

Waco Independent School District
Wiley Opportunity Center
2022-2023 Improvement Plan



Mission Statement

Our Mission is to Motive Minds and Heartsone 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: Create and sustain a safe and supportive environment.

Performance Objective 1: Develop an effective student and family onboarding process as well as implementation support.

Evaluation Data Sources: Emergent Tree DBRC Data, Five Lab, Frontline and Wiley Tracking Sheet

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Every student will be given a DBRC Card daily using card stock. In the morning they will meet their mentor. Throughout the day they will be given a score by their teachers from 1-5. At the end of the day, they will check-out with their mentor</p> <p>Strategy's Expected Result/Impact: Improved positive behavior</p> <p>Staff Responsible for Monitoring: Mentors Administrators Transition Specialists</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: card stock for student DBRC cards - State Compensatory Education - \$2,000</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Invite different community members to speak to students (virtually and in-person)</p> <p>Strategy's Expected Result/Impact: Students will be exposed to information about jobs and skills that will better prepare them for life's challenges</p> <p>Staff Responsible for Monitoring: Every member of the staff</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement the Emergent Tree Check-in, Check-up and Check-out Process</p> <p>Strategy's Expected Result/Impact: Increased positive behavior from the time that the students</p> <p>Staff Responsible for Monitoring: Student Mentors, Transition Specialists, Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Offer incentives like coupons to restaurants and gift certificates to students achieving academic, attendance and behavior success</p> <p>Strategy's Expected Result/Impact: Increased student attendance, grades and decreased incident reports</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Transition Specialists, Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to hold (BLC) Behavior Learning Community Meetings that focus on discipline strategies</p> <p>Strategy's Expected Result/Impact: Decrease the recidivism rate</p> <p>Staff Responsible for Monitoring: Transition Specialists, Leadership Team, Behavior Aides, Grade Level BLC Teams</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The Wiley Foundations Team will lead campus wide Positive Behavior Intervention Support (PBIS) intervention</p> <p>Strategy's Expected Result/Impact: Improve social skill behavior</p> <p>Staff Responsible for Monitoring: The Wiley Foundations Team</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Host an in person onboarding meeting between the transition specialists and the student/families to discuss the Wiley expectations.</p> <p>Strategy's Expected Result/Impact: Smooth transition for the student with clear expectations</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Expand the use of the Stop It anonymous app reporting system for students, parents, and others to report incidents of bullying or other unsafe behavior.</p> <p>Strategy's Expected Result/Impact: Anonymous system reporting to support school safety</p> <p>Staff Responsible for Monitoring: Principal/AP's</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: Create and sustain a safe and supportive environment.

Performance Objective 2: Implement processes and procedures to increase safety and security.

Evaluation Data Sources: Emergent Tree DBRC Cards, Five Lab, Frontline, and Wiley Tracking Sheet

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Frequently practice and document safety drills, including fire, lockdown, and shelter in place Strategy's Expected Result/Impact: The Faculty and Staff will be prepared during emergencies Staff Responsible for Monitoring: Emergency Drill designee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct regular campus safety committee meetings Strategy's Expected Result/Impact: Safety and security issues addressed in a timely manner, collaboration used to identify potential concerns Staff Responsible for Monitoring: Wiley Foundations Team</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure safety procedures posters are displayed in every classroom Strategy's Expected Result/Impact: Students and staff will know and follow the campus safety procedures Staff Responsible for Monitoring: All employees and students</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Require students to wear their identification badges</p> <p>Strategy's Expected Result/Impact: Students will be easily identified, ensuring that strangers are easily spotted should there be an intruder</p> <p>Staff Responsible for Monitoring: All faculty</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure all doors are locked and secured</p> <p>Strategy's Expected Result/Impact: Unauthorized visitors will not be allowed to enter the building or classrooms</p> <p>Staff Responsible for Monitoring: All faculty</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Require the Crisis Intervention Team to attend the Non-violent Crisis Prevention Intervention (CPI) training to remain in compliance</p> <p>Strategy's Expected Result/Impact: Improved use of de-escalation techniques that resulting in a safe and supportive environment</p> <p>Staff Responsible for Monitoring: All Faculty</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Improve communication with parents and home campuses, clearly explaining the DAEP processes and procedures during the intake process</p> <p>Strategy's Expected Result/Impact: Will build better relationships between parents and home campuses</p> <p>Staff Responsible for Monitoring: Leadership Team, Transition Specialists, PEIMS Specialists</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Comply with new safety and reporting requirements, ensuring the emergency operating plan is updated annually.</p> <p>Strategy's Expected Result/Impact: New safety requirements implemented, the EOP is in compliance with state requirements, and clearly communicated across the campus.</p> <p>Staff Responsible for Monitoring: Principal/AP's</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Create and sustain a safe and supportive environment.

Performance Objective 3: Increase awareness and implementation of social-emotional learning among staff and students.





Evaluation Data Sources: Emergent Tree DBRC Data, Five Lab,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use Character Strong lessons to teach daily social skills lessons focusing on coping skills, problem-solving options, and goal setting techniques</p> <p>Strategy's Expected Result/Impact: These skills will be vital when students transition back to their home campuses and reduce the recidivism rate</p> <p>Staff Responsible for Monitoring: Leadership Team, Transition Specialists, Teachers, Behavior Aides,</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide employees with social-emotional learning strategies to address various discipline issues and guide support for students</p> <p>Strategy's Expected Result/Impact: Reduce the number of behavior incidents by 10%</p> <p>Staff Responsible for Monitoring: Leadership Team, Transition Specialists</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote the use of Care Solace to provide online case management and timely access to mental health support for students and staff.</p> <p>Strategy's Expected Result/Impact: Increase student and staff engagement/attendance</p> <p>Staff Responsible for Monitoring: Principal/AP's</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Create and sustain a safe and supportive environment.

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





Evaluation Data Sources: Wiley Tracking Sheet

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Transition Specialist will meet with every student that is enrolled at the G.L. Wiley Opportunity Center Strategy's Expected Result/Impact: The Transition Specialists will be able to build a relationship with new students Staff Responsible for Monitoring: Transition Specialists</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Transition Specialists will schedule a time to meet with every parent Strategy's Expected Result/Impact: The Transition Specialist will get background of the students from the parents perspective Staff Responsible for Monitoring: Transition Specialists</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Transition Specialists will meet with the Home Campus Leadership Teams to discuss the students transition Strategy's Expected Result/Impact: Reduce the recidivism rate Staff Responsible for Monitoring: Transition Specialists</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Create and sustain a safe and supportive environment.

Performance Objective 5: Engage families and community members to support campus goals.

Evaluation Data Sources: Social Media





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will schedule with our Adopt-A- School partner times to meet with our secondary students with a focus on interview and money management techniques</p> <p>Strategy's Expected Result/Impact: Students will be prepared for life outside of school</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Engage in communication with the home campuses to foster a positive transition</p> <p>Strategy's Expected Result/Impact: Improved communication between DAEP and the home campuses</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that all parents have the opportunity to view the orientation video</p> <p>Strategy's Expected Result/Impact: Parents will learn the process and procedures of a DAEP</p> <p>Staff Responsible for Monitoring: Leadership Team, PEIMS Specialists</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 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.

Evaluation Data Sources: Home campus data, Renaissance, Accelerated Instruction Plan, STAAR, EOC Exams, Edmentum Reports, Three Week Progress Reports, Report Cards





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure systems are in place for all students and staff to have access to technology and materials.</p> <p>Strategy's Expected Result/Impact: The students at DAEP will have the same technology access as their peers at the home campuses</p> <p>Staff Responsible for Monitoring: Leadership Team, Technology Department</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: iPad covers for staff - State Compensatory Education - \$300</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use assessment data to help differentiate instruction and determine reteach plan for targeted interventions during data meetings.</p> <p>Strategy's Expected Result/Impact: Students will improve scores on benchmark exams, progress reports, report cards, and standardized tests</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Counselor, Home Campuses</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will use Renaissance as a resource to increase literacy levels in 100% of our classrooms.</p> <p>Strategy's Expected Result/Impact: Improved reading levels</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Home Campuses</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monitor intervention classes (POUNCE) for all students.</p> <p>Strategy's Expected Result/Impact: Specific reading and math areas of need are targeted</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Increase student achievement for all student populations.

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

Evaluation Data Sources: T-Tess evaluation system, T-Pess evaluation system, Emergent Tree Data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assist staff with the identification of students with instructional needs.</p> <p>Strategy's Expected Result/Impact: Increased academic skills</p> <p>Staff Responsible for Monitoring: All Faculty</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Address social-emotional and behavioral needs of individual students.</p> <p>Strategy's Expected Result/Impact: Students will be taught the Social Skills using a designated curriculum provided by the district</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, Counselor, Transition Specialists, Behavior Aides</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Implement strategies to improve teacher induction and retention.

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, Sign-in Sheets, Survey Results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All new teachers will be assigned a mentor. Strategy's Expected Result/Impact: Improved teacher attendance and performance Staff Responsible for Monitoring: Leadership Team, Mentors</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development opportunities addressing academic improvement and classroom culture. Strategy's Expected Result/Impact: Provide sign-in sheets from assigned meetings to demonstrate attendance and mastery Staff Responsible for Monitoring: Leadership Team, Central Administrative Office</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Give an Employee of the Month Award to employees who demonstrate outstanding service. Strategy's Expected Result/Impact: Build a better culture by showing appreciation to the staff Staff Responsible for Monitoring: Leadership Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide staff members with an opportunity during monthly faculty meetings to give "Shout Out Awards" to employees who have done something exceptional.</p> <p>Strategy's Expected Result/Impact: Build positive rapport between staff members</p> <p>Staff Responsible for Monitoring: All Faculty</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize admin team to mediate minor disagreements and misunderstandings among staff members.</p> <p>Strategy's Expected Result/Impact: The Crisis Intervention Team will allow staff members to resolve minor disagreements</p> <p>Staff Responsible for Monitoring: Crisis Intervention Team, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Identify and implement strategies to reduce the school's dropout rate.

Performance Objective 1: Implement a system that allows high school students to recover credits.

Evaluation Data Sources: Edmentum, Counselor, Credit Recovery Teachers, Leadership Team, Home Campuses





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Attendance Review Committee will meet weekly to address student absences.</p> <p>Strategy's Expected Result/Impact: Students will attend classes daily to earn the required number of minutes for credit accrual</p> <p>Staff Responsible for Monitoring: Attendance Team, PEIMS Attendance Specialists</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students with perfect attendance will be eligible for the Student of the Week Award.</p> <p>Strategy's Expected Result/Impact: Students will attend their classes daily</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, PEIMS Attendance Specialists</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Notify parents when a student is absent with a personal phone call from PEIMS specialists.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Leadership Team, Teachers, PEIMS Attendance Specialists</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Identify and implement strategies to reduce the school's dropout rate.

Performance Objective 2: Provide transition services as mandated in HB2184

Evaluation Data Sources: Transition Plans, Graduation Rates





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Transition Specialists will develop Transition Plans for every student attending DAEP with input from administrators, teachers and students</p> <p>Strategy's Expected Result/Impact: Transition plans will be created and sent back to the home campuses when a student is released from DAEP</p> <p>Staff Responsible for Monitoring: Transition Specialists, Principal, Grade Level Behavior Learning Community, Home Campuses, Leadership Team</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Transition Specialists will visit students when they return to their home campuses.</p> <p>Strategy's Expected Result/Impact: Increased communication with home campuses on the progress of students released from DAEP</p> <p>Staff Responsible for Monitoring: Transition Specialists, Staff Members</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: During Transition Meetings, the Leadership Team will determine whether a student is eligible for early release if they are on a discretionary placement.</p> <p>Strategy's Expected Result/Impact: The Transition Team will meet weekly to discuss the progress of students and their possible release dates</p> <p>Staff Responsible for Monitoring: Leadership Team, Transition Specialists</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Written notification in the form of an email will be sent to the home campuses at least three days prior to student release from DAEP.</p> <p>Strategy's Expected Result/Impact: Home campuses will be given time to plan for the return of students who have been sent to DAEP</p> <p>Staff Responsible for Monitoring: Grade Level Administrator</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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, Graduation Rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Establish clear roles and responsibilities for admin team. Strategy's Expected Result/Impact: Clear procedures and protocols Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement strategies from Action Coaching to support teachers in making instructional improvements. Strategy's Expected Result/Impact: Increased student achievement and increased observation and feedback in improved Tier I instruction Staff Responsible for Monitoring: T-TESS Appraiser</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop plan to identify and engage teacher leaders on the campus. Strategy's Expected Result/Impact: More leadership opportunities for staff and build campus pipeline Staff Responsible for Monitoring: Principal/AP's</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			