SY 23-24 School Action Plan

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<th>Campus</th>
<th>Young Women’s College Preparatory Academy</th>
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<tr>
<td>Principal</td>
<td>Dr. Tabitha Davis</td>
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<td>Grades Served</td>
<td>6-12</td>
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<td>Enrollment</td>
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The timeline for School Action Plan submission can be found below:

**Now-July 15:** Principals work with campus teams to complete the first version

**July 15:** Submit draft to Division Superintendent and/or ED via email

**July 15-August 15:** Work with ED to solicit and incorporate feedback and finalize version for submission

**August 15:** Final submission for SY 23-24
**Key Action** *(Briefly state the specific goal or objective.)*

100% of our rising Seniors (Class of 2024) will be deemed College Ready per TEA standards prior to graduation.

**Indicators of success** *(Measurable results that describe success.)*

- 100% of 12th grade students will earn a score of 945 (multiple choice) and 5 (essay) or greater on TSIA2 ELAR and 950 or greater on TSIA2 Math
- OR score 480 or above on SAT Reading or 530 or above on SAT Math
- OR score a 3 or higher on at least one AP exam

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- Daily monitoring via classroom visits/walkthroughs to ensure effective Math and English instruction in classes.
- Monthly monitoring of student results on TSI assessments and SAT practice assessments.
- Embed the Texas College Bridge program into our upper-level Math and English classes for all rising 11th and 12th grade scholars.

**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- The upper-level Math and English teachers will complete AP Summer Institute training with the College Board.
- Implement AP instructional strategies in classes daily.
- Utilize resources on AP Classroom platform for lesson activities and weekly assessments, and track their students' performance data in the AP Classroom tool to measure proficiency, determine review/reteach needs, and plan for instructional interventions.
- Math and English teachers will complete a professional development series with the National Math & Science Initiative (NMSI) and implement these instructional strategies in classes daily.
### Key Action  
*Briefly state the specific goal or objective.*)

Increase high school student achievement in Mathematics as measured by the Algebra I STAAR EOC from 94% Approaches, 50% Meets, and 23% Masters to 99% Approaches, 70% Meets, and 45% Masters.

### Indicators of success  
*Measurable results that describe success.*

- Daily Check-for-Understanding (CFU) results will show that 80% or more of students have demonstrated proficiency on the content taught that day.

- Weekly teacher-assessment results and 3-week unit assessment results will show that 80% or more of students have demonstrated proficiency on the content taught during that week or 3-week period.

- Spring Interim STAAR assessment results will show that 90% or more of students demonstrate proficiency at the Approaches level, 55% at the Meets level, and 35% at the Masters level.

### Specific actions – school leaders  
*What specific action steps will the building leaders take to accomplish the objective?*

- Plan with teachers weekly in content-area PLCs.
- Review teachers' CFUs to ensure appropriate rigor level before implementation with students.
- Review lesson plans and provide feedback.
- Review assessment results for weekly and unit tests and support teachers with the following:
  - data analysis and re-grouping of students based on data trends
  - reviewing/reteaching content as needed based on test results
  - planning for targeted interventions to support students with content comprehension deficits

### Specific actions – staff  
*What specific action steps will the staff take to accomplish the objective?*

- Teachers will plan data-driven instruction in weekly Math PLC.
- Teachers will include CFUs in daily lessons, provide interventions to students based on assessment data, re-group students as needed for targeted instruction and support.
- Teachers will plan weekly and unit assessments to measure student mastery and plan for upcoming instruction and interventions.
**Key Action** *(Briefly state the specific goal or objective.)*
Increase instructional capacity for teachers of Advanced Placement courses that afford students the opportunity to earn college credit with satisfactory performance on the EOY assessments.

**Indicators of success** *(Measurable results that describe success.)*
- Daily Check-for-Understanding (CFU) results will show that 70% or more of students have demonstrated proficiency on the content taught that day.
- Weekly and 3-week checkpoint assessments will show that 70% or more of students have demonstrated proficiency on the content taught during that week or 3-week period.
- Practice AP assessment results will show that 70% or more students demonstrate proficiency on the standards assessed.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*
- Plan with teachers weekly in content-area PLCs.
- Review teachers' CFUs to ensure appropriate rigor level before implementation with students.
- Review lesson plans and provide feedback.
- Review assessment results in AP Classroom for weekly and unit tests.

**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*
- 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.
**Key Action** *(Briefly state the specific goal or objective.)*

Improve our campuswide attendance rate from 96% to 97.5% during the 2023-24 school year.

**Indicators of success** *(Measurable results that describe success.)*

- Daily attendance checks with parent phone calls for any students marked absent in the first class of the day and/or the ADA period.

- Weekly attendance report reviews with follow-up calls and parent meetings for students who missed 1+ days that week.

- Progress report (3-week) period attendance report reviews with parent meetings for students who missed 3+ days during that 3-week period.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- Work with the Registrar to run daily attendance report.
- Call parents of absentee students by grade level.
- Conduct parent conferences for students with chronic absenteeism.
- Implement Attendance Contracts and notify the Truancy Officer/Specialist when students continue to experience absenteeism beyond the parent conference and attendance contract inception.
- Celebrations and incentives for students with Exceptional Attendance.

**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

* 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.
* Registrar will run daily attendance report and send it to the leadership team.
* Clerk will assist leadership team with parent calls.
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