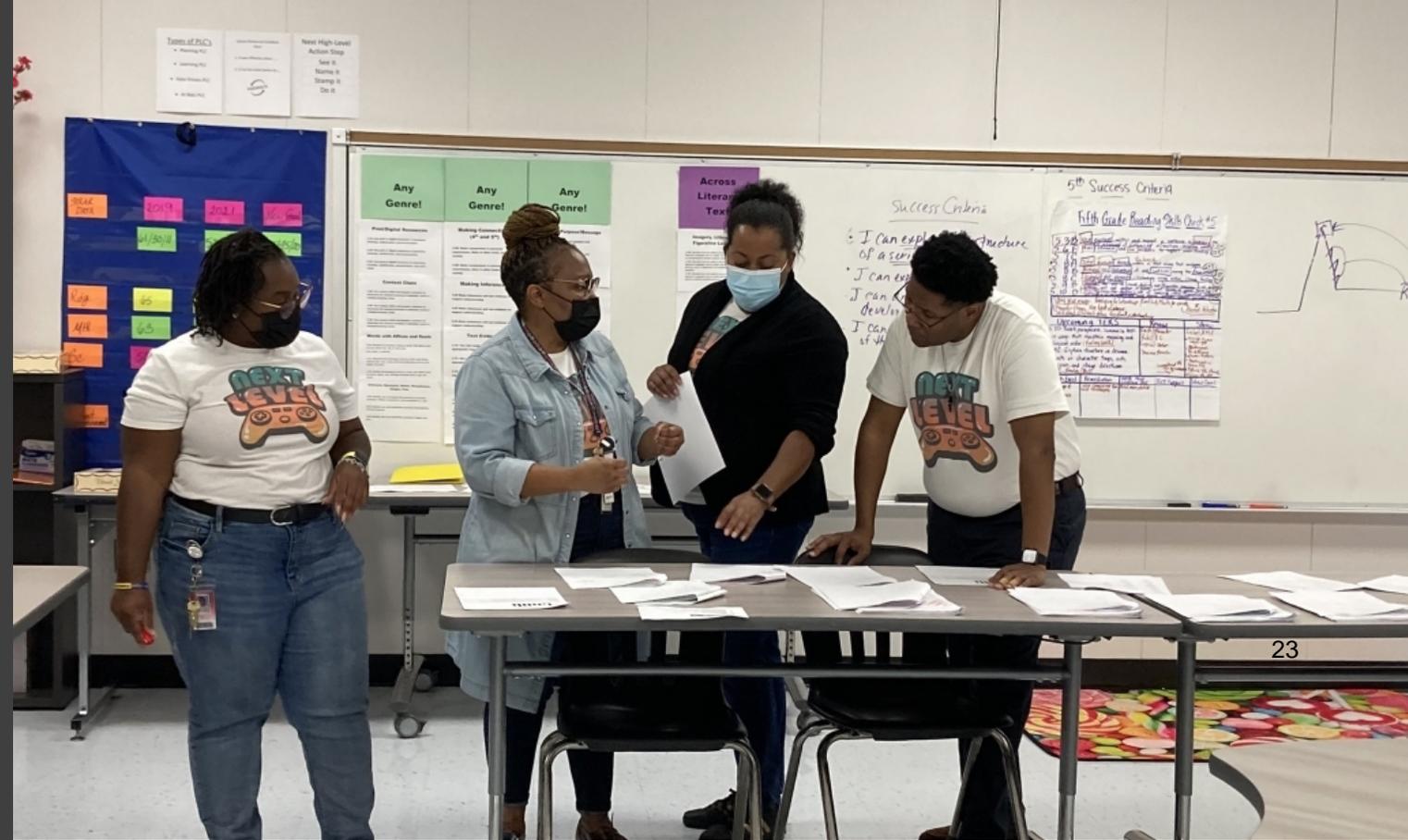
ESF Diagnostic Results EA: 1.1

Findings:

There are clear, written and transparent roles and responsibilities for administrators. Evidence included roles and responsibilities for campus instructional coaches and interventionists. The principal, administrators and instructional coaches were able to verbalize the teachers, grade level, and content they oversee and manage. The principal and core leadership team were able to verbalize their daily responsibilities and expectations. It is clear to both teachers and staff what each campus leader is responsible for, the ESF Diagnostic Survey indicates 95% and 100% respectively.

Progress Monitoring

- Written protocols and processes were utilized in the meetings observed. Evidence included agenda and tools for instructional Leadership Team Huddles, AWARE meeting and PLCs.
- Weekly ILT huddle agenda includes dedicated time to student progress and formative data. Principal and core leadership verbalized after skills Check assessment, data is disaggregated and internalized to prepare for AWARE meeting.
- Both principal and core leadership team were observed modeling tools and meeting procedures during PLC and AWARE meeting. The weekly ILT huddle addresses needs, protocols and procedures modeled by the principals.



Progress Monitoring

Monitoring Cycle

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
CIP Formative Review Check-in			■		■		■				■	
TEA		■	■		■	■		■	■		■	
Region 4	■											
ESF Diagnostic Progress						■						
FBISD TIP Formal Progress Review				■		■		■		■		

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CIP Formative Review

Who: Executive Director, DCSI, Principal, CSS

What: CIP, Strategies, Student Data

TEA Progress Review

Who: Executive Director, DCSI, Principal, TEA Representative, Region 4 Representative, CSS

What: TIP, Annual Outcome, 90-day Outcomes, Student Data

TIP District Progress Review

Who: Executive Director, DCSI, Principal, CSS

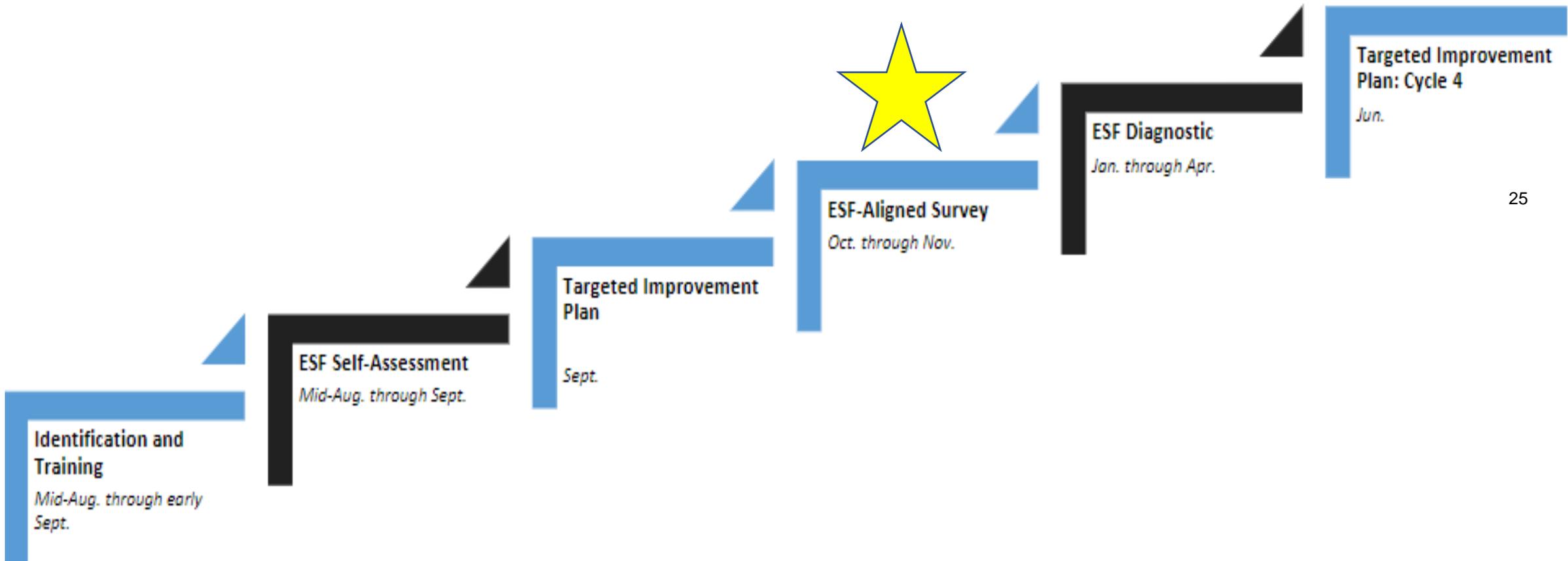
What: TIP, District Commitments, Action Steps, Student Data, Alignment to CIP

Region 4

Who: ESC 4 Specialist, DCSI, Principal, Executive Director, CSS

What: TIP, Annual Outcomes, 90-day Outcomes, Action Steps, Data Review, and Alignment

School Improvement Pathway



School Improvement Grant



What

- Non-competitive school improvement grant
- Willowridge was awarded the grant and received \$43,000 for School Improvement efforts.



Who

The grant was awarded to districts with at least one Title I-served, Comprehensive Support and Improvement identified campus



When

The grant runs the 2022-2023 school year



Requirements

- Engage in the Effective Schools Framework continuous improvement process
- Support from an ESC (Region 4) and vetted improvement program (Texas Instructional Leadership)
- Assign a Campus Intervention Team
- Attend all required trainings



Goal

- Build capacity at WHS and school improvement efforts.
- Allocate 20% of the School Improvement grant funds to support designated schools with continuous improvement planning.

District Commitments

- The district places its most effective school leaders in its highest need schools.
- The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.
- The district provides opportunities for ongoing support and coaching of the campus leader.
- The district provides the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.
- The district supports principals by protecting their time dedicated for school instructional leadership.
- The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers).
- The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).

District Commitments

- The district will provide opportunities for job embedded professional learning and training for Instructional Coaches and campus administration.
- Training and support for instructional leadership for administrators.
- Support in developing clear roles and responsibilities around focus areas.
- Provide assistance with professional learning.
- Provide supports for PLC processes, data tracking and progress monitoring.
- CCMR Design Team
- The district has effective systems for identifying and supporting struggling learners.
- Collaboration between multiple departments to deliver relevant, impactful, and timely support to the campus.

Questions?



FORT BEND ISD

16431 Lexington Blvd.
Sugar Land, TX 77479
281-634-1000

www.fortbendisd.com

Fort Bend Independent School District
Willowridge High School - TIP
2022-2023 Targeted Improvement Plan



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Superintendent:
DCSI/Grant Coordinator:

Dr. Christie Whitbeck
Rhonda Mason

Principal: Jennifer Roberts
ESC Case Manager: Dr. Trenae Hill
ESC Region: 4

Assurances

DCSI/Grant Coordinator

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

Signature: Rhonda Mason

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: Ashley Causey

Principal

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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: Jennifer Roberts

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

The goals below for Willowridge High School were determined in order to move our overall accountability rating to a C. The accountability goal for Willowridge High School in Domain I-Student Achievement is to:

- Increase overall STAAR performance from a component score of 34 to a component score of 41.
- The class of 2022 Cohort CCMR for 2023 Accountability is set at 27.4%. Moving forward, we have set a goal of 45% of the 2023 Cohort to meet at least one CCMR indicator to be reflected on 2024 Accountability.
- The class of 2022 Cohort Graduation Data for 2023 Accountability is unofficially set at 79.3%. Moving forward we have set a goal for 90% of the 2023 Cohort to graduate to be reflected on the 2024 Accountability.

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For Domain I Student Achievement our focus is on increasing STAAR performance in all areas. Improving STAAR performance with an emphasis on the number of students who meet and master grade level, will allow our Domain I score to move forward toward our overall goal for a C rating.

School Progress

What accountability goal has your campus set for this year?

The accountability goal for Willowridge High School in Domain 2A: School Progress--Academic Growth is to increase the overall component score from a 62 to a 70. This goal was determined by reviewing current accountability data and developing a path to increased growth. This will allow us to reach our overall accountability rating of a C.

Closing the Gaps

What accountability goal has your campus set for this year?

The accountability goal for Willowridge High School in Domain 3: Closing the Gaps is to move our overall component score from a 9 to 50. This goal was determined in order to move our overall accountability rating to a C. Based on our 2022 Accountability data, we must work to move more student groups toward the achievement targets in each category.

To accomplish this goal, we must show growth across multiple student groups in the following ways:

- Academic Achievement: move from 1 student group meeting target to a minimum of 5 student groups meeting target
- Graduation Status: move from 1 student group meeting target to a minimum of 4 student groups meeting target
- ELP Status: move from 0 target met to 1
- School Quality Status: For 2023 Accountability, the data is set; however, moving forward we are working on systems to increase the number from 1 student groups meeting target to a minimum of 4 student groups meeting target by 2024.

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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?

1. Both ELA and Mathematics are identified focus for our campus. Overall, on the 2022 STAAR results, four student groups were within 1-5 percentage points of meeting the ELA/Reading Target. As we implement a focus on writing across the curriculum and instruction aligned to the rigor of the TEKS, our student groups have strong growth potential in this area. In mathematics there is more work needed to close the gap on the targets for each student group. Our focus for math will be with Algebra I for the EOC test and Algebra II in preparation for CCMR criteria.

2. English Language Proficiency: This area is identified based on the number of students who fall under the EB/EL indicator. This subject area showed 15% progress rate in 2022. With a focus on writing across the curriculum and SIOP strategies for students in all areas, students have the potential to show progress based on TELPAS results.

The intended outcome on our accountability domain scores is to increase our overall Closing the Gaps domain by focusing on areas where we can see growth potential. An increase meets and masters standard by 5% for ELA will lead to an increase in targets met in the Closing the Gaps domain. For the ELPS status, the goal is to show progress from the 15% to reach the 36% target. T

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

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1. African American student group.

2. Hispanic student group.

The intended outcome for focusing on these student groups is the ability to grow these students in both TELPAS and STAAR. In doing so, our Closing the Gaps domain score will progress to meet more targets.

CCMR

What goals has your campus set for CCMR?

By June 2023, at least 30% of the class of 2023 will have met CCMR criteria and at least 25% of the class of 2024 will have met CCMR criteria. This data will be reviewed quarterly through OnSuite data to track and monitor the progress of these two cohorts.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

By June of 2023, 90% of the class of 2023 will graduate from high school to be reflected on 2024 accountability.

Essential Actions

Cycles 1-3

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

Implementation Level: Not Yet Started

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • 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. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

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.

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Implementation Level: Partial Implementation

Key Practices: 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.

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: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, 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. • Teachers (with content and grade-level teams whenever possible) have protected time build 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

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: Not Yet Started

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • 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. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The Instructional Leadership at WHS consists of Principal, Associate Principal, Dean of Instruction, 3 Assistant Principals, P-Tech Dean, and Instructional Coaches for each of the content areas. The administrative team's focus and capacity needs to be built around instructional leadership. There are PLC processes, a campus walk through document, and instructional coaching in place; however, monitoring of the effectiveness of PLC practices, teacher actions, and coaching needs to be defined and strengthened. Expectations for these areas need to be clearly defined and communicated. Systems for monitoring and feedback need to be developed and implemented with consistency. By selecting this EA, this will have a positive impact on student outcomes because instructional leaders will have greater capacity to provide actionable feedback to teachers to improve instructional practices.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Through coaching the WHS leadership team on roles and responsibilities, clear expectations and outcomes, and identifying strengths, gaps, and professional learning needs, the instructional team will increase instructional leadership capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Once clearly defined roles and responsibilities are clearly defined and in writing, share the information with stakeholders including, administrators, teachers, students, parents and other external partners as needed through campus newsletters and website, faculty and department meetings. Share information with administrators through one-on-one conversations and instructional leadership team meeting.

Desired Annual Outcome: By the end of May 2023, 100% of campus instructional leaders will have a clear list of roles and responsibilities with clearly defined expectations. Leadership team meetings will include written agendas, recorded meeting minutes, and next steps with emphasis on data analysis, progress monitoring, and observation and feedback. Weekly calendars will show time for observation and feedback of classroom instruction, PLCs and key data meetings. Performance evaluations with measurable goals are pre-determined, written and agreed upon by both principal and direct report.

District Commitment Theory of Action: The district will provide opportunities for job embedded professional learning and training for Instructional Coaches and campus administration.

Desired 90-day Outcome: By November 2022, 100% of the instructional team will show evidence on their calendars of dedicated time for instructional walk throughs, TTESS walk throughs, and feedback sessions.

District Actions: Training and support for instructional leadership for administrators. Support in developing clear roles and responsibilities around focus areas.

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?
Capacity of administrators for instructional leaderships	Action Step 1	Builds collaboration of administrative team and outlines campus priorities.
Competing priorities and time	Action Step 3	Instructional leadership teams will share calendars and schedule time for these action items.

Step 1 Details	Reviews
<p>Action Step 1: Schedule weekly administrative meetings with an agenda focused on teacher classroom instruction, PLCs, and key data points.</p> <p>Evidence Used to Determine Progress: Weekly agendas that reflect data, needs, next steps for each area.</p> <p>Person(s) Responsible: Principal, Associate Principal</p> <p>Resources Needed: Template for agenda Protected time for administrative meeting Space for meetings</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">42</p>

Step 2 Details	Reviews
<p>Action Step 2: Clearly define administrative roles and responsibilities focused on areas of CCMR, T-TESS, Observation and feedback, ARDs and Special Education responsibilities, Discipline management and PBIS.</p> <p>Evidence Used to Determine Progress: Roles and Responsibility document T-TESS supervision chart T-TESS progress tracker Campus Walk through schedule Campus walk through tracker Walk through form with data trends</p> <p>Person(s) Responsible: Principal Administrative Team</p> <p>Resources Needed: Administrative job description TTESS supervision groups Microsoft form for campus walk through document</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 10, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">43</p>
Step 3 Details	Reviews
<p>Action Step 3: Instructional Leadership Team will share calendars to reflect scheduled time for observation, feedback on classroom instruction, PLC attendance, and key data meetings.</p> <p>Evidence Used to Determine Progress: Calendars with evidence of PLC attendance, classroom walkthroughs and feedback sessions scheduled. Walk through data supports schedule outlined on the calendar</p> <p>Person(s) Responsible: Campus Administrators</p> <p>Resources Needed: Training around expectations for shared calendar Exemplar from ESF training Lever 1.1 of instructional calendar.</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 10, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p> <p>Funding Sources: Region 4 Contracted Services - 6200-Professional and contracted services - \$10,000</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, 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. • Teachers (with content and grade-level teams whenever possible) 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus has PLC time built into the master schedule for all EOC tested areas. Teachers use the unit planning guide as well as the lesson planning guide to develop lessons and assessments aligned to the rigor of the TEKS. Data is collected from various sources including STAAR, REN 360, common formative assessments, unit tests, District Learning assessments, and interim assessments. The campus is developing best practices and a clear focus of how to analyze data and student work. We need more support in digging deeper into data and connecting data driven decisions to Tier I instructional practices. A clear focus and understanding of data driven instruction and progress monitoring is paramount to see increase student growth. There is a need to develop and monitor common protocols and language across all content areas. By selecting this EA, this will have a positive impact on student outcomes because EOC teams will be intentional and focused on data driven instruction to make instructional decisions.

Who will you partner with?: TIL

44

How will you build capacity in this Essential Action? We will work closely with Region IV and our campus support team to ensure teachers and instructional leaders have professional learning on data-driven instruction, progress monitoring, PLC cycles of improvement and embedded interventions. Regular data meetings with instructional leaders to review trends of data and where gaps exist for teachers or teams in collecting and acting on data. We will support teachers and teams in data analysis to guide instructional decision making.

Provide learning opportunities around unpacking standards and identifying gaps in conceptual and procedural knowledge.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure the staff is aware of our efforts to improve our focus on data driven instruction through professional development sessions, information in our weekly newsletters, and support in faculty meetings and PLCs. We will communicate to our community and parents through newsletters and various parent engagement events. Students will also have the opportunity to learn and take ownership of their data through classroom discussions, Eagle Time lessons, student leadership groups and feedback sessions. Feedback on the adjustments and improvements to our data driven instructional systems will be collected through stakeholder surveys periodically throughout the year.

Desired Annual Outcome: By June 2023, 100% of EOC content teachers utilize protected time built into the master schedule to meet weekly. Weekly meetings include the use of agendas, corrective instruction action planning processes, use of a common protocols to disaggregate data to track and monitor student progress. Teachers will visibly monitor student progress toward measurable goals.

District Commitment Theory of Action: Provide assistance with professional learning as needed.
Provide supports for PLC processes, data tracking and progress monitoring as needed.

Desired 90-day Outcome: By November 2022, EOC content area PLCs will have consistent agenda and systems in place to show evidence planning, data review, analysis of student work in PLC sessions. EOC content area teams will develop instructional calendars with pre-scheduled data meetings and make informed instructional decisions. Teachers will begin to develop an understanding corrective instruction planning to write corrective instruction action plan, including identified gaps and dates for reteach specific students to be addressed, the method of re-assessment and follow up date for data review. EOC PLC teams will engage in and implement feedback cycles to address student misconceptions and build student ownership of learning. Teachers will improve instructional practice around strong Tier I instruction and embedded interventions.

District Actions: We will work with the district to identify and implement effective systems for supporting struggling learners. We will work with district specialists to improve PLC processes and provide training for teachers.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Aligning PLC practices with data driven instruction focused on progress monitoring and intervention	Action Step 1	Establishes clear expectation and direction for teachers and PLCs on data analysis and progress monitoring.
Competing prioritize creating time constraints	Action Step 1	The master schedule is built to provide the time for PLCs.

Step 1 Details	Reviews
<p>Action Step 1: Evaluate master schedule to ensure EOC content areas have protected time during the day for PLC processes.</p> <p>Evidence Used to Determine Progress: Master schedule showing time for EOC content areas built into the day. PLC calendar showing PLC meeting times that include specific data disaggregation times.. Student growth on STAAR EOC.</p> <p>Person(s) Responsible: Dean of Instruction, Principal</p> <p>Resources Needed: Exemplar of Unit planning documents that show strong data driven elements and progress monitoring.</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 6, 2022 - Frequency: One Time - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> <p style="text-align: right;">45</p>

Step 2 Details	Reviews
<p>Action Step 2: Conduct pre- scheduled data meetings to review student data and student work and develop timeline for next CFU and formative assessment check points.</p> <p>Evidence Used to Determine Progress: PLC calendar shows pre-scheduled data meetings for EOC content areas. PLC agenda shows data review protocol and results, documents next steps and reteach plan. Progress monitoring system is updated regularly to show student strengths and weaknesses.</p> <p>Person(s) Responsible: Dean of Instruction, Administrators, Instructional Coaches</p> <p>Resources Needed: Exemplars of data protocols. Exemplar of high leverage and efficient progress monitoring system.</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 10, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Begin to develop PLC agendas to reflect conversations about student data, high leverage instructional strategies, and possible adjustments to instruction based on data.</p> <p>Evidence Used to Determine Progress: PLC agendas and unit planning documents aligned to unity planning cycle.</p> <p>Person(s) Responsible: Administrators, Instructional Coaches</p> <p>Resources Needed: Exemplar agendas Exemplar unit planning documents. Training to support data driven instruction</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 17, 2022 - Frequency: Weekly - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps: 46</p>

Describe any substantive differences in planned actions and actual implementation of these actions.:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:

Explain how effective the specific actions were in making progress toward the goal.:

Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:

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: Not Yet Started

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • 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. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The Instructional Leadership at WHS consists of Principal, Associate Principal, Dean of Instruction, 3 Assistant Principals, P-Tech Dean, and Instructional Coaches for each of the content areas. The administrative team's focus and capacity needs to be built around instructional leadership. There are PLC processes, a campus walk through document, and instructional coaching in place; however, monitoring of the effectiveness of PLC practices, teacher actions, and coaching needs to be defined and strengthened. Expectations for these areas need to be clearly defined and communicated. Systems for monitoring and feedback need to be developed and implemented with consistency. By selecting this EA, this will have a positive impact on student outcomes because instructional leaders will have greater capacity to provide actionable feedback to teachers to improve instructional practices.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Through coaching the WHS leadership team on roles and responsibilities, clear expectations and outcomes, and 47 identifying strengths, gaps, and professional learning needs, the instructional team will increase instructional leadership capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Once clearly defined roles and responsibilities are clearly defined and in writing, share the information with stakeholders including, administrators, teachers, students, parents and other external partners as needed through campus newsletters and website, faculty and department meetings. Share information with administrators through one-on-one conversations and instructional leadership team meeting.

Desired Annual Outcome: By the end of May 2023, 100% of campus instructional leaders will have a clear list of roles and responsibilities with clearly defined expectations. Leadership team meetings will include written agendas, recorded meeting minutes, and next steps with emphasis on data analysis, progress monitoring, and observation and feedback. Weekly calendars will show time for observation and feedback of classroom instruction, PLCs and key data meetings. Performance evaluations with measurable goals are pre-determined, written and agreed upon by both principal and direct report.

District Commitment Theory of Action: The district will provide opportunities for job embedded professional learning and training for Instructional Coaches and campus administration.

Desired 90-day Outcome: By February 2023, 100% of the administrative team will participate in feedback cycles with teachers providing clear, actionable feedback to teachers.

District Actions: The district will support professional learning of administrators and instructional coaches in Observation and Feedback coaching cycles. District staff will provide feedback to campus administration on the coaching cycles.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: Texas Instructional Leadership Observation and Feedback Training for administrators and instructional coaches.</p> <p>Evidence Used to Determine Progress: Attendance at professional learning Coaching cycles with teachers</p> <p>Person(s) Responsible: Principal, Dean</p> <p>Resources Needed: Training through Texas Instructional Leadership</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: - Frequency: - Evidence Collection Date:</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, 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. • Teachers (with content and grade-level teams whenever possible) have protected time build 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus has PLC time built into the master schedule for all EOC tested areas. Teachers use the unit planning guide as well as the lesson planning guide to develop lessons and assessments aligned to the rigor of the TEKS. Data is collected from various sources including STAAR, REN 360, common formative assessments, unit tests, District Learning assessments, and interim assessments. The campus is developing best practices and a clear focus of how to analyze data and student work. We need more support in digging deeper into data and connecting data driven decisions to Tier I instructional practices. A clear focus and understanding of data driven instruction and progress monitoring is paramount to see increase student growth. There is a need to develop and monitor common protocols and language across all content areas. By selecting this EA, this will have a positive impact on student outcomes because EOC teams will be intentional and focused on data driven instruction to make instructional decisions.

Who will you partner with?: TIL

49

How will you build capacity in this Essential Action? We will work closely with Region IV and our campus support team to ensure teachers and instructional leaders have professional learning on data-driven instruction, progress monitoring, PLC cycles of improvement and embedded interventions. Regular data meetings with instructional leaders to review trends of data and where gaps exist for teachers or teams in collecting and acting on data. We will support teachers and teams in data analysis to guide instructional decision making.

Provide learning opportunities around unpacking standards and identifying gaps in conceptual and procedural knowledge.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure the staff is aware of our efforts to improve our focus on data driven instruction through professional development sessions, information in our weekly newsletters, and support in faculty meetings and PLCs. We will communicate to our community and parents through newsletters and various parent engagement events. Students will also have the opportunity to learn and take ownership of their data through classroom discussions, Eagle Time lessons, student leadership groups and feedback sessions. Feedback on the adjustments and improvements to our data driven instructional systems will be collected through stakeholder surveys periodically throughout the year.

Desired Annual Outcome: By June 2023, 100% of EOC content teachers utilize protected time built into the master schedule to meet weekly. Weekly meetings include the use of agendas, corrective instruction action planning processes, use of a common protocols to disaggregate data to track and monitor student progress. Teachers will visibly monitor student progress toward measurable goals.

District Commitment Theory of Action: Provide assistance with professional learning as needed.
Provide supports for PLC processes, data tracking and progress monitoring as needed.

Desired 90-day Outcome: By February 2023, EOC content PLCS will have well established progress monitoring system in place that allows for corrective instruction actions.

District Actions: The district will provide PLC and content support as needed around data driven protocols and corrective instruction actions.

Did you achieve your 90 day outcome?:

Why or why not?:

Describe any substantive differences in planned actions and actual implementation of these actions.:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:

Explain how effective the specific actions were in making progress toward the goal.:

Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:

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: Not Yet Started

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • 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. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The Instructional Leadership at WHS consists of Principal, Associate Principal, Dean of Instruction, 3 Assistant Principals, P-Tech Dean, and Instructional Coaches for each of the content areas. The administrative team's focus and capacity needs to be built around instructional leadership. There are PLC processes, a campus walk through document, and instructional coaching in place; however, monitoring of the effectiveness of PLC practices, teacher actions, and coaching needs to be defined and strengthened. Expectations for these areas need to be clearly defined and communicated. Systems for monitoring and feedback need to be developed and implemented with consistency. By selecting this EA, this will have a positive impact on student outcomes because instructional leaders will have greater capacity to provide actionable feedback to teachers to improve instructional practices.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Through coaching the WHS leadership team on roles and responsibilities, clear expectations and outcomes, and 51 identifying strengths, gaps, and professional learning needs, the instructional team will increase instructional leadership capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Once clearly defined roles and responsibilities are clearly defined and in writing, share the information with stakeholders including, administrators, teachers, students, parents and other external partners as needed through campus newsletters and website, faculty and department meetings. Share information with administrators through one-on-one conversations and instructional leadership team meeting.

Desired Annual Outcome: By the end of May 2023, 100% of campus instructional leaders will have a clear list of roles and responsibilities with clearly defined expectations. Leadership team meetings will include written agendas, recorded meeting minutes, and next steps with emphasis on data analysis, progress monitoring, and observation and feedback. Weekly calendars will show time for observation and feedback of classroom instruction, PLCs and key data meetings. Performance evaluations with measurable goals are pre-determined, written and agreed upon by both principal and direct report.

District Commitment Theory of Action: The district will provide opportunities for job embedded professional learning and training for Instructional Coaches and campus administration.

Desired 90-day Outcome: By May 2023, 100% of the ILT team will participate in TIL Observation and Feedback training and implement the observation and feedback cycle.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, 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. • Teachers (with content and grade-level teams whenever possible) have protected time build 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. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus has PLC time built into the master schedule for all EOC tested areas. Teachers use the unit planning guide as well as the lesson planning guide to develop lessons and assessments aligned to the rigor of the TEKS. Data is collected from various sources including STAAR, REN 360, common formative assessments, unit tests, District Learning assessments, and interim assessments. The campus is developing best practices and a clear focus of how to analyze data and student work. We need more support in digging deeper into data and connecting data driven decisions to Tier I instructional practices. A clear focus and understanding of data driven instruction and progress monitoring is paramount to see increase student growth. There is a need to develop and monitor common protocols and language across all content areas. By selecting this EA, this will have a positive impact on student outcomes because EOC teams will be intentional and focused on data driven instruction to make instructional decisions.

Who will you partner with?: TIL

52

How will you build capacity in this Essential Action? We will work closely with Region IV and our campus support team to ensure teachers and instructional leaders have professional learning on data-driven instruction, progress monitoring, PLC cycles of improvement and embedded interventions. Regular data meetings with instructional leaders to review trends of data and where gaps exist for teachers or teams in collecting and acting on data. We will support teachers and teams in data analysis to guide instructional decision making.

Provide learning opportunities around unpacking standards and identifying gaps in conceptual and procedural knowledge.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure the staff is aware of our efforts to improve our focus on data driven instruction through professional development sessions, information in our weekly newsletters, and support in faculty meetings and PLCs. We will communicate to our community and parents through newsletters and various parent engagement events. Students will also have the opportunity to learn and take ownership of their data through classroom discussions, Eagle Time lessons, student leadership groups and feedback sessions. Feedback on the adjustments and improvements to our data driven instructional systems will be collected through stakeholder surveys periodically throughout the year.

Desired Annual Outcome: By June 2023, 100% of EOC content teachers utilize protected time built into the master schedule to meet weekly. Weekly meetings include the use of agendas, corrective instruction action planning processes, use of a common protocols to disaggregate data to track and monitor student progress. Teachers will visibly monitor student progress toward measurable goals.

District Commitment Theory of Action: Provide assistance with professional learning as needed.
Provide supports for PLC processes, data tracking and progress monitoring as needed.

Desired 90-day Outcome: By May 2023, EOC content teams will use data protocols and progress monitoring to provide embedded interventions and corrective instructional actions in their daily and weekly planning.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Describe any substantive differences in planned actions and actual implementation of these actions.:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:

Explain how effective the specific actions were in making progress toward the goal.:

Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:

Cycle 4 - (Jun – Aug)

Describe any substantive differences in planned actions and actual implementation of these actions.:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:

Explain how effective the specific actions were in making progress toward the goal.:

Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	Region 4 Contracted Services		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Budget Object Code Amount					\$34,400.00
+/- Difference					\$24,400.00
Grand Total Budgeted					\$34,400.00
Grand Total Spent					\$10,000.00
+/- Difference					\$24,400.00

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	834	55	54	N/A	District Created Benchmark	56		Interim Assessment	60		60	
			All	All	Reading	Meets	STAAR	834	35	33	N/A	District Created Benchmark	35		Interim Assessment	40		40	
			All	All	Reading	Masters	STAAR	834	3	4	N/A	District Created Benchmark	8		Interim Assessment	10		10	
			All	All	Mathematics	Approaches	STAAR	627	46	63	N/A	District Created Benchmark	65		Interim Assessment	70		68	
			All	All	Mathematics	Meets	STAAR	627	12	20	N/A	District Created Benchmark	25		Interim Assessment	27		25	
			All	All	Mathematics	Masters	STAAR	627	3	8	N/A	District Created Benchmark	10		Interim Assessment	13		13	
			All	All	Science	Approaches	STAAR	603	66	68	N/A	District Created Benchmark	70		Interim Assessment	73		73	
			All	All	Science	Meets	STAAR	603	26	31	N/A	District Created Benchmark	35		Interim Assessment	35		36	
			All	All	Science	Masters	STAAR	603	6	6	N/A	District Created Benchmark	10		Interim Assessment	11		11	56
			All	All	Social Studies	Approaches	STAAR	603	85	82	N/A	District Created Benchmark	85		Interim Assessment	88		88	
			All	All	Social Studies	Meets	STAAR	603	54	49	N/A	District Created Benchmark	53		Interim Assessment	55		54	
			All	All	Social Studies	Masters	STAAR	603	24	20	N/A	District Created Benchmark	22		Interim Assessment	25		25	
Closing the Gaps	Focus 1	Academic Achievement	All	African American	ELA	N/A	ELA	N/A	31	31	94	District Created Benchmark	33		Interim Assessment	35		40	
	Focus 2	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	21	15	83	Other	26		Other	33		37	

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	834	Did Not Meet	13	11		10		10	
					Approaches	54	56		40		40	
					Meets	33	35		40		40	
					Masters	4	6		10		10	
	Math	All	STAAR	307	Did Not Meet	17	15		14		12	
					Approaches	63	65		66		68	
					Meets	20	22		24		26	
					Masters	8	10		11		13	