



North Forest

# **2019-2020 Campus Improvement Plan**



**Campus Number 101-845-010  
6602 Winfield Road  
Houston, TX 77050**

# YES PREP NORTH FOREST CAMPUS IMPROVEMENT PLAN

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# YES PREP NORTH FOREST CAMPUS IMPROVEMENT PLAN

## MISSION STATEMENT

Our mission is to increase the number of students from underserved communities who graduate from college prepared to lead.

## 2019-2020 SYSTEMWIDE INITIATIVES

YES Prep North Forest is part of the YES Prep Public Schools (YES Prep, system, or district) network of open-enrollment charter schools. Our systemwide initiatives are:

### Mission Outcomes

1. Build consistently excellent schools that prepare all students to graduate from college prepared to lead.
2. Serve Houston's underserved communities at scale.

### Strategic Priorities

1. Deeply engage the students, families, and communities we serve.
2. Recruit, develop, sustain, and retain extraordinary talent.
3. Build a diverse organization that values inclusivity and transparency.
4. Innovate and implement clear, manageable, and high-leverage academic systems.
5. Harness technology and operating systems that promote efficiency and accountability.
6. Be financially strategic and sustainable on public funding.

## TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES

*Every child, prepared for success in college, a career or the military.*

1. Recruit, support, and retain teachers and principals.
2. Build a foundation of reading and math.
3. Connect high school to career and college.
4. Improve low-performing schools.

## TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) REQUIREMENTS

- Element 1: SWP Comprehensive Needs Assessment (CNA)
- Element 2: SWP Campus Improvement Plan (CIP) Requirements
- Element 3: Parent and Family Engagement (PFE) Requirements

# YES PREP NORTH FOREST CAMPUS IMPROVEMENT PLAN

## SCHOOL SUPPORT TEAM FOR THE CNA and CIP

Sara Kaveeshwar	Principal
Cinita Arenas	Resident Principal
Nicci Cole	Director of Academics
Raymond Paylor	Director of Student Support
Aleece Lowe	Director of Campus Operations
Naketchia Alfred	Director of College Counseling
Charlie Schmidt	Head of Schools
Shawn Gore	Teacher
Kyle Whittington	Teacher
Claudia Lozano	Teacher
Rocha Rocha	Family / Parent

### **Meetings and Community Access**

North Forest's CNA and CIP were developed by the School Support Team (SST). The final CNA meeting was held on August 27, 2019..

The CIP is available in English and Spanish at the campus front office, on the campus website, at PFE meetings, and at parent and community engagement activities and events.

The CIP will be reviewed and updated quarterly during the 2019-2020 school year.

### **Campus Goals (Focus/Critical Areas) (described on Page 12)**

1. North Forest will achieve a 55% on Domain I (the average of "Approaches" and above, "Meets" and above, and "Masters") on the STAAR test.
2. North Forest will meet 100% of relevant Domain III STAAR targets.
3. 37% of North Forest's Class of 2020 will have a college ready SAT score of 480 in Reading and 530 in Math.
4. 92.9% of North Forest students enrolled in the 2019-2020 school year will return to North Forest for 2020-2021.

5. North Forest will maintain a cumulative Average Daily Attendance rate of 96.5%.
6. 51% of North Forest students in Grades 6-10 will “Meet” or “Master” on both their Reading and Math STAAR exams (English I, English II, and Algebra I in High School).

### **CIP Contact Information**

Any questions regarding this CIP should be directed to:

**Stephanie S. Jones**

Managing Director of Federal & State  
Compliance & Grants  
YES Prep Public Schools  
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Houston, TX 77033  
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**James Mosley**

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# YES PREP NORTH FOREST CAMPUS IMPROVEMENT PLAN

## COMPREHENSIVE NEEDS ASSESSMENT - SCHOOL PROFILE

YES Prep North Forest was founded in 2010 to serve students in Grades 6-12. We believe that being EPIC (Empowering others, Persevering, having Integrity, and being Compassionate) will elevate our students to a standard of excellence academically, socially, and emotionally that will prepare them to be successful on the road to and through college! North Forest exists to increase the number of college-ready graduates in North Forest.

### Student and Staff Demographics

The 2019-2020 schoolwide student demographics (estimates) are:

- ❖ 954 students in Grades 6-12
- ❖ Race & Ethnicity:
  - 14.67% African American
  - 0.52% American Indian
  - 0.10% Asian
  - 82.93% Hispanic
  - 1.14% White
- ❖ 88.45% economically disadvantaged
- ❖ 30.28% English Learners (ELs)
- ❖ 51.30% at-risk
- ❖ 4.58% Special Education (SpEd)

Moreover, North Forest employs 53 teachers and 28 administrators and support staff.

### Neighborhoods Served

North Forest serves students from the Dyersdale, East Houston, East Little York/Homestead, Mt. Houston, Scenic Woods, Settegast, and Trinity/Houston Gardens neighbourhoods.

### Strategies to Serve At-Risk Students

- We will be intensely focused on weekly data analysis of both student achievement and efficiency/effectiveness of our systems.
- In terms of instruction, teachers will be engaging in data meetings to regularly assess misconceptions and mastery to create re-teaching plans and strategic student groupings.

- We will be revamping our Response to Intervention system to ensure that we are prioritizing Tier III students and ensuring they get the supports they need.
- The Student Culture Team will create individual action plans for at-risk students.
- We will be offering a reading intervention course for our high school students that have failed English I or English II STAAR exams. It will be taught by a Literacy Specialist and is designed to prepare students to successfully pass these exams and prepare for upper-level English courses.

<b>Data Sources Examined during the CNA Process</b>	<b>Title I SWP Element</b>
<ul style="list-style-type: none"> <li>• TEA Accountability Ratings</li> <li>• STAAR data (disaggregated by subpopulation)</li> <li>• Persistence data (disaggregated by subpopulation)               <ul style="list-style-type: none"> <li>○ Attendance data</li> <li>○ School Leaver/withdrawal data</li> </ul> </li> <li>• Student demographic data</li> <li>• EL student data</li> <li>• SpEd student data</li> <li>• At-risk student data</li> <li>• Other demographic data from public elementary schools within the attendance boundaries</li> <li>• Teacher performance and development data</li> <li>• Teacher feedback from beginning-of-year trainings</li> <li>• Recruitment activities (e.g., input from parents and community members)</li> <li>• Registration activities (e.g., input from parents)</li> <li>• Neighborhood demographic data and trends</li> </ul>	<p style="text-align: center;">1, 2, 3</p>



# YES PREP NORTH FOREST CAMPUS IMPROVEMENT PLAN

## STATE COMPENSATORY EDUCATION (SCE)

### Policies and Procedures

YES Prep has systemwide written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students enter the SCE program
- How students are exited from the SCE program
- Cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to North Forest: \$1,369,661

The process we use to identify students at-risk is:

- Six-weeks documented interventions once a student is in the response to intervention (RTI) process.
- If the student does not improve after six weeks, they will be evaluated by the RTI team to identify other necessary interventions.
- Student would be identified as at-risk after the RTI team meets.

The process we use to exit students from the SCE program who no longer qualify is:

- The RTI team will evaluate at-risk students at the six-week point to determine if they need continued interventions; or
- Based on performance, should be exited from the SCE program.

# YES PREP NORTH FOREST CAMPUS IMPROVEMENT PLAN

## COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS

Federal funds will be integrated and coordinated with State and Local funds to meet the needs of all North Forest students.

### Federal Funds

- Title I, Part A: \$413,597
- Special Education (IDEA-B): \$104,618
- National School Lunch Program: \$386,003

### State and Local Funds

- General State: \$7,218,204
- State Compensatory Education: \$1,369,661
- Bilingual/ESL Program: \$226,223

# YES PREP NORTH FOREST CAMPUS IMPROVEMENT PLAN

<b>GOAL #1 – STAAR Domain I</b>	
<b>CNA Focus Areas</b>	North Forest will achieve a 55% on Domain I (the average of “Approaches” and above, “Meets” and above, and “Masters”) on the STAAR test.
<b>CNA Strengths</b>	Middle school is an area of strength in terms of this goal (especially in Reading 8 and Writing 7). 8th grade Mastery percentages also increased in all subjects (10% increase in Reading and Science, 20% increase in Math, and a 3% increase in Social Studies).
<b>CNA Needs or Challenges</b>	A challenge is that scores are furthest from the goal in the Masters category of the STAAR/EOC (-2.91%). We need to continually push rigor to not only increase the number of students at Approaches, but Meets and Masters as well.
<b>Systemwide Strategic Priorities</b>	4. Innovate and implement clear, manageable, and high-leverage academic systems.
<b>TEA Strategic Priorities</b>	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Decrease the achievement gap for EL and SpEd students.	Principal  Director of Academics  Deans of Instruction  Literacy Specialist  Lead SpEd Teacher	Data analysis protocol used by Academics and Leadership Teams  Tableau	Baseline Data: 2018-2019 student academic performance  Monitoring Sources: STAAR, unit assessments, teacher gradebooks	Prior to the start of the school year with ongoing monitoring every six weeks

<p>Implement the YES Prep Coaching Model with a focus on gathering context before the observation, determining a clear action step, and coaching in a way that provides in the moment feedback and allows for practice.</p>	<p>Principal Director of Academics Deans of Instruction Literacy Specialist SpEd Manager</p>	<p>Tableau Sharepoint (houses all instructional planning documents) Whetstone (houses all teacher evaluation data) Materials from the Coaching Institute</p>	<p>Baseline Data: 2018-2019 teacher performance and retention data, 2018-2019 student achievement data  Monitoring Sources: norming observations, check-ins with manager (Director of Academics / Principal, Deans of Instruction /Director of Academics), and non-instructional evaluation check-ins with all primary evaluators</p>	<p>Norming observations: August, September, October, November  Non-instructional evaluation check-ins: November, February</p>
<p>Data driven analysis - Increase the use of and effectiveness of data-driven analysis, planning, and action.</p>	<p>Director of Academics</p>	<p>Deep data dive document  Tableau  Teacher exit ticket trackers</p>	<p>Baseline Data: initial examination of data practices by Director of Academics  Monitoring Sources: three deep data dives during the Leadership meetings, Dean of Instruction / teacher unit and common assessment analysis</p>	<p>Ongoing</p>

<p>Lesson Preparation - Increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction.</p>	<p>Director of Academics</p>	<p>Lesson preparation protocol template from district</p> <p>Dean of Instruction coaching tracker</p>	<p>Baseline Data: plans submitted during in-service</p> <p>Monitoring Sources: regular lesson plan checks, observations</p>	<p>Five lesson plan checks for all teachers in first six weeks</p> <p>Ongoing lesson plan checks and observations</p>
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## GOAL #2 - STAAR Domain III

<b>CNA Focus Areas</b>	North Forest will meet 100% of relevant Domain III STAAR targets. <ul style="list-style-type: none"> <li>• SpEd Math Achievement</li> <li>• SpEd English Language Arts (ELA) Achievement</li> <li>• SpEd ELA Growth</li> <li>• Continuously Enrolled ELA Growth</li> <li>• English Language Proficiency Status</li> </ul>
<b>CNA Strengths</b>	The EL student population at North Forest has shown more progress on TELPAS than in 2017. We met the SpEd goal for Math 7 and Writing 7, and SpEd as a whole has shown more growth compared to 2018. In terms of individual subpopulations, we have met nearly all the student achievement targets, aside from SpEd, in Math.
<b>CNA Needs or Challenges</b>	Two challenges for North Forest lie with EL and SpEd results. 68.2% of EL students showed no progress on TELPAS. SpEd results for Math 6 decreased by 20% from 2018. As a whole, we are not meeting our SpEd targets in both student achievement and growth. Also, we appear to be having more difficulty reaching targets in ELA than in Math in both student achievement and growth.
<b>Systemwide Strategic Priorities</b>	4. Innovate and implement clear, manageable, and high-leverage academic systems.
<b>TEA Strategic Priorities</b>	2. Build a foundation of reading and math.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Implement the YES Prep Coaching Model with a focus on gathering context before the observation, determining a clear action step, and coaching in a way that provides in	Principal  Director of Academics	Tableau  Sharepoint (houses all instructional planning documents)	Baseline Data: 2018-2019 teacher performance and retention data, 2018-2019 student achievement data	Norming observations: August, September, October, November

the moment feedback and allows for practice.	Deans of Instruction Literacy Specialist SpEd Manager	Whetstone (houses all teacher evaluation data) Materials from the Coaching Institute	Monitoring Sources: Whetstone, Director of Academics / Dean of Instruction check-ins, non-instructional evaluation check-ins	Non-instructional evaluation check-ins: November, February
Lesson Preparation - Increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction.	Director of Academics	Lesson preparation template from district Dean of Instruction coaching tracker	Baseline Data: Plans submitted during in-service Monitoring Sources: Sharepoint site (uploaded instructional documents)	Five lesson plan checks for all teachers in first six weeks Ongoing monitoring
Data driven analysis - Increase the use of and effectiveness of data-driven analysis, planning, and action.	Director of Academics	Deep data dive document Tableau	Baseline Data: Initial examination of data practices by Director of Academics Monitoring Sources: three deep data dives during the leadership meetings, Dean of Instruction / teacher unit and common assessment analysis	Ongoing
Reading Intervention - High School reading intervention course taught by Literacy Specialist for students that have failed their English 1 and/or English 2 STAAR test.	Literacy Specialist	Tableau Sharepoint (houses all instructional planning documents)	Baseline Data: STAAR data, initial reading level data from literacy specialist	Data dive near end of September and beginning on November Ongoing support and analysis

		STAAR preparation resources	Monitoring Sources: two deep data dives during O3s with Literacy Specialist prior to December administration of STAAR, Director of Academics / Literacy Specialist unit data analysis	
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## GOAL #3 – Senior SAT Performance

<b>CNA Focus Areas</b>	37% of North Forest’s Class of 2020 will have a college ready SAT score of 480 in Reading and 530 in Math.
<b>CNA Strengths</b>	<ul style="list-style-type: none"> <li>In April 2019, we participated in SAT School Day, allowing 96 rising seniors an opportunity to sit for SAT administration during the school day on our campus. This initiative increased grade level and school-wide investment around SAT performance leading into the 2019-2020 school year.</li> <li>This fall, we have initiated College Ready 2020, a detailed plan for re-testing 10-13 seniors whose SAT scores are within 30 points of the college-ready benchmark. These students will participate in targeted Math tutorials and complete recommended 20 hours on Khan Academy leading up to the October 2019 SAT administration.</li> </ul>
<b>CNA Needs or Challenges</b>	<ul style="list-style-type: none"> <li>Data indicates that our students struggle disproportionately in SAT Math. Identifying the proper supports outside of Junior Seminar has been a challenge in the past, so this year, we are exploring tutorial options led by content experts.</li> <li>Building student investment, particularly with students whose GPA is below 2.5 and who have not developed a strong college-going identity, has been a consistent challenge. These students are more likely to sit for only one or two administrations, and they typically do not follow the recommended study plan.</li> </ul>
<b>Systemwide Strategic Priorities</b>	4. Innovate and implement clear, manageable, and high-leverage academic systems.
<b>TEA Strategic Priorities</b>	3. Connect high school to career and college.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Implement College-Ready 2020 SAT Plan in which 13 seniors whose scores fall within 30 points of the benchmark receive targeted SAT Math tutorials provided by campus math instructors.	Director of College Counseling  College Counselors /	SAT Math tutorial resources  Student access to technology	Baseline Data: College Board SAT Reports (Benchmarks by Institution; Individual Student Score Reports; Subject-based	August 23-October 5; based on data, we may add additional tutorial dates leading up to December SAT

	Senior Seminar Teachers  Director of Academics		Question Analysis Report)  Monitoring Sources: Khan Academy Student Data Tracking; progress monitoring leading up to October SAT Administraton	
SAT School Day Administration (Spring 2019) for Class of 2020	Director of College Counseling  Junior Seminar Teacher	Funding to secure registration for 102 students  Classrooms and proctors for testing	Baseline Data: College Board SAT Reports; Kaplan SAT Benchmark Reports; Tableau SAT Report  Monitoring Sources: Testing Room Protocol Walkthroughs, Proctor Training; and Student Feedback	Spring 2019
Director of Academics provides instructional support (Dean of Instruction of record) for Junior Seminar Teacher	Director of Academics	Access to Junior Seminar Curriculum	Baseline Data: 2018-2019 Junior Seminar Teacher performance data and correlating student SAT performance reports Monitoring Sources: observation notes and feedback tracked in Whetstone	Ongoing

## GOAL #4 - Student Persistence

<b>CNA Focus Areas</b>	92.9% of North Forest students enrolled in the 2019-2020 school year will return to North Forest for 2020-2021.
<b>CNA Strengths</b>	<ul style="list-style-type: none"> <li>• One area of strength is the sense of team, family, and community amongst the students, staff, and families.</li> <li>• Another area of strength is the student ownership of culture and their ability to take initiative on behalf of our student culture.</li> </ul>
<b>CNA Needs or Challenges</b>	<ul style="list-style-type: none"> <li>• Needs and or challenges are communication with parents around expectations and consequences for discipline.</li> <li>• Another challenge is reducing the number of out- and in-school suspensions.</li> </ul>
<b>Systemwide Strategic Priorities</b>	1. Deeply engage the students, families, and communities we serve.
<b>TEA Strategic Priorities</b>	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Build, refine, and execute cultural and behavior systems.	Student Culture Team	Budget Training  Formal protocol for requests	Staff/Student Survey data  HERO reports  eSchoolPlus	Tracked quarterly entire school year
Facilitate the planning and execution of cultural programming.	Director of Student Support  Dean of Students	Budget training  Formal protocol for requests	HERO reports	Tracker Bi-weekly, entire school year

Define and track referrals process for all referrals to Student Support Counselors and for Rtl.	Director of Student Support Dean of Students Student Support Counselor Athletic Director	Purple reports PTG Tracker Students of Concern tracker / check-in document Academic records Instructional resources / programming for Rtl Persistence tracker	Purple eSchoolPlus HERO reports	Tracked monthly, entire school year
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## GOAL #5 - Average Daily Attendance

<b>CNA Focus Areas</b>	North Forest will maintain a cumulative Average Daily Attendance (ADA) rate of 96.5%.
<b>CNA Strengths</b>	North Forests' areas of strength pertaining to ADA is our continued focus on tracking, communicating, and incentivizing attendance for teachers and students. Our daily ADA communication to staff and absent phone calls to parents allows us to increase accuracy and identify areas of concern daily. Also, incentivizing teachers taking accurate attendance every period of every school day and encouraging students to be present at school everyday through incentives creates a common goal for the entire school.
<b>CNA Needs or Challenges</b>	Our needs and challenges surrounding ADA is catching attendance errors and following through with making the necessary changes as soon as possible. Also, collaborating with the Student Support Counselors to reach out to families through other means when students' attendance becomes excessive is an area for growth during the 2019-2020 school year. Lastly, working with the High School Dean of Students and High School teachers to encourage high school students to come to school, especially during 2nd semester, will hopefully increase 9th-12th grade attendance.
<b>Systemwide Strategic Priorities</b>	1. Deeply engage the students, families, and communities we serve.
<b>TEA Strategic Priorities</b>	NA

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Daily tracking and communication with absent students.	Operations Coordinator Student Support Counselors	School Messenger eSchoolPlus Email	Daily ADA reports	Daily
Weekly touchpoints with stakeholders to identify students with an increase/excessive absences, create action plans, and communicate updates.	Operations Coordinator Student Support Counselors	eSchoolPlus Excessive absence tracker	Daily ADA averages Specific Student Information At-Risk information	Weekly on Mondays

	Dean of Students			
Consistent attention to attendance in the form of praise and recognition through student and teacher incentives.	Operations Coordinator Director of Student Support Dean of Students Grade Level Chairs Teachers	Jeans Day Staff Notes EPIC celebrations	Daily ADA averages Weekly ADA averages A1-A6 record of individual attendance Tracking of perfect attendance	Weekly Family Gatherings Weekly Parent Notes Family Gatherings Attendance Reward Events

## GOAL #6 – 6-10<sup>th</sup> Grade College Readiness

<b>CNA Focus Areas</b>	51% of North Forest students in Grades 6-10 will “Meet” or “Master” on both their Reading and Math STAAR exams (English I, English II, and Algebra I in High School).
<b>CNA Strengths</b>	An area of strength is that scores surpassed the Meets goal on all STAAR exams in the 7th grade. North Forest also surpassed the Meets and Masters goals for 2018 on the Reading, Math, and Science STAAR in 8th grade.
<b>CNA Needs or Challenges</b>	A challenge for North Forest is that we did not meet our goal for Meets or Masters in high school on any EOC.
<b>Systemwide Strategic Priorities</b>	4. Innovate and implement clear, manageable, and high-leverage academic systems.
<b>TEA Strategic Priorities</b>	3. Connect high school to career and college.

Strategies / High Impact Actions	Staff Responsible	Resources Needed	Baseline Data & Monitoring Sources	Timeline
Decrease the achievement gap for EL and SpEd students.	Principal Director of Academics Deans of Instruction Literacy Specialist Lead SpEd Teacher	Data analysis protocol used by Academics and Leadership Team  Tableau	Baseline Data: 2018-2019 student academic performance  Monitoring Sources: STAAR, unit assessments, teacher gradebooks	Prior to the start of the school year with ongoing monitoring every six weeks
Implement the YES Prep Coaching Model with a focus on gathering context before the observation,	Principal	Tableau	Baseline Data: 2018-2019 teacher performance and	Norming observations:

<p>determining a clear action step, and coaching in a way that provides in the moment feedback and allows for practice.</p>	<p>Director of Academics Deans of Instruction Literacy Specialist SpEd Manager</p>	<p>Sharepoint (houses all instructional planning documents) Whetstone (houses all teacher evaluation data) Materials from the Coaching Institute</p>	<p>retention data, 2018-2019 student achievement data Monitoring Sources: norming observations, check-ins with manager (Director of Academics / principal, Deans of Instruction /Director of Academics), and non-instructional evaluation check-ins with all primary evaluators</p>	<p>August, September, October, November Non-instructional evaluation check-ins: November, February</p>
<p>Data driven analysis - Increase the use of and effectiveness of data-driven analysis, planning, and action.</p>	<p>Director of Academics</p>	<p>Deep data dive document Tableau Teacher exit ticket trackers</p>	<p>Baseline Data: initial examination of data practices by Director of Academics. Monitoring Sources: three deep data dives during the leadership meetings, Dean of Instruction / teacher unit and common assessment analysis</p>	<p>Ongoing</p>
<p>Lesson Preparation - Increase the number of teachers prepared to effectively engage students in meaningful and rigorous instruction.</p>	<p>Director of Academics</p>	<p>Lesson preparation protocol template from district Dean of Instruction coaching tracker</p>	<p>Baseline Data: plans submitted during in-service Monitoring Sources: regular lesson plan checks, observations</p>	<p>Five lesson plan checks for all teachers in first six weeks</p>



				Ongoing lesson plan checks and observations
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