



2024-2025 Action Plan

Young Women's College Preparatory Academy

Dr. Tabitha Davis

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs	Vision	Theory of Action
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Needs related to student achievement data:

- Math Teacher will provide additional TSI and P/SAT support to increase student achievement by 95% (passing rates for Math TSI and P/SAT).
- Core Content Teachers will disaggregate STAAR, MOY and EOY data to assess strong areas and areas in need of growth.
- The CCMR dashboard will be utilized to target students to track attainment of the CCMR point.

Needs related to improving the quality of instruction:

- Teachers will receive coaching/support with Classroom Management weekly to ensure teachers can focus on content-area instruction.
- New teachers will meet with a campus mentor weekly to receive instructional support.
- Teachers will receive additional training for instructional technology integration at 100% of the campus professional development meeting.
- Utilize data from SPOT dashboard and Formal Observations to provide teachers coaching and support weekly to reflect 80% growth overall.

System evaluation:

- PLCs will meet weekly to discuss teaching strategies, multiple response strategies, conduct At Bats, and discuss vertical alignment.
- Attendance updates will be discussed during Leadership team meetings.
- Special Education and 504 Services will be reviewed monthly with the Department Chairperson, Coordinators and Administrator.

School Action Plan

KEY ACTION ONE

Key Action:

Increasing teacher capacity to provide high quality instruction and increase student achievement on AP assessments by 10%.

Indicators of Success:

- Students will complete at least 80% of the AP Classroom site resources for daily lessons.
- Students will complete at least 80% of the AP Classroom site resources for weekly and unit assessments.
- Teachers will track their student's data from the Checkpoint (mini assessments) in AP Classroom every 3 weeks to show that 70% or more of students have demonstrated proficiency on the content taught.
- 80% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by Dimension 2.1 through 2.5 (Instruction) of the T-TESS rubric.
- 90% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by the evaluation rubric by the End of Year Conference.

Specific Actions – School Leaders:

- Instructional leaders will monitor teachers' use of the AP Classroom site for daily lessons (in lesson plans and implemented in classrooms).
- Instructional leaders will monitor teachers' use of the AP Classroom site for weekly and unit assessments.
- Instructional leaders will monitor class data from Checkpoint assessments given in AP Classroom.
- Provide professional development on Best Practices for AP classroom instruction.
- Conduct Regular SPOT observations and provide feedback to teachers.
- Meet Weekly as a leadership team to discuss trends seen in SPOT observations and plan PLC meetings around trends.
- Conduct learning walks with the leadership team and construct PLC agendas around areas of growth.

	Specific Actions – Staff: <ul style="list-style-type: none"> Teachers will plan rigorous instruction using the College Board framework for their AP courses. Teachers will use the instructional videos, checkpoints, and practice tests in AP Classroom to plan daily lessons, provide interventions to students based on assessment data and review/reteach content as needed based on assessment data in AP Classroom. Teachers will review student data in AP Classroom and hold individual data conferences with students to review data from recent CFUs and assessments. Students will be empowered to track their own data and reflect on their growth in order to take personal ownership and have greater investment in their academic success in AP classes. Teachers will participate in professional development to gain knowledge in engagement strategies. Conduct learning walks and provide reflections to colleagues through a structured protocol. New teachers will observe highly effective instructional practices of accomplished teachers. 		
	Key Action One:		
Staff Development	Who: All YWCPA Teachers		
	What: AP Summer Institute, HISD AP Trainings, AP Conference, District Professional Development, Campus Faculty Meetings and Professional Development Days		
	When: Summer 2024, August 2024 (Pre-service) + PD Days		
	Where: Rice University & UT, YWCPA, Various Locations		
Budget	Proposed item	Description	Amount
	Staff development	AP Summer Institute	\$645/person
	Materials/resources	Barron AP Text	\$442.25/class set
	Purchased services	N/A	N/A
	TOTAL		\$10,875.50
	Funding Sources: Campus Budget		

KEY ACTION TWO

Key Action:

100% of our rising Seniors (Class of 2025) will achieve at least one CCMR indicator by June 2025.

Indicators of Success:

- 100% of students will have successful completion of OnRamps course(s) by June 2025 OR AP test with a score of 3, 4, or 5.
- OR Successful completion of TSI (Math and ELAR) with a score of 950 or higher (Math) and 945 (ELAR) & 5 (essay) by June 2025.
- OR Successful completion of SAT (Math and ELAR) with a score of 530 or higher (Math) & 480 or higher (Evidence-Based Reading and Writing) by June 2025.

Specific Actions – School Leaders:

- Monitor daily instruction in OnRamps and AP courses and provide applicable coaching and feedback.
- Ensure daily instruction is at the appropriate rigor level to prepare students for success on TSI & SAT Math and Reading.
- Provide intensive study opportunities (AP Study Sessions, AP Mock Exams, SAT Boot Camp and TSI Boot Camp).

Specific Actions – Staff:

- Weekly collaboration with OnRamps and AP course instructors to ensure curriculum and instructional methods align with assessment objectives, fostering student success in these rigorous courses.
- Conduct regular assessments and progress checks to identify students' strengths and areas needing improvement, providing targeted interventions and academic support sessions tailored to individual needs.
- Offer comprehensive tutoring and study sessions focused on AP, TSI (Math and ELAR) and SAT (Math and ELAR) content, equipping students with the knowledge and strategies necessary to excel on these critical assessments.

	Key Action Two:		
Staff Development	Who: All HS Math & ELA Teachers		
	What: Lamar feeder pattern professional development tailored to successful TSI test prep strategies for students. Content based SAT test prep for teachers. Content based think tanks to discuss AP test.		
	When: During summer training and teacher pre-service.		
	Where: On campus/District		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources	TSI testing units	\$1,200
	Purchased services		
	TOTAL		\$1200
	Funding Sources: Campus Budget		

Key Action:

By June 2025, 100% of the students will engage in at least one SEL activity or event.

Indicators of Success:

- Within the first 6-weeks, 100% of middle school and high school students will attend an assembly to address mental health and how to submit a SAF.
- The Wellness Wednesday program will continue to meet the SEL needs of students who have been referred by self or a staff member or parent.
- Visit from Justice, the HISD Social Emotional Support animal

Specific Actions – School Leaders:

- Leaders will ensure that every classroom by the end of the first six weeks is equipped with QR codes that directly link to student assistance forms and provide weekly parent publications that incorporate the steps for referring a student.
- Leaders will identify community partners that will donate or create SEL resources such as SEL curriculum.
- Leaders will use community/district departments to hold parent/community/student informative sessions on the resources available for SEL.

Specific Actions – Staff:

- Teachers and Staff will be trained on how to complete the student assistant form during teacher's preservice, Fall and Spring faculty meetings on the district student assistance form and the form's categories listed for student support: Basic Need (food, housing, clothing, transportation), Emotional and/or Mental Health Need (sadness, stress, grief, anxiety), or Academic Need (grades, schedules, STAAR, college).
- Staff will attend all district mandated mental health training such as suicide prevention by the first 6 weeks of the year and the staff will attend mental health campus trainings such as how to accurately report suspected child abuse,
- Staff will be provided SEL activities during mental health awareness month, kindness day etc.

	Key Action Three:		
Staff Development	Who: Counselor		
	What: Training for teachers focused on SEL for students.		
	When: Pre-Service, Faculty Meetings		
	Where: On campus		
Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources		
	Purchased services		
	TOTAL		
	Funding Sources:		

KEY ACTION FOUR	Key Action: Improve student attendance from 97% to 98% by May 2025.
	Indicators of Success: <ul style="list-style-type: none"> • Average daily attendance will be no less than 98%. • No more than 5% of high school students will have excessive absences (3+) in any given grading period. • No more than 5% of middle school students will have excessive absences (1+) in an given grading period.
	Specific Actions – School Leaders: <ul style="list-style-type: none"> • School leaders will monitor daily attendance by having our Attendance Clerk/SIR to share daily attendance reports by 11:00AM and make calls to parents between 11:00 and 11:30AM each day. • School leaders will have parent conferences and implement attendance contracts. • School leaders will initiate truancy referrals for students who continue to have excessive absences after inception of the attendance contract.
	Specific Actions – Staff: <ul style="list-style-type: none"> • Teachers will submit accurate attendance for each class period every day and conduct check-in meetings with students who have missed their class for one or more days in a week. • Teachers will make phone calls home when they have noticed a pattern of absenteeism.
	Key Action Four:
Staff Development	Who: Leaders, Attendance Clerk/SIR, Teachers
	What: Preservice Training on initiating attendance referrals, attendance contracts, and truancy referrals
	When: August 2024
	Where: YWCPA Cafeteria

Budget	Proposed item	Description	Amount
	Staff development		
	Materials/resources	Staff Handbook, PowerPoint	
	Purchased services	N/A	N/A
	TOTAL		
	Funding Sources:		