



**Southeast**

**2019-2020  
Campus  
Improvement Plan**



**Campus Number 101-845-001  
353 Crenshaw Road  
Houston, TX 77034**

# YES PREP SOUTHEAST CAMPUS IMPROVEMENT PLAN

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# YES PREP SOUTHEAST CAMPUS IMPROVEMENT PLAN

## MISSION STATEMENT

Our mission is to increase the number of students from underserved communities who graduate from college prepared to lead.

## 2019-2020 SYSTEMWIDE INITIATIVES

YES Prep Southeast is part of the YES Prep Public Schools (YES Prep, system, or district) network of open-enrollment charter schools. Our systemwide initiatives are:

### Mission Outcomes

1. Build consistently excellent schools that prepare all students to graduate from college prepared to lead.
2. Serve Houston's underserved communities at scale.

### Strategic Priorities

1. Deeply engage the students, families, and communities we serve.
2. Recruit, develop, sustain, and retain extraordinary talent.
3. Build a diverse organization that values inclusivity and transparency.
4. Innovate and implement clear, manageable, and high-leverage academic systems.
5. Harness technology and operating systems that promote efficiency and accountability.
6. Be financially strategic and sustainable on public funding.

## TEXAS EDUCATION AGENCY (TEA) STRATEGIC PRIORITIES

*Every child, prepared for success in college, a career or the military.*

1. Recruit, support, and retain teachers and principals.
2. Build a foundation of reading and math.
3. Connect high school to career and college.
4. Improve low-performing schools.

## TITLE I, PART A SCHOOLWIDE PROGRAM (SWP) REQUIREMENTS

- Element 1: SWP Comprehensive Needs Assessment (CNA)
- Element 2: SWP Campus Improvement Plan (CIP) Requirements
- Element 3: Parent and Family Engagement (PFE) Requirements

# YES PREP SOUTHEAST CAMPUS IMPROVEMENT PLAN

## SCHOOL SUPPORT TEAM FOR THE CNA and CIP

|                  |                             |
|------------------|-----------------------------|
| Eileen Galligan  | Principal                   |
| Hoang-Anh Dao    | Director of Student Support |
| Chris Schumacher | Director of Academics       |
| Kai Lee          | Teacher                     |
| Brenda Rangel    | Teacher                     |
| Gabriel Barbieri | Teacher                     |
| Melissa Quijano  | Parent                      |
| Nadia Galvan     | Parent                      |
| John Venegas     | Student                     |

### Meetings and Community Access

Southeast's CNA and CIP were developed by the School Support Team (SST). The final CNA meeting was held on August 28, 2019.

The CIP is available in English and Spanish at the campus front office, on the campus website, at PFE meetings, and at parent and community engagement activities and events.

The CIP will be reviewed and updated quarterly during the 2019-2020 school year.

### Campus Goals (Focus/Critical Areas) (described on Page 12)

1. Southeast will achieve a 60% on Domain I (the average of "Approaches" and above, "Meets" and above, and "Masters") on the STAAR test.
2. Southeast will meet 100% of relevant Domain III STAAR targets.
3. 57% of Southeast's Class of 2020 will have a college ready SAT score of 480 in Reading and 530 in Math.
4. 94.1% of Southeast's students enrolled in the 2019-2020 school year will return to Southeast for 2020-2021.
5. Southeast will maintain a cumulative Average Daily Attendance rate of 97%.
6. Southeast will increase the AP Index by 3 for all AP courses.

7. 53% of Southeast students in Grades 6-10 will “Meet” or “Master” on both their Reading and Math STAAR exams (English I, English II, and Algebra I in High School).

### **CIP Contact Information**

Any questions regarding this CIP should be directed to:

**Stephanie S. Jones**

Managing Director of Federal & State  
Compliance & Grants  
YES Prep Public Schools  
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Houston, TX 77033  
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[stephanie.jones@yesprep.org](mailto:stephanie.jones@yesprep.org)

**Eileen Galligan**

Principal  
YES Prep Southeast  
353 Crenshaw Road  
Houston, TX 77034  
(713) 967-9400 Office  
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# YES PREP SOUTHEAST CAMPUS IMPROVEMENT PLAN

## COMPREHENSIVE NEEDS ASSESSMENT - SCHOOL PROFILE

YES Prep Southeast was founded in 1998 to serve students in Grades 6-12. We take great pride in the responsibility of being the FIRST YES Prep campus. We strive to become a national model for 6-12 education by delivering rigorous and engaging instruction, arming students with the skills required to be independent and successful in college, and creating a staff culture where every team member is excited to work together to provide life-changing opportunities for our students.

### Student and Staff Demographics

The 2019-2020 schoolwide student demographics (estimates) are:

- ❖ 977 students in Grades 6-12
- ❖ Race & Ethnicity:
  - 3.02% African American
  - 0.62% Asian
  - 95.84% Hispanic
  - 0.52% White
- ❖ 77.84% economically disadvantaged
- ❖ 18.00% English Learners (ELs)
- ❖ 38.50% at-risk
- ❖ 3.23% special education (SpEd)

Moreover, Southeast employs 59 teachers and 29 administrators and support staff.

### Neighborhoods Served

Southeast serves students in Southeast Houston, South Houston, and Pasadena.

### Neighborhood Demographics

The neighborhoods we serve in Southeast Houston are racially and ethnically diverse. According to U.S. Census data, the area around our school is 87.2% non-white, of which 77.7% identify as Hispanic. Also, the average household income is \$24,000.

### Strategies to Serve At-Risk Students

1. YES Prep Southeast has a number of full-time staff members dedicated to academic and cultural programming designed to support students with additional needs.

2. Our full-time Learning Lab staff of five educators work with teachers to support students who receive special education services.
3. We have a Literacy Specialist who coordinates support for students with dyslexia and students who qualify for EL accommodations.
4. Our two Student Support Counselors are licensed school social workers and trained to support students with increased social-emotional needs.
5. All 6th and 7th grade students have extended class periods for English Language Arts (ELA), and attend a daily additional tiered Reading Enrichment class, for a total of 580 instructional minutes per week spent on literacy.
6. Our Math program mirrors the ELA structure, and includes a blended learning model in the leveled Math Enrichment classes.

| <b>Data Sources Examined during the CNA Process</b>  | <b>Title I SWP Element</b> |
|--|----------------------------|
| <ul style="list-style-type: none"> <li>• TEA Accountability Ratings</li> <li>• STAAR data (disaggregated by subpopulation)</li> <li>• Persistence data (disaggregated by subpopulation) <ul style="list-style-type: none"> <li>○ Attendance data</li> <li>○ School Leaver/withdrawal data</li> </ul> </li> <li>• Student demographic data</li> <li>• EL student data</li> <li>• SpEd student data</li> <li>• At-risk student data</li> <li>• Other demographic data from public elementary schools within the attendance boundaries</li> <li>• Teacher performance and development data</li> <li>• Teacher feedback from beginning-of-year trainings</li> <li>• Recruitment activities (e.g., input from parents and community members)</li> <li>• Registration activities (e.g., input from parents)</li> <li>• Neighborhood demographic data and trends</li> </ul> | <p>1, 2, 3</p>             |



# YES PREP SOUTHEAST CAMPUS IMPROVEMENT PLAN

## STATE COMPENSATORY EDUCATION (SCE)

### Policies and Procedures

YES Prep has systemwide written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students enter the SCE program
- How students are exited from the SCE program
- Cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to Southeast: \$1,469,394

The process we use to identify students at-risk is:

- Six-weeks documented interventions once a student is in the response to intervention (RTI) process.
- If the student does not improve after six weeks, they will be evaluated by the RTI team to identify other necessary interventions.
- Student would be identified as at-risk after the RTI team meets.

The process we use to exit students from the SCE program who no longer qualify is:

- The RTI team will evaluate at-risk students at the six-week point to determine if they need continued interventions; or
- Based on performance, should be exited from the SCE program.

# YES PREP SOUTHEAST CAMPUS IMPROVEMENT PLAN

## COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS

Federal funds will be integrated and coordinated with State and Local funds to meet the needs of all Southeast students.

### Federal Funds

- Title I, Part A: \$443,713
- Special Education (IDEA-B): \$98,696
- National School Lunch Program: \$395,309

### State and Local Funds

- General State: \$7,392,228
- State Compensatory Education: \$1,469,394
- Bilingual/ESL Program: \$134,080

## YES PREP SOUTHEAST CAMPUS IMPROVEMENT PLAN

### GOAL #1 – STAAR Domain I

|  |   |
|--|---|
| <b>CNA Focus Areas</b>                 | Southeast will achieve a 60% on Domain I (the average of “Approaches” and above, “Meets” and above, and “Masters”) on the STAAR test.   |
| <b>CNA Strengths</b>                   | <ul style="list-style-type: none"> <li>Cohort Growth in Middle School: Last year, we saw strong gains in several STAAR courses, with cohorts increasing performance in both Math and ELA from 6th to 7th and from 7th to 8th. This is evidence that our campus’s focus on targeted Reading and Math Intervention courses in the early grades.</li> <li>Closing Gaps: We also had strong success with starting tutorials early in the year for all students who did not earn at least an “Approaches” score on STAAR the previous year. In several grades, students who were not previously able to meet that standard met for the first time, closing the gap between them and their peers, and increasing our overall Domain I results.</li> </ul> |
| <b>CNA Needs or Challenges</b>         | <ul style="list-style-type: none"> <li>High School Readiness: We have a small but significant number of students entering our high school who are not meeting basic standards on STAAR. We see these students struggle to earn passing scores in English I and II, as well as in Algebra I.</li> <li>Consistent Rigor: The percentage of students earning college-ready scores of “Meets” and “Masters” varies greatly by course. A variety of factors play into this gap, e.g., amount of independent practice available to students, teacher experience, and gaps students may have from the year prior.</li> </ul>   |
| <b>Systemwide Strategic Priorities</b> | 4. Innovate and implement clear, manageable, and high-leverage academic systems.  |
| <b>TEA Strategic Priorities</b>        | 2. Build a foundation of reading and math.  |

| Strategies / High Impact Actions  | Staff Responsible | Resources Needed                               | Baseline Data & Monitoring Sources | Timeline  |
|---|-------------------|--|------------------------------------|---|
| Year-round, content- and skill-based tutorials targeting students at-risk for failing STAAR | Achievement Team  | Tutorial lists approved by Dean of Instruction | Unit Test Data                     | Mandatory tutorials will begin the week of August 26 and run weekly |

|  |                                    |   |  |  |
|--|------------------------------------|---|--|--|
|  |                                    | Tutorial schedule for all courses<br>STAAR-aligned tutorial materials | Teacher feedback from Deans of Instruction in Whetstone<br>Observation frequency reports |  |
| Frequent observations and teacher feedback checks to assess the effectiveness of coaching teachers in STAAR courses received | Principal<br>Director of Academics | Whetstone<br>Scheduled co-observations                                | Unit Test data   | Weekly in Principal / Director of Academics check-in             |
| Focus on-campus professional development on two skill sets for teachers: 1. Access and Rigor and 2. Discourse and Discussion | Acheivement Team                   | Books and other materials for presenters                              | Unit Test data   | Professional development sessions will be one time per six weeks |

## GOAL #2 - STAAR Domain III

|  |  |
|--|--|
| <b>CNA Focus Areas</b>                 | Southeast will meet 100% of relevant Domain III STAAR targets. <ul style="list-style-type: none"> <li>• SpEd Math Achievement</li> <li>• Continuously Enrolled ELA Growth</li> <li>• Continuously Enrolled Math Growth</li> <li>• SpEd Math Growth</li> <li>• English Language Proficiency Status</li> </ul> |
| <b>CNA Strengths</b>                   | Our student success on TELPAS exceeded the goal by 14% due to our emphasis on keeping Tier 3+ Reading classes very small, and emphasizing accommodations and supports in classrooms to get ALL students discussing. This will continue to be an effort this year.  |
| <b>CNA Needs or Challenges</b>         | We have room to grow to make sure students who qualify for SpEd are growing and achieving on their Math exams. We will increase direct instruction and make sure that students are adept at using their resources (formula charts and calculators) to both complete and check work.                          |
| <b>Systemwide Strategic Priorities</b> | 4. Innovate and implement clear, manageable, and high-leverage academic systems.   |
| <b>TEA Strategic Priorities</b>        | 2. Build a foundation of reading and math.   |

| Strategies / High Impact Actions  | Staff Responsible | Resources Needed   | Baseline Data & Monitoring Sources   | Timeline                                   |
|---|-------------------|--|--|--|
| Year-round, content- and skill-based tutorials targeting students at-risk for failing STAAR | Acheivement Team  | Tutorial lists approved by Deans of Instruction<br><br>Tutorial schedule for all courses<br><br>STAAR-aligned tutorial materials | Unit Test data<br><br>Teacher feedback from Deans of Instruction in Whetstone<br><br>Observation frequency reports | Tutorials will begin the week of August 26 |

|  |                                     |  |  |  |
|--|-------------------------------------|--|--|--|
| Prioritize SpEd and EL support in STAAR courses through push-ins and pull-outs   | SpEd Manager<br>Literacy Specialist | Weekly schedule for push-ins / pull-outs | Unit Test data filtered by subpops                                 | Ongoing  |
| Onboard new Literacy Specialist with trainings on dyslexia and literacy support in addition to resources and trainings provided by the district in order to fast-track expertise | Principal<br>Director of Academics  | Professional development funds           | Unit Test data filtered by subpops<br>EL grade data<br>TELPAS data | Training in August<br>Grades monitored every three weeks |

### GOAL #3 – Senior SAT Performance

|  |  |
|--|--|
| <b>CNA Focus Areas</b>                 | 57% of Southeast’s Class of 2020 will have a college ready SAT score of 480 in Reading and 530 in Math.  |
| <b>CNA Strengths</b>                   | <ul style="list-style-type: none"> <li>• Our current seniors (Class of 2020) are already further ahead of where their predecessors were at this time last year, and we have a narrow focus on a cohort of 20-30 students to intervene with to meet this goal.</li> <li>• We also took time to dig into data last year when these students were juniors, and so we know that their gap is Math, specifically, Algebraic reasoning.</li> </ul> |
| <b>CNA Needs or Challenges</b>         | Time is our most precious resource in preparing the Class of 2020 for the fall administration of the SAT, and we will need to start working with these students right away.  |
| <b>Systemwide Strategic Priorities</b> | 4. Innovate and implement clear, manageable, and high-leverage academic systems.   |
| <b>TEA Strategic Priorities</b>        | 3. Connect high school to career and college.  |

| Strategies / High Impact Actions   | Staff Responsible   | Resources Needed  | Baseline Data & Monitoring Sources | Timeline   |
|--|---|---|------------------------------------|--|
| Targeted tutorials for students who are 20-30 points from meeting this goal  | Director of Academics<br><br>Director of College Counseling | Teachers to run after-school tutorials<br><br>List of students<br><br>A scope and sequence of topics to cover | Benchmark data                     | Tutorials begin September 3  |
| Increase visibility of and emphasis on SAT goal and its importance by celebrating students who meet this goal in a beginning of year assembly and through whole-school communication after each administration | Director of College Counseling                              | Data<br><br>Certificates and gifts<br><br>Use of campus social media  | SAT results                        | Beginning of year ceremony in August<br><br>Social media posts and bulletin board announcements after the results from each administration come in |

|  |   |  |                    |        |
|--|---|--|--------------------|--------|
| Effective and frequent use of technology to differentiate SAT practice so that students are practicing according to their gaps | Junior Seminar teacher<br><br>Director of Academics | Student performance data<br><br>Dedicated mobile laptop cart | SAT benchmark data | Weekly |
|--|---|--|--------------------|--------|



## GOAL #4 - Student Persistence

|  |  |
|--|--|
| <b>CNA Focus Areas</b>                 | 94.1% of Southeast's students enrolled in the 2019-2020 school year will return to Southeast for 2020-2021.  |
| <b>CNA Strengths</b>                   | We saw strong persistence for our special populations - these students are not leaving because they feel supported, and this is further shown in their achievement data, relative to the district and state.   |
| <b>CNA Needs or Challenges</b>         | We need to spend time getting clear with parents about what our priorities are as a campus, and why we exist. Besides moving out of zone, which remains the #1 reason families cite when they withdraw a student, the lack of specific extracurriculars drives parent and student decision-making. Though we are a small school there are many opportunities for students, they just might not look like a larger, comprehensive public high school. |
| <b>Systemwide Strategic Priorities</b> | 1. Deeply engage the students, families, and communities we serve.   |
| <b>TEA Strategic Priorities</b>        | NA   |

| Strategies / High Impact Actions  | Staff Responsible    | Resources Needed   | Baseline Data & Monitoring Sources | Timeline  |
|---|----------------------|--|------------------------------------|---|
| Empower families with accurate information about our school expectations, programming, and benefits                       | Student Support Team | Parent-facing materials about our achievement, graduation, and matriculation outcomes to push out at family events | Parent Survey                      | T1 and T2                                       |
| Increase student sense of belonging and pride in campus identity through affinity groups, clubs, and cultural programming | Student Support Team | Funding for student programming  | Student Survey                     | Monthly programming                             |
| Increase student voice on campus through the use of Student Townhalls after the Fall and Spring Surveys                   | Student Support Team | Support communicating findings back to staff and other stakeholders  | Student Survey                     | After each administration of the Student Survey |

## GOAL #5 - Average Daily Attendance

|  |   |
|--|---|
| <b>CNA Focus Areas</b>                 | Southeast will maintain a cumulative Average Daily Attendance (ADA) rate of 97%.  |
| <b>CNA Strengths</b>                   | Daily attendance remains a strength for our campus, despite several unplanned challenges. We have strong processes of information and accountability both for teachers taking attendance and for families when attendance becomes an issue. |
| <b>CNA Needs or Challenges</b>         | We need to collect information about chronic absences for individual students before it becomes a problem.  |
| <b>Systemwide Strategic Priorities</b> | 1. Deeply engage the students, families, and communities we serve.  |
| <b>TEA Strategic Priorities</b>        | NA  |

| Strategies / High Impact Actions  | Staff Responsible   | Resources Needed   | Baseline Data & Monitoring Sources          | Timeline  |
|---|---|--|---|---|
| Empower parents with the information they need to prioritize attendance | Attendance Committee (Director of Campus Operations, Director of Student Support, Student Support Counselors, and Attendance Clerk) | <p>Access to share information in Parent Notes and on social media</p> <p>Funds for family incentives for attendance (e.g., drawings for perfect attendance)</p> | <p>Weekly ADA data</p> <p>Parent Survey</p> | <p>Notices sent home to parents T1 and T2</p> <p>ADA monitored weekly</p> |

|   |  |  |                         |  |
|---|--|--|-------------------------|--|
| Rally grade level teams around attendance targets using incentives  | Student Support Team                   | Additional funds for activities / reward for grade levels that meet their target | ADA<br>Daily attendance | Share incentives menu with Grade levels by August 30 |
| Increase ownership of ADA at the grade level by appointing an ADA Czar who tracks data and updates the team | Deans of Students / Grade Level Chairs | Flow chart of attendance responsibilities  | ADA<br>Daily attendance | Weekly   |

## GOAL #6 - AP Test Performance

|  |   |
|--|---|
| <b>CNA Focus Areas</b>                 | Southeast will increase the AP Index by 3 for all AP courses.   |
| <b>CNA Strengths</b>                   | YES Prep Southeast offers 13 AP courses with high participation rates relative to the YES Prep average. |
| <b>CNA Needs or Challenges</b>         | Passing rates required to achieve +3 on the AP Index are aggressive.                                    |
| <b>Systemwide Strategic Priorities</b> | 4. Innovate and implement clear, manageable, and high-leverage academic systems.                        |
| <b>TEA Strategic Priorities</b>        | 3. Connect high school to career and college.   |

| Strategies / High Impact Actions   | Staff Responsible | Resources Needed                                 | Baseline Data & Monitoring Sources  | Timeline  | Fund Source |
|--|-------------------|--|---|---|-------------|
| Increase the access AP classes have to technology and computer-based AP curricular resources by maintaining one mobile lab for the express use of the AP program | Achievement Team  | One mobile laptop cart<br><br>Reservation system | Check the reservation calendar and student data at the end of each Sprint to see where the cart is being used effectively | Cart reservation process rolled out in September<br>Usage data monitored by Sprint  | TBD         |
| Prioritize campus budget to make sure that every AP teacher has access to content-specific professional development  | Principal         | Professional development budget                  | AP class Unit Test data   | All teachers should receive a training within this school year, with teachers new to content either attending outside professional development or | TBD         |

|  |                  |  |                         |  |     |
|--|------------------|--|-------------------------|--|-----|
|  |                  |  |                         | having access to a content expert                                |     |
| Focus on-campus professional development on two skill sets for teachers: 1. Access and Rigor and 2. Discourse and Discussion | Achievement Team | Books and other materials for presenters | AP class Unit Test data | Professional development sessions will be one time per six weeks | TBD |

## GOAL #7 - 6-10<sup>th</sup> Grade College Readiness

|  |   |
|--|---|
| <b>CNA Focus Areas</b>                 | 53% of Southeast students in Grades 6-10 will “Meet” or “Master” on both their Reading and Math STAAR exams (English I, English II, and Algebra I in High School).  |
| <b>CNA Strengths</b>                   | <ul style="list-style-type: none"> <li>• Cohort Growth in Middle School: Last year, we saw strong gains in several STAAR courses, with cohorts increasing performance in both Math and ELA from 6th to 7th and from 7th to 8th. This is evidence that our campus’s focus on targeted Reading and Math Intervention courses in the early grades.</li> <li>• Closing Gaps: We also had strong success with starting tutorials early in the year for all students who did not earn at least an “Approaches” score on STAAR the previous year. In several grades, students who were not previously able to meet that standard met for the first time, closing the gap between them and their peers, and increasing our overall Domain I results.</li> </ul> |
| <b>CNA Needs or Challenges</b>         | <ul style="list-style-type: none"> <li>• High School Readiness: We have a small but significant number of students entering our high school who are not meeting basic standards on STAAR. We see these students struggle to earn passing scores in English I and II, as well as in Algebra I.</li> <li>• Consistent Rigor: The percentage of students earning college-ready scores of “Meets” and “Masters” varies greatly by course. A variety of factors play into this gap, e.g., amount of independent practice available to students, teacher experience, and gaps students may have from the year prior.</li> </ul>   |
| <b>Systemwide Strategic Priorities</b> | 4. Innovate and implement clear, manageable, and high-leverage academic systems.  |
| <b>TEA Strategic Priorities</b>        | 3. Connect high school to career and college.   |

| Strategies / High Impact Actions  | Staff Responsible | Resources Needed  | Baseline Data & Monitoring Sources  | Timeline  | Fund Source |
|---|-------------------|---|---|---|-------------|
| Year-round, content- and skill-based tutorials targeting students at-risk for failing STAAR | Achievement Team  | Tutorial lists approved by Dean of Instruction<br><br>Tutorial schedule for all courses | Unit Test data<br><br>Teacher feedback from Deans of Instruction in Whetstone | Mandatory tutorials will begin the week of August 26 and run weekly | TBD         |

|  |                                    |  |                               |  |     |
|--|------------------------------------|--|-------------------------------|--|-----|
|  |                                    | STAAR-aligned tutorial materials         | Observation frequency reports |  |     |
| Frequent observations and teacher feedback checks to assess the effectiveness of coaching teachers in STAAR courses received | Principal<br>Director of Academics | Whetstone<br>Scheduled co-observations   | Unit Test data                | Weekly in Principal / Director of Academics check-in             | TBD |
| Focus on-campus professional development on two skill sets for teachers: 1. Access and Rigor and 2. Discourse and Discussion | Achievement Team                   | Books and other materials for presenters | Unit Test data                | Professional development sessions will be one time per six weeks | TBD |