

**Waco Independent School District  
Wiley Opportunity Center  
2023-2024 Improvement Plan**



# Mission Statement

Our Mission is to Motive Minds and Hearts .....one day at a time!

## Vision

Our vision is to create a positive and structured environment that will foster the development of appropriate social behavior, academic success, and personal integrity for all students. We will strive to achieve our mission by modeling respect and responsibility and by demonstrating genuine concern for the well-being of our students and each other. We will promote a collaborative team effort with all Waco ISD schools to promote educational excellence.

## Value Statement

The primary objective at the G.L. Wiley Opportunity Center is to provide a structured environment in which the student has the opportunity to modify behavior and achieve academic success when he/she becomes unable to function in a traditional school environment. The alternative program is designed to motivate students to improve decision-making, to gain insight and self-control over intense emotions that often leads to acting out, and to acquire an increased measure of self-discipline in the social context of interpersonal communication and interaction with both authority and peers. We also want to provide an alternative to the home campus environment for students who have violated the WISD and home campuses discipline policies, the Student Code of Conduct and the Texas Education Code. We also want to provide instruction in the four core disciplines by means of textbook, resource materials, TEKS Resources and one-on-one assistance and provide instruction in social skills and Restorative Justice Practices.

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# Goals





**Goal 1:** Sustain a safe and supportive environment

**Performance Objective 1:** Continue family onboarding process to ensure a smooth and efficient start for each new student

**High Priority**

**Evaluation Data Sources:** Wiley tracking sheet, student point card, and feedback from families

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Every student and family member will go through the registration process with our PEIMS department and then meet in person with a transition specialists to review the Wiley expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved positive behavior and smooth transition to Wiley</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, PEIMS, and Transition Specialists</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All students will meet daily with a mentor to for a check-in, check-up, and check-out process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive behavior</p> <p><b>Staff Responsible for Monitoring:</b> Mentors, Transition Specialists, Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide student incentives for academic, attendance, and behavior success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student grades, attendance, and decreased incident reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Transition Specialists, counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Weekly PLC's that focus on instructional and behavior strategies to increase student success</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success and decreased recidivism rate</p> <p><b>Staff Responsible for Monitoring:</b> AP's, Transition Specialists, and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue to promote and use the Stop It anonymous app</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school safety</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP's</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
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**Goal 1:** Sustain a safe and supportive environment





**Performance Objective 2:** Monitor and adjust processes and procedures to increase safety and security.

**High Priority**

**Evaluation Data Sources:** Points cards, Five Lab, Frontline, and Wiley Tracking sheet

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Practice and track to ensure procedures are being followed.  <b>Strategy's Expected Result/Impact:</b> Students and staff will be prepared for an emergency  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>                      2.6                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train staff on all campus safety drills  <b>Strategy's Expected Result/Impact:</b> Staff prepared for emergencies  <b>Staff Responsible for Monitoring:</b> HS AP</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure safety procedures are displayed in every classroom</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will know and follow the campus safety procedures</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Ensure all doors are locked and secured</p> <p><b>Strategy's Expected Result/Impact:</b> Unauthorized visitors will not be allowed to enter the building or classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, security, and classroom teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Require the Crisis Intervention Team to attend the CPI training to stay up to date with best practices in de-escalation, restraint's, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved use of de-escalation techniques used in a safe and supportive environment</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Ensuring clarity of the reunification process for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> New safety requirements implemented and the EOP is in compliance</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP's</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
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**Goal 1:** Sustain a safe and supportive environment

**Performance Objective 3:** Increase awareness and continue to monitor the use of social-emotional learning among staff and students.

**Evaluation Data Sources:** Points card data, Five lab, Character Strong





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use Character Strong lessons to teach daily social skills lessons focusing on coping skills, problem solving options, and goal setting techniques</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student skill sets when they return to home campus and decrease recidivism rate</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Transition Specialists, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide ongoing professional development staff with social-emotional learning strategies to address discipline issues and guide support for students</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of behavior incidents by 10%</p> <p><b>Staff Responsible for Monitoring:</b> Transition Specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to promote the use of Care Solace to provide online case management and timely access to mental health support for students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement and attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal and counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
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**Goal 1:** Sustain a safe and supportive environment

**Performance Objective 4:** Successfully transition students back to their home campuses.

**Evaluation Data Sources:** Wiley tracking sheet (recidivism rate)





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Transition Specialists will meet in person with every student/family to review Wiley expectations and expected leave date.  <b>Strategy's Expected Result/Impact:</b> Begin relationship with students and family and ensure a smooth start at Wiley  <b>Staff Responsible for Monitoring:</b> Transition Specialists</p> <p><b>Title I:</b>                      2.5, 2.6, 4.1, 4.2  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Transition Specialists will meet weekly with the administration team to discuss the students transition and expected leave dates.  <b>Strategy's Expected Result/Impact:</b> Reduce the recidivism rate  <b>Staff Responsible for Monitoring:</b> Principal and Transition Specialists</p> <p><b>Title I:</b>                      2.5, 2.6  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Increase student achievement for all student populations

**Performance Objective 1:** Address the needs of all students, particularly those at risk of not meeting state academic standards by ensuring there is effective lesson planning and reteaching in all classrooms.

**Evaluation Data Sources:** Home campus data, Renaissance, STAAR, EOC Exams, Edmentum Reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Use assessment data to help differentiate instruction and determine the reteach plan for targeted interventions during PLC's.  <b>Strategy's Expected Result/Impact:</b> Increased scores on benchmark exams, progress reports and report cards  <b>Staff Responsible for Monitoring:</b> Admin team, teachers, counselor</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will use Renaissance as a resource to increase literacy levels in 100% of our classrooms.  <b>Strategy's Expected Result/Impact:</b> Improved reading levels for all students  <b>Staff Responsible for Monitoring:</b> Admin team and teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor intervention classes (POUNCE) weekly for all students.  <b>Strategy's Expected Result/Impact:</b> Increased reading and math scores for all students  <b>Staff Responsible for Monitoring:</b> admin team</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor Study Island usage weekly for all students.  <b>Strategy's Expected Result/Impact:</b> Increased reading and math scores for all students  <b>Staff Responsible for Monitoring:</b> admin team</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize middle school SAIL aide, inclusion teacher, and inclusion aide to support students receiving special education services.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement for special education students  <b>Staff Responsible for Monitoring:</b> Principal and AP</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>		
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**Goal 2:** Increase student achievement for all student populations

**Performance Objective 2:** Maintain culture of accountability for all students and staff that includes recognition of social-emotional, behavioral, and instructional needs.

**Evaluation Data Sources:** Walkthrough and TTESS evaluations





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Assist staff with the identification of students with instructional needs.  <b>Strategy's Expected Result/Impact:</b> Increased student academic scores  <b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Address the social-emotional and behavioral needs of all students.  <b>Strategy's Expected Result/Impact:</b> Increased student engagement and attendance  <b>Staff Responsible for Monitoring:</b> Admin team, counselors, transition specialists, behavior staff, and teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
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**Goal 3:** Recruit, develop, and retain highly qualified teachers and staff.

**Performance Objective 1:** Implement professional learning and social-emotional health strategies to build staff capacity and foster supportive work environments.

**Evaluation Data Sources:** Professional Development Plan and Survey results

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All new teachers will be assigned a mentor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Admin team and mentor teachers</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development opportunities that address academic improvement and classroom culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Admin team and Transition Specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide staff members an opportunity to give "Shout Out Awards" to other employees during monthly staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff morale and campus culture</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
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





**Goal 4:** Implement plans, systems, and processes to reduce drop out rate.

**Performance Objective 1:** Continue implementing system that allows high school students to recover credits.

**Evaluation Data Sources:** Edmentum, Counselor, Credit recovery teachers, admin team, and home campuses

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> ARC will meet weekly to address absences of all students.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance  <b>Staff Responsible for Monitoring:</b> admin team, PEIMS</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students with weekly perfect attendance will be eligible to reduce their overall time at Wiley.  <b>Strategy's Expected Result/Impact:</b> Increased student attendance  <b>Staff Responsible for Monitoring:</b> admin team, PEIMS</p> <p><b>Title I:</b>                      2.4, 2.5                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Establish daily routines to communicate absenteeism with families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS, behavior staff, front office staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
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**Goal 4:** Implement plans, systems, and processes to reduce drop out rate.

**Performance Objective 2:** Provide transition services as mandated in HB2184.

**Evaluation Data Sources:** Transition plans, Graduation rates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Transition plans will be created for each student as they return to their home campuses.  <b>Strategy's Expected Result/Impact:</b> Decreased recidivism rate  <b>Staff Responsible for Monitoring:</b> Transition Specialists and teachers</p> <p><b>Title I:</b>                      2.5, 2.6  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Transition Specialists will visit students when they return to their home campuses to review grades, attendance, and behavior reports.  <b>Strategy's Expected Result/Impact:</b> Increased communication with home campuses and decreased recidivism rate  <b>Staff Responsible for Monitoring:</b> Transition Specialists</p> <p><b>Title I:</b>                      2.5, 2.6  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> During initial onboarding meeting with families, the Transition Specialists will determine if a student is eligible for an early release if they are on a discretionary placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication with families/students and clear expectations for attaining an early exit from DAEP</p> <p><b>Staff Responsible for Monitoring:</b> Transition Specialists</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide a notification to the home campus leadership team at least 3 days prior to the release of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication with home campuses and a smooth transition for each student</p> <p><b>Staff Responsible for Monitoring:</b> AP's</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Build capacity for school leadership

**Performance Objective 1:** Develop campus leadership capacity to serve student needs while working as a team to advance the goals of the district.

**Evaluation Data Sources:** Student achievement data and graduation rates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish clear roles and responsibilities for the administrative team.  <b>Strategy's Expected Result/Impact:</b> Established clear procedures and protocols for consistency  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement action coaching to support teachers in making instructional improvements.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement from improved teaching practice  <b>Staff Responsible for Monitoring:</b> TTESS appraiser</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Expand teaching leadership opportunities to provide PD and feedback on campus protocols.  <b>Strategy's Expected Result/Impact:</b> Improved campus culture and teacher retention through the use of more sustainable systems  <b>Staff Responsible for Monitoring:</b> Principal and AP</p>	<b>Formative</b>		
	<b>Jan</b>	<b>May</b>	<b>May</b>

**Title I:**  
2.4, 2.5, 2.6



No Progress



Accomplished



Continue/Modify



Discontinue