

Waco Independent School District

University High School

2019-2020

Accountability Rating: B



Mission Statement

The mission of University High School is to work as a team of students, teachers, parents, and community members who Love, Serve, and Care about our students today so they can Love, Serve, and Care as learners and leaders tomorrow.

Vision

University High School will become an "A" rated school in the state of Texas.

Core Beliefs

We believe that all students shall reach their full potential.

We believe that race, ethnicity, gender, or socio-economic status should not result in achievement gaps.

We believe that all students should graduate ready for college, workforce, or the military.

We believe that parent and community involvement is fundamental to student success.

We believe a high quality teacher in every classroom is critical to student success.

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Goals

Revised/Approved: June 25, 2019

Goal 1: Develop and implement plans, systems and processes to support the targeted learning needs of students.

Performance Objective 1: Provide curriculum supports to all students in need of intervention and language acquisition.

Evaluation Data Source(s) 1: STAAR/EOC Data, District Unit Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Schedule End of Course (EOC) tutorials on Saturdays, after school, and during summer.	2.4, 2.5, 2.6	Principal, Instructional Specialist, Lead Teachers	Increase in course credits earned and target EOC scores met
2) Identify students who are transitioning to high school with learning needs.	2.6	Principal, Lead Counselor	Students are appropriately placed in classes and interventions
<p style="text-align: center;">TEA Priorities Build a foundation of reading and math</p> 3) Continue the inclusion of technology strategies by updating equipment needed to deliver instruction to all Tiers of learners.	2.5, 2.6	Principal	Projectors, laptops, and other technology will be evident and in use for all classrooms, technology provided for homebound students as needed to maximize learning
4) Implement an after-school academics academy, where students can get assistance in core area and Spanish language instruction to master concepts and earn course credits.	2.5, 2.6	Instructional Specialist, Lead Teacher	Increase in credits earned, reduction in students who need summer school remediation
<p style="text-align: center;">TEA Priorities Build a foundation of reading and math</p> 5) Implement targeted small group instruction to increase the reading levels of ELL students who are reading below grade level.	2.4, 2.6	Principal, Instructional Specialist, District ELL support staff	Increased proficiency on district assessments, TELPAS, and EOC exams
6) Use Bilingual and ELL aides to supplement instruction to ELL learners, decreasing gaps in all areas of academic performance.	2.4, 2.6	AP for Testing and Special Populations, Principal	EL learners will engage in supplemental instruction designed to increase success in TEKS based courses, targeted students will also show gains in TELPAS

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities Build a foundation of reading and math</p> <p>7) Continue (year two) "The U Station," providing parallel supports (pull-outs) for classroom instruction during the school day.</p>	2.4, 2.5, 2.6	Instructional Specialist for Student Support, Principal	Increase in number of students earning course credit, and yearly progress made on EOC (Indicator 2 - Accountability)
<p>8) Provide instruction for incoming freshmen who need additional supports to prepare for biology instruction (in the form of Environmental Science).</p>	2.4, 2.5	Principal	Students will be ready for Biology in grade 10 and ready to score meets or masters on the EOC exam
<p align="center">TEA Priorities Build a foundation of reading and math</p> <p align="center">ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>9) Coordinate with the district and CCMS to provide a summer accelerated instruction program (Summer Bridge) for students who would otherwise be retained at 8th grade for attendance, EOC scores, or grades.</p>	2.5, 2.6	Principal, CCMS Grade Placement Committee, Counselors	Students will receive instruction in the core areas needed to qualify for promotion to grade 9

Goal 1: Develop and implement plans, systems and processes to support the targeted learning needs of students.

Performance Objective 2: Increase individualized learning opportunities for high achieving and gifted students.

Evaluation Data Source(s) 2: Calendar, Sign-In Sheets, Participation Records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Implement parent community meetings to increase awareness and student participation in advanced academic offerings.	2.5, 2.6, 3.2	Principal, Parent Involvement Specialist, Advanced Academics Coordinator, Dean of Academics, Dean of Instruction	Meeting agendas, materials, and sign-in sheets
2) Assist students with completing dual credit paperwork.	2.5, 2.6, 3.2	Advanced Academics Coordinator	Increased enrollment in dual credit courses
<p style="text-align: center;">TEA Priorities Connect high school to career and college</p> 3) Plan and implement orientation for students entering the Accelerate program.	2.5, 2.6, 3.2	Advanced Academics Coordinator and Staff	Orientation presentation, agenda, and sign in sheets
<p style="text-align: center;">TEA Priorities Connect high school to career and college</p> 4) Administer the PSAT 8/9 to all freshmen students.	2.5, 2.6	Principal, Advanced Academics Specialist	Increased scores on Grade 10 PSAT
5) Implement strategies to support increased student participation and achievement on TSI, ACT, SAT, and AP exams.	2.5, 2.6	Dean of Instruction, Advanced Academics Coordinator, Pre-AP and AP Teachers	Increased student participation and achievement on applicable exams
<p style="text-align: center;">TEA Priorities Build a foundation of reading and math</p> 6) Ensure use of high quality literature in AP and Pre-AP classes to increase rigor and depth and complexity of instruction.	2.6	Dean of Instruction, Advanced Academics Services, Executive Director of Secondary Equation, and Core Content Teachers	Lesson plans and walkthroughs
<p style="text-align: center;">TEA Priorities Connect high school to career and college</p> 7) Provide resources to increase student opportunities and engagement with 3D artworks.	2.5	Art Teachers	AP art scores at level 3 or higher

Goal 2: Engage students, staff, parents, and community members to support a safe and supportive learning environment for students.

Performance Objective 1: Promote a safe, drug free learning environment.

Evaluation Data Source(s) 1: PEIMS Data, Attendance Data, Dropout/Leaver Reports, AEP Placements

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Implement a peer mediation program to develop students' use effective communications skills.	2.6	Behavioral Specialists, Principal	Training rosters, student contact sheets, disciplinary referrals with aligned coding and reduction in disciplinary BIRs
2) Provide staff professional development to increase implementation of equitable disciplinary process.	2.6	Principal, Cohort Assistant Principals	Training modules delivered to faculty and staff, sign-in sheets, reduced student referrals, and improved results on annual climate surveys concerning equity in discipline and enforcement
3) Develop and implement training for positive behavior supports and classroom management.	2.5, 2.6	Principal, Cohort Assistant Principals, Behavioral Specialists	5% reduction in BIRs and related disciplinary actions
<p style="text-align: center;">ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> 4) Implement a multi-step student behavior intervention process to prevent discretionary District Alternative Education Placements.		Cohort Assistant Principals and Behavior Staff	Documentation of intervention strategies in Eduphoria and Branching Minds, and a 25% reduction in discretionary DAEP placements
<p style="text-align: center;">ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> 5) Implement monthly Foundations Team meetings	2.6	Foundations Team, Principal	Increased attendance, positive behavior supports, and on-time graduation rates for students

Goal 2: Engage students, staff, parents, and community members to support a safe and supportive learning environment for students.

Performance Objective 2: Monitor student cohort groups to increase on-time graduation.

Evaluation Data Source(s) 2: Data collected through PEIMS, TEAMS, and RtI

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Use the cohort tracking system to monitor student progress.	2.6	Cohort Assistant Principals, Counselors, Principal, and At-Risk Specialist	Increase attendance from 93.3% to 95% and decrease the dropout rate
2) Coordinate pregnancy related services to address specific needs and success of program participants.	2.6	PEP Coordinator, Cohort Teams Assistant Principals, and Counselors	Documentation of services, increased on-time graduation
3) Utilize Communities in Schools to provide services to under resourced students.	2.4, 2.5, 2.6	Cohort Teams, CIS Staff, Principal	Increased supports for students increase in attendance rates, increase in student achievement on district assessments and EOC exams
4) Coordinate with the district's homeless services and liaisons to provide supports for students classified as homeless.	2.6	Cohort Assistant Principal, Counselors, Homeless Liaison, Principal	Cohort monitoring records, verification of students earning credits, increased on-time graduation
<p style="text-align: center;">TEA Priorities</p> Recruit, support, retain teachers and principals 5) Partner with and implement Baylor PDS to build teaching capacity of current and future staff.	2.6	Principal	Increased teacher retention and recruitment

Goal 2: Engage students, staff, parents, and community members to support a safe and supportive learning environment for students.

Performance Objective 3: Increase communication with all stakeholders.

Evaluation Data Source(s) 3: Web based parent calendar, scheduled parent involvement events

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Utilize the Parent Involvement Specialist to communicate and coordinate parent and community-wide events.	3.1, 3.2	Parent Involvement Specialist, Principal	Increased attendance at campus sponsored parent/community events, documentation of communications in English and Spanish
2) Create and host a Community Wide Pep Rally.	3.2	Principal, Band Director, Campus Athletic Coordinator, Parent Involvement Specialist, Drill Team Sponsor, Cheer Sponsor, PTSA	Agendas, plans, and increased attendance at extra-curricular events
3) Conduct meetings for parents, students, and staff to increase knowledge and awareness related to the college application process and available opportunities.	3.2	Principal, Lead Counselor, Parent Involvement Specialist, Project Link Staff, and AVID Elective Teacher	Increased number of students applying to college, receiving college acceptance, and scholarship awards
4) Schedule monthly Lunch Bunch events with the building principal.	3.2	Principal, Parent Involvement Specialist	Increased number of events for parent to engage with the principal, increased parent engagement as noted by parent sign-in documentation
5) Initiate a new parent/teacher group.	3.1, 3.2, 3.2	Principal, Parent Involvement Specialist	Monthly meetings with all stakeholder groups who participate, increased communication and participation from all stakeholders
6) Hold an open house tailgate event at the UHS versus WHS football game.	3.2	Campus Athletic Director, Principal, Parent Involvement Specialist	Increased awareness and parent engagement

Goal 2: Engage students, staff, parents, and community members to support a safe and supportive learning environment for students.

Performance Objective 4: Coordinate with district, state, and federal resources to ensure campus safety.

Evaluation Data Source(s) 4: Emergency Operations Plan, Campus Crisis Team (CRT), required training logs, and campus climate surveys

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 1) Review Emergency Operations Plan and Campus Safety Plan with faculty and staff.</p>		Principal and Assistant Principals	Understanding of types of drills, how to conduct drills, and how to find information in the Emergency Operations Plan
<p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Participate in Safe and Civil Schools and TFI training.</p>		Behavior Specialists and Principal	Functioning Foundations team, improved student behavior, effective classroom management plans
<p>3) Identify and train campus team for Stop the Bleed.</p>		Principal and Nurse	In the event of of an emergency requiring an intensive medical intervention, before first responders can arrive, the campus will employ trained staff members to provide medical care
<p>ESF Levers Lever 3: Positive School Culture 4) Conduct monthly safety drills that include, fire, lock-down, lockout, shelter in place, and weather related emergencies.</p>		Principal	Faculty and staff will be able to effectively facilitate movement or shelter of students in the event of an emergency, up-to-date logs of drills
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) Continue Campus Crisis Team (CRT) protocol to ensure mitigation and communication during a campus emergency, or other event that affects the normal campus operations.</p>		Principal and Assistant Principals	Improved communication processes and response to campus events over the course of the year, documentation of training and practice
<p>ESF Levers Lever 3: Positive School Culture 6) Implement a badge system for student, faculty, and staff identification.</p>		Teachers, Assistant Principals, and Principal	Written process and procedures for badge system, proper identification, and increased safety

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">ESF Levers</p> <p align="center">Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>7) Ensure safety posters and evacuations plans are posted in all classrooms and common areas.</p>		Principal of Operations	Clearly posted evacuation routes and safety information accessible throughout the campus
<p align="center">ESF Levers</p> <p align="center">Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>8) Evaluate campus (crisis) behavioral resources.</p>		Principal and Leadership Team	Identification of strengths and weaknesses in campus supports and recommendations for improvements made to campus principal
<p align="center">ESF Levers</p> <p align="center">Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>9) Develop avenues for student voice in school climate and safety matters.</p>		Principal	Students involvement in decisions concerning items such as student IDs, campus drills, and overall school climate
<p align="center">ESF Levers</p> <p align="center">Lever 3: Positive School Culture</p> <p>10) Identify and train staff who need initial CPI or refresher training.</p>		Principal and Foundation Team members	Improved support for students in the midst of a behavioral crisis and increase training compliance

Goal 3: Increase student achievement for all student populations.

Performance Objective 1: Increase student achievement to reflect improved EOC scores in ELA 1 by 5% to 61%, ELA 2 5% to 66%, Algebra 1 5% to 82%, US History 2% to 95% and Biology 6% to 90%.

Evaluation Data Source(s) 1: TAPR, EOC Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Use manipulatives, including science models, skeletons, and replica human body parts, classroom performance systems, vernier equipment, calculators, lab equipment to increase math and science performance.</p>	2.4, 2.6	Math and Science PLC Teams, PLC Administrators, Instructional Specialist	Materials and manipulatives in use during walkthroughs, items, processes articulated in lesson plans, EOC/AP/TSI score data reflective of increases to 90% passing on the 2020 EOC test
<p>2) Implement recommended district writing strategies across the campus curriculum to enhance student performance on EOC/AP courses and exams.</p>	2.4, 2.6	Instructional Specialist, Classroom Teachers	Aligned writing assignments incorporated in all content areas (per lesson plans), student writing samples available (pre and post instruction - portfolio)
<p>3) Record minutes at PLC Meetings for the purpose of review by the instructional specialist. The minutes will answer the four basic PLC questions and note strengths as well TEKS that will be spiraled/retaught.</p>	2.4, 2.6	Instructional Specialist, PLC Administrators	Weekly reports from PLC teams on file that document analysis and progress towards learning targets
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Provide supplemental materials in support of core content instruction, tiered interventions, tutorials and other instructional settings provided by the campus.</p>	2.4, 2.6	Principal	Increase in EOC scores that meet or exceed targets for improvement
<p>5) Materials and supplies for the testing environment will be made available on EOC test days to meet needs of the students who are testing.</p>	2.4, 2.6	Principal of Testing and Special Populations	Students will have all materials and supplies available for the testing environment
<p>6) Articulate and incorporate WICOR strategies into lesson plans and classroom instruction.</p>	2.4, 2.5	Instructional Specialist, Dean of Instruction, T-TESS Appraisers	High yield strategies will be evident in lesson plans and walkthroughs

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p>7) Implement and support a literacy initiative by creating a reading list for students and teachers to choose from and be accountable for reading during the year, enhancing the development of reading comprehension in preparation for state and college preparatory testing programs.</p>	2.4, 2.5, 2.6	ELAR Teachers, Dean of Instruction	Students will increase time on task in reading. EOC scores will continue to rise towards targeted levels (61% - ELA 1, 66% - ELA 2)
<p>8) Evaluate student academic performance for incoming students and place them in classes to meet achievement needs.</p>	2.4, 2.5, 2.6	Lead Counselor, Principal	Students will be placed in courses that allow for extra time on task to prepare for tested TEKS in EOC courses
<p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p align="center">Connect high school to career and college</p> <p>9) Continue to use AVID tutors to aid and mentor students in relation to TRFs, WICOR strategies, and core content.</p>	2.4, 2.6	AVID Elective Teacher, AVID District Coordinator, AVID Site Coordinator	Student learning will move towards mastery in core content areas, upperclassmen in AVID will continue to develop as leaders within the program and the campus
<p>10) Continue implementation of SIT teachers in the areas of math and English for 1:1 and small group instruction to increase literacy and mathematics skills.</p>	2.4, 2.6	Principal, Instructional Specialist, SIT teachers	Students build and demonstrate content specific knowledge and skills on informal and formal assessments
<p align="center">TEA Priorities</p> <p align="center">Connect high school to career and college</p> <p>11) All teachers in testable subject groups (Algebra 1, Biology, English 1, English 2, and US History) and 75% of all teachers will indicate WICOR strategies in 60% of their lessons as indicated on weekly lesson plans.</p>	2.4, 2.5	Dean of Instruction, T-TESS Evaluator	High yield WICOR strategies will be evident in all core content lesson plans (and 60% of all teacher lesson plans) and during instructional walkthroughs
<p>12) Receive an overview training of AVID that will include how to discover and document high yield AVID strategies during walkthroughs. Documentation will be collected from submitted T-TESS walkthrough forms.</p>	2.4	Leadership Team	T-TESS administrators will have updated training on the AVID program, high yield strategies will be documented in walkthroughs and observations
<p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p align="center">Connect high school to career and college</p> <p>13) AVID elective students and selected students will create and utilize eBinders utilizing Chromebooks and existing digital resources.</p>	2.4, 2.5	AVID Teacher, Dean of Academies, Selected Teacher	Students will create advanced work products, increase organizational skills, and demonstrate required growth in EOC exams
<p align="center">Comprehensive Support Strategy</p> <p align="center">ESF Levers</p> <p align="center">Lever 5: Effective Instruction</p> <p>14) Provide teachers with Rocketbook Beacons to digitize and streamline notes, TRFs (AVID) and other graphic learning tools.</p>	2.4, 2.6	Principal, Assistant Principal, Dean	Digital resources for student learning will expand and improve, leading to increase EOC scores and course passing rates

Goal 3: Increase student achievement for all student populations.

Performance Objective 2: Provide high-quality fine arts programs in other measures, including VASE, TMEA, TSSEC, and UIL.

Evaluation Data Source(s) 2: Individual and Group Results in VASE, TMEA, TSSEC, UIL

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1) Provide opportunities for individual students and groups to perform at events.	2.4	Band Director, Choir Director, Orchestra Director	A rising number of students and groups will earn Excellent or Superior ratings at festivals and contests
2) Continue to send students to VASE at current or increased levels, preparing students for rigorous content and projects where they will be evaluated or adjudicated by outside officials.	2.4, 2.5, 2.6	Art Teachers, Director of Fine Arts	Students will be prepared for presentations of work at the region and state level, students will continue to earn scores of 3 or 4 at the region competition
3) Prepare theatre students for rigorous events including ITS and TETA college auditions, UIL Design Fest, and One Act Play.	2.5, 2.6	Theatre Directors, Director of Fine Arts	Students will earn scholarships from auditions and individual group awards that provide evidence of advanced performance

Goal 4: Align programs and processes designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 1: 100 percent of University High School students will participate (and be properly coded in) an academy based CTE program that provides project based learning, career path training, and provide certifications for post secondary career pathways.

Evaluation Data Source(s) 1: Student Schedules

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Connect high school to career and college 1) Properly code students for CTE pathways and endorsements.</p>	2.5, 2.6	Counselors, Dean of Academies	Endorsements coded on student transcripts, accurate CTE coding in PEIMS
<p>TEA Priorities Connect high school to career and college 2) CTE teachers will be sent to T-STEM or other content specific trainings that will incorporate learning through PBL.</p>	2.5, 2.6	Dean of Academies	PBL activities evident in lesson plans, walkthroughs, and formal evaluations

Goal 4: Align programs and processes designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 2: 100% of staff will engage in professional development in the areas of college readiness (including PSAT, SAT, ACT, and TSI), AVID, and LEAD4WARD.

Evaluation Data Source(s) 2: Staff Sign-In Sheets, Agendas for Professional Development

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning 1) Partner with ESC 12 to provide technical assistance on understanding the A-F system. Use new learning to develop intervention strategies.</p>		Principal, Counselors, Dean of Instruction, At-Risk Coordinator	Increased student achievement, increased knowledge of A-F system
<p>TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning 2) Participate on committee of high school campus leaders, high school counselors, district curriculum staff members, teachers, parents, and students to review EIC (LOCAL) and make recommendations to revise policy.</p>		Principal, Lead Counselor, Teacher Representatives	EIC review will reflect revisions and ensure student grade are properly entered and calculated for the purposes on class rank and acceptance to post secondary institutions
<p>TEA Priorities Connect high school to career and college 3) Provide professional development and technical assistance for counselors on topics such as academic advising, transcript processing for incoming students, and separation of class rank calculations from academic advising.</p>	2.6	Lead Counselor	Accurate transcripts and 4-year graduation plans in place
<p>4) Create a professional development calendar for monthly meeting.</p>	2.6	Dean of Instruction	Improved clarity of events and opportunities for teachers in the area of professional development
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 5) Attend the AVID Summer Institute, learning WICOR strategies.</p>	2.4, 2.6	Principal, Principal of Operations, AVID Elective Teacher, AVID Site Team	An AVID plan will be developed and implemented by the Site Team

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> <p>6) Review LEAD4WARD data to identify strengths and gaps in student performance, then plan to provide scaffolds and increased rigorous instruction.</p>	2.4, 2.6	Dean of Instruction, Instructional Specialist	Improved student achievement
<p align="center">TEA Priorities</p> <p align="center">Connect high school to career and college</p> <p>7) Attend College Board training to learn about processes and parameters that will translate to improved student achievement in the area of college readiness.</p>		Principal, Assistant Principal	Increased student achievement

Goal 4: Align programs and processes designed to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 3: Provide specific content training for core content teachers and fine arts/CTE staff, differentiating for the specific needs of groups of teachers.

Evaluation Data Source(s) 3: Professional Development Records, Walkthrough Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levels Lever 2: Effective, Well-Supported Teachers</p> <p>1) Implement Data Driven Instruction (DDI) to systematically inform response to student performance data.</p>	2.4, 2.5	Principal, Dean of Instruction	Creation of systems and processes to be used in data meetings, creation of cycles for coaching of campus leaders and teachers in core content areas
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levels Lever 2: Effective, Well-Supported Teachers</p> <p>2) Implement Action Coaching with teachers to increase the use of effective observation and feedback cycles.</p>	2.5, 2.6	Principal, T-TESS Appraisers	Creation of systems and processes around observation and feedback in relation to lesson planning and instructional strategies
<p>3) Send campus testing coordinators to state assessment conference to ensure best practices for test preparation and administration are in place.</p>	2.4	Principal, AP for Testing and Special Populations	Staff will receive necessary training to ensure a proper testing environment for students
<p>4) Materials and supplies for the testing environment will be made available on test days to meet needs of the students who are testing.</p>	2.4, 2.6	AP for Testing and Special Populations, Principal	materials and supplies available for testing
<p>5) Include CTE teachers to explore best practices that are part of the school-wide effort for AVID.</p>	2.4, 2.5	Dean of Academies, TTESS Appraisers for CTE, AVID Site Coordinator	High yield strategies will be articulated in lesson plans and documented during walkthroughs and appraisals
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>6) Deliver process training in the areas of grading, progress report timelines, attendance reporting, and campus specific processes.</p>	2.4, 2.6	Principal, Dean of Instruction, At-Risk Coordinator	Teachers will meet timelines and expectations surrounding monitoring of student progress
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>7) Continue book study/AVID strategies training for new teachers and expand the group.</p>	2.4, 2.5	Principal of Operations	Increased knowledge and skills of teachers to use AVID strategies, increased student achievement

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p align="center">TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>8) Coordinate new teacher mentoring activities with district administration and facilitate a "buddy system" of informal mentors for teachers new to the campus and the profession.</p>		Principal, Dean of Instruction	Teachers will have increased resources to have questions answered about processes and the learning community
<p align="center">TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>9) Campus professional development plans will include AVID training modules to increase staff awareness of AVID strategies. These modules will include both instruction of the strategy and time for teachers to create lessons and activities using these strategies.</p>	2.4, 2.5	Dean of Instruction, Principal	Teachers plan for and engage with pertinent personal professional development to support high achievement and the mission of the campus
<p align="center">TEA Priorities</p> <p>Connect high school to career and college</p> <p>10) Ensure students who meet CCMR requirements by earning certifications are accurately identified and coded in PEIMS and Perkins.</p>	2.6	Principal, Counselors	Accurate coding for CCMR
<p align="center">TEA Priorities</p> <p>Connect high school to career and college</p> <p>11) Develop and implement a process to identify all seniors eligible for a Military indicator under CCMR.</p>	2.4	Counselors, Dean of Instruction	Military Enlistment indicators for CCMR are correctly coded in PEIMS for applicable students
<p align="center">TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p align="center">ESF Levers</p> <p>Lever 2: Effective, Well-Supported Teachers</p> <p>Lever 3: Positive School Culture</p> <p>12) Create flexible PD modules for teachers to attend as allowed by the district calendar.</p>	2.5	Dean of Instruction	Teachers will be allowed to choose PD sessions that are tailored to meet their needs by either content or experience
<p align="center">ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning</p> <p>Lever 5: Effective Instruction</p> <p>13) Conduct a weekly review of lesson plans.</p>	2.5, 2.6	Principal, Dean of Instruction, APs, Instructional Specialist	Plans will be in place for daily/weekly instruction, school leadership will be able to review instructional plans prior to or during walkthrough
<p>14) Ensure each staff member completes annual SafeSchool training.</p>		Principal	Compliance with safety training, decreased risk of unsafe behaviors