

Yes Prep Public Schools Inc
Yes Prep Southside - TIP
2022-2023 Targeted Improvement Plan



Campus Number: 101845011

Board Approval Date: November 17, 2022
ESF Diagnostic Date: March 31, 2023

Superintendent:
DCSI/Grant Coordinator:

Mark DiBella
Ashleigh Fritz

Principal: Bryce Moore
ESC Case Manager: Nancy Webster
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: Ashleigh Fritz

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: Ashleigh Fritz

Principal

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

Signature: Bryce Moore

Table of Contents

Data Analysis	4
Student Achievement	4
School Progress	4
Closing the Gaps	5
Subject Areas and Student Groups	6
CCMR	7
Federal Graduation Rate	8
Essential Actions	8
Cycles 1-3	9
Cycle 4	10
Cycles	10
Cycle 1 - (Sept – Nov)	11
Cycle 2 - (Dec – Feb)	15
Cycle 3 - (Mar – May)	19
Cycle 4 - (Jun – Aug)	23
Campus Grant Funding Summary	24
Student Data	25
Student Achievement and Closing the Gaps	26
Academic Growth	26
Addendums	26

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

- Our Domain I goal for this year is 41%. Last year, we landed at 31%. This ambitious goal, which would be an increase of 10% would pull us to a C level performance on STAAR. In partnership with our Domain 3 goals of meeting 100% of our identified targets for emergent bilingual students, special education, and African Americans will push us to end the year as a B school.

School Progress

What accountability goal has your campus set for this year?

We will continue to focus on student growth and believe we will be able to increase our scores from anywhere between 4-10 points at the Approaches, Meets and Masters levels. We will ensure we are on track to achieve these goals by individually tracking student performance and providing differentiated instruction to students to support the growth they need.

Closing the Gaps

What accountability goal has your campus set for this year?

100% of seniors will graduate.

In order for YES Prep Southside to hit our STAAR Domain III goal we must hit the following targets:

- 31% of our AA students will perform at the meets level in Math.
- 40% of our EB students will perform at the meets level in Math.
- This will result in 67% of our AA students showing growth and 68% of our EB students showing growth.
- 36% of EB students meet EL proficiency status.

This will allow us to hit three out of sixteen in academic achievement, nine of fifteen for growth, and one of one target for English Language Proficiency. This will give us an overall score of seventy four.

We have been intentional with building teacher instructional capacity through weekly observations and coach-in sessions. Additionally, we are prioritizing certain groups of students based on data, and assigning them differentiated intervention courses.

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?

This year, we are focusing on growth and development in English and Math. Because many of our teachers are new to content and/or the school and these two courses require the most nuance, we have focused our professional development on strong exemplars, clear EB supports, and faithful adherence to accommodations for special pops that will primarily impact these contents. Additionally, our middle school students who are disfluent in reading and math are enrolled in a reading and/or math intervention course that is meant to grow their reading and math skills.

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

Special pops that will primarily impact these contents and our EB/African American students. Additionally, our middle school students who are disfluent in reading and math are enrolled in a reading and/or math intervention course that is meant to grow their reading and math skills.

CCMR

What goals has your campus set for CCMR?

CCMR goals:

- 41% Domain 1 score on STAAR
- 25% of the Class of 2023 will earn a college readiness score on the SAT or TSIA
- 100% of students will graduate with a 4YR acceptance
- 100% of CLS + CLS students will graduate with a completed IEP and workforce readiness

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

- 100% of students will graduate with a 4YR acceptance
- 100% of CLS + CLS students will graduate with a completed IEP and workforce readiness

Essential Actions

Cycles 1-3

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

Implementation Level: Fully Implemented

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: Fully Implemented

Key Practices: The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates. • Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals. • Campus leaders implement targeted and personalized strategies to retain staff, particularly high-performing staff. • Teacher placements are strategic based on student need and teacher strengths. • Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. • Preferred substitutes are recruited and retained.

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

Implementation Level: Fully Implemented

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. • Regular campus climate surveys assess and measure progress on student and staff experiences.

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

Implementation Level: Fully Implemented

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

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

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

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for 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.

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?: We were able to determine that we did not hit our campus goal at the end of Cycle 1. 100% of teachers were observed and had at least 3 formal check-ins, which saw a slight increase in the data; however, we did not achieve our goal of hitting our goal of 26% by the Q1/Cycle 1. Barriers included closing unforeseen gaps that included academic gaps, teacher vacancies, and an increased focus on classroom management, which prevented instructional leaders from prioritizing data-driven instruction during their coach-ins with teachers that they support.

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

Implementation Level: Planning for Implementation

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

Rationale: Based on review of the Effective School Framework, establishing a strong classroom culture is a focus area of ours for the 22-23 school year. Rationale being that 42% of teachers are within their first year and a half of teaching therefore we must focus development specifically tier 1 baseline instructional practices.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Key instructional look fors.
Members of central office are supporting instructional leaders and teachers.
Dedicated professional development time for all teaching staff.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate during BOY roll out of priorities and strategies. We will ensure each stakeholder is aware of how their responsibilities connect directly to our outcomes. As with our Priority School Plan, we will use our more experienced leaders from our central office to both support, develop, and coach both leaders and teachers.

Desired Annual Outcome: By the end of the 22-23 academic year, 100% of our teachers will implement interventions and re-teaching based on data analysis for 70% of readiness standards. 100% of administrators will observe priority courses weekly utilizing the Classroom Blueprint App with the end goal being that 100% of teachers score 85% or higher by the end of the year.

District Commitment Theory of Action: The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners. District policies and practices will support effective instruction in schools

Desired 90-day Outcome: By the end of Cycle1, 60% of teachers in priority courses will meet or exceed expectations by maintaining an 85% or higher on the Classroom Blueprint app when observed by a campus administrator.

District Actions: District policies and practices that will support effective instruction.

Did you achieve your 90 day outcome?: Yes

Why or why not?: At the end of Cycle 1, we were able to exceed our goal with an overall average of 86%. We were able to reach this goal by 100% of our teachers having at least two formal observations, bi-weekly check-ins, effective professional development, and an increased focus on academic monitoring led by campus leaders.

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?
Time in terms of competing priorities for teacher time will be a major barrier during this time. Testing, TELPAS, and STAAR are all focus areas during this time.	Action Step 1	We will have to ensure we are creating a PD calendar that allows for all objectives to be achieved.

Step 1 Details	Reviews
<p>Action Step 1: Weekly coaching meetings with Instructional Leaders and STAAR testing teachers. Additionally, professional development calendar will be created to ensure these weekly meetings occur.</p> <p>Evidence Used to Determine Progress: Agendas & Professional Development calendar</p> <p>Person(s) Responsible: Instructional Team</p> <p>Non-Funded Resources Needed: Weekly coaching agendas</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 26, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We are switching around coaching loads to make them more equitable. Additionally, we are narrowing the focus on which teachers we prioritize and how often by adjusting the cadence in which instructional team members meet with teachers that teach priority courses. Lastly, while agendas are utilized and pre-populated, we want to maximize time more efficiently by having leaders and teachers internalize topics/data before check-in.</p>
Step 2 Details	Reviews
<p>Action Step 2: Teacher Celebration to share out wins and successful teacher strategies</p> <p>Evidence Used to Determine Progress: Teacher strategies</p> <p>Person(s) Responsible: Principal and Director of Academics</p> <p>Non-Funded Resources Needed: Data from Power BI, survey data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 5, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will narrow our focus to academic monitoring/. In Cycle 1, we struggled to identify the "one thing" that we should focus on, and teachers could not master a skill as a result. In Cycle 2, we will hyper-focus on academic/data monitoring.</p>

Step 3 Details	Reviews
<p>Action Step 3: Teacher PD on Reteaching and Reassessment</p> <p>Evidence Used to Determine Progress: PD Materials</p> <p>Person(s) Responsible: Principal and Director of Academics</p> <p>Non-Funded Resources Needed: PD Materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 5, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: TI Calculators , materials for tutorials - 6300-Supplies and materials - \$19,000, Dell Laptops - 6600-Capital Outlay - \$5,000</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Prioritize "Reverse Touchpoints" to support lesson planning.</p> <p>Assign TE teachers in the strategic cohorts and breakout sessions during TDS to align with individual and campus focus areas</p> <p>Differentiate touchpoints based on teacher need (real-time coaching, co-observations, reverse touchpoints)</p> <p>Additional observations/co-observations as needed/able</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for 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.

Rationale: Based on review of the Effective School Framework, our campus has decided to prioritize our campus leaders disaggregate data, tracking, and monitoring the progress of all students in order to provide evidence-based feedback to teachers. Rationale being that over 80% of instructional leaders are within the first year of their role or new to the district. Within the first year of their role, we want to focus on leadership development in order to ensure that they are providing best instructional practices to teachers that is based in data/evidence.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our goal is to partner with Relay to complete the accelerated student success pd series.

Members of our Central Office will continue to support/provide resources to both teachers and instructional leaders.

Members of our Central Office will continue to align their goals to YES Prep Southside goals to ensure that we are provided with the appropriate support/resources.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate during BOY roll out of priorities and strategies. We will ensure each stakeholder is aware of how their responsibilities connect directly to our outcomes. As with our Priority School Plan, we will use our more experienced leaders from our central office to both support, develop, and coach both leaders and teachers.

Desired Annual Outcome: By the end of the 22-23 school year, 85% of our priority courses will meet or exceed their goals. 100% of campus administrators will support reaching these goals through weekly observations, unit assessment progress monitoring, and daily exit tickets that will help us track towards campus goals.

District Commitment Theory of Action: The district has effective systems for identifying and supporting struggling students.

Desired 90-day Outcome: By the end of Cycle 1, we will have maintained an overall average of 26% in STAAR Domain I. We will reach this goal by ensuring that 100% of campus leaders lead data-driven check-ins weekly, observe priority courses at least once a week, and weekly admin data meetings. This will be monitored through observation schedule calendars and submissions in Whetstone that capture observations and check-ins.

District Actions: The district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas. For assessments that are district provided and graded, the district will ensure that schools receive detailed reports within two instructional days. The district will provide will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical).

Did you achieve your 90 day outcome?: No

Why or why not?: While check-ins, observations, and data meetings happened consistently, we still weren't able to close some unforeseeable gaps that included vacancies and unknown gaps based on subject areas. Additionally, classroom management continues to be a priority, which can take-away from the data. That being said, we were able to get within 6% of our goal.

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?
Collecting accurate, consistent data continues to be a concern. We are working to overcome this barrier by implementing more protocols to follow up with students not completing assessments.	Action Step 3	We are working to overcome this barrier by implementing more protocols to follow up with students not completing assessments.

Step 1 Details	Reviews
<p>Action Step 1: Creation of Special Pops Team that will meet bi-weekly to progress monitor data of our EL students</p> <p>Evidence Used to Determine Progress: Meeting agendas</p> <p>Person(s) Responsible: Principal and Director of Academics Instructional Team</p> <p>Non-Funded Resources Needed: Data from Power BI</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Weekly - Evidence Collection Date: November 25, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: All students in special populations have access to supplemental aids and accommodated work daily.</p>
Step 2 Details	Reviews
<p>Action Step 2: Training of I-team members on Weekly Data Dive Meetings</p> <p>Evidence Used to Determine Progress: Training materials</p> <p>Person(s) Responsible: Principal and Director of Academics</p> <p>Non-Funded Resources Needed: Unit Assessment Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: Relay Training - 6200-Professional and contracted services - \$19,000</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Administrators will partake in professional development that focuses on data led instruction. Barriers during Cycle 1 included unexpected teacher vacancies, novice teachers, and novice leaders.</p>
Step 3 Details	Reviews
<p>Action Step 3: Teacher PD on Reteaching and Reassessment</p> <p>Evidence Used to Determine Progress: PD Materials</p> <p>Person(s) Responsible: Principal and Director of Academics</p> <p>Non-Funded Resources Needed: Relay Training PD Materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 30, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Prioritize "Reverse Touchpoints" to support reassessment strategies.</p> <p>Assign teachers in the strategic cohorts and breakout sessions during TDS to align with individual and campus focus areas</p>

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Overall we did not reach our projected student achievement goals due to vacancies in STAAR tested courses.

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

Implementation Level: Planning for Implementation

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

Rationale: Based on review of the Effective School Framework, establishing a strong classroom culture is a focus area of ours for the 22-23 school year. Rationale being that 42% of teachers are within their first year and a half of teaching therefore we must focus development specifically tier 1 baseline instructional practices.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Key instructional look fors.

Members of central office are supporting instructional leaders and teachers.

Dedicated professional development time for all teaching staff.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate during BOY roll out of priorities and strategies. We will ensure each stakeholder is aware of how their responsibilities connect directly to our outcomes. As with our Priority School Plan , we will use our more experienced leaders from our central office to both support, develop, and coach both leaders and teachers.

Desired Annual Outcome: By the end of the 22-23 academic year, 100% of our teachers will implement interventions and re-teaching based on data analysis for 70% of readiness standards. 100% of administrators will observe priority courses weekly utilizing the Classroom Blueprint App with the end goal being that 100% of teachers score 85% or higher by the end of the year.

District Commitment Theory of Action: The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners. District policies and practices will support effective instruction in schools

Desired 90-day Outcome: By the end of Cycle 2, 75% of teachers in priority courses will meet or exceed expectations by maintaining an 85% or higher on the Classroom Blueprint app when observed by a campus administrator.

District Actions: District policies and practices that will support effective instruction.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Campus administrators observed priority courses at least five times this quarter and were actioned to have at least one touchpoint per week. As a result, we saw substantial growth according to our Classroom Blueprint app.

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?
Time in terms of competing priorities for teacher time will be a major barrier during this time. Testing, TELPAS, TELPAS benchmark, CAs and STAAR are all focus areas during this time.	Action Step 2	We will have to ensure we are creating a PD calendar that allows for all objectives to to be achieved.

Step 1 Details	Reviews
<p>Action Step 1: Administrators will have bi-weekly check-ins that focus on coaching priority teachers on indicators identified in our Southside Instructional Plan.</p> <p>Evidence Used to Determine Progress: Whetstone</p> <p>Person(s) Responsible: Dean of Instruction</p> <p>Non-Funded Resources Needed: Power BI, Whetstone, Eduphoria</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 12, 2022 - Frequency: Weekly - Evidence Collection Date: February 16, 2023</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus administrators will have weekly check-ins that focus on coaching priority teachers on indicators identified in our Southside Instructional plan.</p>
Step 2 Details	Reviews
<p>Action Step 2: Administrators will have pre-planned and coordinated real-time coaching during observations.</p> <p>Evidence Used to Determine Progress: Whetstone/Classroom Blueprint App</p> <p>Person(s) Responsible: Dean of Instruction</p> <p>Non-Funded Resources Needed: Power BI, Power APP, Whetstone</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2023 - Frequency: Weekly - Evidence Collection Date: February 17, 2023</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Administrators will have pre-planned and coordinated real-time coaching around academic monitoring during observations.</p>
Step 3 Details	Reviews
<p>Action Step 3: Administrators will observe priority course teachers twice (or more frequent) a week.</p> <p>Evidence Used to Determine Progress: Whetstone, Classroom Blueprint App</p> <p>Person(s) Responsible: Dean of Instruction</p> <p>Non-Funded Resources Needed: Power BI, Whetstone, Power App</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2023 - Frequency: Weekly - Evidence Collection Date: February 17, 2023</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Administrators will observe priority course teacher once (or more frequent) a week.</p>

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for 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.

Rationale: Based on review of the Effective School Framework, our campus has decided to prioritize our campus leaders disaggregate data, tracking, and monitoring the progress of all students in order to provide evidence-based feedback to teachers. Rationale being that over 80% of instructional leaders are within the first year of their role or new to the district. Within the first year of their role, we want to focus on leadership development in order to ensure that they are providing best instructional practices to teachers that is based in data/evidence.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our goal is to partner with Relay to complete the accelerated student success pd series.

Members of our Central Office will continue to support/provide resources to both teachers and instructional leaders.

Members of our Central Office will continue to align their goals to YES Prep Southside goals to ensure that we are provided with the appropriate support/resources.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate during BOY roll out of priorities and strategies. We will ensure each stakeholder is aware of how their responsibilities connect directly to our outcomes. As with our Priority School Plan, we will use our more experienced leaders from our central office to both support, develop, and coach both leaders and teachers.

Desired Annual Outcome: By the end of the 22-23 school year, 85% of our priority courses will meet or exceed their goals. 100% of campus administrators will support reaching these goals through weekly observations, unit assessment progress monitoring, and daily exit tickets that will help us track towards campus goals.

District Commitment Theory of Action: The district has effective systems for identifying and supporting struggling students.

Desired 90-day Outcome: By the end of May, 100% of campus leaders will be conducting observations that will be tracked in our Classroom Blueprint app, analyzing unit assessment data in Power BI, monitoring and planning intervention based on exit ticket data, and facilitating weekly data meetings for teachers in their assigned cohort.

District Actions: The district will provide timely assessment data from the 2nd round of Common Assessments.

Did you achieve your 90 day outcome?: No

Why or why not?: Overall our Q3 D1 is at 17%. When Bio and Alg I (9th) are removed, we are at 19%. English 6 is the newest data added and those teachers are 9% away from EOY goal. US History has gone from closest to goal to furthest away. Alg I (9th) and Bio will administer their first exams this week so we will use that data to determine a new course. Additionally, unexpected vacancies has had a major impact on our data.

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?
Collecting accurate, consistent data continues to be a concern as a majority of our students.	Action Step 3	We are working to overcome this barrier by implementing more protocols to follow up with students not completing assessments.

Step 1 Details	Reviews
<p>Action Step 1: Teacher PD on Reteaching and Reassessment</p> <p>Evidence Used to Determine Progress: PD Materials</p> <p>Person(s) Responsible: Principal and Director of Academics</p> <p>Non-Funded Resources Needed: Relay Training PD Materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 30, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Our 1st Relay training will take place after Spring Break.</p>
Step 2 Details	Reviews
<p>Action Step 2: Data-focused coaching sessions facilitated by campus administrators will be held bi-weekly to determine and stamp student interventions.</p> <p>Evidence Used to Determine Progress: One Note, Whetstone, School Mint Grow</p> <p>Person(s) Responsible: Dean of Instruction</p> <p>Non-Funded Resources Needed: Power BI, Classroom Blueprint App, School Mint Grow</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2023 - Frequency: Quarterly - Evidence Collection Date: February 17, 2023</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Data-focused coaching sessions facilitated by campus administrators will be held weekly to determine and stamp student interventions.</p>
Step 3 Details	Reviews
<p>Action Step 3: Creation of Special Pops Team that will meet bi-weekly to progress monitor data of our EL students</p> <p>Evidence Used to Determine Progress: Meeting agendas</p> <p>Person(s) Responsible: Principal and Director of Academics Instructional Team</p> <p>Non-Funded Resources Needed: Data from Power BI</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Weekly - Evidence Collection Date: November 25, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: SpED team will meet weekly to monitor the progress data of our SpED and L students to plan effective interventions for our priority course teachers.</p>

Cycle 3 - (Mar – May)

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

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

Implementation Level: Planning for Implementation

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

Rationale: Based on review of the Effective School Framework, establishing a strong classroom culture is a focus area of ours for the 22-23 school year. Rationale being that 42% of teachers are within their first year and a half of teaching therefore we must focus development specifically tier 1 baseline instructional practices.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Key instructional look fors.

Members of central office are supporting instructional leaders and teachers.

Dedicated professional development time for all teaching staff.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate during BOY roll out of priorities and strategies. We will ensure each stakeholder is aware of how their responsibilities connect directly to our outcomes. As with our Priority School Plan , we will use our more experienced leaders from our central office to both support, develop, and coach both leaders and teachers.

Desired Annual Outcome: By the end of the 22-23 academic year, 100% of our teachers will implement interventions and re-teaching based on data analysis for 70% of readiness standards. 100% of administrators will observe priority courses weekly utilizing the Classroom Blueprint App with the end goal being that 100% of teachers score 85% or higher by the end of the year.

District Commitment Theory of Action: The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners. District policies and practices will support effective instruction in schools

Desired 90-day Outcome: By the end of Cycle 3, 100% of priority course teachers will score 85% or higher on academic monitoring according to our Classroom Blueprint app. Teachers will utilize academic monitoring data to plan intervention as evidence by 100% of priority course teachers submitting list of students for intervention and reteach plans.

District Actions: Teachers implement interventions and re-reaching based on data analysis for 70% of readiness standards. We achieve an overall score of 48% in Domain I.

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?
Teacher burnout is likely to be an issue as we end what will have been a very long and challenging school year.	Action Step 1	We will have to ensure that we are keeping teachers engaged throughout this time.
Teacher vacancies continue to be an issue in STAAR tested courses..		We will need to prioritize backfilling the roles as quickly as possible.

Did you achieve your annual outcome?:

Step 1 Details	Reviews
<p>Action Step 1: Administrators will have pre-planned and coordinated real-time coaching during observations around academic monitoring .</p> <p>Evidence Used to Determine Progress: Whetstone/Classroom Blueprint App</p> <p>Person(s) Responsible: Dean of Instruction</p> <p>Non-Funded Resources Needed: Power BI, Power APP, Whetstone</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Weekly - Evidence Collection Date: May 1, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Administrators will have pre-planned and coordinated real-time coaching during observations around academic monitoring.</p> <p>Evidence Used to Determine Progress: Whetstone/Classroom Blueprint App</p> <p>Person(s) Responsible: Dean of Instruction</p> <p>Non-Funded Resources Needed: Power BI, Power APP, Whetstone</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 13, 2023 - Frequency: Weekly - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Administrators will observe priority course teachers once (or more frequent) a week.</p> <p>Evidence Used to Determine Progress: Whetstone, Classroom Blueprint App</p> <p>Person(s) Responsible: Dean of Instruction</p> <p>Non-Funded Resources Needed: Power BI, Whetstone, Power App</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 13, 2023 - Frequency: Weekly - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for 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.

Rationale: Based on review of the Effective School Framework, our campus has decided to prioritize our campus leaders disaggregate data, tracking, and monitoring the progress of all students in order to provide evidence-based feedback to teachers. Rationale being that over 80% of instructional leaders are within the first year of their role or new to the district. Within the first year of their role, we want to focus on leadership development in order to ensure that they are providing best instructional practices to teachers that is based in data/evidence.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our goal is to partner with Relay to complete the accelerated student success pd series.

Members of our Central Office will continue to support/provide resources to both teachers and instructional leaders.

Members of our Central Office will continue to align their goals to YES Prep Southside goals to ensure that we are provided with the appropriate support/resources.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate during BOY roll out of priorities and strategies. We will ensure each stakeholder is aware of how their responsibilities connect directly to our outcomes. As with our Priority School Plan, we will use our more experienced leaders from our central office to both support, develop, and coach both leaders and teachers.

Desired Annual Outcome: By the end of the 22-23 school year, 85% of our priority courses will meet or exceed their goals. 100% of campus administrators will support reaching these goals through weekly observations, unit assessment progress monitoring, and daily exit tickets that will help us track towards campus goals.

District Commitment Theory of Action: The district has effective systems for identifying and supporting struggling students.

Desired 90-day Outcome: By the end of May, 100% of campus leaders will be conducting observations that will be tracked in our Classroom Blueprint app, analyzing unit assessment data in Power BI, monitoring and planning intervention based on exit ticket data, and facilitating weekly data meetings for teachers in their assigned cohort.

District Actions: The district will provide timely assessment data from all unit exams leading up to the STAAR exams.

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?
Teacher burnout is likely to be an issue as we end what will have been a very long and challenging school year. We will have to ensure that we are keeping teachers engaged throughout this time.	Action Step 3	We will have to ensure that we are keeping teachers engaged throughout this time.
Teacher vacancies continue to be an issue and are hurting the data. This also impacts teacher burnout as they are asked to cover classes more frequently due to the emptiness.		Teacher vacancies continue to be an issue and are hurting the data. This also impacts teacher burnout as they are asked to cover classes more frequently due to the emptiness.

Did you achieve your annual outcome?:

Step 1 Details	Reviews
<p>Action Step 1: Teacher PD on Reteaching and Reassessment</p> <p>Evidence Used to Determine Progress: PD Materials</p> <p>Person(s) Responsible: Principal and Director of Academics</p> <p>Non-Funded Resources Needed: Relay Training PD Materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 13, 2023 - Frequency: Quarterly - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Data-focused coaching sessions facilitated by Dean of Instruction will be held weekly to determine, plan and stamp student interventions.</p> <p>Evidence Used to Determine Progress: One Note, Whetstone, School Mint Grow</p> <p>Person(s) Responsible: Dean of Instruction</p> <p>Non-Funded Resources Needed: Power BI, Classroom Blueprint App, School Mint Grow</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 13, 2023 - Frequency: Weekly - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Creation of Special Pops Team that will meet weekly to progress monitor data of our EL students</p> <p>Evidence Used to Determine Progress: Meeting agendas</p> <p>Person(s) Responsible: Principal and Director of Academics Instructional Team</p> <p>Non-Funded Resources Needed: Data from Power BI</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 13, 2023 - Frequency: Weekly - Evidence Collection Date: May 19, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	2	Relay Training		\$19,000.00
Sub-Total					\$19,000.00
Budgeted Budget Object Code Amount					\$19,000.00
+/- Difference					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	TI Calculators , materials for tutorials		\$19,000.00
Sub-Total					\$19,000.00
Budgeted Budget Object Code Amount					\$22,242.00
+/- Difference					\$3,242.00
6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	Dell Laptops		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Budget Object Code Amount					\$0.00
+/- Difference					-\$5,000.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$1,758.00
+/- Difference					\$1,758.00
Grand Total Budgeted					\$43,000.00
Grand Total Spent					\$43,000.00
+/- Difference					\$0.00

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	
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	930	58	55	N/A	Interim Assessment	61	37	Interim Assessment	68	44	74
			All	All	Reading	Meets	STAAR	930	31	31	N/A	Interim Assessment	36	14	Interim Assessment	42	21	47
			All	All	Reading	Masters	STAAR	930	6	10	N/A	Interim Assessment	14	1	Interim Assessment	18	4	22
			All	All	Mathematics	Approaches	STAAR	930	50	55	N/A	Interim Assessment	61	32	Interim Assessment	68	43	74
			All	All	Mathematics	Meets	STAAR	930	22	22	N/A	Interim Assessment	30	8	Interim Assessment	39	18	47
			All	All	Mathematics	Masters	STAAR	930	6	7	N/A	Interim Assessment	12	2	Interim Assessment	17	6	22
			All	All	Science	Approaches	STAAR	930	60	66	N/A	Interim Assessment	69	52	Interim Assessment	71	57	74
			All	All	Science	Meets	STAAR	930	30	29	N/A	Interim Assessment	35	34	Interim Assessment	41	25	47
			All	All	Science	Masters	STAAR	930	10	7	N/A	Interim Assessment	12	6	Interim Assessment	17	8	22
			All	All	Social Studies	Approaches	STAAR	930	50	58	N/A	Interim Assessment	63	41	Interim Assessment	69	48	74
			All	All	Social Studies	Meets	STAAR	930	15	28	N/A	Interim Assessment	34	15	Interim Assessment	41	29	47
			All	All	Social Studies	Masters	STAAR	930	2	9	N/A	Interim Assessment	13	1	Interim Assessment	18	13	22
Closing the Gaps	Focus 1	Academic Achievement	All	African American	STAAR	N/A	STAAR	N/A	28	31	97	Interim Assessment	34	15	Interim Assessment	38	14	41
	Focus 2	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	20	15	99	Interim Assessment	22	19	Interim Assessment	29	18	36
	Focus 3	Academic Achievement	All	ELL	STAAR	N/A	STAAR	N/A	26	26	99	Interim Assessment	32	19	Interim Assessment	37	24	40

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	450	Did Not Meet	37	34	48	30	77	26	
					Approaches	63	66	37	70	7	74	
					Meets	38	41	14	44	7	42	
					Masters	15	17	1	20	3	22	
	Math	All	STAAR	470	Did Not Meet	42	37	58	31	22	26	
					Approaches	58	63	32	69	0	74	
					Meets	25	32	8	40	0	42	
					Masters	8	13	2	17	0	22	

Addendums

TELPAS SPEAKING STRATEGIES IN THE CLASSROOM

PREPARE YOUR SPACE:



Laptop



Writing Utensil



Handout

Digital files are in Schoology: Professional Development folder

GIANTS NORMS + EXPECTATIONS



We are timely.

Meeting deadlines & timelines; arriving to all responsibilities and sessions on time

We are prepared.

Having the right materials and mindsets to complete the responsibilities at hand



We are consistent.

Creating a standard and expected experience for all stakeholders & having complete follow through on expectations

We engage fully.

We limit our use of technology. If needed, we step outside and return once our business has concluded.

We hold the line.

We don't shy away from crucial conversations when we see norms or expectations not being met by each other, staff, and students

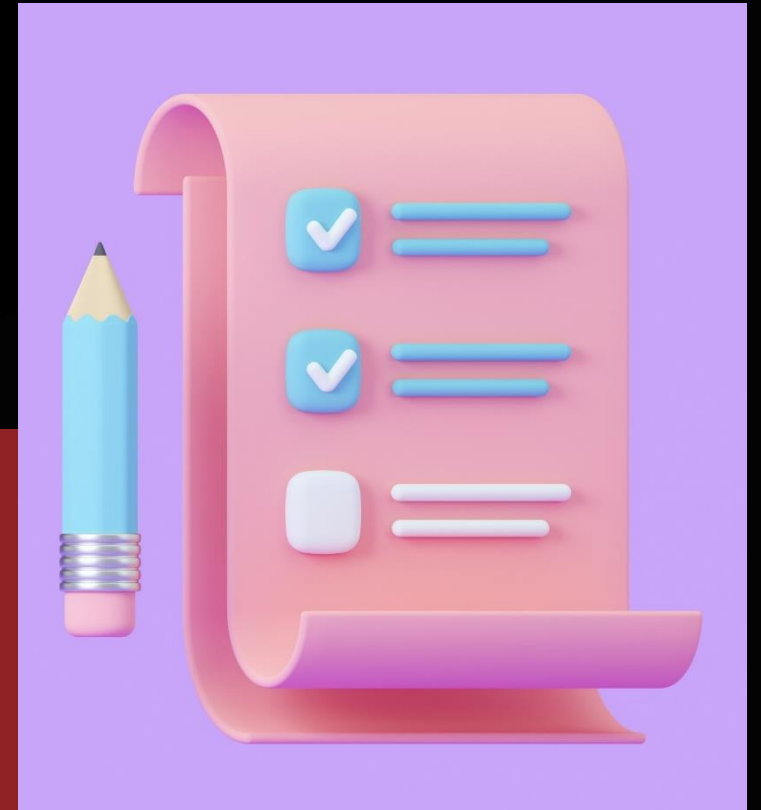
Session Objectives

- Students feel comfortable **sharing their responses** with the whole class after practicing with a partner.
- Students are able to express their understanding of the prompts by **expanding, clarifying, and restating** with their partner.
- Students' responses are **stronger and clearer** each time, deepening their comprehension of the text.



AGENDA

1. **DO NOW - Reflect**
2. **GET GROUNDED: Review data from Speaking Benchmark**
3. **Review Strategy – Read, Report, Record**
4. **New Strategy – Stronger and Clearer**
5. **Reflect – Think, Write, Pair, Share**
6. **Exit Ticket – Choose a strategy**



OUR DATA:



Campus	Benchmark Completion	Made Composite Level Progress	Made Speaking Level Progress
Southside Secondary	98%	37%	47%
Total	98%	37%	47%

Goal	Campus Progress <u>To</u> Goal	Distance From Goal
36% (Spring 2022)	15	- 21
34% (Fall 2022)	37	+ 3



Session Objectives

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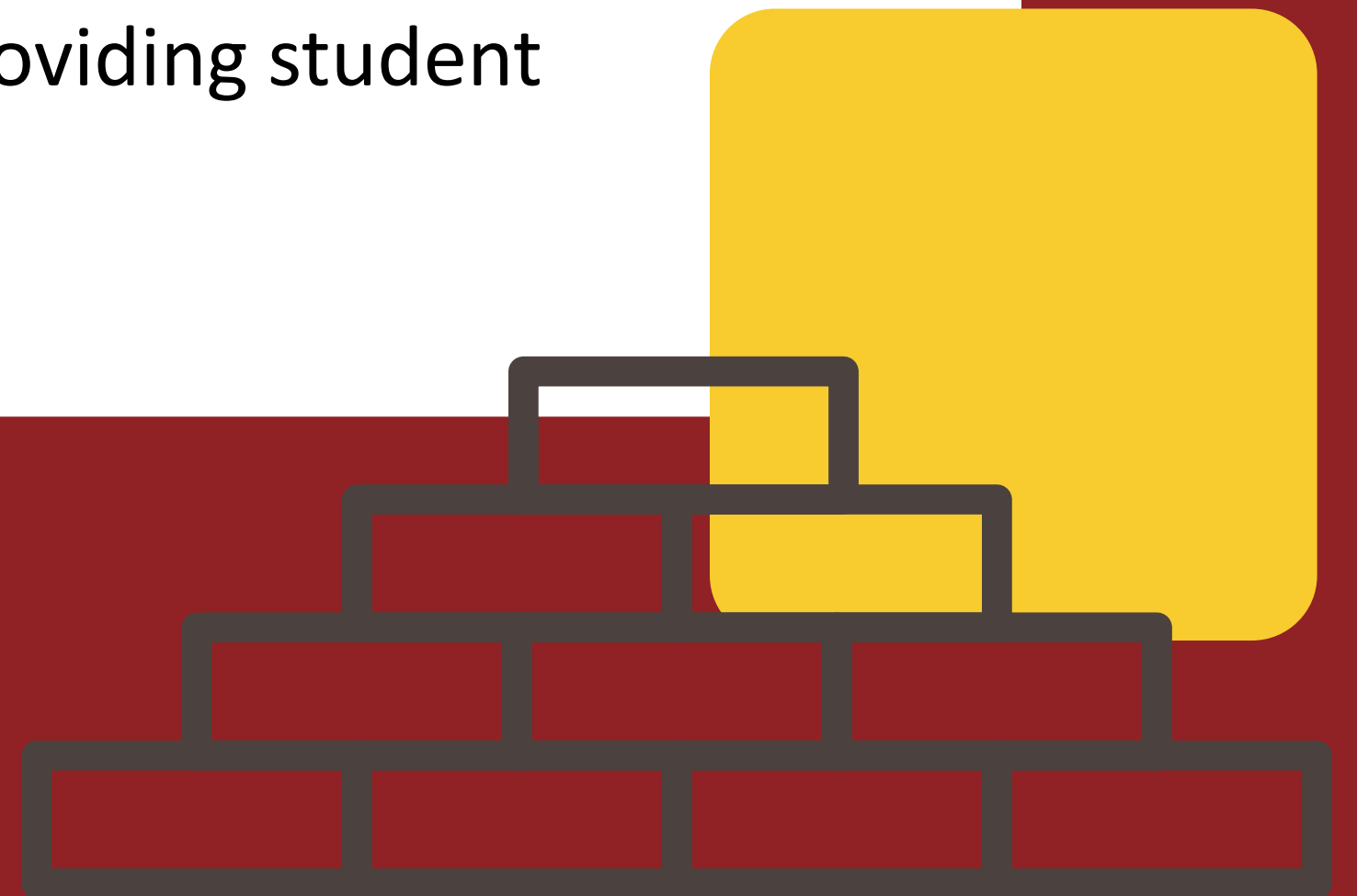
First, Things First



DO NOW

What are some of the biggest barriers for many of our students in being proficient speakers?

What are some of the biggest barriers for teachers in providing student support?



STRATEGY 1

A READER, A REPORTER

AN ANNOUNCER,

Within in your groups, use the prompt provided to explore the tools that ELlevation provides to help teachers implement **THINK, WRITE, PAIR, SHARE** in your planning and activities.

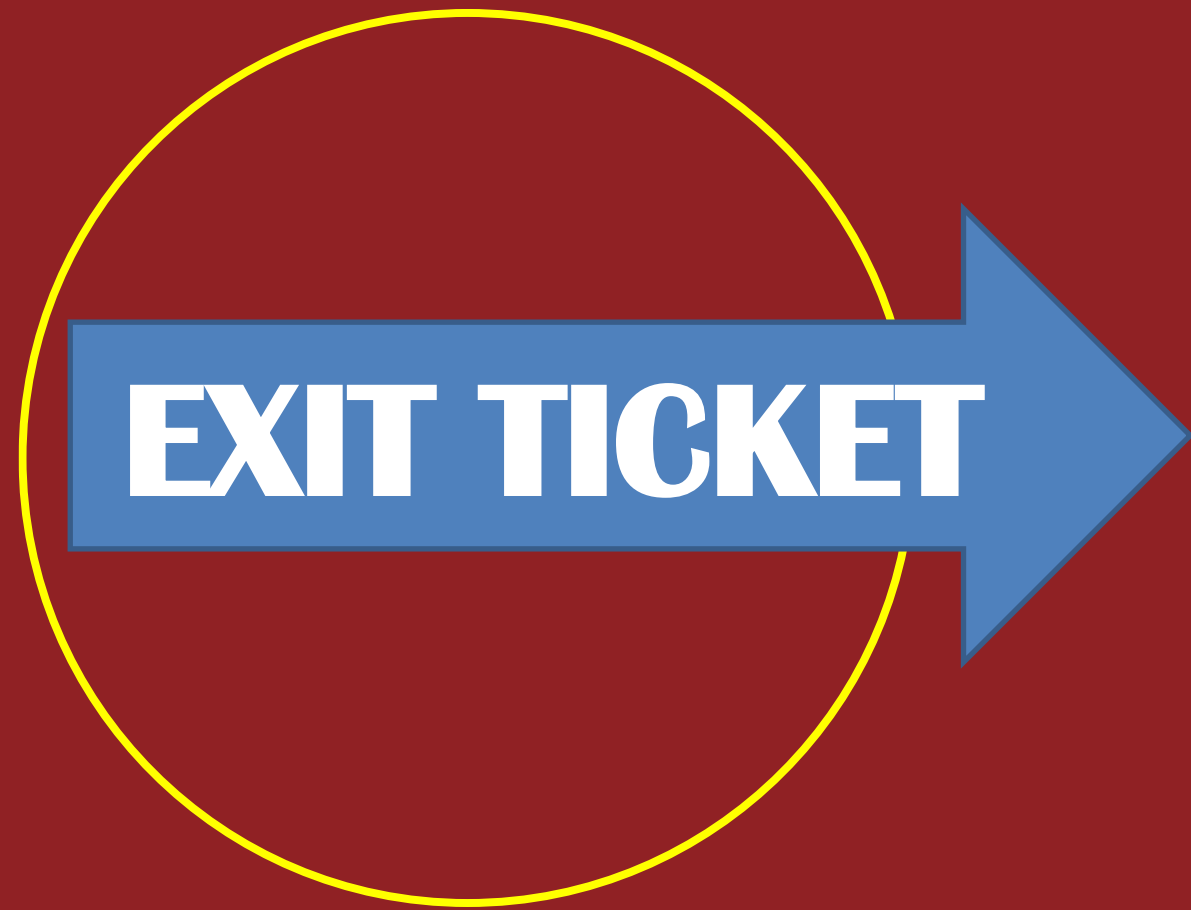


Let's review

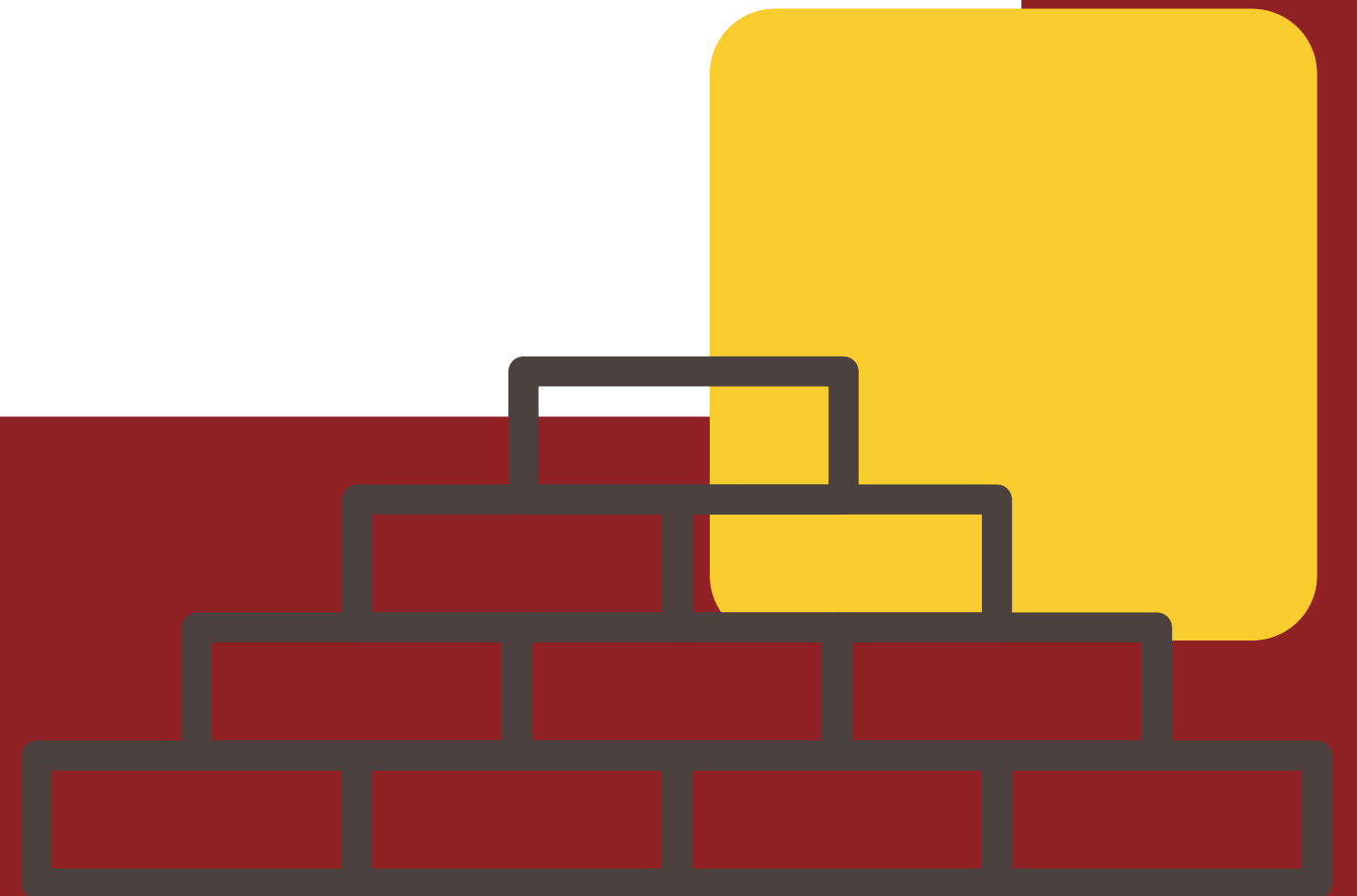
**“Think, Write, Pair, Share
In ELlevation.**


- Instructions
- Resources
- Recommendations


Finish Strong



Which strategy or new piece of information could you implement next week with an EXISTING lesson plan?



Topic	Time	Questions/Reflection	Notes																
Team Builder		Are you pro or anti Valentine's day?	Neither - show love 24/7!																
Skill to be Learned		Data Analysis of Key ETs																	
Criteria for Success		1. Determine key/high leverage lessons in unit plan (usually graded assignments/quizzes) 2. Grade assignments in a timely manner 3. Determine most missed question 4. Share results with students 5. Spiral in reteach & reassessment																	
IER Connection		Adjusting Course <ul style="list-style-type: none">Tracks students' daily progress and regularly analyzes student work and assessment results in order to plan instruction and intervention strategies.Makes data readily available to students, such that they may refer to it to track their own progress.																	
DOI Model's Skill		<p>Body Systems Quiz (4.10) 50% of students answered this question correctly (A Day classes) TEK 7.12 B -- will be on CA2</p> <table><thead><tr><th>LEVEL</th><th>ITEM</th><th>POINTS POSSIBLE</th><th>AVERAGE SCORE</th></tr></thead><tbody><tr><td>Medium Performance Students averaged between 50% and 75%</td><td>Mr. Johnson went running down the street and tore his Achill...</td><td>1</td><td>50%</td></tr><tr><td></td><td>A student works to create a list of FUNCTIONS of the body sy...</td><td>1</td><td>63.3%</td></tr><tr><td></td><td>A student creates the following table in her notes to descri...</td><td>1</td><td>70%</td></tr></tbody></table> <p>Mr. Johnson went running down the street and tore his Achilles Tendon. Because of this, what will Mr. Johnson <u>not be able to move</u> for a very long time?</p>  <p>Options</p> <ul style="list-style-type: none">His Calf MuscleHis Big ToeHis FootHis Leg <p>Review answers following day with students</p> <ul style="list-style-type: none">Ask a student who got it right to attempt to explain the correct answerProvide students with additional/similar question for another at-bat<ul style="list-style-type: none">Mr. Young was playing basketball and tore his Gastrocnemius Muscle. Because of this, what will Mr. Young not be able to move what for a very long time? His calf muscleReview data from that question	LEVEL	ITEM	POINTS POSSIBLE	AVERAGE SCORE	Medium Performance Students averaged between 50% and 75%	Mr. Johnson went running down the street and tore his Achill...	1	50%		A student works to create a list of FUNCTIONS of the body sy...	1	63.3%		A student creates the following table in her notes to descri...	1	70%	
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