Dallas Independent School District

013 Franklin D. Roosevelt High School of Innovation - TIP

2022-2023 Targeted Improvement Plan

Campus Number:

Board Approval Date:

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

-
-
-

School Progress

What accountability goal has your campus set for this year?

Closing the Gaps

What accountability goal has your campus set for this year?

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?

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

CCMR

What goals has your campus set for CCMR?

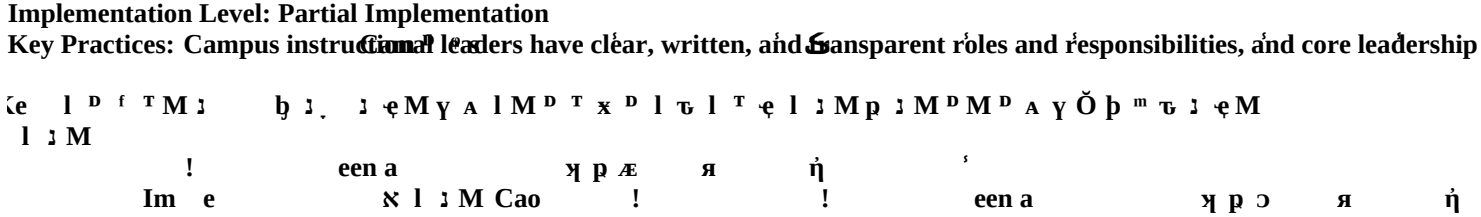
Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

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: Partial Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observ



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.

Desired 90-day Outcome:

Step 3 Details	Reviews
Action Step 3: **Evidence Used to Determine Progress:** **Person(s) Responsible:** **Resources Needed:** **Addresses an Identified Challenge:** **Start Date:** **Frequency:** **Evidence Collection Date:**	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 1 - (Sept – Nov)

2. Essential Action 2.1:

Implementation Level:

Key Practices:

Cycle 2 - (Dec – Feb)

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

1. Essential Action 1.1:

Implementation Level:

Key Practices:

Rationale:

Who will you partner with?:

How will you build capacity in this Essential Action?

How will you communicate these priorities to your stakeholders? How will you create buy-in?:

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?

Cycle 2 - (Dec – Feb)

Cycle 3 - (Mar – May)

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

1. Essential Action 1.1:

Implementation Level:

Key Practices:

Cycle 3 - (Mar – May)

2. Essential Action 2.1:

Implementation Level:

Key Practices:

Dallas Independent School District

014 W.W. Samuell High School - TIP

2022-2023 Targeted Improvement Plan

Campus Number:

Board Approval Date:

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

School Progress

What accountability goal has your campus set for this year?

Closing the Gaps

What accountability goal has your campus set for this year?

CCMR

What goals has your campus set for CCMR?

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

Cycles

Cycle 1 - (Sept ï Nov)

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

1. Essential Action 1.1:

Implementation Level:

Key Practices:

Desired 90-day Outcome:

Cycle 1 - (Sept ï Nov)

2. Essential Action 5.1:

Cycle 2 - (Dec ï Feb)

2. Essential Action 5.1:

Implementation Level:

Key Practices:

Cycle 3 - (Mar ï May)

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

1. Essential Action 1.1:

Implementation Level:

Key Practices:

Rationale:

Cycle 3 - (Mar ï May)

2. Essential Action 5.1:

Implementation Level:

Key Practices:

Rationale:

Who will you partner with?:

How will you build capacity in this Essential Action?

How will you communicate these priorities to your stakeholders? How will you create buy-in?:

Cycle 4 - (Jun ï Aug)

Student Data

Dallas Independent School District

017 H. Grady Spruce High School - TIP

2022-2023 Targeted Improvement Plan

Campus Number:

Board Approval Date:

Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Assurances

DCSI/Grant Coordinator

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

How we determinded the goal for Domain 1 Student Achievement: 70 - C

Meets

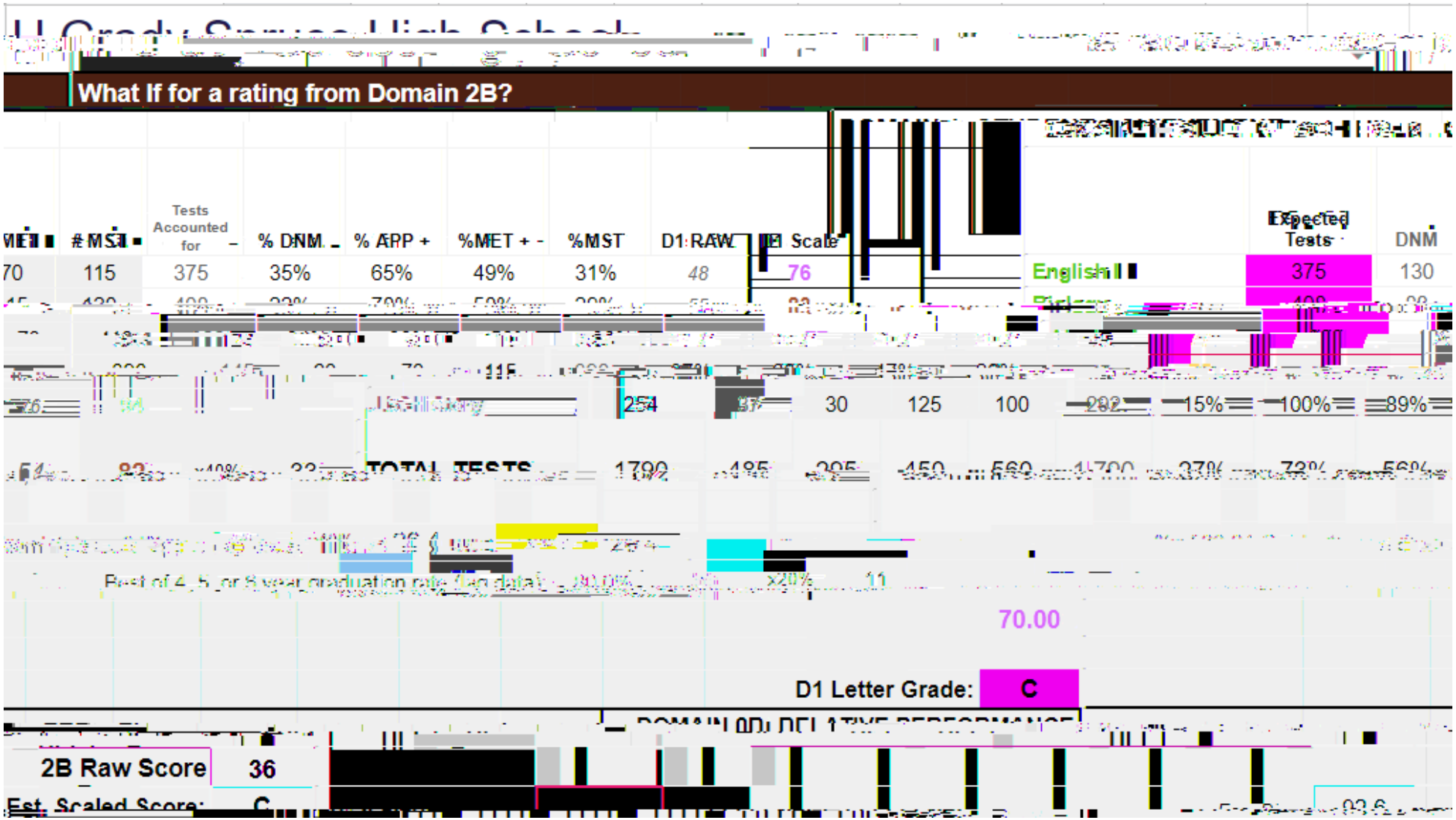
-
-

Did Not Meets

-
-
-

Masters area

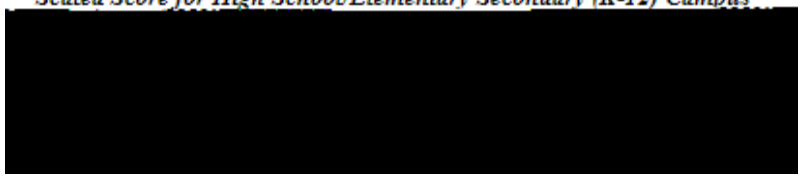
-
-


What If for a rating from Domain 2B?
Tests Accounted for
% DNM
% APP +
%MET + -
%MST
D1 RAW
D1 Scale
Expected Tests
DNM
70
115
375
35%
65%
49%
31%
48
76
English II
375
130
254
30
125
100
15%
100%
89%
TOTAL TESTS
1790
485
205
450
560
1700
37%
72%
56%
70.00
D1 Letter Grade:
C
2B Raw Score
36
Est. Scaled Score:
C

School Progress

What accountability goal has your campus set for this year?

Scaled Score for High School/Elementary Secondary (K-12) Campus



Closing the Gaps

What accountability goal has your campus set for this year?

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?

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

CCMR

What goals has your campus set for CCMR?

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

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:

Implementation Level:

Key Practices:

Rationale:

Who will you partner with?:

How will you build capacity in this Essential Action?

How will you communicate these priorities to your stakeholders? How will you create buy-in?:

Desired Annual Outcome:

District Commitment Theory of Action:

Desired 90-day Outcome:

District Actions:

Step 2 Details	Reviews
Action Step 2: **Evidence Used to Determine Progress:** **Person(s) Responsible:** **Resources Needed:** **Addresses an Identified Challenge:** **Start Date:** **Frequency:** **Evidence Collection Date:**	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: **Evidence Used to Determine Progress:** **Person(s) Responsible:** **Resources Needed:** **Addresses an Identified Challenge:** **Start Date:** **Frequency:** **Evidence Collection Date:**	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews
Action Step 4:	

Cycle 1 - (Sept – Nov)

2. Essential Action 4.1:

Implementation Level:

Key Practices:

Rationale:

Who will you partner with?:

How will you build capacity in this Essential Action?

Wh φ ᴅ Mא ҷ ҭ ᴀ ɔ Mא l ƿ ᵀ ᴀ l ᵀ Mᴀ φ ᵐ ᵀ ҭ ǯ ᵐ ц MM"

Å` - U F \ PF b

Desired 90-day Outcome:

District Actions:

Step 3 Details	Reviews
Action Step 3: **Evidence Used to Determine Progress:** **Person(s) Responsible:** **Resources Needed:** **Addresses an Identified Challenge:** **Start Date:** **Frequency:** **Evidence Collection Date:**	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews
Action Step 4:	

Cycle 2 - (Dec – Feb)

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

1. Essential Action 1.1:

Implementation Level:

Key Practices:

Rationale:

Who will you partner with?:

How will you build capacity in this Essential Action?

District Actions:

Desired 90-day Outcome:

Cycle 3 - (Mar – May)

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

1. Essential Action 1.1:

Implementation Level:

Key Practices:

Rationale:

Who will you partner with?:

How will you build capacity in this Essential Action?

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 4.1:

Implementation Level:

Key Practices:

Rationale:

Desired 90-day Outcome:

Cycle 4 - (Jun – Aug)