ResponsiveEd

Board of Directors Meeting

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November 11, 2022

ResponsiveEd Texas

Board of Directors Meeting

November 11, 2022

Date: November 11, 2022
Time: 10:30 a.m.
Place: Responsive Education Solutions ("ResponsiveEd") Corporate Offices
               1301 Waters Ridge Dr.
               Lewisville, TX 75057
Charters: Texas College Preparatory Academies (T)
               Premier High Schools (P)

A. Call to Order (Announcement by the President as to the presence of a quorum that the meeting has been duly called, and the notice of the meeting has been posted for the time and in the manner required by law.)

B. Executive Report

C. Presentation of the 2021-2022 Financial Integrity Rating System of Texas (FIRST)

D. Public Comment (Any person who wishes to address the Board during the Public Comment portion of the Agenda must list their name and identify the agenda item on the sign-up sheet provided outside the Board meeting room. The sign-up sheet will remain posted until five (5) minutes prior to the start of the meeting. Each speaker who signs up to address the Board during the Public Comment portion of the agenda may speak for up to (2) minutes. If there are no comments, the Board will proceed to other business. Please be advised that Board Meetings are meetings open to the public, not public meetings. In addition, the public can send comments to the board by emailing publiccomment@responsiveed.com.)

E. Consent Items
1. Consider approving the payment of bills from 7/1/2022 – 9/30/2022. (T)(P)
2. Consider approving district lease agreements for Texas College Preparatory Academies and Premier High Schools. (T)(P)
3. Consider approving the submission of 2023-2024 and 2024-2025 expansion amendment requests to the TEA for Texas College Preparatory Academies and for Premier High Schools. (T)(P)
4. Consider approving the submission of non-expansion amendments to the TEA for Texas College Preparatory Academies revising campus name. (T)(P)
5. Consider approving the submission of waivers for 19 TAC 100.1033(b)(9)(A)(iii). (T)
6. Consider approving the growth analysis plan required for TEA expansion. (T)(P)
7. Consider approving campus targeted improvement plans for Texas College Preparatory Academies and Premier High Schools. (T)(P)

8. Consider approving revisions to school calendars. (T)(P)
9. Consider approving the submission of Depository Contracts with Independent Bank to the TEA. (T)(P)
10. Approve the minutes from the board meeting held on September 9, 2022.

F. Separate Items
1. Consider approving the 2021-2022 budget amendments and the 2021-2022 Annual Financial and Compliance Reports. (T)(P)
2. Consider approving the purchase, and finance of property, including existing buildings, located in San Angelo, Texas and in Fort Worth, Texas. (T)(P)

G. Closed Session
1. Discussion of Districtwide Intruder Detection Audit Report Findings. (Tex. Gov't Code 551.076).
2. Deliberations Regarding Personnel Matters. (Tex. Gov't Code §551.074).

H. Adjourn

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board of Trustees will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

1) Financial Management Performance Ratings - TAC §109.1005(b)[1] (as established in TAC §109.1002)

2021-22 Financial Accountability Rating - Covering Fiscal Year 2020-2021

Status		Indicator	TEA Indicator Description	Score
P	†1	1	Was the complete annual financial report (AFR) and charter school financial data submitted to TEA within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date of June 30 or August 31, respectively?	YES
P	†1	2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	YES
	†1	3	Was the charter school in compliance with the payment terms of all debt agreements at fiscal year end? (If the charter school was in default in a prior fiscal year, an exemption applies in following years if the charter school is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	YES
P	†1 †2	4	Did the charter school make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	YES, Ceiling not activated
P	†1 †2	5	Was the total net asset balance in the Statement of Financial Position for the charter school greater than zero? (If the charter school's change of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have a 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	YES, Ceiling not activated
P	†2	6	Was the average change in total net assets over 3 years less than a 25 percent decrease or did the current year total net asset balance exceed 75 days of operational expenditures [(total expenditures less depreciation)/365]*75 days?	Passed
		7	Was the number of days of cash on hand and current investments for the charter school sufficient to cover operating expenses? The calculation will use expenses, excluding depreciation.	10
		8	Was the measure of current assets to current liabilities ratio for the charter school sufficient to cover short-term debt?	10

Status		Indicator	TEA Indicator Description	Score
		9	Did the charter school's revenues equal or exceed expenses, excluding depreciation? If not, was the charter school's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation. For government charter schools, pension expense will be excluded.	5
		10	Did the charter school average less than a 10 percent variance (90%-110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	10
		11	Was the ratio of long-term liabilities to total assets for the charter school sufficient to support long-term solvency? (If the charter school's change of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have a 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	10
		12	Was the debt service coverage ratio sufficient to meet the required debt service?	10
		13	Did the charter school have a debt-to-capitalization percentage that was reasonable for the charter school to continue operating?	5
		14	Was the charter school's administrative cost ratio equal to or less than the threshold ratio?	8
		15	Did the charter school not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the charter school will automatically pass this indicator.)	10
		16	Was the charter school's actual average daily attendance (ADA) within 10 percent of the charter school's annual estimated ADA?	5
	†2	17	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the charter school's AFR result in a total variance of less than 3 percent of all expenses by function?	Passed
	†2	18	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Passed
		19	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10
		20	Did the charter school post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the charter school's fiscal year end?	5
	†2	21	Did the charter school serve students that reside within its approved geographic boundaries?	Not being scored
				98 Score*

†1: must pass 1, 2, 3, 4 and 5
†2: ceiling indicator
*Maximum possible points: 100. Rating system was modified by TEA from 2020 FIRST Rating

Rating Issued: **A – Superior**

1) *TAC §109.1001(o)(1)(B)(i):* **Copy of the Superintendent's Current Employment Contract**

    A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided.

2) *TAC §109.1001(o)(1)(B)(ii):* **Summary Schedule of Superintendent and Board Reimbursements and Credit Card Expenses**

    The Charter does not incur expenses for the Superintendent and Board members. These expenses are covered by the non-profit organization and are available upon request.

3) *TAC §109.1001(o)(1)(B)(iii):* **Summary Schedule of Compensation or Fees Received by Superintendent from Another School District**

    ** There is no compensation or fees to report in this section **

4) *TAC §109.1001(o)(1)(B)(iv):* **Summary Schedule of Gifts Received by Officers and Board Members of $250 or More in the Aggregate**

    ** There are no gifts to report in this section **

5) *TAC §109.1001(o)(1)(B)(v):* **Summary Schedule of Business Transactions with the School District by Board Member**

    ** There are no business transactions to report in this section **

PRIOR YEAR: 2020-21 Financial Accountability Rating - Covering Fiscal Year 2019-2020

Status		Indicator	TEA Indicator Description	Score
P	†1	1	Was the complete annual financial report (AFR) and charter school financial data submitted to TEA within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date of June 30 or August 31, respectively?	YES
P	†1	2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	YES
	†1	3	Was the charter school in compliance with the payment terms of all debt agreements at fiscal year end? (If the charter school was in default in a prior fiscal year, an exemption applies in following years if the charter school is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	YES
P	†1 †2	4	Did the charter school make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	YES, Ceiling not activated
P	†1 †2	5	Was the total net asset balance in the Statement of Financial Position for the charter school greater than zero? (If the charter school's change of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have a 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	YES, Ceiling not activated
P	†2	6	Was the average change in total net assets over 3 years less than a 25 percent decrease or did the current year total net asset balance exceed 75 days of operational expenditures [(total expenditures less depreciation)/365]*75 days?	Passed
		7	Was the number of days of cash on hand and current investments for the charter school sufficient to cover operating expenses? The calculation will use expenses, excluding depreciation.	10
		8	Was the measure of current assets to current liabilities ratio for the charter school sufficient to cover short-term debt?	10

Status		Indicator	TEA Indicator Description	Score
		9	Did the charter school's revenues equal or exceed expenses, excluding depreciation? If not, was the charter school's number of days of cash on hand greater than or equal to 40 days? The calculation will use expenses, excluding depreciation. For government charter schools, pension expense will be excluded.	5
		10	Did the charter school average less than a 10 percent variance (90%-110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	10
		11	Was the ratio of long-term liabilities to total assets for the charter school sufficient to support long-term solvency? (If the charter school's change of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have a 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	10
		12	Was the debt service coverage ratio sufficient to meet the required debt service?	10
		13	Did the charter school have a debt-to-capitalization percentage that was reasonable for the charter school to continue operating?	5
		14	Was the charter school's administrative cost ratio equal to or less than the threshold ratio?	8
		15	Did the charter school not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the charter school will automatically pass this indicator.)	0
		16	Was the charter school's actual average daily attendance (ADA) within 10 percent of the charter school's annual estimated ADA?	0
	†2	17	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the charter school's AFR result in a total variance of less than 3 percent of all expenses by function?	Passed
	†2	18	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Passed
		19	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10
		20	Did the charter school post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the charter school's fiscal year end?	5
	†2	21	Did the charter school serve students that reside within its approved geographic boundaries?	Not being scored
				83 Score*

†1: must pass 1, 2, 3, 4 and 5
†2: ceiling indicator
*Maximum possible points: 100. Rating system was modified by TEA from 2020 FIRST Rating

Rating Issued: B – Above Standard

1) *TAC §109.1001(o)(1)(B)(i):* **Copy of the Superintendent's Current Employment Contract**

   A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided.

2) *TAC §109.1001(o)(1)(B)(ii):* **Summary Schedule of Superintendent and Board Reimbursements and Credit Card Expenses**

   The Charter does not incur expenses for the Superintendent and Board members. These expenses are covered by the non-profit organization and are available upon request.

3) *TAC §109.1001(o)(1)(B)(iii):* **Summary Schedule of Compensation or Fees Received by Superintendent from Another School District**

   ** There is no compensation or fees to report in this section **

4) *TAC §109.1001(o)(1)(B)(iv):* **Summary Schedule of Gifts Received by Officers and Board Members of $250 or More in the Aggregate**

   ** There are no gifts to report in this section **

5) *TAC §109.1001(o)(1)(B)(v):* **Summary Schedule of Business Transactions with the School District by Board Member**

   ** There are no business transactions to report in this section **

Texas College Preparatory Academies, 221801

Financial Accountability Report, November 11, 2022

per TAC §109.1005

1) Financial Management Performance Ratings - TAC §109.1005(b)[1] (as established in TAC §109.1002)

2021-22 Financial Accountability Rating - Covering Fiscal Year 2020-2021

Status		Indicator	TEA Indicator Description	Score
P	†1	1	Was the complete annual financial report (AFR) and charter school financial data submitted to TEA within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date of June 30 or August 31, respectively?	YES
P	†1	2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	YES
	†1	3	Was the charter school in compliance with the payment terms of all debt agreements at fiscal year end? (If the charter school was in default in a prior fiscal year, an exemption applies in following years if the charter school is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	YES
P	†1 †2	4	Did the charter school make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	YES, Ceiling not activated
P	†1 †2	5	Was the total net asset balance in the Statement of Financial Position for the charter school greater than zero? (If the charter school's change of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have a 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	YES, Ceiling not activated
P	†2	6	Was the average change in total net assets over 3 years less than a 25 percent decrease or did the current year total net asset balance exceed 75 days of operational expenditures [(total expenditures less depreciation)/365]*75 days?	Passed
		7	Was the number of days of cash on hand and current investments for the charter school sufficient to cover operating expenses? The calculation will use expenses, excluding depreciation.	10
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	†2	21	Did the charter school serve students that reside within its approved geographic boundaries?	Not being scored
				98 Score*

†1: must pass 1, 2, 3, 4 and 5
†2: ceiling indicator
*Maximum possible points: 100. Rating system was modified by TEA from 2020 FIRST Rating

Rating Issued: **A – Superior**

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PRIOR YEAR: 2020-21 Financial Accountability Rating - Covering Fiscal Year 2019-2020

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P	†1 †2	4	Did the charter school make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	YES, Ceiling not activated
P	†1 †2	5	Was the total net asset balance in the Statement of Financial Position for the charter school greater than zero? (If the charter school's change of students in membership over 5 years was 7 percent or more, then the charter school passes this indicator.) (New charter schools that have a negative net asset balance will pass this indicator if they have a 7 percent growth in students year over year until it completes its fifth year of operations. After the fifth year of operations, the calculation changes to the 7 percent increase in 5 years.)	YES, Ceiling not activated
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	†2	18	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Passed
		19	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	10
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	†2	21	Did the charter school serve students that reside within its approved geographic boundaries?	Not being scored
				89 Score*

†1: must pass 1, 2, 3, 4 and 5
†2: ceiling indicator
*Maximum possible points: 100. Rating system was modified by TEA from 2020 FIRST Rating

Rating Issued: B – Above Standard

1) *TAC §109.1001(o)(1)(B)(i):* **Copy of the Superintendent's Current Employment Contract**

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4) *TAC §109.1001(o)(1)(B)(iv):* **Summary Schedule of Gifts Received by Officers and Board Members of $250 or More in the Aggregate**

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5) *TAC §109.1001(o)(1)(B)(v):* **Summary Schedule of Business Transactions with the School District by Board Member**

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Consent Items

RESPONSIVE EDUCATION SOLUTIONS

PREMIER HIGH SCHOOLS

Check Register
Checks Dated from 7/1/2022 to 9/30/2022
Check Amount Range $50,000.00 to $999,999,999.99

Check Date	Check No.	Vendor Key	Vendor Name	Entry Status	Amount	Vendor Notes
9/2/2022	175463	GARY BAK000	GARY BAKER CONSTRUCTION	R	318,436.67	
7/22/2022	174239	TEGRITY 000	TEGRITY CONTRACTORS INC	R	299,550.24	
7/29/2022	174480	SURVIVE 000	SURVIVE A STORM LLC	R	277,380.00	
8/26/2022	175272	HERTZ FU000	HERTZ FURNITURE SYSTEMS	R	265,003.28	
8/12/2022	174749	GARY BAK000	GARY BAKER CONSTRUCTION	R	259,852.30	
7/15/2022	173744	CDW GOVE000	CDW GOVERNMENT, INC	R	216,210.09	
7/1/2022	173658	HENTHORN000	HENTHORN COMMERCIAL CONSTRUCTION LLC	R	179,022.75	
9/23/2022	176267	GOOGLE L000	GOOGLE LLC	R	177,383.62	
7/1/2022	173657	GARY BAK000	GARY BAKER CONSTRUCTION	R	159,547.95	
9/2/2022	175546	STRATACT000	STRATACT MEDIA GROUP LLC	R	158,914.30	
8/26/2022	175327	SURVIVE-000	SURVIVE-A-STORM SHELTERS	R	152,935.53	
8/5/2022	174566	EP REMOD000	EP REMODELING SERVICES LLC	R	150,118.00	
9/16/2022	176060	TEGRITY 000	TEGRITY CONTRACTORS INC	R	134,053.12	
8/26/2022	175329	TEGRITY 000	TEGRITY CONTRACTORS INC	R	134,053.12	
7/22/2022	174262	HENTHORN000	HENTHORN COMMERCIAL CONSTRUCTION LLC	R	130,063.55	
9/2/2022	175500	MCKINNEY000	MCKINNEY OFFICE SUPPLY	R	124,772.71	
8/26/2022	175288	MCKINNEY000	MCKINNEY OFFICE SUPPLY	R	117,852.58	
9/23/2022	176248	DTK FACI000	DTK FACILITY SERVICES LLC - SERVICES	R	109,420.52	
8/19/2022	175074	GOOGLE L000	GOOGLE LLC	R	103,095.61	
9/23/2022	176260	EP REMOD000	EP REMODELING SERVICES LLC	R	99,932.00	
9/2/2022	175470	HENTHORN000	HENTHORN COMMERCIAL CONSTRUCTION LLC	R	90,395.65	
7/1/2022	173495	HERTZ FU000	HERTZ FURNITURE SYSTEMS	R	88,150.00	
7/1/2022	173481	ELECTRO 001	ELECTRO COOLING SERVICE LLC	R	78,509.00	A/C Repairs at multiple PHS campuses
9/9/2022	175768	STAPLES 003	STAPLES TECHNOLOGY SOLUTIONS	R	77,334.14	
7/29/2022	174382	HERTZ FU000	HERTZ FURNITURE SYSTEMS	R	77,190.80	
8/12/2022	174753	HENTHORN000	HENTHORN COMMERCIAL CONSTRUCTION LLC	R	76,242.22	
7/1/2022	173414	SER COMM000	SER COMMUNITY DEVELOPMENT CORP	R	69,197.00	
8/26/2022	175271	HENTHORN000	HENTHORN COMMERCIAL CONSTRUCTION LLC	R	67,014.18	
9/23/2022	176341	TEGRITY 000	TEGRITY CONTRACTORS INC	R	64,463.30	
8/26/2022	175258	EP REMOD000	EP REMODELING SERVICES LLC	R	61,427.00	
7/1/2022	173549	STAPLES 003	STAPLES TECHNOLOGY SOLUTIONS	R	60,786.91	
8/19/2022	174922	EP REMOD000	EP REMODELING SERVICES LLC	R	58,860.00	
7/29/2022	174470	WORKTEXA000	WORKTEXAS TRAINING CENTER	R	56,972.87	CTE classes at PHS - Furniture Gallery
7/1/2022	173665	MORSBACH000	MORSBACH & COMPANY LLC	R	56,454.00	PHS - Odessa Construction
7/29/2022	174383	HIDELL A000	HIDELL AND ASSOCIATES ARCHITECTS INC	R	55,818.91	
7/1/2022	173483	EP REMOD000	EP REMODELING SERVICES LLC	R	50,672.00	
7/1/2022	173234	USAR MES000	USAR MESQUITE LLC	R	50,000.00	Rent - PHS Mesquite
8/1/2022	173975	SER COMM000	SER COMMUNITY DEVELOPMENT CORP	R	50,000.00	

| 9/1/2022 | 175174 | SER COMM000 | SER COMMUNITY DEVELOPMENT CORP | R | 50,000.00 |
| | | | **Total Checks:** | | $4,807,085.92 |

RESPONSIVE EDUCATION SOLUTIONS

TEXAS COLLEGE PREPRATORY ACADEMIES

Check Register
Checks Dated from 7/1/2022 to 9/30/2022
Check Amount Range $50,000.00 to $999,999,999.99

Check Date	Check No.	Vendor Key	Vendor Name	Entry Status	Amount	Vendor Notes
7/1/2022	173556	TEGRITY 000	TEGRITY CONTRACTORS INC	R	587,519.28	
7/1/2022	173667	TEGRITY 000	TEGRITY CONTRACTORS INC	R	551,032.37	
9/16/2022	175925	HENTHORN000	HENTHORN COMMERCIAL CONSTRUCTION LLC	R	361,139.18	
8/19/2022	175131	EDGEWOOD000	EDGEWOOD PARTNERS INSURANCE CENTER	R	354,538.77	Down payment on 2022-2023 property insurance
9/16/2022	176060	TEGRITY 000	TEGRITY CONTRACTORS INC	R	348,442.81	
8/26/2022	175329	TEGRITY 000	TEGRITY CONTRACTORS INC	R	345,665.81	
7/22/2022	174264	TEGRITY 000	TEGRITY CONTRACTORS INC	R	321,683.34	
9/23/2022	176248	DTK FACI000	DTK FACILITY SERVICES LLC - SERVICES	R	310,996.69	
8/19/2022	174977	TEGRITY 000	TEGRITY CONTRACTORS INC	R	276,666.77	
8/12/2022	174753	HENTHORN000	HENTHORN COMMERCIAL CONSTRUCTION LLC	R	263,602.48	
7/22/2022	174239	TEGRITY 000	TEGRITY CONTRACTORS INC	R	234,232.77	
7/15/2022	173778	DALLAS P001	DALLAS PRO PAINTING & DRYWALL, LLC	R	189,963.00	
7/1/2022	173495	HERTZ FU000	HERTZ FURNITURE SYSTEMS	R	188,306.08	
8/19/2022	174942	MART INC000	MART INC	R	176,036.38	FCA Corinth remodel
9/9/2022	175770	TEGRITY 000	TEGRITY CONTRACTORS INC	R	173,448.64	
9/23/2022	176267	GOOGLE L000	GOOGLE LLC	R	172,710.39	
7/29/2022	174479	PREFERRE000	PREFERRED MEAL SYSTEMS, INC	R	168,982.96	
7/29/2022	174477	MCKINNEY000	MCKINNEY OFFICE SUPPLY	R	153,591.08	
7/29/2022	174470	WORKTEXA000	WORKTEXAS TRAINING CENTER	R	148,214.61	Pre-K program at Eastex-Jensen and Westchase
8/19/2022	175074	GOOGLE L000	GOOGLE LLC	R	142,977.36	
9/23/2022	176341	TEGRITY 000	TEGRITY CONTRACTORS INC	R	135,811.28	
7/22/2022	174094	DTK FACI000	DTK FACILITY SERVICES LLC - SERVICES	R	125,665.09	
8/1/2022	173965	LONE STA002	LONE STAR COLLEGE SYSTEM	R	111,314.00	
9/1/2022	175162	LONE STA002	LONE STAR COLLEGE SYSTEM	R	111,314.00	
9/16/2022	175932	IPFS COR001	IPFS CORPORATION	R	109,120.13	Cyber Insurance
9/23/2022	176280	IPFS COR001	IPFS CORPORATION	R	109,120.13	Cyber Insurance
7/29/2022	174361	DALLAS P001	DALLAS PRO PAINTING & DRYWALL, LLC	R	105,317.30	
9/23/2022	176353	TXU ENER000	TXU ENERGY	R	101,637.63	
9/23/2022	176296	MCKINNEY000	MCKINNEY OFFICE SUPPLY	R	99,491.60	
7/1/2022	173548	STAPLES 002	STAPLES INC	R	95,905.46	
9/30/2022	176509	MCKINNEY000	MCKINNEY OFFICE SUPPLY	R	95,569.00	
7/1/2022	173218	LONE STA002	LONE STAR COLLEGE SYSTEM	R	95,496.50	
7/1/2022	173483	EP REMOD000	EP REMODELING SERVICES LLC	R	92,840.00	
8/26/2022	175267	HANOVER 000	HANOVER INSURANCE CO	R	92,216.10	
9/16/2022	176063	TEXTBOOK001	TEXTBOOK WAREHOUSE LLC	R	90,720.05	
7/22/2022	174090	DALLAS P001	DALLAS PRO PAINTING & DRYWALL, LLC	R	82,400.00	
7/29/2022	174382	HERTZ FU000	HERTZ FURNITURE SYSTEMS	R	80,687.36	
8/19/2022	175120	TXU ENER000	TXU ENERGY	R	79,373.58	
7/22/2022	174256	EP REMOD000	EP REMODELING SERVICES LLC	R	75,692.00	
7/22/2022	174261	EP REMOD000	EP REMODELING SERVICES LLC	R	75,572.50	
7/29/2022	174339	CLOVER C000	CLOVER CONSTRUCTION TX LLC	R	73,985.00	

Date	Check #	Vendor ID	Vendor Name		Amount	
9/9/2022	175768	STAPLES 003	STAPLES TECHNOLOGY SOLUTIONS	R	70,956.12	
8/12/2022	174722	DALLAS P001	DALLAS PRO PAINTING & DRYWALL, LLC	R	67,719.70	
7/29/2022	174456	TXU ENER000	TXU ENERGY	R	67,468.24	
8/1/2022	173967	NEIGHBOR002	NEIGHBORHOOD SCHOOLS COMMUNITY DEV	R	64,500.00	August rent for Westchase and Eastex-Jensen.
9/1/2022	175164	NEIGHBOR002	NEIGHBORHOOD SCHOOLS COMMUNITY DEV	R	64,500.00	September rent for Westchase and Eastex-Jensen.
9/16/2022	175907	EP REMOD000	EP REMODELING SERVICES LLC	R	63,826.10	
8/26/2022	175250	DTK FACI000	DTK FACILITY SERVICES LLC - SERVICES	R	62,215.17	
7/15/2022	173890	SINGAPOR000	SINGAPORE MATH, INC	R	61,485.20	
8/26/2022	175316	SINGAPOR000	SINGAPORE MATH, INC	R	61,225.40	
7/29/2022	174376	GOOGLE L000	GOOGLE LLC	R	58,569.76	
8/12/2022	174813	PARENTSQ000	PARENTSQUARE INC	R	57,537.00	
7/22/2022	174234	STEWART 001	THE STEWART ORGANIZATION, INC.	R	56,401.04	
7/22/2022	174223	SAVVAS L000	SAVVAS LEARNING COMPANY LLC	R	55,671.21	
7/15/2022	173812	MART INC000	MART INC	R	55,484.75	FCA Corinth remodel
8/26/2022	175284	LEARNING000	LEARNING A-Z LLC	R	53,958.00	
9/16/2022	176048	SINGAPOR000	SINGAPORE MATH, INC	R	51,713.40	
7/1/2022	173544	SINGAPOR000	SINGAPORE MATH, INC	R	50,755.80	

Total Checks: $8,532,986.37

Summary of Lease Agreements

1. Premier High School - Austin (Wells Branch)

<u>Address</u>: 13801 Burnet Road, Suite 300 Austin, Texas 78727

<u>Landlord</u>: Sattar Investments Inc.

<u>Term</u>:   July 1, 2023 - June 30, 2026

<u>Cost</u>:   07/01/2023 – 06/30/2026 $15,000.00/mo.
07/01/2026 – 06/30/2029 $16,000.00/mo.

2. Premier High School - Mesquite - 1st Amendment (Opening Fall 2023)

<u>Address</u>: 3733 W. Emporium Circle. Mesquite, Texas 75150

<u>Landlord</u>: USAR Mesquite, LLC

<u>Term</u>: May 19, 2022 – June 30, 2027

<u>Cost</u>:   Lease Commencement through May 31, 2022:
$0 Base Rent, plus $0 NNN

June, July, 2022:
$50,000.00/month GROSS (includes base rent and NNN)

August, 2022 until School Opens with an E-Certificate of Occupancy (CO):
$0 Base Rent, plus NNN estimated @ $3.50/sf
($0, plus $3,341.04 per month)

School Opening through June 30, 2027
Base Rent ($13.00/sf), plus NNN estimated @ $3.50/sf
($12,409.58, plus $3,341.04 per month)

3. Premier High School - Lubbock - 3rd Amendment

<u>Address</u>: 202 W. Loop 289, Suite 121, Lubbock, Texas, 79407

<u>Landlord</u>: Wayland Baptist University

<u>Term</u>: July 1, 2023 – June 30, 2024

<u>Cost</u>:   11.50 psf $15,504.88/month

4. Ignite Community School - Fort Worth - 4th Amendment

Address: 8601 Randol Mill Road, Fort Worth, Texas, 786120

Landlord: Al-Hedayah, Inc.

Term: No Change Same as 3rd Amendment - July 1, 2023 – June 30, 2026

Cost: No Change

Amendment is to allow Landlord access to the portable building on premises during nights and weekends. Landlord will pay utility costs for the use.

5. Premier High School - Dayton - 8th Amendment

Address: 1707 County Road 611, Dayton, Texas 77353

Landlord: Eastgate Church, Inc.

Term: July 1, 2022 - June 30, 2024

Cost: Tenant will pay Landlord the greater of:
a. TWO THOUSAND AND NO/100 DOLLARS ($2,000.00) for each month: or
b. Per student Average Daily Attendance ("ADA" as documented on the most current Public Education Information Management System ("PEIMS") report for each month the rent shall be SIXTY AND NO/100 DOLLARS ($60.00) per student

6. El Paso Classical Academy - Sublease

Address: 1928 S. Seguin Ave. Ste 100A, New Braunfels, Texas 78130

Sub-Landlord: Living Faith Center Church Inc.

Term: July 1, 2023 - July 30, 2028

Cost: Tenant will pay Landlord the greater of:
1. Sixty-Seven Dollars ($67.00) per student Average Daily Attendance ("ADA")
2. Ten ThousandFive Hundred Dollars ($10,500.00) ("Base Monthly Rent") whichever is greater.

Opening Year	TCPA New School Expansion 2023-2024			TEA Approval Date	Notes
23-24	Ignite Community School	Ft. Worth Classical Academy-North	**Fort Worth Education Partnership Grant**	02/03/22	Change name
23-24	Founders Classical Academy	Houston West		02/03/22	
23-24	Ignite Community School	Ft. Worth Classical Academy-North		Need approval	adding 10-13 new PreK sites
23-24	iSchool High	Ft. Worth	**Fort Worth Education Partnership Grant**	Need approval	
Premier High Schools New School Expansion 2023-2024					
23-24	Premier High Schools	Dallas - Mesquite	CSP Grant 2	TEA Approved to postpone to the 23-24 SY	
23-24	Premier High Schools	Lone Star College-Greenspoint		Need approval	maybe use Houston area #4 if we don't partner with HCC
23-24	Premier High Schools	Houston Area #4 - Houston Comm College	CSP Grant 2	02/03/22	
23-24	Premier High Schools	Amarillo	- site under 142	Need approval	
TCPA New School Expansion 2024-2025					

24-25	Founders Classical Academy	Allen - Cottonwood Creek Church		TEA Approved to postpone to the 23-24 SY	
Premier High Schools New School Expansion 2024-2025					
24-25	Premier High Schools	Richmond (WorkTexas)		Need approval	

TEXAS COLLEGE PREPARATORY ACADEMIES
RESOLUTION TO APPROVE EXPANSION FOR THE
2023-2024 SCHOOL YEAR

WHEREAS, ResponsiveEd Texas ("ResponsiveEd"), a Texas 501(c)(3) nonprofit corporation, seeks to increase the choice of learning opportunities for students;

WHEREAS, the ResponsiveEd Board of Directors ("Board") for Texas College Preparatory Academies (221801) has considered a business plan and has determined by majority vote of the board that the growth proposed is prudent.

THEREFORE, BE IT RESOLVED that the Board approves the submission of a charter expansion amendment to the Texas Education Agency to add the following additional site expansions for the 2023-2024 school year:

1. To open additional expansion sites under Ignite Community School - Fort Worth (221801-074)

By _____ to _____ majority vote of members of the Board, this resolution was (Check one.) ___ approved ___ disapproved at a lawfully called meeting on November 11, 2022, and as indicated by their signatures below.

_____

_____   _____
Ben Klingenstein, President   Date

_____   _____
Marvin L. Reynolds, D. Ed., Vice President   Date

_____   _____
Kent Sparks, Secretary   Date

_____   _____
Charles Cook   Date

_____   _____
Lance Losey   Date

_____   _____
Joe DeProspero   Date

_____   _____
Dr. Lisa Bowen   Date

TEXAS COLLEGE PREPARATORY ACADEMIES
RESOLUTION TO APPROVE EXPANSION FOR THE
2023-2024 SCHOOL YEAR

WHEREAS, ResponsiveEd Texas ("ResponsiveEd"), a Texas 501(c)(3) nonprofit corporation, seeks to increase the choice of learning opportunities for students;

WHEREAS, the ResponsiveEd Board of Directors ("Board") for Texas College Preparatory Academies (221801) has considered a business plan and has determined by majority vote of the board that the growth proposed is prudent.

THEREFORE, BE IT RESOLVED that the ResponsiveEd Board of Directors ("Board") for Texas College Preparatory Academies (221801) approves the submission of the requisite notifications to accomplish the following additional site expansions for the 2023-2024 school year:

1. To open an expansion site or campus in the Fort Worth, Texas, area

By _____ to _____ majority vote of members of the Board, this resolution was (Check one.) ___ approved ___ disapproved at a lawfully called meeting on November 11, 2022 and as indicated by their signatures below.

_____

_____   _____
Ben Klingenstein, President   Date

_____   _____
Marvin L. Reynolds, D. Ed., Vice President   Date

_____   _____
Kent Sparks, Secretary   Date

_____   _____
Charles Cook   Date

_____   _____
Lance Losey   Date

_____   _____
Joe DeProspero   Date

_____   _____
Dr. Lisa Bowen   Date

PREMIER HIGH SCHOOL
RESOLUTION TO APPROVE EXPANSION FOR THE
2023-2024 SCHOOL YEAR

WHEREAS, ResponsiveEd Texas ("ResponsiveEd"), a Texas 501(c)(3) nonprofit corporation, seeks to increase the choice of learning opportunities for students;

WHEREAS, the ResponsiveEd Board of Directors ("Board") for Premier High School (072801) has considered a business plan and has determined by majority vote of the board that the growth proposed is prudent.

THEREFORE, BE IT RESOLVED that the ResponsiveEd Board of Directors for Premier High School (072801) approves the submission of the requisite notifications to accomplish the following additional site expansions for the 2023-2024 school year:

1. To open an expansion site or campus in the Houston, Texas, area
2. To open an expansion site or campus in the Amarillo, Texas area.

By _____ to _____ majority vote of members of the Board, this resolution was (Check one.) ___ approved ___ disapproved at a lawfully called meeting on November 11, 2022 and as indicated by their signatures below.

_____

_____   _____
Ben Klingenstein, President   Date

_____   _____
Marvin L. Reynolds, D. Ed., Vice President   Date

_____   _____
Kent Sparks, Secretary   Date

_____   _____
Charles Cook   Date

_____   _____
Lance Losey   Date

_____   _____
Joe DeProspero   Date

_____   _____
Dr. Lisa Bowen   Date

PREMIER HIGH SCHOOL
RESOLUTION TO APPROVE EXPANSION FOR THE
2024-2025 SCHOOL YEAR

WHEREAS, ResponsiveEd Texas ("ResponsiveEd"), a Texas 501(c)(3) nonprofit corporation, seeks to increase the choice of learning opportunities for students;

WHEREAS, the ResponsiveEd Board of Directors ("Board") for Premier High School (072801) has considered a business plan and has determined by majority vote of the board that the growth proposed is prudent.

THEREFORE, BE IT RESOLVED that the ResponsiveEd Board of Directors for Premier High School (072801) approves the submission of the requisite notifications to accomplish the following additional site expansions for the 2024-2025 school year:

    1. To open an expansion site or campus in the Richmond, Texas, area

By _____ to _____ majority vote of members of the Board, this resolution was (Check one.) ___ approved ___ disapproved at a lawfully called meeting on November 11, 2022 and as indicated by their signatures below.

_____

_____   _____
Ben Klingenstein, President   Date

_____   _____
Marvin L. Reynolds, D. Ed., Vice President   Date

_____   _____
Kent Sparks, Secretary   Date

_____   _____
Charles Cook   Date

_____   _____
Lance Losey   Date

_____   _____
Joe DeProspero   Date

_____   _____
Dr. Lisa Bowen   Date

TEXAS COLLEGE PREPARATORY ACADEMIES
RESOLUTION TO APPROVE NAME CHANGE FOR CAMPUS
221801-048

WHEREAS, ResponsiveEd Texas ("ResponsiveEd"), a Texas 501(c)(3) nonprofit corporation, seeks to increase the choice of learning opportunities for students;

WHEREAS, ResponsiveEd would like the name to better describe the type of model the school is operating;

WHEREAS, the name change will allow the community to better understand the type of school that is in their area;

THEREFORE, BE IT RESOLVED that the ResponsiveEd Board of Directors ("Board") of the Texas College Preparatory Academies charter request to change the name of 221801-048 as follows:

Old Name: Founders Classical Academy - Austin North
New Name: Founders Classical Academy - Austin

By _____ to _____ majority vote of members of the Board, this resolution was (Check one) ___ approved ___ disapproved at a lawfully called meeting on November 11, 2022 and as indicated by their signatures below.

_____

_____   _____
Ben Klingenstein, President   Date

_____   _____
Marvin L. Reynolds, D. Ed., Vice President   Date

_____   _____
Kent Sparks, Secretary   Date

_____   _____
Charles Cook   Date

_____   _____
Lance Losey   Date

_____   _____
Joe DeProspero   Date

_____   _____
Dr. Lisa Bowen   Date

TEXAS COLLEGE PREPARATORY ACADEMIES
RESOLUTION TO WAIVE 19 TAC §100.1033(b)(9)(A)(iii)

WHEREAS, ResponsiveEd Texas ("ResponsiveEd"), a Texas 501(c)(3) nonprofit corporation, is the charter holder for Texas College Preparatory Academies ("TCPA");

WHEREAS, Board of Directors of TCPA ("Board") seeks to increase the choice of learning opportunities for students;

THEREFORE, BE IT RESOLVED that the ResponsiveEd Board of Directors of the Texas College Preparatory Academies charter district requests a waiver of 19 TAC §100.1033(b)(9)(A)(iii), *"the most recent district rating for the charter school is "academically acceptable" and the most recent campus rating for at least 90% of the campuses operated under the charter school is "academically acceptable" as defined by §100.1001(26) of this title;"* in order to submit an expansion amendment to add a campus or campuses.

By _____ to _____ majority vote of members of the Board, this resolution was (Check one.) ___ approved ___ disapproved at a lawfully called meeting on November 11, 2022, and as indicated by their signatures below.

_____

_____   _____
Ben Klingenstein, President   Date

_____   _____
Marvin L. Reynolds, D. Ed., Vice President   Date

_____   _____
Kent Sparks, Secretary   Date

_____   _____
Charles Cook   Date

_____   _____
Lance Losey   Date

_____   _____
Joe DeProspero   Date

_____   _____
Dr. Lisa Bowen   Date

iSchool Fort Worth 2023 - 2024

Growth Analysis Part 1

With the mission "to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence", ResponsiveEd seeks to respond to the needs of the community by offering a variety of educational options that reflect the diverse interests, goals, and learning styles of the students in the communities served. Since opening our first charter school more than 24 years ago, ResponsiveEd has worked to provide high-quality options for students who seek a rigorous curriculum, individualized support and smaller class sizes.

ResponsiveEd recently received a grant from the Fort Worth Education Partnership, an organization whose mission is to support, invest in, and coordinate opportunities that increase access to high-quality educational experiences. FWEP recently awarded 1.5 million dollars to ResponsiveEd to launch campuses to provide high quality educational experiences for the students of Fort Worth.

ResponsiveEd's leadership team met collaboratively with community members to review data and to determine a need for the campuses. The Fort Worth iSchool Model will serve the Fort Worth students in grades 9-12. The program model will offer a rigorous, blended-learning, mastery-based, college-preparatory program with an emphasis on community-specific academic pathways in Grades 9-12 (e.g., Early College, STEM, PTECH, CTE, etc.).

Fort Worth is the twelfth largest city in the United States and the fifth largest city in Texas (US Census Bureau, 2020). From 2020-2021, Fort Worth's population grew 2.1%, the second highest rate among large cities, according to Census data. Seattle, Washington was first with a 2.2% growth rate during the same timeframe.In the last decade, Fort Worth's population increased 24% with far North Fort Worth experiencing the fastest growth in the city (US Census Bureau, 2020).

With Fort Worth's current growth trend and future projections, ResponsiveEd believes there's a need to expand its Classical Model in Fort Worth, Texas.

iSchool High Fort Worth 2023 - 2024:

Growth Analysis Plan Part 2

1. Central office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

    a. Model – describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

        The ResponsiveEd iSchool High model utilizes a mastery-based, blended-learning program with an emphasis on community-specific academic pathways. iSchool High has established creative and innovative partnerships with local community colleges that allow students to enroll in dual credit courses along with the opportunity to earn both their high school diploma and up to an Associate's Degree.

        ResponsiveEd school models leverage six core values to create a customer-focused environment producing benefits for our families, employees, and stakeholders: 1) Seek Truth. 2) Hire Genuine. Caring, and Competent Adults. 3) Involve Parents/Guardians. 4) Engage Students as Individuals. 5) Lead With Humility. 6) Do The Right Thing.

        The replication of the iSchool model school model will be led by our Innovation and School Expansion Office along with our district team. ResponsiveEd's School Expansion goals include opening schools on time with resources in place, ensuring school enrollment goals are met, hiring and training quality staff to implement the model, and implementing district policies and procedures.

    2a. Talent – For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charters identified teacher-student ratio to successfully implement the expansion.

        The cost of campus personnel will be funded using the Foundation School Program funds received in operating the proposed campus expansion. ResponsiveEd has also received a grant from Fort Worth Education Partnership. ResponsiveEd plans to hire the following positions for the proposed campus; Campus Director, Assistant Director, Dean of Students, College Readiness Counselor, Campus Secretary, Teacher (1:22), Special Education Teacher and an ESL Teacher. Teacher Aides will be employed as needed for the campus.

2b. Talent - describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

ResponsiveEd's HR team effectively recruits candidates through its own internal leadership program, Aspiring Leaders. We also recruit through community and college job fairs, alternative teacher certification programs, social media networking sites, employment ads, and employment billboards. The School Expansion Office, along with the HR team, supports the Superintendents in the hiring of highly qualified Campus Directors. Recruiting support is also provided to Campus Directors in the hiring of highly qualified teachers, and professional and administrative support staff. The projected timeline for recruiting and hiring the campus director begins January 2023. The timeline for recruiting, hiring, and training the teachers and campus secretary begins February 2023. The Assistant Director and Dean of Students' recruitment and hiring begins in April. Finally, the recruitment and hiring timeline of the College Readiness Counselor begins in May.

Upon hiring, ResponsiveEd provides training that promotes academic achievement for students and also provides staff development for teachers and administrators. The Education Service Center provides supplemental training. Professional development sessions provide an in-depth understanding of the school model, instructional resources, and best practices for campus leadership. New staff members receive training on policies, curriculum, instructional strategies, school operations, and health/safety requirements. Additional Professional Development will be ongoing.

3. **Central Office Support** - For all expansion requests, describe how the charter has or will increase capacity at the central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

   To support and facilitate the activation of the proposed charter expansion academically and operationally, a Regional Director, Project Manager, Enrollment Call Center, PEIMS Assistant and HR Recruiter will be hired to support up to ten expansion campuses. The finance team utilizes Skyward, a financial management and human resource tool. Payroll, accounts payable/receivable, purchasing, campus budgeting/reporting and time off requests are monitored and tracked through Skyward. ResponsiveEd leverages Skyward to increase productivity as the number of campuses expand. The campus expansion team utilizes an electronic project tracking system to monitor projects and inform the executive team, superintendents, and district and campus staff of the project's status on a daily basis. Project management systems and Skyward allow ResponsiveEd to communicate and operate effectively without adding a large number of home office staff.

   Eight Quality Standards were developed by ResponsiveEd to monitor alignment and enhancement of program models and systems. Quality Standards include Mission/Vision, Leadership, Team Members, Learning for All, Data Driven Systems, Operational/Support Systems, Community Systems, Community Partnerships, and Fiscal Management. Campus Directors are required to complete campus assessments with their leadership team after school begins. A formal review of Quality Standards, to ensure school model compliance, is scheduled during the first year of school operations.

4. Community Engagement - For all expansion requests, describe how the charter will, post approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

Once a new campus is TEA approved, the marketing team engages and educates the community about the school model. We launch a campus website and design a multi-media marketing campaign to build brand and school model awareness in the community. First, to reach a large audience and introduce our school brand we use broadcast media. Social media platforms are highly effective in communicating specifics about our school and reaching parents. Secondly, printed mailers are sent directly to homes in the area that have students in our target demographic. Thirdly, in-person events such as open houses with families and community stakeholders are resources used to build brand and school awareness in the community. Each ResponsiveEd campus will join their local Chamber of Commerce. The Chamber of Commerce will be invited to participate in the school opening events and ribbon cutting ceremony at the proposed campus. The proposed campus will develop a Community Advisory Council (CAC) which will include parents/guardians and community stakeholders. The CAC will be tasked with providing input to the Campus Director regarding school operations, school policies, strategic plans, and performance standards. Meetings and recommendations will be provided to ResponsiveEd's executive team for their consideration. Proposed campuses will make every effort to encourage parents/guardians to serve as partners in their children's education by serving on school-based committees. Parents/guardians will also be invited to serve as school volunteers and to attend campus events.

Growth Analysis Plan 3.1

TCPA Expansion Narrative

Texas College Preparatory Academies (TCPA) administration and staff utilize individualized, self-paced, teacher-assisted methodology to provide an environment in which each individual student can be academically successful. Upon enrollment, each student is individually assessed to determine his or her academic strengths and/or academic weaknesses. English knowledge abilities are clarified; learning styles are determined; difficulties are diagnosed. This is done for every student in a personal and individual manner.

For every member of the student populations, TCPA staff conscientiously prescribe instruction leading to student learning through strategy teaching and modeling. By utilizing TEKS-aligned curriculum and by thoughtfully asking questions that require all students to interpret, apply, and synthesize, staff increase the likelihood that students will become critical thinkers and demonstrate that ability on all assessments, including those required by the State of Texas.

Proven student performance success rates for students in minority populations in the TCPA district are due to successful student support strategies that demonstrate predictable success for all student groups.

Growth Analysis Plan Part 3.2

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Texas College Preparatory Academies (TCPA) have a history of success working with Special Education and 504 students in Texas. TCPA is in 100% compliance with all Special Education State Performance Plan Indicators and is at the lowest level of concern in the Texas Education Agency's Results Driven Accountability monitoring data that serves as part of the TEA's annual evaluation of district performance and program effectiveness.

TCPA strengths include the fulfillment of services provided through Child Find. TCPA is committed to accurately identifying students with disabilities. Student enrollment includes a "Special Education and Section 504 Child Find Survey." Once identified, the appropriate department holds meetings with families to support and ensure implementation of an effective program.

TCPA uses a process of remediation, tutoring, and interventions for any student experiencing difficulty in the general classroom. Formerly known as response to interventions (RtI), now termed Multi-Tiered System of Support, students receive assistance prior to formal referral into the special education identification process. This allows schools to more accurately determine a student's best placement and support needs. An evaluation determines if a student is eligible for special education services per state and federal laws. A student who does not meet established criteria for special education may be referred to the campus 504 committee.

Students with disabilities are educated with non-disabled peers to meet the student's IEP and overall educational needs. Individual or small group instruction occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Teachers of students with Special Education and Section 504 services.

Another area of needed growth relates to Special Education teacher retention. Special Education teachers and Section 504 Coordinators participate annually in specialized training. However, competition for highly qualified teachers is great, and our efforts to retain the best and brightest are hindered by lucrative offers from other districts. To retain these valuable team members, we implemented an incentive program that rewards individual teachers/staff for achieving goals and objectives set for their roles. Additionally, ResponsiveEd conducts ongoing compensation analysis, which assesses staff's current base compensation, to ensure we are paying salaries that are competitive with the various markets in which our campuses reside. Retaining talented teachers will help ensure student success.

Growth Analysis Part 3.3

Supports for Bilingual Students/English Learners - Narrative response limited to 500 words. Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Texas College Preparatory Academies (TCPA) offer English as a Second Language (ESL) to students identified as English Learners (not proficient in the English language). Students receive differentiated support from specially trained staff members through targeted activities that promote English acquisition. TCPA is committed to supporting English Learners with enhanced implementation of program language goals. Campus-level staff go beyond the general practices for communication to all parents by ensuring communication to parents of English Learners through home language phone, text, and written correspondence.

Texas College Preparatory Academies keep a strong focus on developing and maintaining a positive school climate by hiring staff that represent the students and their families. Resources are developed by campus staff and students that welcome and orient newcomer students and their families. Teachers at TCPA use teaching practices to create a culturally responsive environment by actively seeking to learn about their students' culture, language, and community, providing a safe learning environment, and providing opportunities for English Learners to make connections to content material in culturally relevant ways.

The ESL and Human Resources Departments collaboratively work to improve recruiting methods and incentives in order to attract appropriately certified ELAR and BESL certified teachers. To retain highly qualified ESL teachers, the ESL department has created a supportive and inclusive environment by providing semester stipends for advanced certifications in EL areas. Sheltered Instruction Training is provided to all teachers through the district's Learning Management System. In addition, campus professional development to support English Learners in lesson planning, implementation of the ELPS, and language goals is provided by the district's Professional Development Training Department.

The ESL Department is providing enhanced training for ESL Coordinators on collaborating with content teachers and students to set appropriate unit completion goals and weekly student progress monitoring. Campus level staff use pacing goals to ensure on-time graduation that focuses on unit completion, mastery evidence, and credits earned.

Texas College Preparatory Academies' success can be measured by the most recent 2022 STAAR results. Compared to the state average, English Learners at TCPA scored better than state averages in almost all End of Course (EOC) subjects.

PreK Today
Powered by Child Care Associates

2023-2024 Additional Proposed PreK Today Sites to submit for Expansion Approval

License #	Name	Address	City	State	Zip
867292	Cornerstone Academy	5415 Matlock RD	Arlington	Texas	76018
1732276	Imagine Nation Center of Learning	4815 Arborgate DR	Arlington	Texas	76017
1632492	Saintsville Baptist Church Childcare	1816 McClellan CT	Fort Worth	Texas	76112
836811	Saintsville Baptist Church Academy	2200 Oakhill RD	Fort Worth	Texas	76112
1079806	Magical Moments	4328 Wilbarger ST	Fort Worth	Texas	76119
1658672	Luv N Care Learning Center	4451 Boat Club RD	Fort Worth	Texas	76135
1506356	Horizon Learning Center	2211 S Bowen RD	Pantego	Texas	76013
1673358	Daddy Daycare & Preschool	7701 N Richland BLVD	North Richland Hills	Texas	76180
1522382	Good Shepherd Christian Academy	5625 Good Shepherd Way	Fort Worth	Texas	76119
1593996	NaNa Childcare and Learning Center	1951 E. Arkansas	Arlington	Texas	76010
1722806	Amazing Creations Academy LLC	6138 Westcreek DR	Fort Worth	Texas	76133
1703413	Kiddyland Childcare Center	3951 Sycamore School Road Suite 111	Fort Worth	Texas	76133
TBD	CCA LVT RISE (under construction)	8201 Calmont Avenue* (Exact address TBD)	Fort Worth	Texas	76116
418653-2589	CCA Mid Cities	500 N MAIN	EULESS	Texas	76039

<u>**Grade Level Expansion**</u>

Ignite Community School Fort Worth – Pre-Kindergarten

(2023 - 2024): Growth Analysis Plan Part 1: Rationale

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand for the proposed expansion. Include in the response a detailed rationale for the proposed expansion. (500 words)

A partnership between ResponsiveEd and PreK Today, one of the largest child development organizations in North Texas, would expand early childhood opportunities and introduce a high-quality education to underserved 3 and 4 year old children across Tarrant County.

Since our partnership's inaugural year, 60 three-year old children received high quality prekindergarten that includes, evidence based curriculum, an emphasis on age appropriate skill development through play and experiential learning

Across the state, communities have committed to improving academic outcomes for all children from cradle to career. Currently, Tarrant County has a high school graduation rate of 91%, yet only 50% of economically disadvantaged children enroll in college.

Two early indicators for improving college enrollment and completion are receiving two years of high quality PreK and reading on grade level at 3rd grade. The Abbott Pre-K program in New Jersey, which provides two years of high-quality preschool, found greater benefits for children who attended from age 3 versus only age 4.

While Texas has funded public PreK for eligible children since 1984, few children in Tarrant County are enrolled in PreK or meet the 3rd grade reading benchmark. Kids Count data indicates that less than 5% of 3-year olds and 43% of 4-year olds in Tarrant County attend public school PreK. TEA estimates that 15,370 out of 29,000 3-year olds in Tarrant County are eligible for free public school PreK, but only 2,000 are enrolled. In turn, TEA reports that only 43% of children in Tarrant County meet the 3rd grade reading benchmark.

ResponsiveEd, in partnership with PreK Today and our Texas Rising Star child care programs, intends to increase the number of children meeting these early benchmarks by focusing on the expansion of high-quality 3 and 4 year old public school PreK in community based quality child care programs. Although parents know the benefits of PreK, many prefer to enroll in our smaller, community-based centers because of size as well as meeting the families' needs for a full day of care. ResponsiveEd will provide enrollment support to the day care centers and will maintain the student waitlists. By partnering with PreK Today, ResponsiveEd will provide parents with choices to enroll in public PreK that meet their family's needs.

Ignite Community School - Fort Worth - PreKindergarten (2023 - 2024):

Growth Analysis Plan Part 2

Central Office Capacity to Support Proposed Expansion(s)

2a. Talent Capacity – For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charters identified teacher-student ratio to successfully implement the expansion. (250 words)

ResponsiveEd will largely rely on existing teachers and teaching assistants employed in PreK Today community-based child care classrooms and the proposed expansion will build upon staff who have the experience and credentials in educating young children. All expansion classrooms will be located in licensed child care centers which meet the teacher-student ratios for three and four-year olds and Texas Rising Star 3 and 4 Quality Standards.

ResponsiveEd is partnering with PreK Today to support the educational partnership model by providing ongoing coaching and support to teaching personnel, tracking daily attendance, monitoring teacher-student ratios and conducting CLASS assessments.
Classroom Assessment Scoring Systems are used as a tool for observing and assessing the effectiveness of interactions among teachers and students in classrooms

PreK Today employs a human resource team who supports nearly 450 teachers and staff. PreK Today will recruit the following positions to support the proposed expansion: Director of PreK Partnerships, Master Teacher/Coach, Enrollment/Administrative Specialist and Product Development Administrator. ResponsiveEd will recruit a PEIMS Assistant to support the proposed expansion.

PreK Today employees providing services to students in the program will be required to complete fingerprinting and background checks in accordance with all applicable laws.

2b. Talent Sourcing & Training – describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities. (250 words)

ResponsiveEd and PreK Today will recruit, hire and train positions needed to support the expansion. ResponsiveEd and PreK Today will recruit via social media networking sites, online interest sessions, community and college job fairs, employment ads and through PreK Today's extensive early education network. PREK TODAY will hire a Director of PreK Partnerships and a Master Teacher/Coach in the Summer of 2023. ResponsiveEd and PreK Today will train site administrators on the model to understand and support the instructional program and requirements for PreK . Teachers and support staff will receive training in the summer of 2023 to include training on PreK requirements, curriculum and assessment tools and practices of high quality teacher-child interactions fundamental to high quality PreK. Professional development sessions will provide an in-depth understanding of the school model, teaching strategies and instructional resources. Additional training will be provided on program policies/procedures, local/state health and safety requirements, and classroom attendance/reporting.

3. Central Office Support – For all expansion requests, describe how the charter has or will increase capacity at the central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement. (250 words)

ResponsiveEd is partnering with PreK Today as a "hub" of support for the PreK expansion. PreK Today employs a human resources team who support nearly 450 teachers and staff. PreK Today will recruit five additional positions to support the proposed expansion: Director of PreK Partnerships, Master Teacher/Coach, Enrollment/Administrative Specialist, Product Development Administrator. A PEIMS Assistant will be recruited by ResponsiveEd to support the proposed expansion and a ResponsiveEd Project Manager will track and monitor the PreK expansion project and inform the ResponsiveEd and PreK Today leadership and site staff of the project's status on a daily basis.

PreK Today will enhance its current support of the expansion sites through rigorous academic coaching, a cohort of peer-to-peer learning among expansion teachers, and access to the curriculum's online platform (Creative Curriculum Cloud). PreK Today is experienced and well-aligned to help execute the rigorous requirement of PreK in the context of a community-based, child care center.

ResponsiveEd central office leadership team (academic, financial and operations) along with the Superintendent will monitor the overall collaboration frameworks and responsibilities of the Memorandum of Understanding (MOU) between ResponsiveEd and PreK Today at the site.

4. Community Engagement – For all expansion requests describe how the charter will, post approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders. (250 words)

When ResponsiveEd is approved to open a campus, the marketing team begins to engage and educate the community about the school model. We do so by launching a campus website and by designing a multi-media marketing campaign to build brand and school model awareness in the community. Brand and school model awareness will be communicated through broadcast and radio media, program mailers, targeted emails, social media platforms, and open houses with families and community stakeholders. It is our expectation that the campus joins their local Chamber of Commerce and the Chamber be invited to participate in the school opening events and ribbon cutting ceremony at the campus. ResponsiveEd will engage the Tarrant County community via its partnership with PreK Today. PreK Today is a respected community agency with 53 years of experience in Tarrant County, serving children ages 0-5 and their families. PreK Today serves on the leadership team of the Early Learning Alliance, a statewide membership organization of nearly 50 organizations and will engage the ELA leadership team with the expansion opportunities. PreK Today has also engaged the Fort Worth Educational Partnership which ensures a strong coordination among charters and ISDs. PreK Today will also engage Workforce Solutions for Tarrant County and its Board (including the Tarrant County Judge and Fort Worth and Arlington Mayors) to describe and publicize the expansion of PreK classrooms. PreK Today will continue its history of strong family engagement to ensure that feedback from PreK families is received and utilized for continuous improvement of services.

Growth Analysis Plan 3.1

TCPA Expansion Narrative

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Growth Analysis Plan Part 3.2

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Texas College Preparatory Academies (TCPA) have a history of success working with Special Education and 504 students in Texas. TCPA is in 100% compliance with all Special Education State Performance Plan Indicators and is at the lowest level of concern in the Texas Education Agency's Results Driven Accountability monitoring data that serves as part of the TEA's annual evaluation of district performance and program effectiveness.

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Growth Analysis Part 3.3

Supports for Bilingual Students/English Learners - Narrative response limited to 500 words. Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

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- The ESL Department is providing enhanced training for ESL Coordinators on collaborating with content teachers and students to set appropriate unit completion goals and weekly student progress monitoring. To ensure children are Kindergarten Ready campus level staff evaluate:

- Physical – Gross and Fine Motor

- Literacy – Reading and Writing

- Mathematical – Concepts and Thinking

- Language and Communication

- Health and Wellness

Premier High School - Houston Greenspoint (2023 - 2024)

Premier High School - Amarillo (2023 - 2024)

Premier High School - Richmond-Houston Area (2024-2025)

Growth Analysis Part 1

With the mission "to provide hope for students through educational options that promote a free society and cultivate moral and academic excellence", ResponsiveEd seeks to respond to the needs of the community by offering a variety of educational options that reflect the diverse interests, goals, and learning styles of the students in the communities served. Since opening our first charter school more than 23 years ago, ResponsiveEd has worked to provide high-quality options for students who seek a rigorous curriculum, individualized support and smaller class sizes.

The Premier High School campus will serve 250 students in grades 9-12 and will offer the program in a mastery-based, blended-learning, college-preparatory program setting with an emphasis on credit recovery, credit acceleration, and Career Technical Education (CTE).

The reconceptualization of Premier High Schools from dropout recovery programs providing students an opportunity to earn a high school diploma into career pathway centers giving students the opportunity to earn not just a diploma but an industry certificate has largely been supported through partnerships with local colleges, such as Lone Star College. ResponsiveEd looks forward to partnering with local business leaders to develop career paths and provide additional support such as equipment and apprenticeship opportunities for Premier students. Premier High Schools increase access for educationally disadvantaged students to high-quality charter schools and are designed and implemented to prepare educationally disadvantaged students for success after graduation. By building the capacity of teachers and staff to meet the needs of educationally disadvantaged students, the opportunities of students to meet challenging state standards are improved.

The ResponsiveEd leadership team met collaboratively with community members and reviewed data in Houston to determine a need for the campus. Houston, Texas is the largest city in Texas and the fourth largest city in the United States. The Houston, Texas population is expected to increase by 7.3% from 2020 -2025.

Like all cities across Texas, the Amarillo population is also rising. Our current PHS in Amarillo is at capacity and we have a waiting list.

Premier High Schools offer a credit recovery and early graduation program for students who thrive in smaller, independent learning environments that emphasize the use of technology and one-on-one teacher/student interactions. Premier High Schools successfully graduated 1,300 students from its campuses during the 2021 - 2022 school year.

Based on the data above and the projected growth in Houston, Texas, ResponsiveEd believes there's a need to expand the Premier High School program in Houston, and Amarillo, Texas.

Premier High Schools

Lone Star College Greenspoint Partnership 2023-2024

Amarillo 2023 - 2024

Richmond-Houston 2024-2025

Growth Analysis Plan Part 2

1. **Central office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.**

a. Model – describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

   Premier High Schools are mastery-based, blended-learning, college-preparatory programs that serve students by placing an emphasis on credit recovery, early graduation, and career and technical training, as well as character education, which is a key component in all ResponsiveEd programs.

   The Premier High School model is a non-traditional education model. In traditional educational models, instruction is often regulated by fixed sequential pacing, a strict scope of content dependent on a teacher, school, or district. Premier High School provides a "student-centric" model where the learning process of the student is the primary centerpiece of the system.

   ResponsiveEd school models leverage six core values to create a customer-focused environment producing benefits for our families, employees, and stakeholders: 1) Seek Truth. 2) Hire Genuine. Caring, and Competent Adults. 3) Involve Parents/Guardians. 4) Engage Students as Individuals. 5) Lead With Humility. 6) Do The Right Thing.

   The replication of the Premier High School model will be led by our Innovation and School Expansion Office along with our district team. ResponsiveEd's School Expansion goals include opening schools on time with resources in place, ensuring school enrollment goals are met, hiring and training quality staff to implement the model, and implementing district policies and procedures.

2a. Talent – For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charters identified teacher-student ratio to successfully implement the expansion.

   The cost of campus personnel will be funded using the Foundation School Program funds received in operating the proposed campus expansion. ResponsiveEd plans to hire the following positions for the proposed campus; Campus Director, Campus Secretary, Teacher (1:30), Success Coach (1:30), Special Education Teacher and an ESL Teacher. Teacher Aides will be employed as needed for the campus.

2b. Talent - describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

ResponsiveEd's HR team effectively recruits candidates through its own internal leadership program, Aspiring Leaders. We also recruit through community and college job fairs, alternative teacher certification programs, social media networking sites, employment ads, and employment billboards. The School Expansion Office, along with the HR team, supports the Superintendents in the hiring of highly qualified Campus Directors. Recruiting support is also provided to Campus Directors in the hiring of highly qualified teachers, and professional and administrative support staff. The projected timeline for recruiting and hiring the campus director begins January 2023. The timeline for recruiting, hiring, and training the teachers and campus secretary begins February 2023.

Upon hiring, ResponsiveEd provides training that promotes academic achievement for students and also provides staff development for teachers and administrators. The Education Service Center provides supplemental training. Professional development sessions provide an in-depth understanding of the school model, instructional resources, and best practices for campus leadership. New staff members receive training on policies, curriculum, instructional strategies, school operations, and health/safety requirements. Additional Professional Development will be ongoing.

3. **Central Office Support** - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

To support and facilitate the activation of the proposed charter expansion academically and operationally, a Regional Director, Project Manager, Enrollment Call Center, PEIMS Assistant and HR Recruiter will be hired to support up to ten expansion campuses:

The finance team utilizes Skyward, a financial management and human resource tool. Payroll, accounts payable/receivable, purchasing, campus budgeting/reporting and time off requests are monitored and tracked through Skyward. ResponsiveEd leverages Skyward to increase productivity as the number of campuses expand.

The campus expansion team utilizes an electronic project tracking system to monitor projects and inform the executive team, superintendents, and district and campus staff of the project's status on a daily basis. Project management systems and Skyward allow ResponsiveEd to communicate and operate effectively without adding a large number of home office staff.

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Secondly, printed mailers are sent directly to area homes that have students within our target demographics.

Thirdly, in-person events such as open houses with families and community stakeholders are resources used to build brand and school awareness in the community. Each ResponsiveEd campus will join their local Chamber of Commerce. The Chamber of Commerce will be invited to participate in the school opening events and ribbon cutting ceremony at the proposed campus. The proposed campus will develop a Community Advisory Council (CAC) which will include parents/guardians and community stakeholders. The CAC will be tasked with providing input to the Campus Director regarding school operations, school policies, strategic plans, and performance standards. Meetings and recommendations will be provided to ResponsiveEd's executive team for their consideration. Proposed campuses will make every effort to encourage parents/guardians to serve as partners in their children's education by serving on school-based committees. Parents/guardians will also be invited to serve as school volunteers and to attend campus events.

Growth Analysis Plan 3.1

Premier High Schools Expansion Narrative

Premier High Schools administration and staff utilize individualized, self-paced, teacher-assisted methodology to provide an environment in which each individual student can be academically successful. Upon enrollment, each Premier High School student is individually assessed to determine his or her academic strengths and/or academic weaknesses. English knowledge abilities are clarified; learning styles are determined; difficulties are diagnosed. Assessments for every student are completed in a personal and individual manner.

The Premier High School student learns to set goals – his daily, weekly, and yearly goals. He begins with the end in mind – his high school diploma in hand, and his higher education and career goals established.

For every member of the student populations, Premier High School staff conscientiously prescribe instruction leading to student learning through strategy teaching and modeling. By utilizing TEKS-aligned curriculum and by thoughtfully asking questions that require all students to interpret, apply, and synthesize, staff increase the likelihood that students will become critical thinkers and demonstrate that ability on all assessments, including those required by the State of Texas.

Proven student performance success rates for mobile students and students in minority populations in the Premier High Schools district are due to successful PHS student support strategies that demonstrate predictable success for all student groups.

Growth Analysis Plan Part 3.2

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Premier High Schools (PHS) have a history of success working with Special Education and 504 students in Texas. PHS is in 100% compliance with all Special Education State Performance Plan Indicators and is at the lowest level of concern in the Texas Education Agency's Results Driven Accountability monitoring data that serves as part of the TEA's annual evaluation of district performance and program effectiveness.

PHS strengths include the fulfillment of services provided through Child Find. PHS is committed to accurately identifying students with disabilities. Student enrollment includes a "Special Education and Section 504 Child Find Survey." Once identified, the appropriate department holds meetings with families to ensure an effective program of support is implemented.

PHS uses a process of remediation, tutoring, and interventions for any student experiencing difficulty in the general classroom. Formerly known as response to interventions (RtI), now termed Multi-Tiered System of Support, students receive assistance prior to formal referral into the special education identification process. This allows schools to more accurately determine a student's best placement and support needs. An evaluation determines if a student is eligible for special education services per state and federal laws. A student who does not meet established criteria for special education may be referred to the campus 504 committee.

Students with disabilities are educated with non-disabled peers to meet the student's IEP and overall educational needs. Individual or small group instruction occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. Teachers of students with Special Education and Section 504 services are provided with each student's modifications and accommodations.

Another area of needed growth relates to Special Education teacher retention. Special Education teachers and Section 504 Coordinators participate annually in specialized training. However, competition for highly qualified teachers is great, and our efforts to retain the best and brightest are hindered by lucrative offers from other districts. To retain these valuable team members, we implemented an incentive program that rewards individual teachers/staff for achieving goals and objectives set for their roles. Additionally, ResponsiveEd conducts ongoing compensation analysis, which assesses staff's current base compensation, to ensure we are paying salaries that are competitive with the various markets in which our campuses reside. Retaining talented teachers will help ensure student success.

Growth Analysis Part 3.3

Supports for Bilingual Students/English Learners - Narrative response limited to 500 words. Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Premier High Schools (PHS) offer English as a Second Language (ESL) to students identified as English Learners (not proficient in the English language). Students receive differentiated support from specially trained staff members through targeted activities that promote English acquisition. PHS is committed to supporting English Learners with enhanced implementation of program language goals. Campus-level staff go beyond the general practices for communication to all parents by ensuring communication to parents of English Learners through home language phone, text, and written correspondence.

Premier High Schools keep a strong focus on developing and maintaining a positive school climate by hiring staff that represent the students and their families. Resources are developed by campus staff and students that welcome and orient newcomer students and their families. Teachers at PHS use teaching practices to create a culturally responsive environment by actively seeking to learn about their students' culture, language, and community, providing a safe learning environment, and providing opportunities for English Learners to make connections to content material in culturally relevant ways.

The ESL and Human Resources Departments collaboratively work to improve recruiting methods and incentives in order to attract appropriately certified ELAR and BESL certified teachers. To retain highly qualified ESL teachers, the ESL department has created a supportive and inclusive environment by providing semester stipends for advanced certifications in EL areas. Sheltered Instruction Training is provided to all teachers through the district's Learning Management System. In addition, campus professional development to support English Learners in lesson planning, implementation of the ELPS, and language goals is provided by the district's Professional Development Training Department.

The ESL Department is providing enhanced training for ESL Coordinators on collaborating with content teachers and students to set appropriate unit completion goals and weekly student progress monitoring. Campus level staff use pacing goals to ensure on-time graduation that focuses on unit completion, mastery evidence, and credits earned.

Premier High Schools' success can be measured by the most recent 2022 STAAR results.

Premier High Schools

Arlington - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Chuck Cook

DCSI/Grant Coordinator: Marty Jonas/ Tyra Eli

Principal: Devin Turner

ESC Case Manager: Debra Wall

ESC Region: 11

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Marty Jonas/ Tyra Eli

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Chuck Cook

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Devin Turner

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1: PHS Arlington data showed 82% Approaches, 44% Meets, and 10% Masters for all tests. The 2021 scores were 49% Approaches, 20% Meets, and 2% Masters. We must bridge the growth gaps for our students in all areas. We see that ELA and Math require additional focus since our percentages at meets and masters are very low. Our goal is to increase the numbers at meets and masters by 5% points and elevate expectations in order to meet these goals. Rationale: Premier High Schools are Alternative Education Campuses. As EOC Approach levels are the standard for high school graduation, students must hit those goals and then exceed that performance in areas in which they are capable. Rationale: Premier High Schools PHS administrators and staff focus on Domain 1. The campus made tremendous gains on all subjects and will work on maintaining and exceeding the progress made for the 2022-23 School year. We will work to increase at Approaches, Meets, and Masters for all students.

School Progress

What accountability goal has your campus set for this year?

Premier High Schools generally demonstrate a high mobility rate; thus, PHS administrators and staff focus on Domain 1 rather than overall Domain 2. Because we are a Small AEA campus, very few students qualify to be measured by 8th grade Math to Algebra I and/or Eng1 to Eng2 using the consecutive years and first-time testers requirements. Thus we will focus on Domain 1 and growing all students 1 Year of academic growth. We are aware there will be changes they may affect our campuses, the campus will focus on making sure our re-testers get the additional interventions they may need.

Closing the Gaps

What accountability goal has your campus set for this year?

PHS Arlington will work on improving our scores in Domain 3 by targeting math in the "all students" and "Econ Dis adv" populations. Neither of these groups met the target set for 2022 of 46% for math. Our scores for the 2022 school year were 21% all students and 15% Econ Dis adv. Our goal is to meet the target of 46% May 2023.

Our TELPAS score was 13% progress with a target of 36. The campus will address this gap and increase our progress.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

PHS Arlington will target performance in Math and ELA during the 2022-23 School year. We will target all students and Econ Dis adv. student groups.   The intended impact is to increase the percentages of Meets and Masters categories.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Domain 3: PHS Arlington Econ Dis Math scores will be a priority for the 2022-23 SY, seeking to raise the Meets performance from 21% for all students and 15% for Econ Dis adv. to the 46% and 36% targets We will also focus on Econ Dis Math scores. The intended impact is to increase progress with all students but specifically targeting Econ Dis student population in order to address federal requirements as well.

CCMR

What goals has your campus set for CCMR?

Premier High School Arlington received 85% total credit for CCMR criteria. Our strengths were Dual Credit at 3% and Industry based certification at 79%. The campus goal will be to build on these results and attempt to increase by 5% points.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

Premier High School at Arlington is a credit recovery campus. We enroll students who are often behind on credits when they come to our campus. However, we have continued to work with our student at whatever level they are.   The AEA requirement is 67%. Our goal and our job is to help every student graduate and provide them with the tools to be successful. We will strive to continue to meet standards. Our Graduation rate for 2021 was 34.7%.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Partial Implementation
Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

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

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: The mission, vision and values statements are generated by our district office. Although we have opportunities to work collaboratively with the district on this, the campus self evaluation has made us aware of needing to focus on a campus mission which aligns with our district and reflects our campus needs and goals. The campus wants to focus on a safe environment and ensuring every student lives up to high expectations and their own capabilities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Beginning steps will require gathering input from staff, students, parents, community, and other stakeholders. Building capacity will result from communicating our goal setting, our mission, and our vision through campus led community meetings, staff meetings, student conferences, and intake meetings. We will partner with our ESC and with district level personnel to assist is in providing updated information to parents, students, and other stakeholders.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our communications plan will include: surveys, emails, campus meetings, faculty meetings, student conferences, parent conferences, and technology.
Having a positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community. Buy in will be attained through ongoing communication the type of campus we want to have.

Desired Annual Outcome: By May 30, 2023 all students and staff will be knowledgeable of our compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. 100% of our students and staff will participate in surveys, providing input for setting goals, and in developing our mission and vision statements. Parents will be provided opportunities to participate and also provide input. 100% of our staff and students will be able to verbalize what our vision and mission statements are and represent. This will be evaluated through our surveys as well as teacher class observations, and student behavioral end of year reports.

District Commitment Theory of Action: If the district provides the campus the time and flexibility required to develop and implement vision, mission, and values statements that reflect the needs and goals of the campus, then, Premier High School Arlington will have a vision and mission that will guide the student body and staff throughout the school year.

Desired 90-day Outcome: The essential action calls for a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. During Cycle 1 (September - November), Stakeholders will engage in creating and continually refining the campus' mission, vision, and values.by meeting to review and discuss the present mission and vision statements as well as campus values. Our campus practices and policies will demonstrate high expectations and shared ownership for students' success. By November 2022, our campus will provide stakeholders with surveys, information meetings and opportunities for input and setting goals. By October 25 surveys will be collected and data gathered to begin the evaluation of campus culture. Our goal will be to reach 100% of enrolled students, 100% of staff, and 70% of parents through our surveys.

District Actions: The district in collaboration with the campus, provides PHS Arlington with best practice resources and tools for engaging families The district provides campuses with access to external student support services ensuring students have access to assistance as needed. The district will ensure that campus buildings are well maintained, safe, and conducive to learning. District policies and practices will align with and promote positive school culture. The district will make available district level content specialists, the DCSI, and other personnel that will assist the campus in providing a safe learning environment.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Challenges we anticipate are addressing campus' mission, vision, and values and campus culture issues during the school year as opposed to during the summer.	Action Step 1	Action step 1 helps us begin our work early in the year and provides us with the roadmap to receiving feedback from all stakeholders.

Step 1 Details	Reviews
Action Step 1: Stakeholders will engage in creating and continually refining the campus' mission, vision, and values through surveys and communications. **Evidence Used to Determine Progress:** Create and distribute surveys and set a collection date. **Person(s) Responsible:** Campus administrator, staff, students, parents **Resources Needed:** District or campus generated surveys **Addresses an Identified Challenge:** Yes **Start Date:** September 19, 2022 - **Frequency:** One Time - **Evidence Collection Date:** September 30, 2022 **Funding Sources:** - 6300-Supplies and materials - $500, - 6100-Payroll - $5,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Step 2 Details	**Reviews**
Action Step 2: Review campus practices and policies to ensure they demonstrate high expectations and shared ownership for student success **Evidence Used to Determine Progress:** Written policies Written practices Meeting documentation **Person(s) Responsible:** Campus leadership team **Resources Needed:** School student code of conduct Campus policies Campus mission and vision statements **Addresses an Identified Challenge:** Yes **Start Date:** September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** October 28, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: 100% of our students and staff will participate in surveys, providing input for setting goals, and in developing our mission and vision statements.
 	
    Evidence Used to Determine Progress: Surveys
Survey results
    Person(s) Responsible: Campus Director
Leadership Team
    Resources Needed: Surveys and distribution plan
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** November 18, 2022
    Funding Sources: - 6300-Supplies and materials - $1,000
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Schedule meetings with parents to provide opportunities to participate and also provide input.
    Evidence Used to Determine Progress: Meetings on Calendar
Meetings documentation (sign in sheets)
surveys
    Person(s) Responsible: Campus Director
Leadership team
    Resources Needed: Campus calendar
Meetings schedule
    Addresses an Identified Challenge: No
 	
    Start Date: September 19, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
    Funding Sources: - 6300-Supplies and materials - $1,000
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: The campus leadership team completed the self assessment and determined that Essential Action 4.1 should be prioritized for the upcoming school year. Prioritizing 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect student academic growth. If the campus focuses on high-quality instructional materials that are aligned to planning calendars and interim and formative assessments then, the students will receive high quality instruction which will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building capacity for Essential Action 4.1 will be through implementation of our communications plan, professional development, reviewing student data, and obtaining buy-in from students and parents with focus on acceptance of responsibility by students themselves.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated beginning in August 2022. Instructional staff, students, parents, and other stakeholders will receive all communication pertaining to our annual goals, our action steps, and our evaluation timelines. Campus calendars will be updated each month to reflect meetings, agendas, and assessment dates. Setting high expectations and sharing the expectations will result in students, staff, and parents understanding the goals and the processes that will be followed to achieve those goals.

Desired Annual Outcome: By May 30, 2023 the Premier Arlington staff and student body will be well versed in classroom routines and instructional strategies as well as in the use of high-quality instructional materials. 100% of our instructional staff will have been observed in the classroom to ensure effective routines and strategies are in place. Staff development will be scheduled on a quarterly basis with focus on instructional strategies that address highly at-risk students and in using data to create instructional learning maps for each student. The effectiveness of both the use of and implementation of newly acquired teaching strategies will be documented through weekly walk throughs and through the teacher self evaluations in TTESS.

District Commitment Theory of Action: If the district commits to providing the campus flexibility, resources, and district level professional development to assist the campus in reaching their annual goal, then the campus will be successful in training all staff members in the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Desired 90-day Outcome: During Cycle 1 (September -November), Campus instructional leaders will provide training on best practices in the classroom and will provide ongoing support so that teachers can implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.
By November 2022, Campus instructional leaders will ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences. By October 25, Premier Arlington staff and student body will be well versed in classroom routines and instructional strategies as well as in the use of high-quality instructional materials as measured through classroom observations and teachers' conferences. Our goal is the campus will be successful in increasing student achievement and in training all staff member to have effective classroom routines.

District Actions: The district in collaboration with the campus instructional leaders will provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. District will leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills
and include differentiated and scaffold supports for students with disabilities, English learners, and
other student groups. The district will ensure teachers are adapting instruction and materials to allow students to
see the relevance between rigorous content and their lived experiences

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Challenges we anticipate are obtaining buy-in from students and parents with focus on acceptance of responsibility by students themselves.	Action Step 1	Action step 1 allows us to establish a culture that reflect, adjust, and deliver instruction that meets the needs of all students.

Step 1 Details	Reviews
Action Step 1: Schedule campus training that focuses on maintaining strong classroom culture and setting behavioral expectations. (Capturing Kids Hearts). Develop observation protocols to monitor use of best practices by campus instructional staff **Evidence Used to Determine Progress:** Professional Development Campus instructional leaders use norm ed tools and processes to conduct observations **Person(s) Responsible:** Campus Administrator **Resources Needed:** District or campus generated observation forms **Addresses an Identified Challenge:** **Start Date:** September 19, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022 **Funding Sources:** - 6200-Professional and contracted services - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	**Reviews**
Action Step 2: By October 25, Premier Arlington staff and student body will be well versed in classroom routines and instructional strategies as well as in the use of high-quality instructional materials. Campus leadership will develop a routine to observe and provide feedback to staff members **Evidence Used to Determine Progress:** Classroom observations documentation Conference documentation **Person(s) Responsible:** Campus Director Assistant Director Lead teacher **Resources Needed:** Campus instructional schedule Scheduled observations **Addresses an Identified Challenge:** Yes **Start Date:** September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	**Reviews**
Action Step 3: Develop a calendar to for student conferences that include personal responsibility, understanding of expectations, and personal progress **Evidence Used to Determine Progress:** Student conference schedule Student conference documentation Progress reports **Person(s) Responsible:** Campus director Lead teacher Instructional staff **Resources Needed:** Campus instructional calendar **Addresses an Identified Challenge:** **Start Date:** September 19, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: The mission, vision and values statements are generated by our district office. Although we have opportunities to work collaboratively with the district on this, the campus self evaluation has made us aware of needing to focus on a campus mission which aligns with our district and reflects our campus needs and goals. The campus wants to focus on a safe environment and ensuring every student lives up to high expectations and their own capabilities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Beginning steps will require gathering input from staff, students, parents, community, and other stakeholders. Building capacity will result from communicating our goal setting, our mission, and our vision through campus led community meetings, staff meetings, student conferences, and intake meetings. We will partner with our ESC and with district level personnel to assist is in providing updated information to parents, students, and other stakeholders.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our communications plan will include: surveys, emails, campus meetings, faculty meetings, student conferences, parent conferences, and technology.
Having a positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community. Buy in will be attained through ongoing communication the type of campus we want to have.

Desired Annual Outcome: By May 30, 2023 all students and staff will be knowledgeable of our compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. 100% of our students and staff will participate in surveys, providing input for setting goals, and in developing our mission and vision statements. Parents will be provided opportunities to participate and also provide input. 100% of our staff and students will be able to verbalize what our vision and mission statements are and represent. This will be evaluated through our surveys as well as teacher class observations, and student behavioral end of year reports.

District Commitment Theory of Action: If the district provides the campus the time and flexibility required to develop and implement vision, mission, and values statements that reflect the needs and goals of the campus, then, Premier High School Arlington will have a vision and mission that will guide the student body and staff throughout the school year.

Desired 90-day Outcome: During Cycle 2 (December - February), February 1, stakeholders will ensure policies and practices align with and promote positive school culture, supported by conferencing and classroom observations in order for instructional personnel to be able to work towards measurable pre-determined goals.

District Actions: The district will provide campuses with best practice resources to engage parents.
The district will ensure that campus buildings are well maintained, safe, and conducive to learning.
District policies and practices align with and promote positive school culture.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Challenges we anticipate are shared ownership for student success during the school year opposed during the summer	Action Step 1	Action step 1 implements with fidelity that staff and students are taught, practice, and reinforce behavioral expectations with a common language.

Step 1 Details	Reviews
Action Step 1: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. Quarterly meetings will be scheduled to provide time for evaluation and reflection. **Evidence Used to Determine Progress:** Create and distribute surveys and set a collection date **Person(s) Responsible:** Campus administrator, staff, students, parents **Resources Needed:** District or campus generated surveys **Addresses an Identified Challenge:** **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: All staff and students will understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. The campus will communicate expectations on a daily basis **Evidence Used to Determine Progress:** Student behavior reports Student progress reports Teacher conferences **Person(s) Responsible:** Campus Director Instructional personnel **Resources Needed:** Copies of campus-wide expectations Copies of classroom expectations **Addresses an Identified Challenge:** **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly. PLC agendas will include tracking records. Staff members will have opportunities to provide input **Evidence Used to Determine Progress:** Tracking reports Attendance and referrals data PLC agendas **Person(s) Responsible:** Campus Director Instructional staff **Resources Needed:** Campus calendar Tracking reports PLC agendas **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: The campus leadership team completed the self assessment and determined that Essential Action 4.1 should be prioritized for the upcoming school year. Prioritizing 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect student academic growth. If the campus focuses on high-quality instructional materials that are aligned to planning calendars and interim and formative assessments then, the students will receive high quality instruction which will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building capacity for Essential Action 4.1 will be through implementation of our communications plan, professional development, reviewing student data, and obtaining buy-in from students and parents with focus on acceptance of responsibility by students themselves.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated beginning in August 2022. Instructional staff, students, parents, and other stakeholders will receive all communication pertaining to our annual goals, our action steps, and our evaluation timelines. Campus calendars will be updated each month to reflect meetings, agendas, and assessment dates. Setting high expectations and sharing the expectations will result in students, staff, and parents understanding the goals and the processes that will be followed to achieve those goals.

Desired Annual Outcome: By May 30, 2023 the Premier Arlington staff and student body will be well versed in classroom routines and instructional strategies as well as in the use of high-quality instructional materials. 100% of our instructional staff will have been observed in the classroom to ensure effective routines and strategies are in place. Staff development will be scheduled on a quarterly basis with focus on instructional strategies that address highly at-risk students and in using data to create instructional learning maps for each student. The effectiveness of both the use of and implementation of newly acquired teaching strategies will be documented through weekly walk throughs and through the teacher self evaluations in TTESS.

District Commitment Theory of Action: If the district commits to providing the campus flexibility, resources, and district level professional development to assist the campus in reaching their annual goal, then the campus will be successful in training all staff members in the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Desired 90-day Outcome: During Cycle 2 (December - February) Campus instructional leaders will provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Campus instructional leaders will provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills for students with disabilities, English learners, and other student groups. s.

District Actions: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems, the district has effective systems for identifying and supporting struggling learners and district policies and practices support effective instruction in schools, then, the campus will be able to create a strong culture that reflects effective effective routines and instruction.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Challenges we anticipate are campus instructional leaders need protected time to visit classrooms and ensure teachers are adapting instruction and materials.	Action Step 1	Action step 1 provides ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills

Step 1 Details	Reviews
Action Step 1: Teachers will use corrective instruction action planning processes, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. **Evidence Used to Determine Progress:** Formative and interim student data. PLC agendas **Person(s) Responsible:** Campus administrator staff **Resources Needed:** District assessments Teacher assessments Student progress reports **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023 **Funding Sources:** - 6300-Supplies and materials - $1,000, - 6100-Payroll - $5,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	**Reviews**

Action Step 2: School staff will meet frequently to identify individual student needs and work together to support and monitor
individual progress, behavior, and mental health needs. PLC meetings and Faculty meetings will be used to address this action plan.
 	
    Evidence Used to Determine Progress: Student progress reports
    Student conferencing
    PLC meetings
    Faculty meetings
    Person(s) Responsible: Campus director
    Lead teachers
    Resources Needed: Behavioral reports, progress reports, attendance reports
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023
    Funding Sources: - 6300-Supplies and materials - $500
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	**Reviews**

Action Step 3: Students will be provided with the support services (e.g., counseling, mentoring, external service referrals) that
address their needs. Instructional staff will report any specific issues or student needs to the district counselor as needed.
 	
    Evidence Used to Determine Progress: Teacher referrals
    Counseling documentation
    external service referrals
    Person(s) Responsible: Campus Director
    Campus instructional staff
    Resources Needed: Counselors
    External services
    Mentors
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023
    Funding Sources: - 6200-Professional and contracted services - $2,000
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews
Action Step 4: Campus instructional leaders will ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experience. This will be accomplished through weekly classroom walk throughs and conferences with teachers.	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Evidence Used to Determine Progress: Walk through schedule
Teacher conference schedule and documentation
    Person(s) Responsible: Campus Director
Lead teachers
    Resources Needed: Observation protocol
Walk through documentation
Teacher schedules
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 5, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 24, 2023	

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Partial Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: The mission, vision and values statements are generated by our district office. Although we have opportunities to work collaboratively with the district on this, the campus self evaluation has made us aware of needing to focus on a campus mission which aligns with our district and reflects our campus needs and goals. The campus wants to focus on a safe environment and ensuring every student lives up to high expectations and their own capabilities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Beginning steps will require gathering input from staff, students, parents, community, and other stakeholders. Building capacity will result from communicating our goal setting, our mission, and our vision through campus led community meetings, staff meetings, student conferences, and intake meetings. We will partner with our ESC and with district level personnel to assist is in providing updated information to parents, students, and other stakeholders.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our communications plan will include: surveys, emails, campus meetings, faculty meetings, student conferences, parent conferences, and technology.
Having a positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community. Buy in will be attained through ongoing communication the type of campus we want to have.

Desired Annual Outcome: By May 30, 2023 all students and staff will be knowledgeable of our compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. 100% of our students and staff will participate in surveys, providing input for setting goals, and in developing our mission and vision statements. Parents will be provided opportunities to participate and also provide input. 100% of our staff and students will be able to verbalize what our vision and mission statements are and represent. This will be evaluated through our surveys as well as teacher class observations, and student behavioral end of year reports.

District Commitment Theory of Action: If the district provides the campus the time and flexibility required to develop and implement vision, mission, and values statements that reflect the needs and goals of the campus, then, Premier High School Arlington will have a vision and mission that will guide the student body and staff throughout the school year.

Desired 90-day Outcome: By the end of cycle 3, (May) The campus will create an inclusive and welcoming environment that engages all families in critical aspects of student learning. Systems will be in place to engage families regularly about their child's performance in a positive, constructive, and personalized way, multiple communication strategies with families will be integrated into teacher roles and responsibilities, family and community engagement and impact data are reviewed regularly, and plans are adapted as needed

District Actions: If the district provides flexibility to allow the campus to address specific needs in their community, then the campus will be able to work with their own community members, students, and families to create the learning environment that best meets their needs.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Engagement is always a challenge. Parents and at risk students have unique problems that often hinder academic progress or interfere with open communication.	Action Step 1	Communication is the key to brining people together to solve problems

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: Teachers or other school staff will keep families informed and involved in the process of providing feedback and the importance of their input to help develop, reflect, adjust, and deliver instruction that meets the needs of all students. Ongoing communication with parents will provide opportunities to problem solve as partners for the benefit of their students **Evidence Used to Determine Progress:** Survey participation and responses Parent/ teacher conferences Director/parent conferences **Person(s) Responsible:** Campus administrator, staff, students, parents **Resources Needed:** District or campus generated surveys. Campus calendar Scheduled meetings **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 26, 2023 **Funding Sources:** - 6300-Supplies and materials - $1,000, - 6100-Payroll - $5,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Schedule Student/Parent conferences to address student progress and graduation requirements **Evidence Used to Determine Progress:** Meeting documentation Conferencing documentation **Person(s) Responsible:** Campus director Staff **Resources Needed:** Meeting schedule facilities **Addresses an Identified Challenge:** **Start Date:** March 1, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 19, 2023 **Funding Sources:** - 6300-Supplies and materials - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: The campus will receive feedback from ESC diagnostic visit. We will use their feedback on our progress to create a safe and inviting campus culture that focuses on student progress and success	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Diagnostic Report	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Campus Principal	
Staff	
DCSI	
Resources Needed: Diagnostic report	
Addresses an Identified Challenge:	
Start Date: March 1, 2023 - **Frequency:** One Time - **Evidence Collection Date:** May 19, 2023	

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: The campus leadership team completed the self assessment and determined that Essential Action 4.1 should be prioritized for the upcoming school year. Prioritizing 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect student academic growth. If the campus focuses on high-quality instructional materials that are aligned to planning calendars and interim and formative assessments then, the students will receive high quality instruction which will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building capacity for Essential Action 4.1 will be through implementation of our communications plan, professional development, reviewing student data, and obtaining buy-in from students and parents with focus on acceptance of responsibility by students themselves.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated beginning in August 2022. Instructional staff, students, parents, and other stakeholders will receive all communication pertaining to our annual goals, our action steps, and our evaluation timelines. Campus calendars will be updated each month to reflect meetings, agendas, and assessment dates. Setting high expectations and sharing the expectations will result in students, staff, and parents understanding the goals and the processes that will be followed to achieve those goals.

Desired Annual Outcome: By May 30, 2023 the Premier Arlington staff and student body will be well versed in classroom routines and instructional strategies as well as in the use of high-quality instructional materials. 100% of our instructional staff will have been observed in the classroom to ensure effective routines and strategies are in place. Staff development will be scheduled on a quarterly basis with focus on instructional strategies that address highly at-risk students and in using data to create instructional learning maps for each student. The effectiveness of both the use of and implementation of newly acquired teaching strategies will be documented through weekly walk throughs and through the teacher self evaluations in TTESS.

District Commitment Theory of Action: If the district commits to providing the campus flexibility, resources, and district level professional development to assist the campus in reaching their annual goal, then the campus will be successful in training all staff members in the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Desired 90-day Outcome: By May, 2023, campus instructional leaders will use norm ed tools and processes to conduct observations, capture trends, and track progress over time, observation debrief conversations occur within 48 hours of observation and include high-leverage, bite size, clear, actionable feedback with clear models and opportunities to practice, campus instructional leaders will conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. We will use TTESS and campus observation protocols to measure our progress.

District Actions: If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present
and historical) and the district has effective systems for identifying and supporting struggling learners, then, the campus will be able to utilize the data to address individual student needs.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Protected time for observation debrief conversations within 48 hours.	Action Step 1	Our goal is to have specific times set for feedback on observations and coaching

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: Establish protocols to conduct observations and track progress over time **Evidence Used to Determine Progress:** Campus observation protocols Campus observation documentation Campus observation feedback documentation **Person(s) Responsible:** Campus director Lead teachers **Resources Needed:** District policies Campus observation schedule Conference schedule **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 26, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Develop calendar for observation, debrief conversations to occur within 48 hours of observation and include clear, actionable feedback with clear models and opportunities to practice. **Evidence Used to Determine Progress:** Scheduled observations documentation Scheduled feedback conferences documentation **Person(s) Responsible:** Campus director **Resources Needed:** Calendar Conference agendas **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 26, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: We will use TTESS and campus observation protocols to measure our progress.
    Evidence Used to Determine Progress: TTESS documentation
    Person(s) Responsible: Campus Director
    Resources Needed: TTESS protocol
    Addresses an Identified Challenge: No
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 26, 2023
    Funding Sources: - 6300-Supplies and materials - $1,000
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$5,000.00
2	2	1			$5,000.00
3	1	1			$5,000.00
				Sub-Total	$15,000.00
				Budgeted Budget Object Code Amount	$27,600.00
				+/- Difference	$12,600.00
6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$1,000.00
2	2	3			$2,000.00
				Sub-Total	$3,000.00
				Budgeted Budget Object Code Amount	$4,000.00
				+/- Difference	$1,000.00
6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$500.00
1	1	3			$1,000.00
1	1	4			$1,000.00
1	2	2			$500.00
2	1	1			$500.00
2	1	3			$500.00
2	2	1			$1,000.00
2	2	2			$500.00
3	1	1			$1,000.00
3	1	2			$1,000.00
3	2	3			$1,000.00
				Sub-Total	$8,500.00

6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				Budgeted Budget Object Code Amount	$11,400.00
				+/- Difference	$2,900.00
				Grand Total Budgeted	$43,000.00
				Grand Total Spent	$26,500.00
				+/- Difference	$16,500.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics			Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
													Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters			All	All	Reading	Approaches	STAAR	40	41	83	N/A	Other	30		Interim Assessment	70		88	
				All	All	Reading	Meets	STAAR	40	23	60	N/A	Other	25		Interim Assessment	50		65	
				All	All	Reading	Masters	STAAR	40	0	6	N/A	Other	5		Interim Assessment	8		10	
				All	All	Mathematics	Approaches	STAAR	25	31	73	N/A	Other	30		Interim Assessment	65		75	
				All	All	Mathematics	Meets	STAAR	25	0	21	N/A	Other	13		Interim Assessment	20		25	
				All	All	Mathematics	Masters	STAAR	25	0	3	N/A	Other	2		Interim Assessment	4		5	
				All	All	Science	Approaches	STAAR	23	67	89	N/A	Other	45		Interim Assessment	80		94	
				All	All	Science	Meets	STAAR	23	25	30	N/A	Other	17		Interim Assessment	29		35	
				All	All	Science	Masters	STAAR	23	0	0	N/A	Other	2		Interim Assessment	3		5	
				All	All	Social Studies	Approaches	STAAR	35	71	83	N/A	Other	40		Interim Assessment	65		85	
				All	All	Social Studies	Meets	STAAR	35	29	51	N/A	Other	25		Interim Assessment	35		55	
				All	All	Social Studies	Masters	STAAR	35	10	23	N/A	Other	12		Interim Assessment	20		25	
Closing the Gaps	Focus 1	Academic Achievement		All	All Students	Mathematics	N/A	Mathematics	N/A	0	21	74	Other	20		Interim Assessment	30		46	
	Focus 2	Academic Achievement		All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	0	21	74	Other	20		Interim Assessment	30		36	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	3	Did Not Meet	0	98		85		70	
					Approaches	1	2		5		10	
					Meets	2	1		4		5	
					Masters	0	1		3		3	
	Math	All	STAAR	7	Did Not Meet	3	98		85		70	
					Approaches	3	2		5		11	
					Meets	1	1		4		10	
					Masters	0	1		3		9	

Premier High Schools

Lubbock - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Chuck Cook   **Principal:**   Rod Saldana

DCSI/Grant Coordinator: Marty Jonas /Tyra Eli   **ESC Case Manager:** Amanda Wallace

                                                                ESC Region: 17

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Marty Jonas /Tyra Eli

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Chuck Cook

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Rod Saldana

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Student Achievement 95 A

STAAR Performance 46 91

College, Career and Military Readiness 90 99

Graduation Rate 98.1 95

School Progress Not Rated

Academic Growth Not Rated

Relative Performance (Eco Dis: 68.7%) Not Rated

Our campus made great strides 2022 and will continue to work on improvement through 2022-23. Our goal is to increase the Meets and Masters categories for all students.

School Progress

What accountability goal has your campus set for this year?

Domain 2 is Not rated for Premier High School Lubbock. It is an AEA credit recovery campus.

Closing the Gaps

What accountability goal has your campus set for this year?

The campus data shows a need to work on "all students" in ELA. We did not meet the federal target standard of 44 for all students and 33 for Econ Dis adv.

We will also focus on Math improvement to meet the federal target of 46 for all students. The impact of increasing the "meets" category will help us continue to make academic gains.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Domain 1: PHS Lubbock Math and ELA will focus on our AA population The gains made in 2021-22 SY were substantial. However, we have smaller numbers of AA students and will work to close academic gaps. Our scores in ELA for 2021 were 69% Approaches, 36% Meets and 3% Masters. The scores for 2022 were 80% 44% and 15% respectively. We will continue to work on maintaining our progress and exceed our goals.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Domain 3: Scores in ELA were 38% with target at 44% and scores for Math were 28% with target at 46%. Our goal is to meet the target scores for all students

CCMR

What goals has your campus set for CCMR?

Premier High Schools are seeking to increase campus CCMR scores by five component percentage points yearly until meeting or exceeding the CCMR Target of 47% of the All Students population of graduates and 12th graders meeting CCMR. In 2022, 85% of all Premier High School of Lubbock graduates and 12th graders met CCMR in domain 3. The goal for 2023 is to maintain progress and increase by 5% points.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

Premier high schools are evaluated in domain 1 by completion rates rather than by graduation rates; thus, all Premier High Schools have a set goal of 98% completion rate for 2022 State Accountability. For Domain 3, now using the federal six-year graduation rate, the 2023 accountability goal for Premier High Schools is to meet or exceed a 67% federal six-year graduation rate.

Lubbock graduation rates:

4 year   93.6

5 year   98.1

6 year   96.7

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Our campus accomplished 90% of our goal both academic and institutional. As we reviewed our scores we were able to connect adult behavioral changes to student success. We wish to continue to work on Essential Action 5.1 to strengthen our instruction and to continue providing each of our students the guidance and support they deserve.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our capacity has been strengthening throughout the year and our scores reflect such growth that our only challenges will be to continue to train returning personnel, new personnel, and allow our students to accept their roles in their own academic growth. We will partner with our Region Service Center case manager Amanda Wallace, and with district content specialists to ensure students and staff receive all available assistance and resources.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our communications plan for the year will begin in August as we share EOC results with returning students and new students. We will use our general meetings, faculty meetings, conferences, and web page to share our successes and to give opportunities for input from all our stakeholders. Buy- in will be accomplished through review of data and goal setting. Emphasis on what was accomplished in 2022 will help create buy-in.

Desired Annual Outcome: By May 2023, campus leaders will have provided teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Professional development and supplemental resources will be evaluated and aligned with the campus annual goal. 100% of our staff will receive training, access to data, and protected time to collaborate and disaggregate data.

District Commitment Theory of Action: IF the the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback), and if the district ensures that schools receive detailed reports within two instructional days, and if the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will be able to use all resources and available data to provide effective instructional strategies resulting in academic gains.

Desired 90-day Outcome: By November 2022, all returning and new instructional staff will be provided professional development in best practices. Training will be provided by district content specialists as well as service center training. Completion of training will be used a part of the evaluation process. (TTESS). 100% of returning and new staff will participate in professional development.

District Actions: The district will provide access to training through the district professional development department. The district content specialist will work collaboratively with campus staff and administration. The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Scheduling of professional development using district level specialists may present a challenge at the beginning of the yar	Action Step 1	Action step 1 addresses the challenge by ensuring new staff have the resources and training to meet the campus goals.

Step 1 Details	Reviews
Action Step 1: Upon hiring new staff, a schedule of required training will be provided each new staff member. Returning staff, will also be required to attend professional development that address our 90-day goals. Calendar will be developed and communicated during first few weeks of school. **Evidence Used to Determine Progress:** Staff roster, professional development completion records, attendance records, **Person(s) Responsible:** Campus principal, DCSI, district content specialists. **Resources Needed:** Training dates, training materials, trainers. **Addresses an Identified Challenge:** Yes **Start Date:** September 5, 2022 - **Frequency:** One Time - **Evidence Collection Date:** September 30, 2022 **Funding Sources:** - 6200-Professional and contracted services - $1,000, - 6100-Payroll - $5,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Campus leadership and staff will develop procedures in maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Procedures and expectations will be communicated to all students during the first cycle. **Evidence Used to Determine Progress:** Training schedule Attendance records **Person(s) Responsible:** Campus Director Staff development department **Resources Needed:** Training materials District Code of conduct District policies **Addresses an Identified Challenge:** Yes **Start Date:** September 19, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 21, 2022 **Funding Sources:** - 6200-Professional and contracted services - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Begin teacher evaluations using TTESS. The evaluation will include walk throughs to ensure procedures are in place and students understand the expectations. Written copies of classroom procedures will be required.	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Evidence Used to Determine Progress: Teacher evaluations Walk through documentations	
Person(s) Responsible: Campus director Instructional staff	
Resources Needed: TTESS documents Classroom procedures Student expectations Code of Conduct	
Addresses an Identified Challenge: Yes	
Start Date: September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 29, 2022 **Funding Sources:** - 6300-Supplies and materials - $500	

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: Our campus reviewed the targeted improvement plan for 2021-2022 and evidence shows adult behaviors changed in such a way that academic growth resulted in gains and student growth. It was our decision to maintain the progress made and hopefully increase our gains by continuing to focus on essential action 5.3 during the 2022-23 school year. The focus this year will be on campus instructional leaders reviewing disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers and having teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Who will you partner with?: Other

How will you build capacity in this Essential Action? It is the goal of our campus to provide each student opportunities to grow and maximize their capabilities. We will build capacity by including students, staff, parents, and other stakeholders in our educational journey and by following a clear road map for students and staff alike. We will work collaboratively with our ESC case manager and with our district content specialists to ensure staff and students receive and use the resources available. Success breeds success. Using district and state data and using ESC support will help us achieve the academic goals we have set for 2022-23 school year and ensure teachers are developing effective instructional strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication of our goals is vital in ensuring all stakeholders believe, practice, and have the same results at the end. All staff meetings, PLC meetings, data meetings, parent meetings, teacher and student conferences will be part of our communications plan for the year creating a team approach and buy- in. Our successes from the previous year will also be emphasized to keep momentum going and crate buy-in.

Desired Annual Outcome: By May 31, 2023 our goal is to have campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers on a weekly basis, teachers will create and use a corrective instruction action planning process, to be used for each student and to be shared in PLCs to analyze student work, identify trends in student misconceptions, and determine the root. We will build into our master schedule protected time to meet regularly for both in-depth conversations about formative and interim student data, effective instructional strategies and instructional delivery. 100% of our instructional staff and leadership will participate in weekly PLC meetings, data dis aggregation meetings, and in making sound instructional decisions based our campus and student data.

District Commitment Theory of Action: If the district has effective systems for identifying and supporting struggling learners., and if the district policies and practices support effective instruction in schools, then the campus will be able to deliver effective instruction which is based on campus and student data.

Desired 90-day Outcome: During cycle 1, the campus will evaluate and review all available data on each student. STAAR, MAP, teacher assessments, and informal assessments will be used to determine student deficiencies and strengths. 100% of our instructional staff will be proficient in disaggregating data and creating corrective action plans.

District Actions: The district will provide student testing data. The DCSI will work collaboratively with campus director to review campus data.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Student enrolling at PHS Lubbock come from different districts and often do not have complete records	Action Step 1	Monitoring enrollment and reviewing documentation will address this challenge. Campus personnel can discuss student needs.

Step 1 Details	Reviews
Action Step 1: Schedule campus data review dates. Use PLC, teacher planning periods, and general faculty meetings to discuss campus data. **Evidence Used to Determine Progress:** Faculty meetings PLC meetings Campus instructional schedule **Person(s) Responsible:** Campus director DCSI Teacher leaders **Resources Needed:** STAAR/EOC results MAP results **Addresses an Identified Challenge:** **Start Date:** September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Campus instructional leaders will provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations. Capturing Kids Hearts will be embedded in our campus procedures. **Evidence Used to Determine Progress:** Capturing Kids Hearts training Classroom monitoring records **Person(s) Responsible:** Campus Director CLT **Resources Needed:** Training materials **Addresses an Identified Challenge:** Yes **Start Date:** September 19, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** December 16, 2022 **Funding Sources:** - 6200-Professional and contracted services - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Campus instructional leaders will ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences. Teachers will share individual data to encourage accepting responsibility and to provide students a road map to academic gains. **Evidence Used to Determine Progress:** Walk through schedule Classroom observation documentation Student conferences **Person(s) Responsible:** Campus Director Instructional staff **Resources Needed:** Observation protocol Teacher schedules Student conferences **Addresses an Identified Challenge:** No **Start Date:** September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Our campus accomplished 90% of our goal both academic and institutional. As we reviewed our scores we were able to connect adult behavioral changes to student success. We wish to continue to work on Essential Action 5.1 to strengthen our instruction and to continue providing each of our students the guidance and support they deserve.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our capacity has been strengthening throughout the year and our scores reflect such growth that our only challenges will be to continue to train returning personnel, new personnel, and allow our students to accept their roles in their own academic growth. We will partner with our Region Service Center case manager Amanda Wallace, and with district content specialists to ensure students and staff receive all available assistance and resources.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our communications plan for the year will begin in August as we share EOC results with returning students and new students. We will use our general meetings, faculty meetings, conferences, and web page to share our successes and to give opportunities for input from all our stakeholders. Buy- in will be accomplished through review of data and goal setting. Emphasis on what was accomplished in 2022 will help create buy-in.

Desired Annual Outcome: By May 2023, campus leaders will have provided teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Professional development and supplemental resources will be evaluated and aligned with the campus annual goal. 100% of our staff will receive training, access to data, and protected time to collaborate and disaggregate data.

District Commitment Theory of Action: IF the the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback), and if the district ensures that schools receive detailed reports within two instructional days, and if the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will be able to use all resources and available data to provide effective instructional strategies resulting in academic gains.

Desired 90-day Outcome: By February 2023, 100% of instructional staff will have been trained in DMAC, data dis aggregation, and creating corrective plans . Staff will have protected time to collaborate, plan, and confer with students.

District Actions: The district will provide the campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems. The district will provide data dis aggregation training and will provide the campus the flexibility to provide staff with time for collaboration.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Mid year trainings can be a challenge due to student mobility and/or late registrations	Action Step 1	Teacher knowledge of student information allows for better understanding of what academic areas need to be addressed.

Step 1 Details	Reviews
Action Step 1: The campus will provide access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students by scheduling planning time during the school day. **Evidence Used to Determine Progress:** Campus schedule Meeting documentation Student data **Person(s) Responsible:** Lead teachers Campus administrator **Resources Needed:** Lesson plans student data **Addresses an Identified Challenge:** No **Start Date:** January 9, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023 **Funding Sources:** - 6100-Payroll - $5,000, - 6200-Professional and contracted services - $1,000, - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: January 9-10 will be designated as planning time for spring. The academic team and content teachers from corporate will be invited to participate **Evidence Used to Determine Progress:** Completion of campus activities Progress reports **Person(s) Responsible:** Campus Director MTSS Coordinator **Resources Needed:** Study Island No Red Ink Mine Play **Addresses an Identified Challenge:** Yes **Start Date:** January 9, 2023 - **Frequency:** One Time - **Evidence Collection Date:** January 10, 2023 **Funding Sources:** - 6300-Supplies and materials - $400	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: The campus will use mid term benchmark results to assign small group interventions during cycles 2 and 3
 	
    Evidence Used to Determine Progress: EOC results
benchmark results
    Person(s) Responsible: Campus principal
Lead teachers
    Resources Needed: STAAR/EOC Data
MAP Data
Benchmark DATA
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 12, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023
    Funding Sources: - 6300-Supplies and materials - $500
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: Our campus reviewed the targeted improvement plan for 2021-2022 and evidence shows adult behaviors changed in such a way that academic growth resulted in gains and student growth. It was our decision to maintain the progress made and hopefully increase our gains by continuing to focus on essential action 5.3 during the 2022-23 school year. The focus this year will be on campus instructional leaders reviewing disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers and having teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Who will you partner with?: Other

How will you build capacity in this Essential Action? It is the goal of our campus to provide each student opportunities to grow and maximize their capabilities. We will build capacity by including students, staff, parents, and other stakeholders in our educational journey and by following a clear road map for students and staff alike. We will work collaboratively with our ESC case manager and with our district content specialists to ensure staff and students receive and use the resources available. Success breeds success. Using district and state data and using ESC support will help us achieve the academic goals we have set for 2022-23 school year and ensure teachers are developing effective instructional strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication of our goals is vital in ensuring all stakeholders believe, practice, and have the same results at the end. All staff meetings, PLC meetings, data meetings, parent meetings, teacher and student conferences will be part of our communications plan for the year creating a team approach and buy- in. Our successes from the previous year will also be emphasized to keep momentum going and crate buy-in.

Desired Annual Outcome: By May 31, 2023 our goal is to have campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers on a weekly basis, teachers will create and use a corrective instruction action planning process, to be used for each student and to be shared in PLCs to analyze student work, identify trends in student misconceptions, and determine the root. We will build into our master schedule protected time to meet regularly for both in-depth conversations about formative and interim student data, effective instructional strategies and instructional delivery. 100% of our instructional staff and leadership will participate in weekly PLC meetings, data dis aggregation meetings, and in making sound instructional decisions based our campus and student data.

District Commitment Theory of Action: If the district has effective systems for identifying and supporting struggling learners., and if the district policies and practices support effective instruction in schools, then the campus will be able to deliver effective instruction which is based on campus and student data.

Desired 90-day Outcome: During cycle 2, our 90 day outcome will be provide each student with individual education plan that uses using all available data on each student. This will provide teachers the opportunity to develop individualized instruction in preparation for EOC testing. 100% of enrolled students will participate in individualized data review sessions. Small group sessions will be scheduled for identified students with learning gaps.

District Actions: The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Our campus is a credit recovery campus which accepts students a different times. Students enrolling at mid term may need additional interventions.	Action Step 1	Student data reviews are vital in helping high at-risk students.

Step 1 Details	Reviews
Action Step 1: Develop student/teacher data review sessions to discuss student progress and assign small group interventions **Evidence Used to Determine Progress:** Student progress reports Student /Teacher conference documentation **Person(s) Responsible:** Campus Director Instructional Staff Students **Resources Needed:** Student progress reports EOC Data Benchmark Data **Addresses an Identified Challenge:** Yes **Start Date:** January 16, 2023 - **Frequency:** - **Evidence Collection Date:** February 28, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Schedule classroom observations and feedback conferences **Evidence Used to Determine Progress:** Observation documentation Conference documentation **Person(s) Responsible:** Campus Director **Resources Needed:** Campus Schedule Observation Schedule **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Administer Mid year Benchmark. Provide teachers with the testing window. **Evidence Used to Determine Progress:** District benchmark completion **Person(s) Responsible:** Campus Director Testing Coordinator **Resources Needed:** District Benchmark test **Addresses an Identified Challenge:** **Start Date:** January 9, 2023 - **Frequency:** One Time - **Evidence Collection Date:** January 31, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Our campus accomplished 90% of our goal both academic and institutional. As we reviewed our scores we were able to connect adult behavioral changes to student success. We wish to continue to work on Essential Action 5.1 to strengthen our instruction and to continue providing each of our students the guidance and support they deserve.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our capacity has been strengthening throughout the year and our scores reflect such growth that our only challenges will be to continue to train returning personnel, new personnel, and allow our students to accept their roles in their own academic growth. We will partner with our Region Service Center case manager Amanda Wallace, and with district content specialists to ensure students and staff receive all available assistance and resources.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our communications plan for the year will begin in August as we share EOC results with returning students and new students. We will use our general meetings, faculty meetings, conferences, and web page to share our successes and to give opportunities for input from all our stakeholders. Buy- in will be accomplished through review of data and goal setting. Emphasis on what was accomplished in 2022 will help create buy-in.

Desired Annual Outcome: By May 2023, campus leaders will have provided teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Professional development and supplemental resources will be evaluated and aligned with the campus annual goal. 100% of our staff will receive training, access to data, and protected time to collaborate and disaggregate data.

District Commitment Theory of Action: IF the the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback), and if the district ensures that schools receive detailed reports within two instructional days, and if the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will be able to use all resources and available data to provide effective instructional strategies resulting in academic gains.

Desired 90-day Outcome: By May, 2023 Campus-wide expectations and policies will ensure that classroom rituals and routines, instructional activities, physical space, and social environment provide the student with a positive learning environment. Each student will have the opportunity to take ownership in he/her progress by participating in self evaluation and discussions on academic progress. A survey will be used to determine the student level of comfort on the campus.

District Actions: The district has effective systems for identifying and supporting struggling learners.
District policies and practices support effective instruction in schools. The district will work collaboratively with the campus to ensure all needed data is available.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Protected time for student/teacher conferences	Action Step 1	Establishing a specific timeline for student/ teacher conferencing addresses this challenge

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: Develop small group sessions to discuss student individual progress and addressing learning gaps. **Evidence Used to Determine Progress:** Schedule of small group sessions Conference documentation **Person(s) Responsible:** Instructional staff **Resources Needed:** Student progress reports EOC benchmark results **Addresses an Identified Challenge:** **Start Date:** March 1, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 12, 2023 **Funding Sources:** - 6300-Supplies and materials - $500, - 6100-Payroll - $5,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Begin EOC preparation by assigning tutoring sessions and scheduling interventions **Evidence Used to Determine Progress:** Student tutoring assignments Teacher tutoring assignments **Person(s) Responsible:** Campus principal Instructional staff **Resources Needed:** Supplemental resources Benchmark results No Red Ink **Addresses an Identified Challenge:** **Start Date:** March 1, 2023 - **Frequency:** - **Evidence Collection Date:** May 12, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: Develop and distribute student and teacher survey
 	
    Evidence Used to Determine Progress: Completion of survey
Report results
    Person(s) Responsible: Campus principal
Staff
    Resources Needed: Survey
    Addresses an Identified Challenge:
 	
    Start Date: April 17, 2023 - **Frequency:** One Time - **Evidence Collection Date:** May 15, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: Our campus reviewed the targeted improvement plan for 2021-2022 and evidence shows adult behaviors changed in such a way that academic growth resulted in gains and student growth. It was our decision to maintain the progress made and hopefully increase our gains by continuing to focus on essential action 5.3 during the 2022-23 school year. The focus this year will be on campus instructional leaders reviewing disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers and having teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Who will you partner with?: Other

How will you build capacity in this Essential Action? It is the goal of our campus to provide each student opportunities to grow and maximize their capabilities. We will build capacity by including students, staff, parents, and other stakeholders in our educational journey and by following a clear road map for students and staff alike. We will work collaboratively with our ESC case manager and with our district content specialists to ensure staff and students receive and use the resources available. Success breeds success. Using district and state data and using ESC support will help us achieve the academic goals we have set for 2022-23 school year and ensure teachers are developing effective instructional strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communication of our goals is vital in ensuring all stakeholders believe, practice, and have the same results at the end. All staff meetings, PLC meetings, data meetings, parent meetings, teacher and student conferences will be part of our communications plan for the year creating a team approach and buy- in. Our successes from the previous year will also be emphasized to keep momentum going and crate buy-in.

Desired Annual Outcome: By May 31, 2023 our goal is to have campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers on a weekly basis, teachers will create and use a corrective instruction action planning process, to be used for each student and to be shared in PLCs to analyze student work, identify trends in student misconceptions, and determine the root. We will build into our master schedule protected time to meet regularly for both in-depth conversations about formative and interim student data, effective instructional strategies and instructional delivery. 100% of our instructional staff and leadership will participate in weekly PLC meetings, data dis aggregation meetings, and in making sound instructional decisions based our campus and student data.

District Commitment Theory of Action: If the district has effective systems for identifying and supporting struggling learners., and if the district policies and practices support effective instruction in schools, then the campus will be able to deliver effective instruction which is based on campus and student data.

Desired 90-day Outcome: Our 90 day goal is to use all available data to address student needs and fill in learning gaps. 100% of identified students will participate in after school, before school, or in school interventions.

District Actions: The district will work collaboratively with the campus and provide content specialists to address areas students are lacking.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
End of year activities interfere with academic activities	Action Step 1	Scheduling a review of student progress and addressing gaps through interventions addresses this challenge

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: During cycle 3, the campus focuses on TEKs missed by students and develops re-teaching plans for our students **Evidence Used to Determine Progress:** Identified students Tutoring sessions Re-teaching plans **Person(s) Responsible:** Instructional staff **Resources Needed:** Student Data Student progress reports **Addresses an Identified Challenge:** No **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 12, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: All staff will be engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. **Evidence Used to Determine Progress:** Interventions Identified student list Scheduled interventions **Person(s) Responsible:** Campus Principal Instructional staff **Resources Needed:** Supportive Supplemental materials Benchmark results EOC Targets **Addresses an Identified Challenge:** **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** March 10, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: All teachers will use a student tracking system that includes assessment information, course grades, teacher
referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions
 	
    Evidence Used to Determine Progress: Tracking tool
    Student progress reports
    Person(s) Responsible: Campus principal
    Instructional staff
    Resources Needed: Tracking system
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 12, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

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<tr><td>2</td><td>2</td><td>1</td><td></td><td></td><td>$500.00</td></tr>
<tr><td>3</td><td>1</td><td>1</td><td></td><td></td><td>$500.00</td></tr>
<tr><td>3</td><td>1</td><td>2</td><td></td><td></td><td>$500.00</td></tr>
<tr><td>3</td><td>2</td><td>1</td><td></td><td></td><td>$500.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$4,400.00</td></tr>
</table>

6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
			Budgeted Budget Object Code Amount		$4,400.00
			+/- Difference		$0.00
6400-Other operating costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
			Sub-Total		$0.00
			Budgeted Budget Object Code Amount		$10,000.00
			+/- Difference		$10,000.00
			Grand Total Budgeted		$34,400.00
			Grand Total Spent		$23,400.00
			+/- Difference		$11,000.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	50	55	71	N/A	Other	40		Interim Assessment	68		75	
			All	All	Reading	Meets	STAAR	50	37	38	N/A	Other	18		Interim Assessment	39		42	
			All	All	Reading	Masters	STAAR	50	2	5	N/A	Other	4		Interim Assessment	7		9	
			All	All	Mathematics	Approaches	STAAR	15	60	67	N/A	Other	30		Interim Assessment	60		70	
			All	All	Mathematics	Meets	STAAR	15	10	28	N/A	Other	15		Interim Assessment	25		31	
			All	All	Mathematics	Masters	STAAR	15	0	11	N/A	Other	6		Interim Assessment	9		14	
			All	All	Science	Approaches	STAAR	20	76	88	N/A	Other	35		Interim Assessment	70		89	
			All	All	Science	Meets	STAAR	20	29	42	N/A	Other	20		Interim Assessment	35		44	
			All	All	Science	Masters	STAAR	20	0	15	N/A	Other	8		Interim Assessment	10		17	
			All	All	Social Studies	Approaches	STAAR	50	93	91	N/A	Other	35		Interim Assessment	60		93	
			All	All	Social Studies	Meets	STAAR	50	48	57	N/A	Other	25		Interim Assessment	40		60	
			All	All	Social Studies	Masters	STAAR	50	7	26	N/A	Other	10		Interim Assessment	18		28	
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	ELA	N/A	ELA	N/A	37	38	100	Other	15		Interim Assessment	25		45	
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	Mathematics	N/A	10	28	100	Other	15		Interim Assessment	25		47	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	7	Did Not Meet	2	5		4		2	
					Approaches	1	25		35		44	
					Meets	4	27		37		47	
					Masters	0	5		10		15	
	Math	All	STAAR	2	Did Not Meet	1	5		3		1	
					Approaches	1	60		70		80	
					Meets	0	10		5		10	
					Masters	0	5		5		6	

Premier High Schools

Mission - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Chuck Cook   **Principal:**   Laura Thatcher
DCSI/Grant Coordinator: Marty Jonas/ Tyra Eli   **ESC Case Manager:** Francene Pheonix
                                                                           ESC Region: 1

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Marty Jonas/ Tyra Eli

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Chuck Cook

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Laura Thatcher

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain 1: PHS Mission data showed 87% Approaches, 62% Meets, and 17% Masters for all tests. The campus will focus on maintaining and improving all students as well as sub populations for the 2022-23 school year. Data shows there is room for improvement in Math specifically our Hispanic and Econ Dis. populations. Our goal is to increase the numbers at meets and masters by 5% and elevate expectations in order to meet these goals. As EOC Approach levels are the standard for high school graduation, students must hit those goals and then exceed that performance in areas in which they are capable. Our accountability goal is to focus on Domain 1 all students and surpass the scores achieved in 2022.

Student Achievement 94 A

STAAR Performance 55 93

College, Career and Military Readiness 44 93

Graduation Rate 100 100

School Progress Not Rate

School Progress

What accountability goal has your campus set for this year?

Domain 2A or 2B What accountability goal has your campus set for this year? Domain 2A:

No Domain 2A Goals are set for PHS AEA campuses Domain 2B: No domain 2B ratings or scores are given or Alternative Accountability Campuses

Rationale: PHS administrators and staff focus on Domain 1 rather than overall Domain 2. For the 2A Progress Measure, because we are a small AEA school very few students qualify to be measured by 8th grade Math to Algebra 1, and/or English 1 to English 2 using the consecutive years requirement, no ratings are assigned or scores given for Domain 2B. The state accountability rating for Premier High School Mission is Student Achievement 94 A STAAR Performance 55 93 College, Career and Military Readiness 44 93 Graduation Rate 100 The School Progress measure is not rated.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: Hispanic and Econ Dis populations' results on Academic Achievement Meets indicators are used with goals of Hispanic Math 40%; Econ Econ Dis Math 36%. PHS Mission Meets percentages were 36% Hispanic and 43% Econ Dis for 2022; thus, we will place a strong focus on the

Hispanic population in their Math performances as well as the Econ Dis adv population . Our goal will be to increase the number of "meets" by 10% in identified sub pops. Rationale: All goals are set to reach or exceed state standards.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Subject Areas and Student Groups:

Domain 1: PHS Mission is targeting subject performance in Math for 2022-23 SY, seeking to continue to increase our scores. Math continues to be a challenge. Our scores were 73% Approaches, 55%, Meets, and 36% Masters. Our goal is to increase Meets and Masters by 10% for 2023

Domain 2A & 2B: NA

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Domain 3: PHS Mission: Hispanic and Econ Dis Math scores will be a priority for the 2022-23 SY, seeking to maintain and exceed growth each year. The intended impact is to increase progress with all students but specifically targeting Hispanic and Econ Dis student population in order to address federal requirements as well. the targets set for Hispanic and Econ Dis are 40% and 36% respectively. We will work in reaching these goals in 2023.

CCMR

What goals has your campus set for CCMR?

CCMR What goals has your campus set for CCMR? CCMR: What goals has your campus set for CCMR?

PHS Mission is seeking to increase campus CCMR scores by five component percentage points yearly until meeting or exceeding the CCMR Target of 47%. Of the All students population of graduates and 12th graders meeting CCMR. In 2022, 38% of all Premier High School of Mission graduates and 12th graders did not meet CCMR in domain 3. The goal for 2023 is for 47% of all Premier High School of Mission graduates and 12th graders to meet CCMR in domain 3. Federal Graduation Rate: The campus goal for 2023 is to meet state and federal requirements The campus is a credit recovery AEA campus and we will continue to work with the highly at risk and older students.

2022 Campus Rating:

Student Achievement 94 A

STAAR Performance 55 93

College, Career and Military Readiness 44 93

Graduation Rate 100 100 School

Progress Not Rate

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

The goal for AEA campuses is 67% graduation rate. Mission Graduation rates:

2020   44.8%

2021   48.8

Our goal is to increase our graduation rate to meet AEA standard of 67%

Our students are identified highly at risk, older students, and are often seeking one final opportunity to graduate from high school. We also have a high mobility rate. Our goal is to continue to work with and help any and all students enrolled in our campus.

2022 Campus state rating:

Student Achievement 94 A

STAAR Performance 55 93

College, Career and Military Readiness 44 93

Graduation Rate 100 100 School

Progress Not Rate

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

> **Did you achieve your student performance data goals? Why or why not?:**

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Premier High School Mission is a credit recovery AEA campus. We work with students as old as 25. It is important that relationships are nurtured between students and staff. Our routines and procedures must maximize the instructional time due to the diverse needs of students. The campus must provide instructional staff the resources needed to be able to target highly at risk students unique needs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? A communications plan will be developed and implemented to include conferences, meetings, email, social media, and one on one conversations. Our plan will provide general information on the Effective Schools Framework, the classroom routines and instructional strategies already in place and using our self assessment to guide the year's actions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating the campus goals from the beginning of the year and throughout the year to all stakeholders will ensue everyone takes ownership and accepts responsibility. Our campus is a small campus and buy-in on improving in areas that need improvement will be part of our campus improvement goals.

Desired Annual Outcome: The desired outcome includes a strong classroom culture, high expectations, well established routines and procedures, training, high quality instructional materials, and teachers provided ample time for collaboration and planning. By May 2023, 100% Campus teachers will be provided with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Campus leadership will use TTESS evaluations to measure outcomes and professional development documentation will be used to continue providing our staff with best practices.

District Commitment Theory of Action: If the district supports the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: Campus instructional leaders will nurture a strong classroom culture, high expectations, well established routines and procedures. By the end of Cycle 1 (Nov.) Campus instructional leaders will provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationship. Classroom walk throughs, teacher conferences, and TTESS self evaluations will be used to measure this goal. 100% of instructional staff will participate in training.

District Actions: The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback). District content specialists will be available to work collaboratively with campus personnel.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Our goal is to train our teachers during cycle 1. However, we often meet obstacles in needing additional staff as students enroll each month.	Action Step 1	This action step will ensure teachers are prepared to employ Capturing Kids' Hearts classroom standards and procedures.

Step 1 Details	Reviews
Action Step 1: Assign a Capturing Kids' Hearts (CKH) campus champion who will train 100% of staff. We will set a specific timeline for all teachers to be trained by the end of cycle 1. **Evidence Used to Determine Progress:** Staff Roster roles and responsibilities Staff Development Sign-In Sheets **Person(s) Responsible:** Director and Assistant Director Capturing Kids' Hearts Campus Champion **Resources Needed:** Capturing Kids' Hearts curriculum and website **Addresses an Identified Challenge:** **Start Date:** September 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022 **Funding Sources:** - 6200-Professional and contracted services - $1,000, - 6100-Payroll - $6,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: The campus will Ensure 100% teachers are practicing Capturing Kids' Hearts model as evidenced by use of Social Contract in classroom **Evidence Used to Determine Progress:** Social Contract displayed in classrooms Classroom Walkthrough Checklist **Person(s) Responsible:** Director and Assistant Director Capturing Kids' Hearts Campus Champion **Resources Needed:** Capturing Kids' Hearts Walkthrough Checklist **Addresses an Identified Challenge:** **Start Date:** September 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Support trained Head Lead Teacher reinforcing *Premier Model practices to enhance student high expectation *Premier Model is an instruction delivery system that provides a curriculum, systematic process of instructional materials with formative and summative assessments. **Evidence Used to Determine Progress:** Premier High School Goal Cards Premier High School Star Charts **Person(s) Responsible:** Director and Assistant Director Capturing Kids' Hearts Campus Champion Head Lead Teacher **Resources Needed:** *Premier Model forms (Star Charts, Goal Cards) **Addresses an Identified Challenge:** **Start Date:** September 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022 **Funding Sources:** - 6300-Supplies and materials - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews
Action Step 4: Ensure 100% of teachers are trained and employ Capturing Kids' Hearts Classroom Standards and Procedures. Training will be scheduled during cycle 1. Monitoring and class observations will be used to ensure each teacher has been trained and is implementing procedures. **Evidence Used to Determine Progress:** Capturing Kids' Hearts Classroom Standards and Procedures displayed in classrooms Classroom Walkthrough Checklist **Person(s) Responsible:** Director and Assistant Director Capturing Kids' Hearts Campus Champion **Resources Needed:** Capturing Kids' Hearts curriculum and website **Addresses an Identified Challenge:** **Start Date:** September 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022 **Funding Sources:** - 6200-Professional and contracted services - $2,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: Premier High School Mission is a credit recovery AEA campus. We work with students as old as 25. It is important that relationships are nurtured between students and staff. Our routines and procedures must maximize the instructional time due to the diverse needs of students. The campus must provide instructional staff the resources needed to be able to target highly at risk students unique needs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? A communications plan will be developed and implemented to include conferences, meetings, email, social media, and one on one conversations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating the campus goals from the beginning of the year and throughout the year to all stakeholders will ensue everyone takes ownership and accepts responsibility.

Desired Annual Outcome: The desired outcome includes a strong understanding of data and how it directly impacts students' academic progress. By May 2023 100% of campus instructional leaders will review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.
100% of teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student
work and create plans for instructional adjustments.
100% of teachers (with content and grade-level teams whenever possible) will have protected time built into the
master schedule to meet frequently and regularly for in- depth conversations about formative and
interim student data, effective instructional strategies, and possible adjustments to instructional delivery
focused on meeting the needs of both struggling learners and learners needing acceleration.
TTESS and quarterly reviews will be used to measure our progress.

District Commitment Theory of Action: If the district supports the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, provides data to the campus as needed, and provides supplemental resources then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: By November 2022, Campus instructional leaders will promote a strong understanding of data and its impact on student academic progress, Campus instructional leaders will review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. 100% of staff will participate in DMAC training.

District Actions: The district will provide access to student academic, behavioral, and on-track to graduate data (present and historical), the district has effective systems for identifying and supporting struggling learners, has policies and practices that support effective instruction in schools, and will support the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Lack of updated student data	Action Step 1	This action step will ensure teachers are trained in the use and importance of data.

Step 1 Details	Reviews
Action Step 1: 100% of teachers will be trained in the use of DMAC during cycle 1.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Professional Staff Development Sign-in Sheets	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Director Assistant Director Academic Interventionist/Campus Testing Coordinator	
Resources Needed: Data platforms and Student Success Teacher Data Binder	
Addresses an Identified Challenge:	
Start Date: September 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022	
Funding Sources: - 6200-Professional and contracted services - $2,000	

Step 2 Details	Reviews
Action Step 2: Campus leaders will monitor teacher use of DMAC and other data sources by adhering to a classroom observation schedule and participate in PLC meetings that focus on using all available data in making instructional decisions	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Student Success Teacher Data Binder	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Lead Teacher and Interventionists Director Assistant Director Academic Interventionist/Campus Testing Coordinator	
Resources Needed: Data platforms and other sources	
Addresses an Identified Challenge:	
Start Date: September 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022	
Funding Sources: - 6300-Supplies and materials - $500	

Step 3 Details	Reviews
Action Step 3: Teachers will complete Student Data Analysis Sheets to target student strengths and weaknesses on a weekly basis.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Student Success Teacher Data Binder	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Lead Teacher and Interventionists Director Assistant Director Academic Interventionist/Campus Testing Coordinator	
Resources Needed: Data platforms and other sources	
Addresses an Identified Challenge:	
Start Date: September 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022	

Step 4 Details	Reviews
Action Step 4: Administer and use MAP and Benchmark Tests Data results to discuss during PLC meetings. MAP and benchmark tests will be scheduled during cycle 1. The staff will use data in making instructional decisions for their students.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: MAP and Benchmark results	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Lead Teacher and Interventionists Director Assistant Director Academic Interventionist/Campus Testing Coordinator	
Resources Needed: Benchmark testing	
Addresses an Identified Challenge:	
Start Date: September 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Premier High School Mission is a credit recovery AEA campus. We work with students as old as 25. It is important that relationships are nurtured between students and staff. Our routines and procedures must maximize the instructional time due to the diverse needs of students. The campus must provide instructional staff the resources needed to be able to target highly at risk students unique needs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? A communications plan will be developed and implemented to include conferences, meetings, email, social media, and one on one conversations. Our plan will provide general information on the Effective Schools Framework, the classroom routines and instructional strategies already in place and using our self assessment to guide the year's actions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating the campus goals from the beginning of the year and throughout the year to all stakeholders will ensue everyone takes ownership and accepts responsibility. Our campus is a small campus and buy-in on improving in areas that need improvement will be part of our campus improvement goals.

Desired Annual Outcome: The desired outcome includes a strong classroom culture, high expectations, well established routines and procedures, training, high quality instructional materials, and teachers provided ample time for collaboration and planning. By May 2023, 100% Campus teachers will be provided with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Campus leadership will use TTESS evaluations to measure outcomes and professional development documentation will be used to continue providing our staff with best practices.

District Commitment Theory of Action: If the district supports the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: Campus instructional leaders will nurture a strong classroom culture, high expectations, well established routines and procedures. The campus will provide provide training and ongoing support so that teachers effectively use high quality instructional materials and teaching strategies. Classroom walkthroughs, teacher conferences, and student/ teacher conferences will be conducted through cycle 2. By February, 2023, training will be completed and materials will be evaluated.

District Actions: District will support the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, then the campus will be able to meet the goals set for 2023.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
100% of teachers consistently utilizing the Capturing Kids' Hearts program and Premier Model	Action Step 1	This action step secures all teachers commit to the principles of Capturing Kids' Hearts and the Premier Model.

Step 1 Details	Reviews
Action Step 1: Provide Capturing Kids' Hearts refresher training for all staff members **Evidence Used to Determine Progress:** Staff development sign-in sheet **Person(s) Responsible:** Director and Assistant Director Capturing Kids' Hearts Campus Champion **Resources Needed:** Capturing Kids' Hearts curriculum and website **Addresses an Identified Challenge:** **Start Date:** December 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 3, 2023 **Funding Sources:** - 6300-Supplies and materials - $500, - 6100-Payroll - $6,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Head Lead Teacher will provide additional training and support to secure all teachers are making adequate academic gains. Coaching and mentoring will be conducted through conferencing, classroom observations, and informal discussions. **Evidence Used to Determine Progress:** Knowledge Unit Production **Person(s) Responsible:** Director and Assistant Director Academic Interventionist Head Lead Teacher **Resources Needed:** Premier Model **Addresses an Identified Challenge:** **Start Date:** December 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 3, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	**Reviews**
Action Step 3: Follow-up on the use of Capturing Kids' Hearts Classroom Standards and Procedures. Monitor teachers and students through classroom observations. **Evidence Used to Determine Progress:** Classroom Walkthroughs **Person(s) Responsible:** Director and Assistant Director Capturing Kids' Hearts Campus Champion **Resources Needed:** Capturing Kids' Hearts Curriculum and Website **Addresses an Identified Challenge:** **Start Date:** December 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 3, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	**Reviews**
Action Step 4: Head Lead Teacher will follow-up to secure all teachers are monitoring their students and using data to ensure they are making academic progress. **Evidence Used to Determine Progress:** Knowledge Unit Production **Person(s) Responsible:** Director and Assistant Director Academic Interventionist Head Lead Teacher **Resources Needed:** Premier Model **Addresses an Identified Challenge:** **Start Date:** December 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 3, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: Premier High School Mission is a credit recovery AEA campus. We work with students as old as 25. It is important that relationships are nurtured between students and staff. Our routines and procedures must maximize the instructional time due to the diverse needs of students. The campus must provide instructional staff the resources needed to be able to target highly at risk students unique needs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? A communications plan will be developed and implemented to include conferences, meetings, email, social media, and one on one conversations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating the campus goals from the beginning of the year and throughout the year to all stakeholders will ensue everyone takes ownership and accepts responsibility.

Desired Annual Outcome: The desired outcome includes a strong understanding of data and how it directly impacts students' academic progress. By May 2023 100% of campus instructional leaders will review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.
100% of teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student
work and create plans for instructional adjustments.
100% of teachers (with content and grade-level teams whenever possible) will have protected time built into the
master schedule to meet frequently and regularly for in- depth conversations about formative and
interim student data, effective instructional strategies, and possible adjustments to instructional delivery
focused on meeting the needs of both struggling learners and learners needing acceleration.
TTESS and quarterly reviews will be used to measure our progress.

District Commitment Theory of Action: If the district supports the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, provides data to the campus as needed, and provides supplemental resources then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: By February, 2023, Campus instructional leaders will continue to nurture a strong understanding of data and its impact on student academic progress as evidenced by meeting with at least 75% of lead teachers and specialists and participating in dis aggregation training. Teachers will be provided evidence-based feedback in a timely manner.

District Actions: District will support the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, then the campus will be able to meet the goals set for 2023.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Lack of updated student data	Action Step 1	This action step will ensure an established time for teacher data support

Step 1 Details	**Reviews**
Action Step 1: Develop and schedule bi-weekly PLCs teacher data support meetings. **Evidence Used to Determine Progress:** PLCs Calendar Agendas **Person(s) Responsible:** Director Assistant Director Academic Interventionist/Coach **Resources Needed:** Data platforms and Student Success Teacher Data Binder **Addresses an Identified Challenge:** **Start Date:** December 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 3, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	**Reviews**
Action Step 2: Update Student Data Analysis Sheet and determine student weaknesses to be addressed through interventions. **Evidence Used to Determine Progress:** Student Success Teacher Data Binder **Person(s) Responsible:** Director Assistant Director Academic Interventionist/Coach **Resources Needed:** Data Analysis Sheet and Student Success Teacher Data Binder **Addresses an Identified Challenge:** **Start Date:** December 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 3, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	**Reviews**
Action Step 3: Provide targeted Tutorials based on current data. Develop tutorial schedule, and communicate with individual students. **Evidence Used to Determine Progress:** Teacher Tutorial Binder, student conferences documentation **Person(s) Responsible:** Director Assistant Director Campus Teacher Interventionist/Coach **Resources Needed:** Student Academic Data Tutoring Materials and Technology **Addresses an Identified Challenge:** **Start Date:** December 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 3, 2023 **Funding Sources:** - 6300-Supplies and materials - $500, - 6400-Other operating costs - $2,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	**Reviews**
Action Step 4: Provide re-teaching opportunities through daily lesson, tutorials, and student conferencing. **Evidence Used to Determine Progress:** Teacher Tutorial Binder **Person(s) Responsible:** Director Assistant Director Academic Interventionist/Coach **Resources Needed:** Student Tutorial and Academic data Tutorial Materials and Technology **Addresses an Identified Challenge:** **Start Date:** December 2, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 3, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Premier High School Mission is a credit recovery AEA campus. We work with students as old as 25. It is important that relationships are nurtured between students and staff. Our routines and procedures must maximize the instructional time due to the diverse needs of students. The campus must provide instructional staff the resources needed to be able to target highly at risk students unique needs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? A communications plan will be developed and implemented to include conferences, meetings, email, social media, and one on one conversations. Our plan will provide general information on the Effective Schools Framework, the classroom routines and instructional strategies already in place and using our self assessment to guide the year's actions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating the campus goals from the beginning of the year and throughout the year to all stakeholders will ensue everyone takes ownership and accepts responsibility. Our campus is a small campus and buy-in on improving in areas that need improvement will be part of our campus improvement goals.

Desired Annual Outcome: The desired outcome includes a strong classroom culture, high expectations, well established routines and procedures, training, high quality instructional materials, and teachers provided ample time for collaboration and planning. By May 2023, 100% Campus teachers will be provided with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Campus leadership will use TTESS evaluations to measure outcomes and professional development documentation will be used to continue providing our staff with best practices.

District Commitment Theory of Action: If the district supports the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: By May, 2023, 100% of campus instructional personnel will have completed training in CKH.   Campus teachers will be provided with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

District Actions: The district supports the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, then the campus will be able to meet the goals set for 2023.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Pressure of upcoming assessments and graduation requirements	Action Step 1	This action step will provide relief for teachers and students.

Did you achieve your annual outcome?:

Step 1 Details	Reviews

Action Step 1: Implement Gamification EOC Assessment Activities
    Evidence Used to Determine Progress: Schedule of Events
    Person(s) Responsible: Content Coaches (Lead Teachers and Interventionists)
    Resources Needed: Capturing Kids' Hearts
Quizlet
Quizzes
Board Works
NoRedInk
    Addresses an Identified Challenge:
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 25, 2023
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Implement Student Academic Challenges. These are activities that motivate, keep students focused, and creates competition.
    Evidence Used to Determine Progress: Schedule of Events
    Person(s) Responsible: Content Coaches (Lead Teachers and Interventionists)
    Resources Needed: Capturing Kids' Hearts activities, teacher driven activities
    Addresses an Identified Challenge:
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 25, 2023
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Create and implement graduation schedule of events. These activities are designed to continue motivating seniors to remain focused on graduation requirements.
    Evidence Used to Determine Progress: Schedule of Events
Sign-in Sheets
    Person(s) Responsible: Director
Assistant Director
Senior Teacher
    Resources Needed: Regional CCMR counselor, Military officers, Senior staff, Post secondary personnel
    Addresses an Identified Challenge:
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 25, 2023
    Funding Sources: - 6100-Payroll - $6,000
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews
Action Step 4: Implement Graduation Events designed to continue motivating students to remain focus on graduation requirements.	**Progress toward Action Steps:**

Evidence Used to Determine Progress: Schedule of Events
Sign-in Sheets
    Person(s) Responsible: Director
Assistant Director
Senior Teacher
    Resources Needed: Regional CCMR counselor, Military officers, Senior staff, Post secondary personnel
    Addresses an Identified Challenge:
 	
    Start Date: March 1, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 25, 2023
	Necessary Adjustments/Next Steps:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: Premier High School Mission is a credit recovery AEA campus. We work with students as old as 25. It is important that relationships are nurtured between students and staff. Our routines and procedures must maximize the instructional time due to the diverse needs of students. The campus must provide instructional staff the resources needed to be able to target highly at risk students unique needs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? A communications plan will be developed and implemented to include conferences, meetings, email, social media, and one on one conversations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating the campus goals from the beginning of the year and throughout the year to all stakeholders will ensue everyone takes ownership and accepts responsibility.

Desired Annual Outcome: The desired outcome includes a strong understanding of data and how it directly impacts students' academic progress. By May 2023 100% of campus instructional leaders will review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.
100% of teachers will use a corrective instruction action planning process, individually and in PLCs to analyze student
work and create plans for instructional adjustments.
100% of teachers (with content and grade-level teams whenever possible) will have protected time built into the
master schedule to meet frequently and regularly for in- depth conversations about formative and
interim student data, effective instructional strategies, and possible adjustments to instructional delivery
focused on meeting the needs of both struggling learners and learners needing acceleration.
TTESS and quarterly reviews will be used to measure our progress.

District Commitment Theory of Action: If the district supports the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, provides data to the campus as needed, and provides supplemental resources then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: By May, 2023, 100% of teachers (with content and grade-level teams whenever possible) will have protected time built into the master schedule to meet frequently and regularly for in- depth conversations about formative and
interim student data, effective instructional strategies, and possible adjustments to instructional delivery
focused on meeting the needs of both struggling learners and learners needing acceleration. Actions will address STAAR/EOC preparations.

District Actions: If the district will support the campus with resources and personnel as well as the flexibility to adjust instruction to meet the needs of the students, then the campus will be able to meet the goals set for 2023.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Maintaining focus and energy on the management and use of student data	Action Step 1	This action step will ensure teachers and students are both working together in teams towards the mission of using data and its impact on student academic progress.

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: Develop a schedule to provide teacher protected time for data review and communication with parents and students. Use all available data. (interim test results, EOC test results, MAP results, teacher assessments. **Evidence Used to Determine Progress:** Teacher weekly competition based on student attendance, and testing and tutorial participation **Person(s) Responsible:** Director Assistant Director Academic Interventionist/Coach Lead Teachers and Interventionists **Resources Needed:** Attendance rosters Exit Tickets **Addresses an Identified Challenge:** **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 19, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews

Action Step 2: Follow-up and maintain weekly teacher data support meetings
    Evidence Used to Determine Progress: Student Success Teacher Data Binder
    Person(s) Responsible: Director
Assistant Director
Academic Interventionist/Coach
Lead Teachers and Interventionists
    Resources Needed: Student Success Teacher Data Binder and Contact Form
    Addresses an Identified Challenge:
 	
Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 19, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews
Action Step 3: Develop activities in preparation for EOC testing (April, May) **Evidence Used to Determine Progress:** Scheduled activities i.e. use of calculators, review individual data, student conferencing, **Person(s) Responsible:** Director Assistant Director Campus Academic Coach/Interventionist Lead Teachers and Specialists **Resources Needed:** EOC testing calendar **Addresses an Identified Challenge:** **Start Date:** March 1, 2023 - **Frequency:** One Time - **Evidence Collection Date:** May 19, 2023 **Funding Sources:** - 6300-Supplies and materials - $500	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews
Action Step 4: Collect data to determine the results of TIP goals and objectives **Evidence Used to Determine Progress:** EOC results **Person(s) Responsible:** Director Assistant Director Campus Academic Coach/Interventionist **Resources Needed:** EOC platform DMAC Any data sources **Addresses an Identified Challenge:** **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 19, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

			6100-Payroll		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$6,000.00
2	1	1			$6,000.00
3	1	3			$6,000.00
				Sub-Total	$18,000.00
				Budgeted Budget Object Code Amount	$26,500.00
				+/- Difference	$8,500.00
			6200-Professional and contracted services		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$1,000.00
1	1	4			$2,000.00
1	2	1			$2,000.00
				Sub-Total	$5,000.00
				Budgeted Budget Object Code Amount	$7,500.00
				+/- Difference	$2,500.00
			6300-Supplies and materials		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$500.00
1	1	3			$1,000.00
1	2	2			$500.00
2	1	1			$500.00
2	1	4			$500.00
2	2	1			$500.00
2	2	2			$500.00
2	2	3			$500.00
3	2	3			$500.00
				Sub-Total	$5,000.00
				Budgeted Budget Object Code Amount	$5,000.00

6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00
6400-Other operating costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
2	2	3			$2,000.00
				Sub-Total	$2,000.00
				Budgeted Budget Object Code Amount	$4,000.00
				+/- Difference	$2,000.00
				Grand Total Budgeted	$43,000.00
				Grand Total Spent	$30,000.00
				+/- Difference	$13,000.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	30	38	91	N/A	Other	35		Other	65		93	
			All	All	Reading	Meets	STAAR	30	29	69	N/A	Other	20		Other	30		71	
			All	All	Reading	Masters	STAAR	30	5	6	N/A	Other	5		Other	7		10	
			All	All	Mathematics	Approaches	STAAR	15	40	73	N/A	Other	35		Other	60		75	
			All	All	Mathematics	Meets	STAAR	15	30	55	N/A	Other	25		Other	45		60	
			All	All	Mathematics	Masters	STAAR	15	0	36	N/A	Other	10		Other	30		40	
			All	All	Science	Approaches	STAAR	15	0	100	N/A	Other	35		Other	65		100	
			All	All	Science	Meets	STAAR	15	0	50	N/A	Other	20		Other	35		50	
			All	All	Science	Masters	STAAR	15	0	13	N/A	Other	5		Other	10		15	
			All	All	Social Studies	Approaches	STAAR	20	69	88	N/A	Other	40		Other	65		90	
			All	All	Social Studies	Meets	STAAR	20	31	58	N/A	Other	30		Other	45		60	
			All	All	Social Studies	Masters	STAAR	20	8	33	N/A	Other	15		Other	25		35	
Closing the Gaps	Focus 1	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	26	36	88	Other	20		Interim Assessment	30		40	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	26	43	80	Other	24		Interim Assessment	35		45	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	2	Did Not Meet	71	70		69		67	
					Approaches	29	30		31		33	
					Meets	22	23		24		25	
					Masters	2	3		4		5	
	Math	All	STAAR	1	Did Not Meet	92	90		89		88	
					Approaches	8	10		11		12	
					Meets	6	7		8		9	
					Masters	4	5		6		7	

Premier High Schools

Premier High School Online (9-12) - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Chuck Cook

DCSI/Grant Coordinator: Marty Jonas/Tyra Eli

Principal: Tammany Olson

ESC Case Manager: Debra Wall

ESC Region: 11

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Marty Jonas/Tyra Eli

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Chuck Cook

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Tammany Olson

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Premier High School Online services students all across the state. We have an enrollment of approximately 2,100 students. Our campus has a high mobility rate due to the fact that we have open enrollment all year and our students come from different schools at different times of the year. Our overall accountability rating of A. We do, however, need to focus on our subpopulations (AA, Hispanic and White) which will in turn increase our "all students" category. Our goal for ELA is to have 66% Approaching, 48% Meets and 12% Masters. For Math, the goal is to have 40% Approaching, 15% Meets, and 9% Masters.

The reason why our Formative goal for Cycle 1 (MAP) and Cycle 2 (released STAAR) scaffolding up to the Summative Goal is lower is that students have not valuable in-course instruction. Additionally, students who missed the STAAR last year have not yet received their 30 hours of HB4545 accelerated learning.

21/22 Info Below for reference

Overall 92 A

Student Achievement 88 B

STAAR Performance 37 87

College, Career and Military Readiness 96 99

Graduation Rate 72 70 School Progress 74 C

Academic Growth 54 74 C

Relative Performance (Eco Dis: 33.7%) Not Rated

Closing the Gaps 38 90 A

School Progress

What accountability goal has your campus set for this year?

Alternative Accountability Campus Rationale: Because we are a small AEA, very few students qualify to be measured from 8th grade Math to Alg 1 and/or English 1 to English 2 using the consecutive years and first-timer tester requirements. Thus we will focus on Domain 1 and growing all students one year of academic growth.

No Domain 2B ratings or scores are given.

Closing the Gaps

What accountability goal has your campus set for this year?

Upon reviewing our data, Domain 3 is definitely requiring our focus. We missed reading and math targets for three years in subpopulations all students and white. In 2022 we met 2 out of 17 targets in Academic Achievement, both were reading, AA, and Hispanic.   For 2023, we will focus on maintaining those targets, and adding both for all students and white student groups in reading and math. Increasing this will increase all other sub pops. We also did not meet the AEA graduation standard of 67% with our score being at 41% for last year. For the 2022-23 school year our campus will provide interventions and monitor these groups. Our goal will be to close the gap in Academic Achievement, for all students, in Math and ELA.   Increasing our "all" population will increase our overall scores. Our specific goals will be to meet federal targets in both Math and ELA. Specifically for English, 66% of students Approaching, 48% Meets, and 12% Masters. For Math, 40% for Approaching, 15% for Meets, and 9% for Masters.

For TELPAS the target was 36% and we had only 29% of TELPAS students make progress. Students must have a TELPAS score from last year. Although we are an AEA with a high mobility rate, our stretch goal is for 36% of TELPAS students to achieve the target for the 22/23 SY.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

All students in Math are a focus for this year. In Math, Meets and Masters showed no growth for 2021 and 2022. Our new goal for Meets is 15% and Masters is 9%. Academic Achievement shows that 9% of AA, Hispanic and White students meet grade level standard or above. Meets percentages in all indicators are well under state standards; thus we will place a strong focus on all students for math and we will break the pattern of no math growth in Meets and Masters that has been an issue for the past two testing cycles. Meeting the domain score requirement will ensure student performance is at or above grade level.

Meets for ELA went up 1% and Masters for ELA went up 2% based on 21/22 results however this is a bleak gain. Meets and Masters growth for ELA is another area of focus for this year. Current ELA Meets goal is 48% (up from 44%) and 12% for Masters (up from 5%).

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

All students in Math are a focus for this year. In Math, Meets and Masters showed no growth with a 12% Meets score for 2021 and 2022. Academic Achievement shows that 9% of AA, Hispanic and White students meet grade level standard or above. Meets percentages in all indicators are well under state standards; thus we will place a strong focus on all students for math.   Meeting the domain score requirement will ensure student performance is at or above grade level.

Meets for ELA went up 1% and Masters for ELA went up 2% however this is a bleak gain. Meets and Masters growth for ELA is another area of focus for this year.

CCMR

What goals has your campus set for CCMR?

Premier High School Online met 69% of the CCMR requirement. The target was 47%. We will continue to work on maintaining and exceeding this standard for the 2022-23 school year. Our goal has and will continue to be that 100% of students graduate with an industry certificate of Google Analytics. This cert is extremely useful being an AEA campus where some students join the workforce after graduation. The Google Analytics cert gives them insight and experience in social media marketing, which is a driving force in today's economy.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

The biggest challenge for Premier High School online is our graduation rate. Our student mobility rate is high and because we are an AEA school, we work with highly at-risk students. We will continue to work on meeting the AEA rate of 67% graduation for the 2022-23 school year by identifying students off cohort and being strategic with scheduling when possible.

In 2020, our graduation rate was 41%. In 2021, our graduation rate dipped to 41%.   We will look closely at graduation codes 34,35,54,55,56,and 57.

For the class of 2023 (cohort 2019) 350 out of 673 students are on track to graduate in the Spring. This is a 52% passing rate. This does not include any newly enrolled students after Sept 12. 2022.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Planning for Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: According to the ESF Self-Assessment completed Aug 2022, 1.1 Develop campus instructional leaders with clear roles and responsibilities, will be a prioritized focus for 2022-2023. Implementing a standard campus protocol will align with the ESF and the district initiative of DDDbD, District Decisions are Driven by Data and ACL, Aspiring Campus Leaders/Data Coaching.

With three new assistant directors this year, PHS Online understands that the use of consistency with protocol and processes is essential. Campus leaders will meet weekly to focus on student progress and formative data. Consistency with these key practices ensures that leaders with teachers are synchronously improving deficits thus improving teachers' actions which moves the campus closer to exiting school improvement.

With solid adult-led systems, we are utilizing the latest educational research with the training of leaders who in turn will support teachers with common protocols, a common language, and the common goal of school improvement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with our district data department and our district training department, we will ensure our leadership team is able to provide ongoing support for teachers by maintaining a strong impactful emphasis on data analysis and progress monitoring. We will partner with our district data department, ESCs, and district curriculum specialists to ensure everyone understands the urgency of gaining academic progress.

This support will come in the form of virtual and F2F PD and coaching. This will help build the capacity of our instructional leaders in understanding multiple data components to better support our teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Parents, students, staff and administrators will learn of updates and improvement progress in quarterly newsletters. Parents and students will have an opportunity to share valuable insight via the Panorama survey. Stakeholders will understand we have a clear vision to excel at excellent education. Transparency and communication will help our stakeholders know our actions, priorities, and goals as we strive to continuously improve.

Desired Annual Outcome: By May 2023, 100% of leaders will be experts on PHS Online course analytics and will deploy consistent protocols that drive conversations and collaboration around data analysis and reteach plans. The leadership team will be strategic in how we plan our time, including how frequently we observe teachers and their small group instruction. The campus leadership will provide regularly scheduled, job-embedded professional development consistent with best instructional practices. Campus directors will measure leadership growth and achievement as evidenced by course passing rates and the leadership team observation feedback tracker.

District Commitment Theory of Action: IF the district is committed to ensuring leaders have complex data reports and access to expert trainers and the district is committed to sending leaders to ESCs for additional training, and the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to develop, strong, effective instructional leaders.

Desired 90-day Outcome: By the end of cycle 1 (Nov.), we will train and implement PHS Online course analytics, develop protocols around data analysis and reteach plans, develop a calendar scheduling teacher observations, professional development consistent with instructional practices and conduct evaluations to determine leadership growth and

achievement as evidenced by coaching tracker of the CLT team.

District Actions: The district recognizes the unique needs of low-performing schools specifically our online campus and will provide the flexibility to address those as well as provide for ongoing support and coaching of the campus leader

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
We are an open enrollment campus, the volume of new students every two weeks presents a challenge in finding protected time.	Action Step 1	It meets the need to provide time for collaboration, planning, and reviewing data.

Step 1 Details	Reviews

Action Step 1: Develop a master schedule that incorporates protected time for DDI and PLC.
    Evidence Used to Determine Progress: Final schedule
    Person(s) Responsible: Campus Director
    Resources Needed: Teacher schedule, leader schedule, master schedule
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 30, 2022
    Funding Sources: - 6300-Supplies and materials - $200
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	**Reviews**

Action Step 2: Develop a schedule for classroom observation and feedback for the CLT. Develop a principal tracker for the CLT.
    Evidence Used to Determine Progress: Final observation schedule/calendar
    Person(s) Responsible: Campus Director
Campus Assistant Director
    Resources Needed: Master schedule,
Classroom observation protocol
Tracking tool
    Addresses an Identified Challenge: No
 	
    Start Date: September 23, 2022 - **Frequency:** One Time - **Evidence Collection Date:** September 30, 2022
    Funding Sources: - 6300-Supplies and materials - $100
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews
Action Step 3: Develop protocols around data analysis and reteach plans. **Evidence Used to Determine Progress:** Completed and implemented protocols around data analysis/ Track reteach plans **Person(s) Responsible:** Assistant Director Teachers Academic Data Analyst **Resources Needed:** Tracking tool Schedule time for teacher conferences **Addresses an Identified Challenge:** Yes **Start Date:** September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Step 4 Details	Reviews
Action Step 4: Provide professional development focused on data and course analytics **Evidence Used to Determine Progress:** Completed professional development documentation Agendas Attendance documentation **Person(s) Responsible:** Assistant Director Academic Data Analyst **Resources Needed:** Data driven instruction book study **Addresses an Identified Challenge:** No **Start Date:** September 19, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** November 30, 2022 **Funding Sources:** - 6200-Professional and contracted services - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

> **Implementation Level:** Planning for Implementation
>
> **Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
>
> **Rationale:** Through Self Assessment, we have identified the best method to ensure learning gaps are closed is to have all teachers follow a process for identifying common student misconceptions through formative and summative data.   PLC time is focused on student growth and teachers collaboratively determine the root causes as to why learning hasn't occurred.   Using accelerated instructional strategies, small groups will be determined and held weekly while teachers and other staff progress monitoring daily.
>
> **Who will you partner with?:** Other
>
> **How will you build capacity in this Essential Action?** We have to dedicate ourselves to working with each student and addressing each student's individual needs. The campus data analyst will hold data planning sessions with the instructional staff and the CLT.   Leadership will provide teachers with professional development in data areas where they need support. Teachers, parents, and students will be included in conversations and messaging regarding student growth.
>
> **How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Our communication plan includes sharing information will staff at the daily standing morning meeting; with parents on Monday via a weekly progress email; with students through text, email, and course announcements. Communication through Professional Learning Community meetings will make sure that teachers are continuing with data protocols, creating a sense of urgency based on data results, and using data to drive instruction.
>
> **Desired Annual Outcome:** By May of 2023, 100% of teachers will be able to disaggregate their own data, use data in PLC to guide their instruction, and plan re-teach small group opportunities to accelerate learning.   This is evaluated through built-in observation processes that include providing teacher feedback.   Campus professional development will focus on available data resources and using data daily to address learning gaps,
>
> **District Commitment Theory of Action:** If the district is committed to ensuring teachers have complex data reports that are broken down with student progress data in a simplistic format where teachers can easily identify weak areas based on formative and summative assessments and the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. Then the campus will be able to use all available data and flexibility to address individual student needs.
>
> **Desired 90-day Outcome:** By November 30, 2022, teachers will be trained to disaggregate their own data, use that data in PLC to guide their instruction and plan re-teach small group opportunities, and the campus leadership will schedule professional development with focus on data resources and the use of data to close learning gaps.
>
> **District Actions:** If the district provides opportunities for ongoing support and coaching of the campus leader, provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs, and supports principals by protecting their time dedicated for school instructional leadership, then, the campus will be able to meet the goals set for the 2022-23 school year.
>
> **Did you achieve your 90 day outcome?:**
>
> **Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Open enrollment presents challenges in identifying and grouping students by level and meeting course pacing conflicts	Action Step 1	Teachers will have an understanding of data to make instructional decisions.

Step 1 Details	Reviews

Action Step 1: Professional in- service days will focus primarily on data disaggregation by teachers
 	
    Evidence Used to Determine Progress: Professional development documentation
Attendance records
    Person(s) Responsible: Assistant Director
District Academic data analyst
    Resources Needed: Driven by Data Leadership book
Professional development schedule
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** One Time - **Evidence Collection Date:** September 30, 2022
    Funding Sources: - 6200-Professional and contracted services - $1,000
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Use data in PLC to guide instruction. Develop PLC meeting calendar
 	
    Evidence Used to Determine Progress: Calendar
PLC Schedule
    Person(s) Responsible: Assistant Directors
Teachers
    Resources Needed: Master schedule
PLC calendar
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Plan re-teach small group opportunities by using all available data to identify specific student needs.
 	
    Evidence Used to Determine Progress: Scheduled student meetings
Scheduled small group meetings
    Person(s) Responsible: Assistant Director
Teachers
    Resources Needed: Grade book
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: According to the ESF Self-Assessment completed Aug 2022, 1.1 Develop campus instructional leaders with clear roles and responsibilities, will be a prioritized focus for 2022-2023. Implementing a standard campus protocol will align with the ESF and the district initiative of DDDbD, District Decisions are Driven by Data and ACL, Aspiring Campus Leaders/Data Coaching.

With three new assistant directors this year, PHS Online understands that the use of consistency with protocol and processes is essential. Campus leaders will meet weekly to focus on student progress and formative data. Consistency with these key practices ensures that leaders with teachers are synchronously improving deficits thus improving teachers' actions which moves the campus closer to exiting school improvement.

With solid adult-led systems, we are utilizing the latest educational research with the training of leaders who in turn will support teachers with common protocols, a common language, and the common goal of school improvement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with our district data department and our district training department, we will ensure our leadership team is able to provide ongoing support for teachers by maintaining a strong impactful emphasis on data analysis and progress monitoring. We will partner with our district data department, ESCs, and district curriculum specialists to ensure everyone understands the urgency of gaining academic progress.

This support will come in the form of virtual and F2F PD and coaching. This will help build the capacity of our instructional leaders in understanding multiple data components to better support our teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Parents, students, staff and administrators will learn of updates and improvement progress in quarterly newsletters. Parents and students will have an opportunity to share valuable insight via the Panorama survey. Stakeholders will understand we have a clear vision to excel at excellent education. Transparency and communication will help our stakeholders know our actions, priorities, and goals as we strive to continuously improve.

Desired Annual Outcome: By May 2023, 100% of leaders will be experts on PHS Online course analytics and will deploy consistent protocols that drive conversations and collaboration around data analysis and reteach plans. The leadership team will be strategic in how we plan our time, including how frequently we observe teachers and their small group instruction. The campus leadership will provide regularly scheduled, job-embedded professional development consistent with best instructional practices. Campus directors will measure leadership growth and achievement as evidenced by course passing rates and the leadership team observation feedback tracker.

District Commitment Theory of Action: IF the district is committed to ensuring leaders have complex data reports and access to expert trainers and the district is committed to sending leaders to ESCs for additional training, and the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to develop, strong, effective instructional leaders.

Desired 90-day Outcome: By February 28, 2023, 100% of leaders will participate in DDI meetings, PLC meetings, and observation feedback meetings that are targeting common assessments, implementation problems that teachers might have, and strengths and weaknesses of small group instruction.
Successful implementation will be measured by passing rate reports and the assistant director observation feedback tracker. This cycle 2 outcome is relevant to the alignment to the annual outcome and it is attainable through intentional training, disaggregation of student gradebooks analytics, intense teacher support, and ample time for teacher cognitive processing and reflection.

District Actions: If the district provides opportunities for ongoing support and coaching of the campus leader, provides the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs, and supports principals by protecting their time dedicated for school instructional leadership, then, the campus will be able to meet the goals set for the 2022-23 school year.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Our challenge might be having the time to meet and collaborate on a weekly basis	Action Step 1	DDI meetings with leaders and teachers are happening weekly with a prioritized focus

Step 1 Details	Reviews
Action Step 1: DDI meetings with leaders and teachers are happening weekly with a prioritized focus around gradebook analytics and teachers identifying current course trends and potential implementation problems. **Evidence Used to Determine Progress:** DDI meeting minutes **Person(s) Responsible:** Assistant Director Teacher **Resources Needed:** master schedule **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023 **Funding Sources:** - 6300-Supplies and materials - $200	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Bimonthly PLC meetings with agendas that are student growth-focused on common assessments. PLC leaders will lead meetings on monitoring and analyzing course analytics toward student growth goals. **Evidence Used to Determine Progress:** PLC meeting agendas **Person(s) Responsible:** Director Assistant Director Teachers **Resources Needed:** Master Schedule, protected time **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 1, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: Leaders will follow an observation and feedback process through their observation calendar. The process includes a standardized template notating teacher strengths and areas of growth for observed small group instruction.
 	
    Evidence Used to Determine Progress: Observation Feedback tracker
    Grows and Glows post observation emails
    Person(s) Responsible: Assistant Director
    Director
    Resources Needed: Observation Feedback tracker
    Observation feedback template for walk thru
    Grow/Glow template
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 1, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: Through Self Assessment, we have identified the best method to ensure learning gaps are closed is to have all teachers follow a process for identifying common student misconceptions through formative and summative data. PLC time is focused on student growth and teachers collaboratively determine the root causes as to why learning hasn't occurred. Using accelerated instructional strategies, small groups will be determined and held weekly while teachers and other staff progress monitoring daily.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We have to dedicate ourselves to working with each student and addressing each student's individual needs. The campus data analyst will hold data planning sessions with the instructional staff and the CLT. Leadership will provide teachers with professional development in data areas where they need support. Teachers, parents, and students will be included in conversations and messaging regarding student growth.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our communication plan includes sharing information will staff at the daily standing morning meeting; with parents on Monday via a weekly progress email; with students through text, email, and course announcements. Communication through Professional Learning Community meetings will make sure that teachers are continuing with data protocols, creating a sense of urgency based on data results, and using data to drive instruction.

Desired Annual Outcome: By May of 2023, 100% of teachers will be able to disaggregate their own data, use data in PLC to guide their instruction, and plan re-teach small group opportunities to accelerate learning. This is evaluated through built-in observation processes that include providing teacher feedback. Campus professional development will focus on available data resources and using data daily to address learning gaps,

District Commitment Theory of Action: If the district is committed to ensuring teachers have complex data reports that are broken down with student progress data in a simplistic format where teachers can easily identify weak areas based on formative and summative assessments and the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. Then the campus will be able to use all available data and flexibility to address individual student needs.

Desired 90-day Outcome: By the end of February 28, 2023, through intentional training and professional development, 100% of instructional staff will have a working knowledge of new strategies for accelerated learning, STAAR redesign, and using a small group tracker aligned with MTSS protocols. Successful implementation will be measured by evidence of accelerated learning concepts in the lesson plan design and PLC minutes showing discussion and identification of root causes of high-frequency student learning deficits. This cycle 2 outcome is relevant to the alignment to the annual outcome and it is attainable through intentional PLC collaboration and training of the small group tracker that includes direct coaching and feedback on implementation from high-performing peers and the CLT.

District Actions: If the district provides transparent data on a regular basis that is simplistically formatted, then the campus will be able to utilize the data to address individual student learning gaps.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Cycle two training presents a challenge after the school year has begun. We need to be intentional with the dates for training.	Action Step 1	

Step 1 Details	Reviews
Action Step 1: Training teachers in accelerated learning. Leveling Up Learning by Paula Maeker **Evidence Used to Determine Progress:** Completion of training documentation of attendance **Person(s) Responsible:** Campus directors **Resources Needed:** Training resources **Addresses an Identified Challenge:** **Start Date:** January 2, 2023 - **Frequency:** One Time - **Evidence Collection Date:** January 31, 2023 **Funding Sources:** - 6200-Professional and contracted services - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Train in STAAR redesign learning. Familiarizing teachers to new question types and updated blue prints. **Evidence Used to Determine Progress:** Completion of training Attendance documentation **Person(s) Responsible:** Campus Directors **Resources Needed:** Training materials **Addresses an Identified Challenge:** Yes **Start Date:** January 2, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** January 31, 2023 **Funding Sources:** - 6200-Professional and contracted services - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: Teachers will monitor student progress using small group tier 2 tracker following the MTSS framework.
 	
    Evidence Used to Determine Progress: Student progress reports
small group tracker
    Person(s) Responsible: Teachers
Success coaches
CLT
    Resources Needed: Tier 2 tracker
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: According to the ESF Self-Assessment completed Aug 2022, 1.1 Develop campus instructional leaders with clear roles and responsibilities, will be a prioritized focus for 2022-2023. Implementing a standard campus protocol will align with the ESF and the district initiative of DDDbD, District Decisions are Driven by Data and ACL, Aspiring Campus Leaders/Data Coaching.

With three new assistant directors this year, PHS Online understands that the use of consistency with protocol and processes is essential. Campus leaders will meet weekly to focus on student progress and formative data. Consistency with these key practices ensures that leaders with teachers are synchronously improving deficits thus improving teachers' actions which moves the campus closer to exiting school improvement.

With solid adult-led systems, we are utilizing the latest educational research with the training of leaders who in turn will support teachers with common protocols, a common language, and the common goal of school improvement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with our district data department and our district training department, we will ensure our leadership team is able to provide ongoing support for teachers by maintaining a strong impactful emphasis on data analysis and progress monitoring. We will partner with our district data department, ESCs, and district curriculum specialists to ensure everyone understands the urgency of gaining academic progress.

This support will come in the form of virtual and F2F PD and coaching. This will help build the capacity of our instructional leaders in understanding multiple data components to better support our teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Parents, students, staff and administrators will learn of updates and improvement progress in quarterly newsletters. Parents and students will have an opportunity to share valuable insight via the Panorama survey. Stakeholders will understand we have a clear vision to excel at excellent education. Transparency and communication will help our stakeholders know our actions, priorities, and goals as we strive to continuously improve.

Desired Annual Outcome: By May 2023, 100% of leaders will be experts on PHS Online course analytics and will deploy consistent protocols that drive conversations and collaboration around data analysis and reteach plans. The leadership team will be strategic in how we plan our time, including how frequently we observe teachers and their small group instruction. The campus leadership will provide regularly scheduled, job-embedded professional development consistent with best instructional practices. Campus directors will measure leadership growth and achievement as evidenced by course passing rates and the leadership team observation feedback tracker.

District Commitment Theory of Action: IF the district is committed to ensuring leaders have complex data reports and access to expert trainers and the district is committed to sending leaders to ESCs for additional training, and the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to develop, strong, effective instructional leaders.

Desired 90-day Outcome: By the end of May 2023, 100% of the leadership team will be able to effectively track and monitor student progress through the observation feedback tracker. Leaders will observe teachers deploying best practices covered from prior Professional Development. Leaders will observe teachers' ability to monitor and adjust small group teaching instruction. This 90day outcome is relevant in its alignment to the annual outcome and is attainable by the CLTs concerted effort to drive positive instruction change thus increasing student growth.

District Actions: If the district is committed to ensuring leaders have complex data reports and access to expert trainers and the district is committed to sending leaders to ESCs

for additional training, then, the campus will be able to strengthen leadership skills sets.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Student mobility is a challenge in tracking and monitoring progress	Action Step 1	It is a step in monitoring instruction.

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: Leaders will observe Small Group Tier 2 Instruction and see evidence of professional development in the instruction. Observations will be conducted on a weekly basis for freshmen and super senior students. **Evidence Used to Determine Progress:** Professional Development Agenda **Person(s) Responsible:** District Data Analyst CLT, Assistant Directors ,Campus Director **Resources Needed:** Professional Development Agenda Lesson Plans **Addresses an Identified Challenge:** No **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 1, 2023 **Funding Sources:** - 6300-Supplies and materials - $100	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	**Reviews**

Action Step 2: Leaders will monitor teacher and student progress on a weekly basis using grade book data, passing reports, observation feedback tracker.
 	
    Evidence Used to Determine Progress: Observation Feedback tracker
    Passing Rate Report
    Gradebook analytics
    Person(s) Responsible: Teachers
    Assistant Director
    Campus Director
    Resources Needed: Observation Feedback tracker
    Passing Rate Report
    Gradebook analytics
    Addresses an Identified Challenge: No
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 1, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	**Reviews**

Action Step 3: Campus directors will measure leadership growth and achievement through teacher evaluation (TTESS)
    Evidence Used to Determine Progress: TTESS
    Leader/teacher conference documentation
    Person(s) Responsible: Campus directors
    Resources Needed: TTESS evaluation tool
    Addresses an Identified Challenge: No
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 26, 2023
    Funding Sources: - 6300-Supplies and materials - $100
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.

Rationale: Through Self Assessment, we have identified the best method to ensure learning gaps are closed is to have all teachers follow a process for identifying common student misconceptions through formative and summative data. PLC time is focused on student growth and teachers collaboratively determine the root causes as to why learning hasn't occurred. Using accelerated instructional strategies, small groups will be determined and held weekly while teachers and other staff progress monitoring daily.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We have to dedicate ourselves to working with each student and addressing each student's individual needs. The campus data analyst will hold data planning sessions with the instructional staff and the CLT. Leadership will provide teachers with professional development in data areas where they need support. Teachers, parents, and students will be included in conversations and messaging regarding student growth.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our communication plan includes sharing information will staff at the daily standing morning meeting; with parents on Monday via a weekly progress email; with students through text, email, and course announcements. Communication through Professional Learning Community meetings will make sure that teachers are continuing with data protocols, creating a sense of urgency based on data results, and using data to drive instruction.

Desired Annual Outcome: By May of 2023, 100% of teachers will be able to disaggregate their own data, use data in PLC to guide their instruction, and plan re-teach small group opportunities to accelerate learning. This is evaluated through built-in observation processes that include providing teacher feedback. Campus professional development will focus on available data resources and using data daily to address learning gaps,

District Commitment Theory of Action: If the district is committed to ensuring teachers have complex data reports that are broken down with student progress data in a simplistic format where teachers can easily identify weak areas based on formative and summative assessments and the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. Then the campus will be able to use all available data and flexibility to address individual student needs.

Desired 90-day Outcome: By the end of May, 2023 through identification, proper placement, and scientifically proven test-taking pedagogy, 100% of teachers will be able to identify sub-group student needs, provide small group tutoring with a focus on learning gaps, be cognizant of the root cause, and use all available data to continue to provide prescriptive instruction.   This 90-day outcome is relevant in its alignment to the annual outcome and is attainable by teachers deploying the analytical skills trained during PLC, common planning, and professional development.

District Actions: If the district provides the data in a timely manner and state updates and new material , then the campus can capitalize on using data to address student needs which will result in academic progress.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Spring rolling enrollment is a challenge in identifying small group placement.		Action Step 1 addresses the need to monitor students as the enroll in the spring.

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: Designate a campus leader to monitor spring enrollment to ensure students are placed in appropriate rigor of STAAR prep sessions **Evidence Used to Determine Progress:** Student roster **Person(s) Responsible:** Success coach designee **Resources Needed:** Enrollment Previous STAAR scores Benchmark results **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** April 14, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Schedule small group tutoring based on rigor and needs assessment **Evidence Used to Determine Progress:** Group assignments Teacher assignments STAAR Prep Calendar **Person(s) Responsible:** CLT **Resources Needed:** STAAR results Benchmark Scores MAP scores **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** April 14, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: EOC Prep using STAAR redesign common language, test taking strategies, and tutoring	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Prep session assignments Sample question types Scoring and recoding guides Lead 4ward materials	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: CLT Campus directors	
Resources Needed: Prep session assignments Sample question types Scoring and recoding guides Lead 4ward materials	
Addresses an Identified Challenge: No	
Start Date: March 1, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 5, 2023	
Funding Sources: - 6300-Supplies and materials - $100	

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$15,000.00
				+/- Difference	$15,000.00
6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$1,000.00
1	2	1			$1,000.00
2	2	1			$1,000.00
2	2	2			$1,000.00
				Sub-Total	$4,000.00
				Budgeted Budget Object Code Amount	$15,000.00
				+/- Difference	$11,000.00
6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$200.00
1	1	2			$100.00
2	1	1			$200.00
3	1	1			$100.00
3	1	3			$100.00
3	2	3			$100.00
				Sub-Total	$800.00
				Budgeted Budget Object Code Amount	$12,000.00
				+/- Difference	$11,200.00
				Grand Total Budgeted	$42,000.00
				Grand Total Spent	$4,800.00
				+/- Difference	$37,200.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Summative Goal	2023 Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	704	60	64	N/A	Other	40		Interim Assessment	55		66	
			All	All	Reading	Meets	STAAR	704	44	46	N/A	Other	25		Interim Assessment	30		48	
			All	All	Reading	Masters	STAAR	704	5	6	N/A	Other	5		Interim Assessment	8		12	
			All	All	Mathematics	Approaches	STAAR	355	34	38	N/A	Other	25		Interim Assessment	35		40	
			All	All	Mathematics	Meets	STAAR	355	12	12	N/A	Other	7		Interim Assessment	10		15	
			All	All	Mathematics	Masters	STAAR	355	5	5	N/A	Other	5		Interim Assessment	7		9	
			All	All	Science	Approaches	STAAR	362	68	73	N/A	Other	40		Interim Assessment	65		75	
			All	All	Science	Meets	STAAR	362	32	35	N/A	Other	20		Interim Assessment	30		40	
			All	All	Science	Masters	STAAR	362	7	7	N/A	Other	4		Interim Assessment	8		10	
			All	All	Social Studies	Approaches	STAAR	502	86	75	N/A	Other	60		Interim Assessment	70		80	
			All	All	Social Studies	Meets	STAAR	502	56	46	N/A	Other	30		Interim Assessment	48		51	
			All	All	Social Studies	Masters	STAAR	502	33	20	N/A	Other	10		Interim Assessment	20		25	
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	ELA	N/A	ELA	N/A	81	41	59	MAP	25		Released STAAR	35		44	
	Focus 2	Academic Achievement	All	All Students	Mathematics	N/A	Mathematics	N/A	89	9	62	MAP	19		Released STAAR	29		46	
	Focus 3	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	0	29	63	MAP	32		MAP	35		36	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	704	Did Not Meet	36	28		24		20	
					Approaches	17	18		21		22	
					Meets	47	48		51		52	
					Masters	3	4		5		6	
	Math	All	STAAR	355	Did Not Meet	50	42		36		30	
					Approaches	39	42		44		46	
					Meets	8	12		16		18	
					Masters	3	4		5		6	

Texas College Preparatory Academies

Beaumont Classical Academy - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Chuck Cook
DCSI/Grant Coordinator: Tyra Eli/Marty Jonas

Principal: Tonya Proctor
ESC Case Manager: Bridget Kirby
ESC Region: 5

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Tyra Eli/Marty Jonas

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Chuck Cook

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Tonya Proctor

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Beaumont Classical will improve Domain 1 by bridging the learning gap for our students by increasing the number of students who perform in the approach, meets, and masters level in the Math, Reading, and Science. We will be identifying HB 4545 students and providing accelerated instruction to help students learn any missed TEKS from previous years . Students will participate in the TFAR, MAP, and Interim assessments throughout the year to track process and create predictions. This will improve in Domain 1 from NR to at least a C.

Approaches: 51% to 65%

Meets:21% to 30%

Masters: 7% to 17%

School Progress

What accountability goal has your campus set for this year?

Beaumont Classical will focus on 2A by creating student interventions that focus on individual growth. The campus showed significant growth in reading in the 21-22 school year. We will prioritize Math by adding additional support for the students and teachers.

Math target in Growth Status was 71%. Beaumont was 49%. Beaumont will increase to 60%.

Approaches: 60%

Meets: 15%

Masters: 5%

Closing the Gaps

What accountability goal has your campus set for this year?

Beaumont Classical will increase Domain 3 score by increasing instructional support in special population groups with district resources. Students have been identified for special programs and additional support, HB 4545 and MTSS learning plans.

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	0	10	0%	33%	0.0
Growth Status	5	10	50%	56%	27.8
Student Success Status	0	5	0%	11%	0.0
Closing the Gaps Score					28

We will increase the Closing the Gap score by gaining points in Academic Achievement and student success in African American and Economically Disadvantage students.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

5th grade Science will be a group we work very close with this school year because of the 2022 STAAR performance. Adding student labs for our 5th grade students and covering more science material in our 3rd and 4th grade classes will assist with the growth in Science starting this school year.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Economic disadvantage students will be targeted in the goals. Majority of our student population is labled as EcoDis. Our goal is to gain a C in Domain 3.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices: Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices: The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates. • Campus leaders implement targeted and personalized strategies to retain staff, particularly high-performing staff. • Teacher placements are strategic based on student need and teacher strengths. • Preferred substitutes are recruited and retained.

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Partial Implementation
Key Practices: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Regular campus climate surveys assess and measure progress on student and staff experiences.

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth through ongoing support from the district's instructional team. If the campus receive the proper training that focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 5.1 will be created by campus leadership and the district by implementing our communication plan, professional development, reviewing student data, and obtaining buy in from students and parents with focus on acceptance of responsibility by students themselves. Teachers will receive guided feedback on based on classroom management and and supported instructional material.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, Beaumont Classical staff and student body will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. In evidence, student academic progress will increase by 25% from 2022 STAAR results. District data meeting will be scheduled with focus on instructional strategies that address students and teachers' needs. Director feedback on Observations will play a key factor in reaching the campuses goal.

District Commitment Theory of Action: If the districts commits to ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students

Desired 90-day Outcome: By November 18, 2022 , teachers will have receive support from the academics team that will establish best practice with classroom management and creating a daily/weekly classroom schedule.

District Actions: If the districts commits to assisting the campus with high-quality instructional material and best implementation practices by subject, then it will lead to improvement in student achievement.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Understanding the TFAR assessment	Action Step 1	District will host an informative webinar with instructions on TFAR

Step 1 Details	Reviews
Action Step 1: Teachers will receive an overview of the MAP and TFAR assessments to understand how the district will use results to evaluate student achievement. Teachers will be able to create and effective class schedule based on the testing schedule. **Evidence Used to Determine Progress:** Meeting agenda and sign in sheet. **Person(s) Responsible:** DCSI **Resources Needed:** MAP and TFAR **Addresses an Identified Challenge:** **Start Date:** September 21, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 11, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Review assessment data with academics team to determine if strategies created in the campus improvement plan needs to be adjusted. **Evidence Used to Determine Progress:** TFAR and MAP results **Person(s) Responsible:** Director Regional Director DCSI **Resources Needed:** Students' TFAR and MAP results **Addresses an Identified Challenge:** **Start Date:** October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: Teachers have ongoing meetings with director to ensure all training with academics team covers lesson plans are aligned with the knowledge units.
 	
    Evidence Used to Determine Progress: Instructional team's documentation and sign in sheets.
    Person(s) Responsible: Director
    Resources Needed: Campus calendar and teachers' lesson plans
    Addresses an Identified Challenge:
 	
    Start Date: August 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Beaumont Classical is incorporating more data driven instruction that has been proven to lead to student success. Effective school strategies include the following: campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers, student progress toward measurable goals e.g. % of class and individual student mastering of objectives, and a progress process which is visible in each and every classroom and throughout the school that foster student ownership and goal setting.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus director will receive support from Superintendent and DSCI that will insist of regularly scheduled meetings that will covered the key practices of Essential Action 5.3. The campus director will receive on-going training to help build the capacity around data comprehension for campuses to review with their teachers. This will lead to creating stronger lesson plans and student plans that will be shared.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals. We will create buy in by showing continuous process and displaying campus results on the campus.

Desired Annual Outcome: By May 31, 2023 Beaumont Classical students will improve academically and gain a minimum of 10% on their state assessments with the growth in teacher action plans through the participation in weekly ATMs and student individual process monitoring.

District Commitment Theory of Action: If the district works closely with our campus on analyzing data and assisting with providing feedback from assessment by providing professional development, high -quality teacher candidates as needed, and assists the campus administrator in reaching campus goals, then the success of the campus will be evident.

Desired 90-day Outcome: By November 18, 2022, all returning and new instructional staff will be provided professional development in best practices and how to analyze the data. Training will be provided by district content specialists as well as service center training. In evidence, teachers will be able to provide data regarding their classroom and students at the weekly ATMs.

District Actions: If the districts commits to assisting the campus with understanding student data analysis, then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teacher shortage	Action Step 1	Building teacher relationships with one another.

Step 1 Details	Reviews
Action Step 1: Campus will begin hosting weekly ATM meetings (PLCs) to disaggregate data, create student intervention plans, and track student progress. **Evidence Used to Determine Progress:** Meeting agenda Student assessment data **Person(s) Responsible:** Teachers and Lead teachers **Resources Needed:** Student Fall 2022 assessment data **Addresses an Identified Challenge:** **Start Date:** October 3, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 11, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Create a campus data wall to display student achievement status and goals that have been set for the school years. **Evidence Used to Determine Progress:** Student Fall assessment data Student individualized plans **Person(s) Responsible:** Director Teachers **Resources Needed:** Previous year STAAR data Student Fall assessment data **Addresses an Identified Challenge:** **Start Date:** October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Teachers will create student individual intervention plans based on the students academic needs and set goals for the 2022-2023 school year.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Student individual learning plans	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Teachers	
Resources Needed: Assessment Data Lesson Plans	
Addresses an Identified Challenge:	
Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022	

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth through ongoing support from the district's instructional team. If the campus receive the proper training that focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 5.1 will be created by campus leadership and the district by implementing our communication plan, professional development, reviewing student data, and obtaining buy in from students and parents with focus on acceptance of responsibility by students themselves. Teachers will receive guided feedback on based on classroom management and and supported instructional material.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, Beaumont Classical staff and student body will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. In evidence, student academic progress will increase by 25% from 2022 STAAR results. District data meeting will be scheduled with focus on instructional strategies that address students and teachers' needs. Director feedback on Observations will play a key factor in reaching the campuses goal.

District Commitment Theory of Action: If the districts commits to ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students

Desired 90-day Outcome: By the end of cycle two, the campus leadership will be able to evaluate all assessments results and determine the area of focus for the campus and present information to the academics team.

District Actions: If the districts provides the proper resources and support that strengthens campus leadership, then the director will be able to better support and grow the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Beaumont Classical is incorporating more data driven instruction that has been proven to lead to student success. Effective school strategies include the following: campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers, student progress toward measurable goals e.g. % of class and individual student mastering of objectives, and a progress process which is visible in each and every classroom and throughout the school that foster student ownership and goal setting.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus director will receive support from Superintendent and DSCI that will insist of regularly scheduled meetings that will covered the key practices of Essential Action 5.3. The campus director will receive on-going training to help build the capacity around data comprehension for campuses to review with their teachers. This will lead to creating stronger lesson plans and student plans that will be shared.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals. We will create buy in by showing continuous process and displaying campus results on the campus.

Desired Annual Outcome: By May 31, 2023 Beaumont Classical students will improve academically and gain a minimum of 10% on their state assessments with the growth in teacher action plans through the participation in weekly ATMs and student individual process monitoring.

District Commitment Theory of Action: If the district works closely with our campus on analyzing data and assisting with providing feedback from assessment by providing professional development, high -quality teacher candidates as needed, and assists the campus administrator in reaching campus goals, then the success of the campus will be evident.

Desired 90-day Outcome: During cycle 2, our 90 day outcome will be provide each student with individual education plan that uses using all available data on each student. This will provide teachers the opportunity to develop individualized instruction in preparation for STAAR testing. 100% of enrolled students will participate in individualized data review sessions. Small group sessions will be scheduled for identified students with learning gaps

District Actions: If the districts commits to assisting the campus with understanding student data analysis, then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews

Action Step 1: Evaluate and track student assessment data based on Fall results to ensure the campus has raise the rigor of daily teaching by using Depth of Knowledge and Blooms level of questioning and to determine student placement.
 	
    Evidence Used to Determine Progress: Reviewing MAP and TFAR assessment results to determine students success status.
    Person(s) Responsible: Director
    Resources Needed: Campus assessment data sheet that is provided by the academics team.
    Addresses an Identified Challenge: No
 	
    Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Begin using weekly/Bi weekly data to track student progress and creating a Target intervention plan for all students.
    Evidence Used to Determine Progress: Student progress folders
    Person(s) Responsible: Teachers
    Resources Needed: Student intervention plans
Teacher lesson plans
Student assessment data
    Addresses an Identified Challenge:
 	
    Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Teachers will begin attending weekly PLCs to review student assessment data and identify common trends in order to create effective plans.
    Evidence Used to Determine Progress: Meeting agenda
Campus/Student data sheets
lesson plans
Student intervention plans
    Person(s) Responsible: Teachers, Lead Teachers, and instructional specialist.
    Resources Needed: Assessment data
    Addresses an Identified Challenge:
 	
    Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth through ongoing support from the district's instructional team. If the campus receive the proper training that focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 5.1 will be created by campus leadership and the district by implementing our communication plan, professional development, reviewing student data, and obtaining buy in from students and parents with focus on acceptance of responsibility by students themselves. Teachers will receive guided feedback on based on classroom management and and supported instructional material.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, Beaumont Classical staff and student body will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. In evidence, student academic progress will increase by 25% from 2022 STAAR results. District data meeting will be scheduled with focus on instructional strategies that address students and teachers' needs. Director feedback on Observations will play a key factor in reaching the campuses goal.

District Commitment Theory of Action: If the districts commits to ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students

Desired 90-day Outcome: By the end of cycle 3, campus director will begin giving teacher evaluations for the school year. It will included giving feedback on essential action 5.1. In evidence, the director will be able to plan teacher placement for the 2023-2024 school year.

District Actions: If the districts provides the proper resources and support that strengthens campus leadership, then the director will be able to better support and grow the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Beaumont Classical is incorporating more data driven instruction that has been proven to lead to student success. Effective school strategies include the following: campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers, student progress toward measurable goals e.g. % of class and individual student mastering of objectives, and a progress process which is visible in each and every classroom and throughout the school that foster student ownership and goal setting.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus director will receive support from Superintendent and DSCI that will insist of regularly scheduled meetings that will covered the key practices of Essential Action 5.3. The campus director will receive on-going training to help build the capacity around data comprehension for campuses to review with their teachers. This will lead to creating stronger lesson plans and student plans that will be shared.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals. We will create buy in by showing continuous process and displaying campus results on the campus.

Desired Annual Outcome: By May 31, 2023 Beaumont Classical students will improve academically and gain a minimum of 10% on their state assessments with the growth in teacher action plans through the participation in weekly ATMs and student individual process monitoring.

District Commitment Theory of Action: If the district works closely with our campus on analyzing data and assisting with providing feedback from assessment by providing professional development, high -quality teacher candidates as needed, and assists the campus administrator in reaching campus goals, then the success of the campus will be evident.

Desired 90-day Outcome: By the end of cycle 3, the campus will use all available data to address student needs and fill in learning gaps. Teachers will use their student data to make STAAR predictions and create additional interventions.

District Actions: If the districts commits to assisting the campus with understanding student data analysis, then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	77	66	62	N/A	MAP	60		District Created Benchmark	65		70	
			All	All	Reading	Meets	STAAR	77	34	35	N/A	MAP	30		District Created Benchmark	35		40	
			All	All	Reading	Masters	STAAR	77	13	14	N/A	MAP	10		District Created Benchmark	15		20	
			All	All	Mathematics	Approaches	STAAR	77	44	45	N/A	MAP	40		District Created Benchmark	50		60	
			All	All	Mathematics	Meets	STAAR	77	18	9	N/A	MAP	15		District Created Benchmark	15		15	
			All	All	Mathematics	Masters	STAAR	77	10	1	N/A	MAP	2		District Created Benchmark	5		5	
			All	All	Science	Approaches	STAAR	77	17	35	N/A	MAP	40		District Created Benchmark	50		50	
			All	All	Science	Meets	STAAR	77	8	10	N/A	MAP	15		District Created Benchmark	25		15	
			All	All	Science	Masters	STAAR	77	4	0	N/A	MAP	5		District Created Benchmark	15		5	
Closing the Gaps	Focus 1	Academic Growth Status	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	11	5	100	MAP	25		District Created Benchmark	30		50	
	Focus 2	Academic Achievement	All	African American	Mathematics	N/A	Mathematics	N/A	13	28	100	District Created Benchmark	45		District Created Benchmark	50		60	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	77	Did Not Meet	38	40		35		30	
					Approaches	62	60		65		70	
					Meets	35	30		35		40	
					Masters	14	10		15		20	
	Math	All	STAAR	77	Did Not Meet	55	60		50		40	
					Approaches	45	40		50		60	
					Meets	9	15		15		15	
					Masters	1	2		5		5	

Texas College Preparatory Academies

Quest Collegiate Academy Jasper - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Chuck Cook
DCSI/Grant Coordinator: Tyra Eli/Marty Jonas

Principal: Patricia Oliver
ESC Case Manager: Bridget Kirby
ESC Region: 5

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Tyra Eli/Marty Jonas

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Chuck Cook

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Patricia Oliver

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

By May 2023, Quest Collegiate Academy Jasper will improve Domain 1 by bridging the learning gap for our students by increasing the number of students who perform in the approach, meets, and masters level in the area of reading, increasing the number of students who perform in the approach level in the area of math, and increasing the number of students who perform in the approach and meets level in the area of science as determined by students making expected growth on End of Year (EOY) NWEA MAP Growth and STAAR. On 2022 STAAR, students had an increase of growth in reading, but students fell below 2021 STAAR data in math and science. Our performance goals for the 2023 testing season are included in the table below:

Subject Area	Approaches	Meets	Masters
Reading	80	45	25
Math	65	26	11
Science	60	26	11

School Progress

What accountability goal has your campus set for this year?

Quest Collegiate Academy Jasper will focus on Domain 2A. In 2022 growth was shown in the subject area of reading, but we had significant loss in the areas of math and science for all populations.

We will continue focusing on HB4545 tutoring with a hired vendor tutoring all of 4th-7th grade students in math, increasing direct teaching with hands-on activities and science experiments for students. After these processes, students should demonstrate growth in math, science and reading on STAAR assessment and will make expected growth on NWEA MAP. In 2022 our scale score was 65 (NR) for domain 2. Our goal is to bring Quest Jasper's domain 2 rating to a C. Scale score will improve from 70 to 75.

Subject Area	Approaches	Meets	Masters
Reading	80	45	25
Math	65	26	11
Science	60	26	11

Closing the Gaps

What accountability goal has your campus set for this year?

Quest Collegiate Academy will work on improving our student achievement scores in Domain 3 by prioritizing math in white and economic disadvantage students through HB4545 tutoring sessions, whole class spiraling reviews using Lonestar Learning Duo, exit tickets using Iready Toolbox for Teachers and increasing direct teaching opportunities for all students. On STAAR 2022, math declined in all populations. Our goal is to see an increase in our white and economic disadvantage population to 60 percent approaches in math. Quest Collegiate Academy Jasper's overall accountability rating should be a C as determined by STAAR 2023.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

QCA Jasper's subject focus for this year will be math. We have identified this subject area because it has the biggest affect on our accountability rating. We hope to close some of the learning gaps in math that will help increase our scores in all domains.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

The student groups that will be targeted is White and Eco disadvantage students. The intended impact is to close learning gaps in math at Quest Jasper.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

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

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

    Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Essential Action 1.1 was prioritized to help improve leadership support that will assist with the growth of campus leadership. The campus is transitioning to a different brand designed by the district and requires changes in the campuses routine.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus director will receive support from Regional Director, DCSI, and Region center through providing resources to help improve effective campus leaderships. Incorporating weekly calendars that will   insist of regularly scheduled meeting that will covered the key practices of Essential Action 1.1. for the campus director.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate with parents, staff and students through emails, calls, letters, video calls, and/or campus visits. All meeting will be documented. We will create buy-in by informing all parties of the campus' goals and being consistent with communication regarding campus updates throughout the year.

Desired Annual Outcome: By May 26, 2023 Quest Jasper's director will strengthen the campus leadership through regularly scheduled, job-embedded professional development,
deliberate modeling, and observation and feedback to directly affect academics through using a collaborative and focused approach. In evidence, the campus director will be able to provide a clear roles and responsibilities and create an effective calendar.

District Commitment Theory of Action: If the districts offers the proper resources and support that strengthens campus leadership b providing opportunities for ongoing support and coaching of the campus leader, then the director will be able to better support and grow the campus.

Desired 90-day Outcome: By November 18, 2022, campus director will have designed a schedule that includes collaborative assignments amongst staff that delegates assignments to the appropriate team members.

District Actions: If the districts provides the proper resources and support that strengthens campus leadership, then the director will be able to better support and grow the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The challenge that the campus director my encounter is having enough time to complete all task.	Action Step 1	If the director is able to meet with all staff members regarding their role and responsibilities it will remove some of the responsibilities from the directors' schedule.

Step 1 Details	Reviews
Action Step 1: Campus director, regional director, and DCSI will collaborate to create calendars to ensure that the campus director is able to perform all leadership task. **Evidence Used to Determine Progress:** Principal's calendar rubric **Person(s) Responsible:** Director Regional Director DCSI **Resources Needed:** Essential Action 1.1 calendar rubric **Addresses an Identified Challenge:** No **Start Date:** September 21, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Meeting with Campus leadership team.

Step 2 Details	Reviews
Action Step 2: Director will continue to attend professional development to help strengthen campus leadership. **Evidence Used to Determine Progress:** Training certificates **Person(s) Responsible:** Director **Resources Needed:** Training schedule **Addresses an Identified Challenge:** No **Start Date:** August 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: Director will meet with staff individually for observation feedback
 	
    Evidence Used to Determine Progress: Classrooms observations.
    Person(s) Responsible: Director
    Resources Needed: Classroom observation checkist.
    Addresses an Identified Challenge: No
 	
    Start Date: September 6, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps: Some Progress
	
	Necessary Adjustments/Next Steps: Classroom observation rubric review.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 5.1 will be created by campus leadership and the district by implementing our communication plan, professional development, reviewing student data, and obtaining buy in from students and parents with focus on acceptance of responsibility by students themselves.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, all staff and students will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. In evidence, student academic progress will increase by 10% from 2022 STAAR results. District data meeting will be scheduled with focus on instructional strategies that address students and teachers' needs. Director feedback on Observations will play a key factor in reaching the campuses goal.

District Commitment Theory of Action: If the districts commits to assisting the campus with understanding student data analysis and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Desired 90-day Outcome: By November 18, 2022, all teachers will receive support from the academics team that will establish best practice with blended learning as the campus continue to transition into new curriculum by creating an effective lesson plan.

District Actions: If the districts commits to assisting the campus with understanding student data analysis, then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers and students adjusting to the new curriculum	Action Step 1	Teachers will be trained on what the assessments will cover and also working with the content team on instructional concerns.

Step 1 Details	Reviews

Action Step 1: Teachers will will receive an overview of the MAP and TFAR assessments to understand how the district will use results to evaluate student achievement.
 	
    Evidence Used to Determine Progress: Meeting agenda and sign in sheet.
    Person(s) Responsible: DCSI
    Resources Needed: MAP and TFAR
    Addresses an Identified Challenge:
 	
    Start Date: September 21, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: All teachers will receive training from the academics team on how to complete an effective lesson plan.
    Evidence Used to Determine Progress: Lesson Plan
    Person(s) Responsible: Director
    Regional Director
    DCSI
    Teacher
    Resources Needed: Quest Curriculum
    Addresses an Identified Challenge:
 	
    Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 18, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: All teachers will complete lesson plans are aligned with the knowledge units.
    Evidence Used to Determine Progress: Instructional team's documentation and sign in sheets.
    Lesson plans
    Person(s) Responsible: Director
    Teacher
    DCSI
    Resources Needed: Campus calendar and teachers' lesson plans
    Addresses an Identified Challenge:
 	
    Start Date: August 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** January 27, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Essential Action 1.1 was prioritized to help improve leadership support that will assist with the growth of campus leadership. The campus is transitioning to a different brand designed by the district and requires changes in the campuses routine.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus director will receive support from Regional Director, DCSI, and Region center through providing resources to help improve effective campus leaderships. Incorporating weekly calendars that will   insist of regularly scheduled meeting that will covered the key practices of Essential Action 1.1. for the campus director.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate with parents, staff and students through emails, calls, letters, video calls, and/or campus visits. All meeting will be documented. We will create buy-in by informing all parties of the campus' goals and being consistent with communication regarding campus updates throughout the year.

Desired Annual Outcome: By May 26, 2023 Quest Jasper's director will strengthen the campus leadership through regularly scheduled, job-embedded professional development,
deliberate modeling, and observation and feedback to directly affect academics through using a collaborative and focused approach. In evidence, the campus director will be able to provide a clear roles and responsibilities and create an effective calendar.

District Commitment Theory of Action: If the districts offers the proper resources and support that strengthens campus leadership b providing opportunities for ongoing support and coaching of the campus leader, then the director will be able to better support and grow the campus.

Desired 90-day Outcome: By the end of cycle 2, campus director will have a detailed schedule that includes meetings, walkthroughs, collaborative assignments amongst staff that delegates assignments to the appropriate team members.

District Actions: If the districts provides the proper resources and support that strengthens campus leadership, then the director will be able to better support and grow the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 5.1 will be created by campus leadership and the district by implementing our communication plan, professional development, reviewing student data, and obtaining buy in from students and parents with focus on acceptance of responsibility by students themselves.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, all staff and students will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. In evidence, student academic progress will increase by 10% from 2022 STAAR results. District data meeting will be scheduled with focus on instructional strategies that address students and teachers' needs. Director feedback on Observations will play a key factor in reaching the campuses goal.

District Commitment Theory of Action: If the districts commits to assisting the campus with understanding student data analysis and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Desired 90-day Outcome: By the end of cycle two, the campus leadership will be able to evaluate all assessments results and determine the area of focus for the campus and present information to the academics team.

District Actions: If the districts provides the proper resources and support that strengthens campus leadership, then the director will be able to better support and grow the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

    Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Essential Action 1.1 was prioritized to help improve leadership support that will assist with the growth of campus leadership. The campus is transitioning to a different brand designed by the district and requires changes in the campuses routine.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus director will receive support from Regional Director, DCSI, and Region center through providing resources to help improve effective campus leaderships. Incorporating weekly calendars that will   insist of regularly scheduled meeting that will covered the key practices of Essential Action 1.1. for the campus director.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate with parents, staff and students through emails, calls, letters, video calls, and/or campus visits. All meeting will be documented. We will create buy-in by informing all parties of the campus' goals and being consistent with communication regarding campus updates throughout the year.

Desired Annual Outcome: By May 26, 2023 Quest Jasper's director will strengthen the campus leadership through regularly scheduled, job-embedded professional development,
deliberate modeling, and observation and feedback to directly affect academics through using a collaborative and focused approach. In evidence, the campus director will be able to provide a clear roles and responsibilities and create an effective calendar.

District Commitment Theory of Action: If the districts offers the proper resources and support that strengthens campus leadership b providing opportunities for ongoing support and coaching of the campus leader, then the director will be able to better support and grow the campus.

Desired 90-day Outcome: By the end of cycle 3, campus director will begin giving teacher evaluations for the school year. It will included giving feedback on essential action 1.1. In evidence, the director will be able to plan teacher placement for the 2023-2024 school year.

District Actions: If the districts provides the proper resources and support that strengthens campus leadership, then the director will be able to better support and grow the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 5.1 will be created by campus leadership and the district by implementing our communication plan, professional development, reviewing student data, and obtaining buy in from students and parents with focus on acceptance of responsibility by students themselves.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, all staff and students will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. In evidence, student academic progress will increase by 10% from 2022 STAAR results. District data meeting will be scheduled with focus on instructional strategies that address students and teachers' needs. Director feedback on Observations will play a key factor in reaching the campuses goal.

District Commitment Theory of Action: If the districts commits to assisting the campus with understanding student data analysis and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Desired 90-day Outcome: By the end of cycle 3, campus director will be able to provide staff with intended student outcomes based on student progress from the 2022-2023 school year.

District Actions: If the districts provides the proper resources and support that strengthens campus leadership, then the director will be able to better support and grow the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	101	67	75	N/A	MAP	60		District Created Benchmark	70		80	
			All	All	Reading	Meets	STAAR	101	39	45	N/A	MAP	20		District Created Benchmark	20		45	
			All	All	Reading	Masters	STAAR	101	20	25	N/A	MAP	10		District Created Benchmark	10		25	
			All	All	Mathematics	Approaches	STAAR	101	63	53	N/A	MAP	50		District Created Benchmark	70		65	
			All	All	Mathematics	Meets	STAAR	101	22	26	N/A	MAP	10		District Created Benchmark	20		26	
			All	All	Mathematics	Masters	STAAR	101	6	11	N/A	MAP	5		District Created Benchmark	12		11	
			All	All	Science	Approaches	STAAR	101	60	47	N/A	MAP	60		District Created Benchmark	70		60	
			All	All	Science	Meets	STAAR	101	40	26	N/A	MAP	10		District Created Benchmark	10		26	
			All	All	Science	Masters	STAAR	101	10	11	N/A	MAP	5		District Created Benchmark	5		11	
Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	14	26	100	MAP	30		District Created Benchmark	50		60	
	Focus 2	Academic Achievement	All	White	Mathematics	N/A	Mathematics	N/A	26	27	100	MAP	30		District Created Benchmark	50		60	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	53	Did Not Meet	25	40		30		20	
					Approaches	75	60		70		80	
					Meets	45	20		20		40	
					Masters	25	10		10		15	
	Math	All	STAAR	53	Did Not Meet	47	50		30		25	
					Approaches	53	50		70		75	
					Meets	26	10		20		20	
					Masters	11	5		12		15	

Texas College Preparatory Academies

Quest Collegiate Academy Crockett - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Chuck Cook
DCSI/Grant Coordinator: Tyra Eli/ Marty Jonas

Principal: Frances Spivey
ESC Case Manager: Jay Smith
ESC Region: 6

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Tyra Eli/ Marty Jonas

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Chuck Cook

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Frances Spivey

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

By May, 2023, Quest Collegiate Academy Crockett will improve Domain 1 by bridging the learning gap for our students by increasing the number of students who approach, meets and masters area in reading, increasing the number of students who approach in math, and increasing the number of students who approach and meet in science as determined by students making expected growth on End of Year (EOY) NWEA MAP Growth and STAAR. On 2022 STAAR, students increased in reading and science, but students fell below 2021 STAAR data in math. If we reach this goal, then our accountability rating will increase to a C.

Reading: 70% approaches ,35% meets, 20% masters

Math: 60% approaches, 20% meets, 10% masters

Science: 60% approaches, 15% meets, 10% masters

School Progress

What accountability goal has your campus set for this year?

Quest Collegiate Academy Crockett will be focusing on Domain 2A. Last year growth was shown on 2A in reading and special populations. Our greatest losses were in 7th and 8th grades. Our school no longer serves these grades. We will continue focusing on our HB 4545 tutoring with a hired vendor tutoring all 4th-6th grade students in math, increasing direct teaching with hands-on activities and science experiments for students will demonstrate growth in math, science and reading on STAAR assessment and will make expected growth of NWEA MAP. Our goal is to bring Quest Crockett's domain 2A to a B with a component score of 75.

Closing the Gaps

What accountability goal has your campus set for this year?

Quest Collegiate Academy Crockett will work on improving our scores in Domain 3 by prioritizing math in the missed target areas, (White and Economic Disadvantage), through 4545 tutoring sessions, whole class spiraling reviews using Lonestar Learning Duo, exit tickets using IReady Toolbox for Teachers and increasing direct teaching opportunities for all students. On STAAR 2022, math declined in all populations including White and Economic Disadvantage students. Quest Crockett's overall Accountability Rating will be a C as determined by STAAR 2023.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Quest Collegiate Academy Crockett's subject focus for this year will be math. More than half of our student population did not meet the STAAR passing requirements. We will utilize accelerated instruction through HB 4545, high dosage tutoring and MTSS along with spiraling reviews in a whole group setting to promote students academic growth using Scientifically Based programming. In addition, students will complete science labs that are infused with math concepts. The intended impact on Quest Crockett's overall Accountability scores will be that the school will have an overall rating of C.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

The student groups that will be targeted is white and economic disadvantage. The impact will be to increase STAAR scores by planning specific TEKS aligned interventions.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Fully Implemented
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Partial Implementation
Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Planning for Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

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

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

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

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Partial Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Prioritizing Essential Action 4.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth by utilizing TFAR, MAP, and Interim assessments. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 4.1 will be created by working with the district's academic team by providing teachers with instructional materials with key ideas and recommended resources. District will also provide the campus with two programs that will offer tutoring to students under HB 4545.
 Planting Seeds Tutoring and SAMs: Shaping Academics Minds.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, Quest Crockett staff and student body will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. Classroom walkthroughs and teacher feedbacks will serve as evidence.

District Commitment Theory of Action: If the district provides academic support that aligns high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: By November 18,2022 all teachers will align lesson plans with the TFAR blueprint. In evidence, teachers will be able to determine what TEKS are being mastered and what TEKS need to be retaught.

District Actions: The district provides access to interim assessments aligned to the standards and the expected level of rigor which will assist teachers with creating an effective lesson plan.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Understanding the TFAR assessments and how to view students results.	Action Step 1	Giving the campus an assessment overview will help the campus understand the assessment.

Step 1 Details	Reviews

Action Step 1: Teachers will will receive an overview of the MAP and TFAR assessments to understand how the district will use the data to evaluate student achievement.
    Evidence Used to Determine Progress: Meeting agenda and sign in sheet.
    Person(s) Responsible: DCSI
    Resources Needed: MAP and TFAR results
    Addresses an Identified Challenge: No
 	
    Start Date: September 23, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Review assessment results with academics team to determine if strategies created in the campus improvement plan needs to be adjusted.
    Evidence Used to Determine Progress: TFAR and MAP results
    Person(s) Responsible: Director
Regional Director
DCSI
    Resources Needed: Students' TFAR and MAP results
    Addresses an Identified Challenge:
 	
    Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Teachers have ongoing training with academics team to ensure lesson plans are aligned with the knowledge units.
    Evidence Used to Determine Progress: Instructional team's documentation and sign in sheets.
    Person(s) Responsible: Director
    Resources Needed: Campus calendar and teachers' lesson plans
    Addresses an Identified Challenge: No
 	
    Start Date: August 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 5.1 will be created by implementing our communication plan, professional development, reviewing student data, and obtaining buy in from students and parents with focus on acceptance of responsibility by students themselves.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, Quest Crockett staff and student body will form classroom routines and instructional strategies that will lead to improvement in student achievement and the use of high quality instructional materials.

District Commitment Theory of Action: If the districts commits to assisting the campus with understanding student data analysis and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Desired 90-day Outcome: By November 18, 2022, teachers will receive support from the academics team that will establish best practice with blended learning as the campus continue to transition into new curriculum.

District Actions: The districts commits to assisting the campus with understanding best practices that must be followed using instructional materials that is provided by the content team. Campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , This process will help the teachers identify focus areas that with strengthen academic growth amongst students.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Staff and students transitioning to the new curriculum	Action Step 3	Working closely with the academics team to provide ongoing support throughout the year to the teachers.

Step 1 Details	Reviews

Action Step 1: Teachers will will receive an overview of the MAP and TFAR assessments to understand how the district will use the data to evaluate student achievement.
    Evidence Used to Determine Progress: Meeting agenda and sign in sheet.
    Person(s) Responsible: DCSI
    Resources Needed: MAP and TFAR results
    Addresses an Identified Challenge: No
 	
    Start Date: September 23, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 11, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: All teachers will receive training from the academics team on how to complete an effective lesson plan.
    Evidence Used to Determine Progress: Lesson Plans
    Person(s) Responsible: Director
Regional Director
DCSI
Teacher
    Resources Needed: Quest Curriculum
    Addresses an Identified Challenge: No
 	
    Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 18, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: All teachers will complete lesson plans are aligned with the knowledge units.
    Evidence Used to Determine Progress: Instructional team's documentation and sign in sheets. Lesson Plans
    Person(s) Responsible: Director
Teacher
DCSI
    Resources Needed: Campus calendar and teachers' lesson plans
    Addresses an Identified Challenge:
 	
    Start Date: August 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 18, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Partial Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Prioritizing Essential Action 4.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth by utilizing TFAR, MAP, and Interim assessments. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 4.1 will be created by working with the district's academic team by providing teachers with instructional materials with key ideas and recommended resources. District will also provide the campus with two programs that will offer tutoring to students under HB 4545.
Planting Seeds Tutoring and SAMs: Shaping Academics Minds.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, Quest Crockett staff and student body will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. Classroom walkthroughs and teacher feedbacks will serve as evidence.

District Commitment Theory of Action: If the district provides academic support that aligns high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: By the end of cycle two, the campus leadership and district academics department will evaluate all assessments data results and determine the area of focus for the campus.

District Actions: If the districts commits to assisting the campus with understanding student data analysis, then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 5.1 will be created by implementing our communication plan, professional development, reviewing student data, and obtaining buy in from students and parents with focus on acceptance of responsibility by students themselves.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: All yearly goals will be communicated throughout the school year to campus staff, students, parents, and other responsible parties. Data will be shared through Campus Data Meetings, professional development, student/parent conference, and etc. Setting high expectations and sharing the expectations will result in student, staff, and parents understanding of the process that has been established to achieve those goals.

Desired Annual Outcome: By May 2023, Quest Crockett staff and student body will form classroom routines and instructional strategies that will lead to improvement in student achievement and the use of high quality instructional materials.

District Commitment Theory of Action: If the districts commits to assisting the campus with understanding student data analysis and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Desired 90-day Outcome: By the end of cycle two, the campus leadership and district academics department will provide teachers with classroom observation feedback and adjust lesson plans, if needed.

District Actions: If the districts commits to assisting the campus with understanding student data analysis, then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Partial Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Prioritizing Essential Action 4.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth by utilizing TFAR, MAP, and Interim assessments. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Building Capacity for Essential Action 4.1 will be created by working with the district's academic team by providing teachers with instructional materials with key ideas and recommended resources. District will also provide the campus with two programs that will offer tutoring to students under HB 4545.
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Desired Annual Outcome: By May 2023, Quest Crockett staff and student body will be well versed in the classroom routines and instructional strategies as well as in the use of high quality instructional materials. Classroom walkthroughs and teacher feedbacks will serve as evidence.

District Commitment Theory of Action: If the district provides academic support that aligns high quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then the campus will be able to meet the goals set for 2023.

Desired 90-day Outcome: By the end of cycle three, teachers will be able to complete a classroom evaluation report based on the 2022-2023 student progress.

District Actions: By the end of cycle two, the campus leadership and district academics department will evaluate all assessments data results and determine the area of focus for the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: Prioritizing Essential Action 5.1 will give instructional staff and leadership the opportunity to assess teaching materials and strategies that affect students academic growth. If the campus focuses on high- quality instructional materials that are aligned to planning calendars and interim and formative assessment then the students will receive high quality instruction. This will result in academic achievement throughout the school year.

Who will you partner with?: Other

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Desired Annual Outcome: By May 2023, Quest Crockett staff and student body will form classroom routines and instructional strategies that will lead to improvement in student achievement and the use of high quality instructional materials.

District Commitment Theory of Action: If the districts commits to assisting the campus with understanding student data analysis and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems , then the campus will be able to identify focus areas that with strengthen academic growth amongst students.

Desired 90-day Outcome: By the end of cycle two, the campus leadership and district academics department will evaluate all assessments data results and determine the area of focus for the campus.

District Actions: By the end of cycle two, the campus leadership and district academics department will evaluate all assessments data results and determine the area of focus for the campus.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	54	54	65	N/A	MAP	50		District Created Benchmark	70		70	
			All	All	Reading	Meets	STAAR	54	22	34	N/A	MAP	10		District Created Benchmark	10		35	
			All	All	Reading	Masters	STAAR	54	10	18	N/A	MAP	5		District Created Benchmark	5		20	
			All	All	Mathematics	Approaches	STAAR	54	43	42	N/A	MAP	45		District Created Benchmark	60		60	
			All	All	Mathematics	Meets	STAAR	54	15	17	N/A	MAP	10		District Created Benchmark	10		20	
			All	All	Mathematics	Masters	STAAR	54	7	5	N/A	MAP	5		District Created Benchmark	5		10	
			All	All	Science	Approaches	STAAR	14	17	50	N/A	MAP	60		District Created Benchmark	75		60	
			All	All	Science	Meets	STAAR	14	0	13	N/A	MAP	20		District Created Benchmark	30		20	
			All	All	Science	Masters	STAAR	14	0	0	N/A	MAP	10		District Created Benchmark	10		10	
Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	14	12	100	MAP	15		District Created Benchmark	25		36	
	Focus 2	Academic Achievement	All	White	Mathematics	N/A	Mathematics	N/A	29	24	100	MAP	30		District Created Benchmark	30		35	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	40	Did Not Meet	35	50		30		30	
					Approaches	65	50		70		70	
					Meets	34	10		10		35	
					Masters	18	5		5		20	
	Math	All	STAAR	40	Did Not Meet	58	55		40		30	
					Approaches	42	45		60		70	
					Meets	17	10		10		20	
					Masters	5	5		5		10	

FOUNDERS
Classical Academy®

2022-2023 School Calendar
Founders Classical Academy of Flower Mound
County District Campus #221801063

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	[10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER
Self-Control

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23]	24
25	[26	27	28	29	30	

OCTOBER
Integrity

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER
Honor

S	M	T	W	T	F	S
		1	2	3	4]	5
6	[7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER
Gratefulness

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Grading Periods

1st	08/10/22 - 10/14/22	
2nd	10/17/22 - 12/16/22	
3rd	01/05/23 - 03/10/23	
4th	03/20/23 - 05/24/23	

Reporting Periods — Days

		Days
1st	08/10/22 - 09/23/22	32
2nd	09/26/22 - 11/04/22	29
3rd	11/07/22 - 01/06/23	27
4th	01/09/23 - 02/17/23	29
5th	02/20/23 - 04/07/23	28
6th	04/10/23 - 05/24/23	32
Total School Days		**177**

Begin Time: 8:00 AM   End Time: 3:30 PM
450 minutes

Holidays

Labor Day	September 05, 2022
Columbus Day/Student Holiday	October 10, 2022
Thanksgiving Break	November 21-25, 2022
Christmas Break	Dec 19, 2022-Jan 03, 2023
Student Holiday	January 04, 2023
Martin Luther King, Jr. Day	January 16, 2023
Presidents' Day/Student Holiday	February 20, 2023
Spring Break	March 13-17, 2023
Good Friday	April 07, 2023
Staff & Student Holiday	April 10, 2023
Bad Weather Days/Student Holidays	May 25-26, 2023
Memorial Day	May 29, 2023

Early Release Days

End Time: 12:15 PM   255
September 02, 2022
October 07, 2022
December 16, 2022
March 10, 2023
May 23, 2023
May 24, 2023

Professional Development Days
October 10, 2022
January 04, 2023
February 20, 2023

Tax Free Weekend: August 05-07, 2022

Bad Weather Make-up Days ❆
May 25, 2023 (Thursday)
May 26, 2023 (Friday)

Staff Work Days
August 01-05, 2022
August 08-09, 2022
*May 25-26, 2023
May 30, 2023

*Will be adjusted if Bad Weather Day is used

State Testing Dates
STAAR
Dec 06-09, 2022 (EOC only)
April 18-21, 2023 - 3-8 Reading, English I, English II
April 25-28, 2023 - Science, Social Studies, Biology, US History
May 02-05, 2023 - 3-8 Math, Algebra 1
TELPAS Testing Window
Feb 20 - March 31, 2023

JANUARY
Compassion

S	M	T	W	T	F	S
1	2	3	4⌂	5	6]	7
8	[9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY
Wisdom

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17]	18
19	[20⌂	21	22	23	24	25
26	27	28				

MARCH
Humility

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL
Justice

S	M	T	W	T	F	S
						1
2	3	4	5	6	7]	8
9	[10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY
Courage

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24]	25❆	26❆	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Please Note: The 2022-2023 calendar is subject to change based on local ISD calendar modifications.

Scientia Virtus et Libertas

Revised: 10/24/2022

Entity 10630/Track #00
Board Approval 06/10/2022

HUNTSVILLE CLASSICAL ACADEMY

2022-2023 School Calendar
Huntsville Classical Academy
County District Campus # 221801005

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	[8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER
Self-Control

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23]	24
25	[26	27	28	29	30	

OCTOBER
Integrity

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER
Honor

S	M	T	W	T	F	S
		1	2	3	4]	5
6	[7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER
Gratefulness

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Grading Periods

1st	08/08/22 - 10/06/22	
2nd	10/10/22 - 12/20/22	
3rd	01/09/23 - 03/10/23	
4th	03/20/23 - 05/26/23	

Reporting Periods — Days

Period	Dates	Days
1st	08/08/22 - 09/23/22	34
2nd	09/26/22 - 11/04/22	29
3rd	11/07/22 - 01/06/23	27
4th	01/09/23 - 02/17/23	29
5th	02/20/23 - 04/07/23	27
6th	04/10/23 - 05/26/23	34
Total School Days		**180**

Begin Time: 8:00 AM   End Time: 3:45 PM
465 minutes

Holidays

Labor Day	September 05, 2022
Staff & Student Holiday	October 07, 2022
Thanksgiving Break	November 21-25, 2022
Christmas Break	Dec 21, 2022-Jan 04, 2023
Student Holidays	January 05-06, 2023
Martin Luther King, Jr. Day	January 16, 2023
Presidents' Day	February 20, 2023
Spring Break	March 13-17, 2023
Student Holiday	April 06, 2023
Good Friday/Bad Weather Day	April 07, 2023
Bad Weather Day	April 10, 2023
Memorial Day	May 29, 2023

Early Release Days
End Time: 12:00 Noon   240
October 21, 2022
November 18, 2022
December 20, 2022
February 17, 2023
March 31, 2023
May 26, 2023

Staff Work Days
August 01-05, 2022
January 06, 2023
May 30-31, 2023

Ignite Work Days
July 18-22, 2022
July 25-29, 2022
Tax Free Weekend: August 05-07, 2022

Bad Weather Make-up Days ❄
April 07, 2023 (Friday)
April 10, 2023 (Monday)

Professional Development Days 📁
January 05, 2023
April 06, 2023

Intersession Days
October 15, 2022
November 05, 2022
December 03, 2022
February 04, 2023
June 05-08, 2023
June 12-15, 2023
June 19-22, 2023
June 26-29, 2023

State Testing Dates
STAAR
Dec 06-09, 2022 (EOC only)
April 18-21, 2023 - 3-8 Reading, English I, English II
April 25-28, 2023 - Science, Social Studies, Biology, US History
May 02-05, 2023 - 3-8 Math, Algebra 1
TELPAS Testing Window
Feb 20 - March 31, 2023

JANUARY
Compassion

S	M	T	W	T	F	S
1	2	3	4	5📁	6]	7
8	[9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY
Wisdom

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17]	18
19	[20	21	22	23	24	25
26	27	28				

MARCH
Humility

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL
Justice

S	M	T	W	T	F	S
						1
2	3	4	5	6📁	7❄]	8
9	[10❄	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY
Courage

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26]	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Please Note: The 2022-2023 calendar is subject to change based on local ISD calendar modifications.

Whatever It Takes

2022-2023 School Calendar
Quest Collegiate Academy - Crockett
County District Campus # 221801045

JULY
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	[9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER
Self-Control
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23]	24
25	[26	27	28	29	30	

OCTOBER
Integrity
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14🗁	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER
Honor
S	M	T	W	T	F	S
		1	2	3	4]	5
6	[7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER
Gratefulness
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY
Compassion
S	M	T	W	T	F	S
1	2	3🗁	4	5	6]	7
8	[9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY
Wisdom
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13🗁	14	15	16	17]	18
19	[20❄	21	22	23	24	25
26	27	28				

MARCH
Humility
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL
Justice
S	M	T	W	T	F	S
						1
2	3	4	5	6	7]	8
9	[10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY
Courage
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25]	26❄	27
28	29	30	31			

JUNE
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Reporting Periods

		Days
First Period	08/09/22 - 09/23/22	33
Second Period	09/26/22 - 11/04/22	28
Third Period	11/07/22 - 01/06/23	28
Fourth Period	01/09/23 - 02/17/23	28
Fifth Period	02/20/23 - 04/07/23	28
Sixth Period	04/10/23 - 05/25/23	34
Total School Days		**179**

Begin Time: 8:00 AM   End Time: 3:45 PM

465 minutes

Holidays

Labor Day	September 05, 2022
Columbus Day	October 10, 2022
Student Holiday	October 14, 2022
Bad Weather Threat-Release 1pm	*November 04, 2022*
Thanksgiving Break	November 21-25, 2022
Christmas Break	Dec 19, 2022-Jan 02, 2023
Student Holiday	January 03, 2023
Martin Luther King, Jr. Day	January 16, 2023
Student Holiday	February 13, 2023
Bad Weather Day/Presidents' Day	February 20, 2023
Spring Break	March 13-17, 2023
Good Friday	April 07, 2023
Bad Weather Day/Student Holiday	May 26, 2023
Memorial Day	May 29, 2023

Early Release Days
End Time: 12:00 Noon
November 18, 2022
December 16, 2022
April 06, 2023
May 25, 2023

Staff Work Days
August 01-05, 2022
*May 26, 2023
May 30, 2023

*Will be adjusted if Bad Weather Day is used

Bad Weather Make-up Days ❄
February 20, 2023 (Monday)
May 26, 2023 (Friday)

Professional Development Days 🗁
October 14, 2022
January 03, 2023
February 13, 2023

Tax Free Weekend: August 05-07, 2022

State Testing Dates

STAAR
Dec 06-09, 2022 (EOC only)
April 18-21, 2023 - 3-8 Reading, English I, English II
April 25-28, 2023 - Science, Social Studies, Biology, US History
May 02-05, 2023 - 3-8 Math, Algebra 1

TELPAS Testing Window
Feb 20 - March 31, 2023

Please Note: The 2022-2023 calendar is subject to change based on local ISD calendar modifications.

Whatever It Takes

2022-2023 School Calendar
Premier High School of El Paso Eastpointe
County District Campus # 072801143

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	**25**	**26**	**27**	**28**	**29**	30
31						

AUGUST

S	M	T	W	T	F	S
	[1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER
Be Proactive

S	M	T	W	T	F	S
				1	2	3
4	**5**	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23]	24
25	[26	27	28	29	30	

OCTOBER
Begin with the End in Mind

S	M	T	W	T	F	S
						1
2	**3**	**4**	**5**	**6**	**7**	8
9	**10**	**11**	**12**	**13**	**14**	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER
Put First Things First

S	M	T	W	T	F	S
	1 📁	2	3	4]	5	
6	[7	8	9	10	**11**	12
13	14	15	16	17	18	19
20	**21**	**22**	**23**	**24**	**25**	26
27	28	29	30			

DECEMBER
Think Win-Win

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	**19**	**20**	**21**	**22**	**23**	24
25	**26**	**27**	**28**	**29**	**30**	31

Reporting Periods — **Days**

Reporting Periods		Days
First Period	08/01/22 - 09/23/22	39
Second Period	09/26/22 - 11/04/22	19
Third Period	11/07/22 - 01/06/23	27
Fourth Period	01/09/23 - 02/17/23	28
Fifth Period	02/20/23 - 04/07/23	24
Sixth Period	04/10/23 - 06/02/23	38
	Total School Days	175

Morning Session: 9:00-3:00   Afternoon Session: 12:45-4:45

Holidays

Labor Day	September 05, 2022
Fall Break	October 03-14, 2022
Student Holiday	November 01, 2022
Veterans Day	November 11, 2022
Thanksgiving Break	November 21-25, 2022
Christmas Break	December 19-30, 2022
Student Holidays	January 02-03, 2023
MLK Day/Bad Weather Day	January 16, 2023
Student Holiday	February 13, 2023
Staff & Student Holiday	March 06-10, 2023
Spring Break	March 13-17, 2023
Good Friday/Bad Weather Day	April 07, 2023
Student Holiday	April 10, 2023
Memorial Day	May 29, 2023

Professional Development Days 📁
November 01, 2022
January 02, 2023
January 03, 2023
February 13, 2023
April 10, 2023

Staff Work Days
July 25-29, 2022
June 05-09, 2023

Bad Weather Make-up Days ❄
January 16, 2023 (Monday)
April 07, 2023 (Friday)

Tax Free Weekend: August 05-07, 2022

State Testing Dates
STAAR
Dec 06-09, 2022 (EOC only)
April 18-21, 2023 - 3-8 Reading, English I, English II
April 25-28, 2023 - Science, Social Studies, Biology, US History
May 02-05, 2023 - 3-8 Math, Algebra 1
TELPAS Testing Window
February 20 - March 31, 2023

JANUARY
Seek First to Understand

S	M	T	W	T	F	S
1	**2** 📁	**3** 📁	4	5	6]	7
8	[9	10	11	12	13	14
15	**16** ❄	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY
Synergize

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	**13** 📁	14	15	16	17]	18
19	[20	21	22	23	24	25
26	27	28				

MARCH
Sharpen the Saw

S	M	T	W	T	F	S
			1	2	3	4
5	**6**	**7**	**8**	**9**	**10**	11
12	**13**	**14**	**15**	**16**	**17**	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	**7** ❄]	8
9	[**10** 📁	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	**29**	30	31			

JUNE

S	M	T	W	T	F	S
				1	2]	3
4	**5**	**6**	**7**	**8**	**9**	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Please Note: The 2022-23 calendar is subject to change based on local ISD calendar modifications.

Educating the Individual, Not the Class

Depository Contract for Funds of Open-Enrollment Charter Schools
Under Texas Education Code, Chapter 12, Subchapter D

STATE OF TEXAS
COUNTY OF _____

Article I. _____ hereinafter referred to as the "Depository", located at _____
Name of Depository Bank   *Bank Mailing Address, City, Zip Code*

_____ County, State of Texas, being a bank as that term is defined in section 45.201 of the Texas Education Code, hereinafter
Name of County

referred to as "the Code", was duly selected by the governing body of _____ (FEIN: _____),
Name of Charter Holder

hereinafter referred to as the "Charter Holder", an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 and that operates _____ (CDN:_____), a Texas Open- Enrollment Charter School located in
Name of Charter School

_____ County, Texas, to serve as the Depository of the public funds of the Charter Holder received under Section 12.106, Texas
Name of County

Education Code, except those public funds permitted by law to be deposited or invested in accordance with Sections 2256.009-2256.016, Texas Government Code at the sole discretion of the governing body of the Charter Holder. The action of the governing body of the Charter Holder was duly taken and the Depository is to serve pursuant to this contract until its successor is selected and has qualified unless sooner terminated by Depository's failure to adhere to all requirements of the Code and of this contract.

Article II. This contract is executed by the Charter Holder and the Depository.

TO BE COMPLETED BY CHARTER HOLDER AND VERIFIED BY BANK
(For all funds received from the Texas Education Agency)

Type of Account (Check One):   ____ Checking   ____ Savings

Transit Routing Number (Must be 9 digits): | | | | − | | | | − | | |

Account Number (Up to 13 digits): _____

AGREED AND ACCEPTED on behalf of the Charter Holder this the _____ day of _____, 20___.

Signature of President of Charter Holder Board _____

A T T E S T :
AGREED AND ACCEPTED on behalf of Depository this the _____ day of _____, 20___.

Typed Name of Depository _____

Signature of Authorized Bank Officer _____

Title of Authorized Officer _____

Acknowledgment

STATE OF TEXAS
COUNTY OF _____

Before me, the undersigned authority in and for said county and state, on this day personally appeared _____
Name of Bank Officer

known to me to be the person whose name is subscribed to the foregoing instrument on behalf of the Depository named therein, and known to me to be an officer authorized to execute the foregoing instrument on behalf of said depository, and acknowledged to me that (s)he executed the same as the act and deed of said Depository, for the purpose therein expressed and in the capacity therein stated.

Given under my hand and seal of office this the _____ day of _____, 20___.

Signature of Notary _____

(SEAL)   Notary Public in and for _____ County, Texas

Depository Contract for Funds of Open-Enrollment Charter Schools
Under Texas Education Code, Chapter 12, Subchapter D

STATE OF TEXAS
COUNTY OF _____

Article I. _____ hereinafter referred to as the "Depository", located at _____
Name of Depository Bank   *Bank Mailing Address, City, Zip Code*

_____ County, State of Texas, being a bank as that term is defined in section 45.201 of the Texas Education Code, hereinafter
Name of County

referred to as "the Code", was duly selected by the governing body of _____ (FEIN: _____),
Name of Charter Holder

hereinafter referred to as the "Charter Holder", an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 and that operates _____ (CDN:_____), a Texas Open- Enrollment Charter School located in
Name of Charter School

_____ County, Texas, to serve as the Depository of the public funds of the Charter Holder received under Section 12.106, Texas
Name of County

Education Code, except those public funds permitted by law to be deposited or invested in accordance with Sections 2256.009-2256.016, Texas Government Code at the sole discretion of the governing body of the Charter Holder. The action of the governing body of the Charter Holder was duly taken and the Depository is to serve pursuant to this contract until its successor is selected and has qualified unless sooner terminated by Depository's failure to adhere to all requirements of the Code and of this contract.

Article II. This contract is executed by the Charter Holder and the Depository.

TO BE COMPLETED BY CHARTER HOLDER AND VERIFIED BY BANK
(For all funds received from the Texas Education Agency)

Type of Account (Check One):   ____ Checking   ____ Savings

Transit Routing Number (Must be 9 digits): | | | | – | | | | – | |

Account Number (Up to 13 digits): _____

AGREED AND ACCEPTED on behalf of the Charter Holder this the _____ day of _____, 20___.

Signature of President of Charter Holder Board _____

A T T E S T:
AGREED AND ACCEPTED on behalf of Depository this the _____ day of _____, 20___.

Typed Name of Depository _____

Signature of Authorized Bank Officer _____

Title of Authorized Officer _____

Acknowledgment

STATE OF TEXAS
COUNTY OF _____

Before me, the undersigned authority in and for said county and state, on this day personally appeared _____
Name of Bank Officer

known to me to be the person whose name is subscribed to the foregoing instrument on behalf of the Depository named therein, and known to me to be an officer authorized to execute the foregoing instrument on behalf of said depository, and acknowledged to me that (s)he executed the same as the act and deed of said Depository, for the purpose therein expressed and in the capacity therein stated.

Given under my hand and seal of office this the _____ day of _____, 20___.

Signature of Notary _____

(SEAL)   Notary Public in and for _____ County, Texas

MINUTES
Texas College Preparatory Academies ("TCPA")
Premier High Schools ("PHS")

Date: September 9, 2022
Time: 10:30 a.m.
Location: 1301 Waters Ridge Drive, Lewisville, Texas 75057
Meeting Type: Regular
Attendees: Ben Klingenstein, President; Marvin Reynolds, Vice President (via video conference); Kent Sparks, Secretary; Chuck Cook, CEO/Board Member; Lance Losey, Board Member (via video conference); Joe DeProspero, Board Member; and Dr. Lisa Bowen, Board Member.

Board President, Ben Klingenstein, called the meeting to order at 10:32 a.m.

1. **Executive Report**
   Anthony Edwards, Executive Vice President, Office of Innovation and School Expansion provided an update to the board on the 2022-2023 school expansion and campus openings.
   Chris Baumann, Chief Brand Officer provided an update to the board on enrollment for all brands.
   Corey Fischer, Vice President of Finance, provided an update to the board on the new auditor as well as a preliminary FIRST update.
   Christian Cutter, Chief Academic Officer, provided an update to the board on school accountability.

2. **Public Comment**
   The following individual addressed the board during Public Comment:
   Paul A. Slough

3. **Separate Item**

   Motion: Ben Klingenstein moved to approve the addition of Dr. Lisa Bowen as a new board member for ResponsiveEd Texas.
   Second: Kent Sparks
   Vote: 6-0 in favor

4. **Consent Items**

   Motion: Joe DeProsperpo moved to approve consent item 1-10 as presented.
   Second: Marvin Reynolds
   Vote: 7-0 in favor

1. Consider approving the audit engagement letter. (T)(P)
2. Consider approving the payment of bills from 4/1/2022 - 6/30/2022. (T)(P)
3. Consider approving the district lease agreements for Texas College Preparatory Academies and Premier High Schools. (T)(P)
4. Consider approving the submission of non-expansion amendments to the TEA for Texas College Preparatory Academies. (T)(P).
5. Consider approving to appoint Robert Davison as primary request submitter designee/alternate. (T)(P)
6. Consider ratifying changes to 2022-2023 school calendars. (T)(P)
7. Consider approving the delegation of waiver approval authority to the Superintendent. (T)(P)
8. Approve the minutes from the board meeting held on June 10, 2022. (T)(P)
9. Consider approving updates to the Special Education Policy and Procedures. (T)(P)
10. Consider approving district contracts. (T)(P)

3. Separate Items

a. Property Purchase

Motion: Marvin Reynolds moved to approve the purchase and finance of property located in Bastrop, Texas. (TCPA)
Second: Joe DeProspero
Vote: 7-0 in favor

b. Behavioral Threat Assessment Policy

Motion: Ben Klingenstein moved to approve the behavioral threat assessment policy. (TCPA) (PHS)
Second: Kent Sparks
Vote: 7-0 in favor

c. TCPA Charter Renewal

Motion: Ben Klingenstein moved to the submission of the expedited TCPA Charter renewal application to the TEA.
Second: Marvin Reynolds
Vote: 7-0 in favor

4. Closed Session

The Board went into closed session at 11:29 a.m. pursuant to Texas Government Code 551.076 and 551.089 to deliberate regarding security devices and security audits and §551.082-.0821 to deliberate a Level IV Parent/Student Grievance.

The Board reconvened into Open Session at 12:20 p.m and took action on the following items discussed in Closed Session.

Motion: Ben Klingenstein moved to approve the Multi-Hazard Emergency Operational Plan (MEOP). (TCPA)(PHS)
Second: Marvin Reynolds
Vote: 7-0 in favor

Motion: Ben Klingenstein moved to uphold the level three Parent/Student grievance decision.
Second: Joe DeProspero
Vote: 7-0 in favor

Board President, Ben Klingenstein, adjourned the meeting at 12:23 p.m.

_____   _____
Ben Klingenstein, President   Date

_____   _____
Kent Sparks, Secretary   Date

Separate Items

1. 2021-22 Budget Amendments and the 2021-22 Annual Financial and Compliance Report

Fort Worth, Texas	Opening Fall 2023
Property Address:	501 Academy Blvd., Ft. Worth, TX
Property Description:	Purchasing 4.5 acres of land with gym, seven classrooms, and administrative offices.
	Former Church built in 2003.

Acquisition and Construction Costs

	Size	Cost PSF		Estimated Cost
Main Building	31,450	$ 127		$ 4,000,000
Total				$ 4,000,000
Initial Cash Investment (20%)				$ 800,000
Total Projected Loan Amount				$ 3,200,000

Operating Costs

	Rate	Term	Monthly	Annual
Mortgage	6%	360	$19,557	$ 234,684
Insurance			$1,000.00	$ 12,000

Estimated Operating Costs

		Monthly	Annual
Utilities		$7,539	$ 90,472
Janitorial		$6,324	$ 75,888
Maintanance		$1,000	$ 12,000
Total Operating Costs			$ 425,044

Cost % of Revenue including Operating Costs YR 1	40%
Cost % of Revenue including Operating Costs YR 3	17%

Notes

ResponsiveEd received a 1.5 million dollar grant from the Fort Worth Education Partnership.

New Mortgage Payment		$ 19,557
Annual Mortgage % of Income (YR 3)	9%	$ 234,684

Property Allocation Based on Income Projection

First Year ADA K-8	Per Student	Income	Annual Property Allocation	
125	$ 8,500	$ 1,062,500	$ 159,375	15%
2023-2024			$ 212,500	20%
			w/Operating Costs	
At Capacity	**Per Student**	**Income**		
300	$ 8,500	$ 2,550,000	$ 382,500	15%
2026-2027			$ 510,000	20%
			w/Operating Costs	

*Per Student $$ Revenue based on Foundation School Funding (FSP) only

TEXAS COLLEGE PREPARATORY ACADEMIES
RESOLUTION TO APPROVE THE PURCHASE AND FINANCE OF PROPERTY LOCATED IN FORT WORTH, TEXAS

WHEREAS, ResponsiveEd Texas ("ResponsiveEd"), a Texas 501(c)(3) nonprofit corporation, seeks to increase the choice of learning opportunities for students;

THEREFORE, BE IT RESOLVED that the ResponsiveEd Board of Directors ("Board") for Texas College Preparatory Academies approves the purchase, and financing of property located in Fort Worth, Texas in the amount of $4,000,000.00.

FURTHER RESOLVED, that the Board, does hereby authorize and empower by and through either: (a) Robert Davison, Chief Operating Officer, (b) Charles Cook, Chief Executive Officer, or (c) James Taylor, Chief Financial Officer, to execute documents on behalf of ResponsiveEd.

By _____ to _____ majority vote of members of the Board, this resolution was (Check one.) ___ approved ___ disapproved at a lawfully called meeting on November 11, 2022, and as indicated by their signatures below.

_____

_____   _____
Ben Klingenstein, President   Date

_____   _____
Marvin L. Reynolds, D. Ed., Vice President   Date

_____   _____
Kent Sparks, Secretary   Date

_____   _____
Charles Cook   Date

_____   _____
Lance Losey   Date

_____   _____
Joe DeProspero   Date

_____   _____
Dr. Lisa Bowen   Date

San Angelo, Texas	Opening Fall 2023
Property Address:	112, 125 & 126 S. Jackson St., San Angelo, TX 76906
Property Description:	Purchasing 2 acres of land with 6 buildings for PHS San Angelo
	Former Charter School with cafeteria and gymnasium

Acquisition and Construction Costs

	Size	Cost PSF		Estimated Cost
Main Building	23,950	$ 75		$ 1,800,000
Land, Furniture, Fixtures Included				
Total				$ 1,800,000
Initial Cash Investment (20%)				$ 360,000
Total Projected Loan Amount				$ 1,440,000

Operating Costs

	Rate	Term	Monthly	Annual
Mortgage	6%	360	$8,801	$ 105,612
Insurance			$1,000.00	$ 12,000

Estimated Operating Costs

			Monthly	Annual
Utilities			$6,845	$ 82,140
Janitorial			$2,360	$ 28,320
Maintanance			$780	$ 9,360
Total Operating Costs			$9,985	$ 237,432

Cost % of Revenue including Operating Costs YR 1	20%
Cost % of Revenue including Operating Costs YR 3	14%

Current Status

San Angelo current location	Cost PSF	Sq. Ft.	Cost Per Month
4102 Sunset Blvd	$ 7.50	9,000	$ 5,625.00
NNN			$ 1,275.00
Current Rent Payment Total			$ 6,900.00

New Mortgage Payment		$	8,801
Annual Mortgage % of Income (YR 3)	6%	$	105,612

Property Allocation Based on Income Projection

Current ADA	Per Student	Income	Annual Property Allocation	
137	$ 8,500	$ 1,164,500	$ 174,675	15%
2023-2024			$ 232,900	20%
			w/Operating Costs	

At Capacity	Per Student	Income		
200	$ 8,500	$ 1,700,000	$ 255,000	15%
2025-2026			$ 340,000	20%
			w/Operating Costs	

*Per Student $$ Revenue based on Foundation School Funding (FSP) only

PREMIER HIGH SCHOOLS
RESOLUTION TO APPROVE THE PURCHASE, AND FINANCE OF PROPERTY LOCATED IN SAN ANGELO, TEXAS

WHEREAS, ResponsiveEd Texas ("ResponsiveEd"), a Texas 501(c)(3) nonprofit corporation, seeks to increase the choice of learning opportunities for students;

THEREFORE, BE IT RESOLVED that the ResponsiveEd Board of Directors ("Board") for Premier High Schools approves the purchase, and financing of property located in San Angelo, Texas in the amount of $ 1,800,000.00.

FURTHER RESOLVED, that the Board, does hereby authorize and empower by and through either: (a) Robert Davison, Chief Operating Officer, (b) Charles Cook, Chief Executive Officer, or (c) James Taylor, Chief Financial Officer, to execute documents on behalf of ResponsiveEd.

By _____ to _____ majority vote of members of the Board, this resolution was (Check one.) ___ approved ___ disapproved at a lawfully called meeting on November 11, 2022, and as indicated by their signatures below.

_____

_____   _____
Ben Klingenstein, President   Date

_____   _____
Marvin L. Reynolds, D. Ed., Vice President Date

_____   _____
Kent Sparks, Secretary   Date

_____   _____
Charles Cook   Date

_____   _____
Lance Losey   Date

_____   _____
Joe DeProspero   Date

_____   _____
Dr. Lisa Bowen   Date