San Antonio Independent School District

Cooper Academy at Navarro - TIP

2023-2024 Targeted Improvement Plan

Campus Number: 015907024

Board Approval Date: January 16, 2024

Superintendent:	Dr. Jaime Aquino	**Principal:**	Robert Becerra
DCSI/Grant Coordinator:	Dr. Julio Garcia	**ESC Case Manager:**	Jessica Flores
		ESC Region:	20

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: Dr. Julio Garcia

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: Dr. Julio Garcia

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: Robert Becerra

Attestation

2023-2024 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 23 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DCSI Name:	Dr. Julio Garcia	**Superintendent Name:**	Dr. Jaime Aquino
DCSI Title/Position:		**Date:**	Mon, Dec 4, 2023

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year in Domain 1? What challenges are you anticipating in Achieving your subject area Student Achievement goals?

The campus had a domain 1 score of 92 during the 2022-23 school year, As a campus we set an accountability goal of 5% growth in meets and masters. The state changing the rules for CCMR goa attainment will be the largest hurdle to overcome as an AEP campus. To accomplish this we have implemented quarterly professional development sessions for content teams to disaggregate testing data (CBA, EOC, exit tickets, benchmark exam data) to tailor interventions for EOC re-testers.

Student Achievement - CCMR

What goals has your campus set for CCMR?

As a campus we achieved a CCMR rating of 70 during the 2022-2023 school year. TEA has changed the rules for CCMR, as a campus we heavily relied upon OSHA 30 and Microsoft specialist. As a campus we have created CP Math and CP English courses as well as implemented an AP Spanish course to compliment our AP Art program.

Student Achievement - Graduation Rate

What goals has your campus set for Graduation Rate?

As a campus our state graduation rate was 100%, we plan to continue to to achieve our graduation rate. We have a part-time retention specialist who conducted home visits through out the summer. Due to this strategy 91% of enrolled students returned for the 2023-2024 school year.

School Progress

What accountability goal has your campus set for this year in Domain 2A? What challenges are you anticipating in achieving your school progress domain goals?

Cooper Academy does not qualify for Domain 2.

Closing the Gaps

What accountability goal has your campus set for this year in Domain 3? What 3 - 4 priority targets are you focusing on in Domain 3? Why have you identified these groups/subjects?

As an AEP campus, we will never meet the federal graduation rate, during the 2023 school year Cooper Academy at Navarro had a federal graduation rate of 45%. The majority of our graduates are five and six year graduates.

Self Assessment

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

Key Practice:

Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

Success Criteria:

- Comprehensive list of responsibilities, including teachers assigned for supervision
- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings

Evidence:

Campus "Battle Rhythm, Weekly calendars are shared between administrators. All PLCs are planned for the year as well as Professional developments.

Implementation Level:

Substantially in place and functioning

Key Practice:

Performance expectations are clear, written, measurable, and match the job responsibilities.

Success Criteria:

- Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year

Evidence:

At the beginning of the campus administrators meet with their departments to develop goals for the school year.

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Success Criteria:

- Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings

Evidence:

Each department has protocols and processes that are aggreged upon by the department and listed on the meeting agendas.

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders meet weekly to focus on student progress and formative data.

Success Criteria:

- Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring

Evidence:

Campus instructional leaders meet weekly with their departments and bi-weekly with the campus leadership team to discuss instructional dats.

Implementation Level:

Substantially in place and functioning

Key Practice:

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Success Criteria:

- Principals' calender reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings)
- Principals' calendar includes modeling the use of these tools and techniques
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

Evidence:

The campus principal meets weekly with all campus leaders to discuss campus data, to conduct feedback loops and to discuss best practices. These meetings are calendarized with set agendas.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

Most (at least half) of the key practices are substantially in place and functioning

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Key Practice:

Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

Success Criteria:

- Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students
- Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency

Evidence:

The campus mission, vision, values, and goals are revisited each school year to assess the viability of the goals and any need to revise.

Implementation Level:

Work is Underway

Key Practice:

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

Success Criteria:

- Campus vision, mission, values, and/or goals articulate:
    - High expectations and shared ownership for student success
    - Ambitious student learning through rigorous and engaging lessons
    - Support for teachers to implement high leverage teaching practices
- Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies

Evidence:

The mission, vision, values, and goals accurately describe the campus's high expectations for students and teachers.

Implementation Level:

Work is Underway

Key Practice:

Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

Success Criteria:

- Practices and policies are captured in writing and consistently implemented with fidelity
- Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed
- Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies
- Staff can articulate the school's mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them

Evidence:

The campus leadership team communicate the campus's mission, vision, values, and goals in all communications to teachers, students, parents and community stakeholders.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

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

Key Practice:

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Success Criteria:

- Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships
- Uses referrals from current high-performing teachers in the recruitment and selection of staff
- Develops and strategically deploys marketing materials that present the school as an attractive place to work
- Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate

Evidence:

Campus leadership team attends all district job fairs as well as partners with universities to attract student teachers in the practice of attracting first year teachers to the field.

Implementation Level:

Work is Underway

Key Practice:

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.

Success Criteria:

- Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop
- Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals

Evidence:

Prior to meeting with applicants campus leadership team determines the criteria that will be used to meet with canidates.

Implementation Level:

Work is Underway

Key Practice:

Campus leaders implement targeted and personalized strategies to retain high-performing staff.

Success Criteria:

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition

Evidence:

Teachers are recognized for performance and teachers receive personalized professional development from the campus, district, region and state level.

Implementation Level:

Work is Underway

Key Practice:

Teacher placements are strategic based on student need and teacher strengths.

Success Criteria:

- Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff

Evidence:

Teachers are placed at the campus based on ability, Cooper Academy teaches students between the ages of 15 to 25. The younger students require the most interventions emotionally and academically.

Implementation Level:

Substantially in place and functioning

Key Practice:

Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

Success Criteria:

- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills

- Targeted training includes adult facilitation and team dynamics
- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

Evidence:

Teachers are placed at the campus based on ability, Cooper Academy teaches students between the ages of 15 to 25. The younger students require the most interventions emotionally and academically.

Implementation Level:

Substantially in place and functioning

Key Practice:

Preferred substitutes are recruited and retained.

Success Criteria:

- Effective substitutes are identified and prioritized in short-term placement/deployment
- Ineffective substitutes are also identified and de-prioritized/prohibited

Evidence:

The campus has a set of substitutes that are trained on campus expectations and are used exclusively.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

Most (at least half) of the key practices are substantially in place and functioning

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

Key Practice:

Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Success Criteria:

- Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students
- Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management
- Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies)
- Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation

Evidence:

Campus "Battle Rhythm" and campus calendars documents campus expectations and embedded professional development opportunities.

Implementation Level:

Work is Underway

Key Practice:

Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

Success Criteria:

- School wide routines include steps for students that are clear, action-oriented, and easy to remember
- School wide routines include clear steps for adults to take to support students in meeting the expectations of routines
- Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals

Evidence:

Campus has weekly drawings to reward students for attendance and academic progress as well as celebrations quarterly for students(cook outs, palentas, etc.)

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

Success Criteria:

- Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations
- There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented
- Staff uses consistent responses to student behaviors
- Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values

Evidence:

Campus has weekly drawings to reward students for attendance and academic performance. Campus has quarterly cook outs or treats to celebrate student performance.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

Most (at least half) of the key practices are substantially in place and functioning

Essential Action 4.1: Daily use of high-quality instructional materials.

Lever 4 Self Assessment:

Campus has High-Quality Materials in place for both RLA and Math as defined by RBIS Indicators. (Based on Key Practice 1 Success Criteria for RBIS)

Success Criteria:

- Students have daily access to HQIM as part of their RLA student assignments.
- Students have daily access to HQIM as part of their Math student assignments.

Evidence:

Campus uses district created resources for RLA and MAth.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Key Practice:

Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

Success Criteria:

- Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems)
- Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices

Evidence:

Campus administrators attend weekly PLC meetings, conduct walkthroughs in classrooms. PD days are embedded in the campus calendar to support teachers with best practice strategies.

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.

Success Criteria:

- Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims)
- Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives)
- Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices

Evidence:

Campus calendar is embedded with PD days, that build upon campus initiatives. High leverage best practice strategies (Progress Monitoring, GAP analysis for lessons)

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

Success Criteria:

- Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners
- Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction
- Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution

Evidence:

Campus calendar is embedded with PD days, that build upon campus initiatives. High leverage best practice strategies (Progress Monitoring, GAP analysis for lessons)

Implementation Level:

Work is Underway

Essential Action Reflection:

Some (less than half) of the key practices are substantially in place and functioning

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Key Practice:

Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Success Criteria:

- Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.)
- Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time

Evidence:

Campus leaders utilize the Performance Matters to log observations/walkthroughs for teacher. The administration use a glow/grow and research evidenced strategies.

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

Success Criteria:

- Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results
- All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year

Evidence:

Campus admin meet weekly to discuss which teachers will be observed for the upcoming week and which instructional strategies will be the look fors.

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.

Success Criteria:

- Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable
- Teacher goals or action steps are responsive to the teacher's current proficiency
- Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement

Evidence:

Teachers are emailed within 24 to 48 hrs after an observation with high leverage researched based instructional strategies that teachers are to implement.

Implementation Level:

Work is Underway

Key Practice:

Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

Success Criteria:

- During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation
- Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher
- Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom
- Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus

Evidence:

After teacher observations and feedback has been provided follow up observations are scheduled to monitor the teachers progress in implementation.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 5.3: Data-driven instruction.

Key Practice:

Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

Success Criteria:

- Assessment calendars include windows for data analysis
- Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions
- Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction

Evidence:

Campus leaders analyze data in PLC and CAC meeting on a weekly and bi-weekly basis.

Implementation Level:

Work is Underway

Key Practice:

Campus leaders facilitate a consistent process for teachers, 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 to respond.

Success Criteria:

- **Understand the task, any related texts and standards and create or internalize the exemplar**: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery
- **Analyze and sort student work**: categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions
- **Identify the highest leverage gap**: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery
- **Plan the response**: Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction
- **Practice the response**: Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong
- **Follow Through**: Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review

Evidence:

PLC meetings are calendarized and teachers meet weekly to discuss student progress. Teachers use GAP analysis to analyze lesson plans and how students' performed on the lessons and to identify any adjustments that need to made to the lesson.

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Success Criteria:

- The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work
- Teacher team meeting agendas are developed utilizing a common protocol
- Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery

Evidence:

Teacher have a common conference to conduct PLCs to discuss student data, lessons and any adjustments needed to lesson plans.

Implementation Level:

Work is Underway

Key Practice:

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.

Success Criteria:

- All classrooms include at least one visible student progress tracking artifact, which is regularly updated
- Campus hallways include at least one visible student progress tracking artifact, which is regularly updated

Evidence:

Attendance is tracked but student progress is not currently tracked.

Implementation Level:

Not Yet Started

Essential Action Reflection:

Some (less than half) of the key practices are substantially in place and functioning

Essential Actions

Submission 1 and 2A

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.
Implementation Level: Full Implementation
Key Practices:

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.
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: Full Implementation
Key Practices:

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.
Implementation Level: Full Implementation
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials.
Implementation Level: Partial Implementation
Key Practices: Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

Essential Action 5.1: Professional Development for Effective Classroom Instruction.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.
Implementation Level: Full Implementation
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Full Implementation
Key Practices:

Summer Planning

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.
Implementation Level: Not Yet Started

Key Practices:

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.
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: Explicit school-wide behavioral expectations and culture routines.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Professional Development for Effective Classroom Instruction.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Submissions

Submission 1 (optional)

1. Essential Action 4.1: Daily use of high-quality instructional materials.

Implementation Level: Partial Implementation

Key Practices: Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

Rationale: Cooper Academy at Navarro is a drop-out recovery campus that utilizes the Edgenuity on-line credit recovery system for the majority of its course content and curriculum. However, Cooper Academy does offer classes utilizing the traditional classroom, in-person/face to face, instructional model. Classes offered to students via the traditional curriculum and instructional model are English 1 and English 2, Algebra 1, US History, Biology and End of Course intervention classes. The curriculum for these courses has been obtained by using a variety of curriculum resources: Lead4ward, Stem Scopes, SAISD Teacher Resource System, and the SAISD Curriculum Management System. We provided the curriculum resources used. At the conclusion of the visit, we received a recommendation that we should be following a year long planning calendar and that lesson plans were not being reviewed and modified. Therefore we did the following. First, our campus teachers and administrators conducted planning sessions and created a calendar and a lesson plan common shared folder for teachers and Assistant Principals can comment and modify lessons.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: Region 20

How will you build capacity in this Essential Action?: Campus administrators will review lesson plans, attend PLCs, and monitor resources used during planning sessions to ensure aligned materials are being used. Campus teachers will attend trainings through SAISD Curriculum and Instruction departments and ESC Region 20 for digital resources, content area updates, and curriculum resources throughout the year, beginning in the fall of 2023.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate our priorities through on-line shared documents, emails, Canvas LMS, SchoolMessenger, calendars, posters, program review and PLC sessions. We will create buy-in through collaboration with instructional leadership team members, using student data to drive instruction and planning and giving staff members the ability to provide input.

Desired Annual Outcome: By the end of the 2023-2024 school year, 100% of the campus instructional leaders will implement and lead biweekly departmental PLCS to ensure that departments are utilizing high quality instructional materials. As evidenced by the campus leadership and
PLC agendas, PLC instructional calendar, observational feedback and program review agendas.

District Commitment Theory of Action: If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then the campus leadership team will be able build instructional capacity in all of its instructional team members resulting in improved student performance.

Incremental Outcome 1 (optional): Teachers to have met and revised PLC agendas and YAGs

District Actions: District will support campus by monthly PLNs and APLNs, campus walkthroughs and professional development

Incremental Outcome 2 (optional):

Did you achieve your Incremental Outcome 1 (optional): Yes

What data supports your claim? (optional): All contents have implemented PLC meeting and two program reviews have been conducted.

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?
Ensuring that the campus teachers have access to quality instructional materials	Action Step 1	Having teachers meet with instructional specialists to ensure lessons are at the correct rigor and relevance to the TEKS.

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews
Action Step 1: Core Content departments will meet biweekly to assess the quality of instructional materials and lessons. **Evidence Used to Determine Progress:** Agendas and sign in s **Leader(s) Accountable:** Campus Administrators and Core Dept. Chairs **Leader Follow Up Action(s):** Campus administrors follow up during Biweekly CAC meetings. **Non-Funded Resources Needed:** Paper **Addresses an Identified Challenge:** Yes **Start Date:** August 14, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** October 27, 2023 **Funding Sources:** Supplies and Materials - 6300-Supplies and materials - $1,500	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Content teams continue to meet to disaggregate data and to create interventions.

Step 2 Details	Reviews
Action Step 2: By EOY, as a campus will partner with Region 20 and Ashley Trevino to provide coaching support to Principal and campus instructional leaders in leading the implementation of one of the following contents-Lesson Alignment and Formative Assessment. TIL uses three pillars. These pillars are face-to-face professional development, implementation support, and one-on-one coaching. Each pillar utilizes a job-embedded approach to ensure successful implementation. **Evidence Used to Determine Progress:** Meeting Agendas and sign ins **Leader(s) Accountable:** Principals and Assistant Principals **Leader Follow Up Action(s):** Bi-weekly CAC meetings to assess the viability of the initiatives. **Non-Funded Resources Needed:** paper **Addresses an Identified Challenge:** Yes **Start Date:** August 29, 2023 - **Frequency:** Quarterly - **Evidence Collection Date:** October 27, 2023 **Funding Sources:** Region 20 contracted services - 6200-Professional and contracted services - $12,000	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** As a team we conducted face-to-face professional development, implementation support, and one-on-one coaching.

Step 3 Details	Reviews

Action Step 3: By EOY, campus administration team will meet weekly to monitor and reflect on campus instructional initiatives.
 	
    Evidence Used to Determine Progress: Agendas
    Leader(s) Accountable: Principal Assistant Principal
    Leader Follow Up Action(s): Weekly meeting feedback
    Non-Funded Resources Needed: paper
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 14, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: The leadership team we meet formally each Monday at 10 am to monitor and reflect on campus instructional initiatives.

Step 4 Details	Reviews

Action Step 4: By the first day of school, To reduce the amount of students below Tier 1 attendance , the campus will hire a part-time retention specialist to conduct home visits on students that have poor attendance. The retention specialist will require printed materials (fliers, doorhangers, etc.) and be paid for his mileage.
 	
    Evidence Used to Determine Progress: Student contact log
    Leader(s) Accountable: Mr. Becerra and Mr. Sumner
    Leader Follow Up Action(s): Campus attendance dats, Home visit logs
    Non-Funded Resources Needed: paper
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 14, 2023 - **Frequency:** - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: Part-time retention specialist has conducted 600 home visits since the first day of school.

Step 5 Details	Reviews

Action Step 5: For the 2023-2024 school year, we will provide supplies and materials for full time and part-time teachers (tutors) to support academic programs, including STAAR-EOC tutoring sessions, student interventions at satellite campuses, and after school for academic/credit attainment through the fall and spring semester.
 	
    Evidence Used to Determine Progress: Increased STAAR-EOC scores and graduation rates. Increased rates of credit attainment reflected on monthly credit attainment logs.
    Leader(s) Accountable: Principal & Asst. Principals
    Leader Follow Up Action(s): Administrators will disaggregate EOC data after the December and Spring administrations
    Non-Funded Resources Needed: paper
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 14, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: we have provide supplies and materials for full time and part-time teachers (tutors) to support academic programs, including STAAR-EOC tutoring sessions, student interventions at satellite campuses, and after school for academic/credit attainment through the fall and spring semester.

Step 6 Details	Reviews

Action Step 6: By the end of December, the campus will purchase new technology (Projector, Desktop, Laptops) to replace outdated equipment to increase the graduation rate by 5%
 	
    Evidence Used to Determine Progress: graduation rate
    Leader(s) Accountable: Admin team
    Leader Follow Up Action(s): Bi-weekly follow ups at CAC meetings
    Non-Funded Resources Needed:
    Addresses an Identified Challenge: Yes
 	
    Start Date: November 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** January 31, 2024
    Funding Sources: Technology - 6300-Supplies and materials - $30,000
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

Submission 1 (optional)

2. Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

Rationale: At the conclusion of the visit, we received a recommendation that we should be following a year long planning calendar for continuous professional development monitoring and training for campus teachers on best practices, high leverage practices, backwards planning and lesson plan development.   As a campus we must remain focused on continuously refinement of the process for planning lessons that will take advantage of best practices and high leverage practices. We will continue to backwards plan our
 daily lesson plans through the development of formative assessments and consistent well functioning assessment tools (Exit Tickets) to ensure fidelity, consistency and alignment of the on-going and routine formative assessments .

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: Region 20

How will you build capacity in this Essential Action?: Teachers use reoccurring common planning periods to develop lessons, formative assessments, exit tickets. Defined teacher to administrator feedback loops for assessment administration, lesson plan development and classroom observations. Campus teachers will receive on-going training from campus administration, SAISD Curriculum and Instruction Departments and ESC Region 20 for formative assessment development, implementation and analysis.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate our priorities through on-line shared documents, emails, Canvas LMS, calendars, posters, program review and PLC sessions. We will create buy-in through collaboration with instructional leadership team members, using student data to drive instruction and planning and giving staff members the ability to provide input.

Desired Annual Outcome: By the end of the 2023-2024 school year, 100 percent of the core content area teachers will be using high quality instructional materials to develop intervention instructional strategies to address students deficiencies in the core content areas, as evidenced by a PLC data meeting agenda and minutes.

District Commitment Theory of Action: If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then the campus leadership team will be able build instructional capacity in all of its instructional team members resulting in improved student performance.

Incremental Outcome 1 (optional): The core content area teachers will be using high quality instructional materials to develop intervention instructional strategies to address students deficiencies in the core content areas.

District Actions: The district will provide access to instructional specialist to assist content teachers in vetting and creating high impact researched based instructional materials.

Incremental Outcome 2 (optional):

Did you achieve your Incremental Outcome 1 (optional): Yes

What data supports your claim? (optional): The core contents meet weekly to discuss lessons and to create high quality lessons that meet the TEKS at the correct rigor and relevance.

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?
Ensuring that the campus teachers have access to quality instructional materials	Action Step 1	Having teachers meet with instructional specialists to ensure lessons are at the correct rigor and relevance to the TEKS.

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews

Action Step 1: By the End of October campus core teachers and instructional department heads will use data gathered from student results on departmentally developed lessons to assess the lessons effectiveness using GAP Analysis.
 	
    Evidence Used to Determine Progress: Agendas, GaP Analysis documents
    Leader(s) Accountable: Assistant Principals, Department Chairs
    Leader Follow Up Action(s): Principal will follow up at biweekly CAC meetings
    Non-Funded Resources Needed: paper
    Addresses an Identified Challenge: Yes
 	
Start Date: August 21, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: Core contents meet bi-weekly to conduct GAP analyses on lesson effectiveness

Step 2 Details	Reviews

Action Step 2: By the end of August the core department teams will revise their weekly PLCs protocols to review student progress and plan future lessons
    Evidence Used to Determine Progress: Agendas meeting protocol documents
    Leader(s) Accountable: Assistant Principals and Dept Chairs
    Leader Follow Up Action(s): Principal will follow up at biweekly CAC meetings
    Non-Funded Resources Needed: Paper
    Addresses an Identified Challenge: Yes
 	
Start Date: August 14, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: All of the core department teams have revised their weekly PLCs protocols to review student progress and plan future lessons

Step 3 Details	Reviews

Action Step 3: By the end of October the leadership team will have attended the National Alternative Education Conference and identify at least one strategy to implement in the classroom.
    Evidence Used to Determine Progress: Agendas, sig ins
    Leader(s) Accountable: Campus Administration and core content department chairs
    Leader Follow Up Action(s): Principal will follow up at biweekly CAC meetings
    Non-Funded Resources Needed: paper
    Addresses an Identified Challenge: Yes
 	
    Start Date: October 16, 2023 - **Frequency:** One Time - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Leadership team attended the conference and has implemented strategies gleamed from the canvas at the campus level.

Step 4 Details	Reviews

Action Step 4: To increase attendance, graduation and CCMR rates, the campus will hire a part-time retention specialist to conduct home visits on students that have poor attendance. The retention specialist will require printed materials (flyiers, doorhangers, etc.) and be paid for his mileage.
    Evidence Used to Determine Progress:
    Leader(s) Accountable:
    Leader Follow Up Action(s):
    Non-Funded Resources Needed:
    Addresses an Identified Challenge:
 	
    Start Date: - **Frequency:** - **Evidence Collection Date:**
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: The campus hired a part-time retention specialist to conduct home visits on students that have poor attendance.

Step 5 Details	Reviews

Action Step 5: By the end of October the administrative team will participate in Observation and feedback trainings provided by Region 20 to increase student performance on EOCs by 5%.
    Evidence Used to Determine Progress: Teacher observations and feedback
    Leader(s) Accountable: Mr. Becerra, Mr. Sumner, Mr Garcia
    Leader Follow Up Action(s): weekly admin meetings
    Non-Funded Resources Needed: paper
    Addresses an Identified Challenge: Yes
 	
    Start Date: October 25, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** January 31, 2024
    Funding Sources: Contracted services - 6200-Professional and contracted services - $15,000
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Submission 2A (optional)

Did you achieve your student performance data goals?:

What data supports your claim?:

1. Essential Action 4.1: Daily use of high-quality instructional materials.

Implementation Level: Partial Implementation

Key Practices: Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

Rationale: Cooper Academy at Navarro is a drop-out recovery campus that utilizes the Edgenuity on-line credit recovery system for the majority of its course content and curriculum. However, Cooper Academy does offer classes utilizing the traditional classroom, in-person/face to face, instructional model. Classes offered to students via the traditional curriculum and instructional model are English 1 and English 2, Algebra 1, US History, Biology and End of Course intervention classes. The curriculum for these courses has been obtained by using a variety of curriculum resources: Lead4ward, Stem Scopes, SAISD Teacher Resource System, and the SAISD Curriculum Management System. We provided the curriculum resources used. At the conclusion of the visit, we received a recommendation that we should be following a year long planning calendar and that lesson plans were not being reviewed and modified. Therefore we did the following. First, our campus teachers and administrators conducted planning sessions and created a calendar and a lesson plan common shared folder for teachers and Assistant Principals can comment and modify lessons.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: Region 20

How will you build capacity in this Essential Action?: Campus administrators will review lesson plans, attend PLCs, and monitor resources used during planning sessions to ensure aligned materials are being used. Campus teachers will attend trainings through SAISD Curriculum and Instruction departments and ESC Region 20 for digital resources, content area updates, and curriculum resources throughout the year, beginning in the fall of 2023.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate our priorities through on-line shared documents, emails, Canvas LMS, SchoolMessenger, calendars, posters, program review and PLC sessions. We will create buy-in through collaboration with instructional leadership team members, using student data to drive instruction and planning and giving staff members the ability to provide input.

Desired Annual Outcome: By the end of the 2023-2024 school year, 100% of the campus instructional leaders will implement and lead biweekly departmental PLCS to ensure that departments are utilizing high quality instructional materials. As evidenced by the campus leadership and
PLC agendas, PLC instructional calendar, observational feedback and program review agendas.

District Commitment Theory of Action: If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then the campus leadership team will be able build instructional capacity in all of its instructional team members resulting in improved student performance.

District Actions:

Did you achieve your annual outcome?:

What data supports your claim?:

Step 1 Details	Reviews

Action Step 1: By October 30th, As a campus will partner with Region 20 and Ashley Trevino to provide coaching support to Principal and campus instructional leaders in leading the implementation of one of the following contents-Lesson Alignment and Formative Assessment. TIL uses three pillars. These pillars are face-to-face professional development, implementation support, and one-on-one coaching. Each pillar utilizes a job-embedded approach to ensure successful implementation.
    Evidence Used to Determine Progress: Meeting Agendas and sign ins
    Leader(s) Accountable: Principals and Assistant Principals
    Leader Follow Up Action(s): Bi-weekly CAC meetings to assess the viability of the initiatives.
    Non-Funded Resources Needed: paper
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 29, 2023 - **Frequency:** Quarterly - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Core Content departments will meet biweekly to assess the quality of instructional materials and lessons.
    Evidence Used to Determine Progress: Agendas and sign in s
    Leader(s) Accountable: Campus Administrators and Core Dept. Chairs
    Leader Follow Up Action(s): Campus administrors follow up during Biweekly CAC meetings.
    Non-Funded Resources Needed: Paper
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 14, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: By October 30th, campus administration team will meet weekly to monitor and reflect on campus instructional initiatives.
    Evidence Used to Determine Progress: Agendas
    Leader(s) Accountable: Principal Assistant Principal
    Leader Follow Up Action(s): Weekly meeting feedback
    Non-Funded Resources Needed: paper
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 14, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: By October 30th, campus administration team will meet weekly to monitor and reflect on campus instructional initiatives.
 	
    Evidence Used to Determine Progress: Agendas
 	
    Leader(s) Accountable: Principal Assistant Principal
 	
    Leader Follow Up Action(s): Weekly meeting feedback
 	
    Non-Funded Resources Needed: paper
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 14, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 5 Details	Reviews

Action Step 5: By the first day of school, To reduce the amount of students below Tier 1 attendance , the campus will hire a part-time retention specialist to conduct home visits on students that have poor attendance. The retention specialist will require printed materials (fliers, doorhangers, etc.) and be paid for his mileage.
 	
    Evidence Used to Determine Progress: Student contact log
 	
    Leader(s) Accountable: Mr. Becerra and Mr. Sumner
 	
    Leader Follow Up Action(s): Campus attendance dats, Home visit logs
 	
    Non-Funded Resources Needed: paper
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 14, 2023 - **Frequency:** - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Submission 2A (optional)

2. Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

Rationale: At the conclusion of the visit, we received a recommendation that we should be following a year long planning calendar for continuous professional development monitoring and training for campus teachers on best practices, high leverage practices, backwards planning and lesson plan development. As a campus we must remain focused on continuously refinement of the process for planning lessons that will take advantage of best practices and high leverage practices. We will continue to backwards plan our
daily lesson plans through the development of formative assessments and consistent well functioning assessment tools (Exit Tickets) to ensure fidelity, consistency and alignment of the on-going and routine formative assessments .

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: Region 20

How will you build capacity in this Essential Action?: Teachers use reoccurring common planning periods to develop lessons, formative assessments, exit tickets. Defined teacher to administrator feedback loops for assessment administration, lesson plan development and classroom observations. Campus teachers will receive on-going training from campus administration, SAISD Curriculum and Instruction Departments and ESC Region 20 for formative assessment development, implementation and analysis.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate our priorities through on-line shared documents, emails, Canvas LMS, calendars, posters, program review and PLC sessions. We will create buy-in through collaboration with instructional leadership team members, using student data to drive instruction and planning and giving staff members the ability to provide input.

Desired Annual Outcome: By the end of the 2023-2024 school year, 100 percent of the core content area teachers will be using high quality instructional materials to develop intervention instructional strategies to address students deficiencies in the core content areas, as evidenced by a PLC data meeting agenda and minutes.

District Commitment Theory of Action: If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then the campus leadership team will be able build instructional capacity in all of its instructional team members resulting in improved student performance.

District Actions:

Did you achieve your annual outcome?:

What data supports your claim?:

Step 1 Details	Reviews
Action Step 1: By the End of October campus core teachers and instructional department heads will use data gathered from student results on departmentally developed lessons to assess the lessons effectiveness using GAP Analysis. **Evidence Used to Determine Progress:** Agendas, GaP Analysis documents **Leader(s) Accountable:** Assistant Principals, Department Chairs **Leader Follow Up Action(s):** Principal will follow up at biweekly CAC meetings **Non-Funded Resources Needed:** paper **Addresses an Identified Challenge:** Yes **Start Date:** August 21, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** October 27, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: By the end of October the leadership team will have attended the National Alternative Education Conference and identify at least one strategy to implement in the classroom. **Evidence Used to Determine Progress:** Agendas, sig ins **Leader(s) Accountable:** Campus Administration and core content department chairs **Leader Follow Up Action(s):** Principal will follow up at biweekly CAC meetings **Non-Funded Resources Needed:** paper **Addresses an Identified Challenge:** Yes **Start Date:** October 16, 2023 - **Frequency:** One Time - **Evidence Collection Date:** October 27, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Submission 2B - Summer Planning

Did you achieve your student performance data goals?:

What data supports your claim?:

Campus Grant Funding Summary

			6100-Payroll		
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$25,000.00
				+/- Difference	$25,000.00

			6200-Professional and contracted services		
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Region 20 contracted services		$12,000.00
1	2	5	Contracted services		$15,000.00
				Sub-Total	$27,000.00
				Budgeted Budget Object Code Amount	$14,000.00
				+/- Difference	-$13,000.00

			6300-Supplies and materials		
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies and Materials		$1,500.00
1	1	6	Technology		$30,000.00
				Sub-Total	$31,500.00
				Budgeted Budget Object Code Amount	$40,000.00
				+/- Difference	$8,500.00

			6400-Other operating costs		
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$10,000.00
				+/- Difference	$10,000.00
				Grand Total Budgeted	$89,000.00
				Grand Total Spent	$58,500.00

6400-Other operating costs					
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$30,500.00

Student Data

Core Metrics	Sub Metrics		Grade	Student Group	Student Group Analyzed	Subject Tested	Performance Level	Sub 2 Assessment	2024 Student Count	2022 Results	2023 Results	Sub 1 Assessment Type	Sub 1 Actual Results	Sub 2 Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	All	Reading	Approaches	STAAR	130	54	68	District Created Benchmark		70	
			All	All	All	Reading	Meets	STAAR	130	21	27	District Created Benchmark		30	
			All	All	All	Reading	Masters	STAAR	130	0	14	District Created Benchmark		16	
			All	All	All	Mathematics	Approaches	STAAR	40	72	69	District Created Benchmark		72	
			All	All	All	Mathematics	Meets	STAAR	40	16	14	District Created Benchmark		18	
			All	All	All	Mathematics	Masters	STAAR	40	6	0	District Created Benchmark		2	
			All	All	All	Science	Approaches	STAAR	54	68	88	District Created Benchmark		90	
			All	All	All	Science	Meets	STAAR	54	16	20	District Created Benchmark		22	
		Graduation Rate	All	All	All	Science	Masters	STAAR	54	3	18	District Created Benchmark			20
Closing the Gaps	Priority Target 1	Academic Growth Status	All	All	All	Mathematics	N/A	Mathematics	N/A	70	69	District Created Benchmark		73	
	Priority Target 2	English Language Proficiency	All	EB-TELPAS	EB	TELPAS	N/A	TELPAS	N/A	55	68	District Created Benchmark		70	
	Priority Target 3	English Language Proficiency	All	EB-TELPAS	EB	TELPAS	N/A	TELPAS	N/A	41	64	District Created Benchmark		60	

Academic Growth

Academic Growth Current Year RLA

Student Prior Year Performance	Student Count	Submission 1 Results						Summative Submission 2 Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM	10	8											
High DNM	30	0	20	10	0	0	0						
Low App	29												
High App	20												
Meets	18												
Masters	3												
Current Year Student Count	121												
					Sub 2 Goals Student Count								
					Sub 2 Goals Percentages			0	0	0	0	0	0
					Sub 2 Results								

Academic Growth Current Year MATH

Student Prior Year Performance	Student Count	Submission 1 Results						Summative Submission 2 Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM	6												
High DNM	7												
Low App	15												
High App	13												
Meets	6												
Masters	0												
Current Year Student Count	41												
					Sub 2 Goals Student Count								
					Sub 2 Goals Percentages			0	0	0	0	0	0
					Sub 2 Results								