

# Robstown Independent School District

## Salazar Crossroads Academy - TIP

### 2022-2023 Essential Actions



**Superintendent:**  
**DCSI/Grant Coordinator:**

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**ESC Region:** 2

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# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** Salazar Crossroads student's did not meet set performance goals. Students face personal challenges that affect their academic performance.

### 1. Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Implementation Level:** Partial Implementation

**Key Practices:** 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.

**Rationale:** During the 21-22 school year the campus was not supported by a full staff of highly qualified educators. Focusing on 2.1 will allow Crossroads to fill positions using in-house teachers with highly qualified teachers that will support students and keep the campus fully staffed. This will allow campus leaders to implement strategies to maintain and keep teachers placed for student support.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The principal will work closely with administrators to develop a master schedule that maximizes the use of human capital to support students in all subject areas.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** By partnering with ESC 2, the district leadership team will build capacity in the campus leader to align campus systems and use consistent processes and protocols that will focus on a set of research-based instructional coaching practices that can be supported and monitored campus-wide. Weekly meetings with instructional leaders will be held to build capacity among teachers in effective instructional delivery in high-need areas. This action will improve campus practices and processes that demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary readiness.

**Desired Annual Outcome:** By the end of the 2022-2023 school year, 3 content positions will be filled all year to support the campus and students. Campus instructional leaders will identify high performing teachers from the Robstown Early College High School based on willing to improved student outcomes and willingness to learn and develop. The campus instruction leaders will and implement a master schedule that allows consistent instructional support for students in the core content areas to Salazar-Crossroads Academy. The principal will monitor daily sign in sheets to track in-house support.

**District Commitment Theory of Action:** If the district provides ongoing coaching and support to the campus leaders and prioritize time for school instructional leadership, then the campus leadership team will be able to routinely coach teachers on using effective instruction and create a condition for school success.

**Desired 90-day Outcome:** By the end of Cycle 1, Salazar Crossroads will have a schedule of at least 2 core teachers, 1 counselor/social worker, and 1 tutor to best meet the needs of students.

**District Actions:** If the district will allow a partnership between the two campuses, campus administration will strategically utilize the master schedule to provide students at Salazar Crossroads with certified core content teachers.

**Did you achieve your 90 day outcome?:** No

**Why or why not?:** I have been able to schedule the 2 core teachers, and 1 social worker to Salazar-Crossroads. However, the 1 tutor is needed for the campus but interviews are scheduled for December 14th in the afternoon. We are still in the process of hiring and recruiting for Salazar-crossroads to be fully staffed.

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?
Balancing responsibilities at the beginning of the year and feeling overwhelmed can lead to reverting to old habits of "compliance" and forsaking commitment and fidelity of best practices.	Action Step 3	By staying connected through bi-weekly meetings, the staff can consistently re-group and stay reminded of the focus and purpose of Salazar Crossroads.

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

**Implementation Level:** Beginning 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. • Regular campus climate surveys assess and measure progress on student and staff experiences.

**Rationale:** Salazar Crossroads is an Alternative Education campus and serves our most At-Risk students in the quest to complete the requirements for graduation. Focusing on 3.1, will allow Salazar-Crossroads to build culture with a shared mission, vision, and goals and alignment with the high school. It will allow a beginning step for the staff and leadership to align their goals and values with the high school and ultimately providing limitless opportunities for staff and students.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The principal will work closely with district leaders to strengthen the support provided to students at Salazar Crossroads by extending the services provided and expanding the opportunities to earn a High School Diploma.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** By partnering with Robstown Early College High School, the students at Salazar Crossroads will be able to attend CTE courses and access facilities and instruction that will allow them to earn college credit, and Industry Based certification. The students at Salazar Crossroads will participate in goal setting, social-emotional support through Restorative Circles, and access to an educational environment that promotes independent progress and goal attainment. The mission of Salazar Crossroads is to create opportunities beyond the classroom and beyond graduation for student success. The skills embedded into the design of the campus will help students pursue post-secondary opportunities, be it the workplace, or college.

**Desired Annual Outcome:** By the end of the 2022-2023 school year, 100% of staff will demonstrate high expectations and shared ownership for student success. The principal will have all staff members share a common understanding of the vision, mission, and goals and high expectations through professional learning communities. Campus administration will monitor the outcome through agenda and minutes.

**District Commitment Theory of Action:** If the district provides the technology and the training necessary to build personal learning schedules and supports for students using Google Calendar, students will be able to utilize the learning to organize themselves to meet deadlines.

**Desired 90-day Outcome:** By the end of Cycle 1, the leadership team at Salazar Crossroads will have meaningful discussions with 90% of stakeholders and students to refine the mission, vision, and core values of the campus during professional learning communities. The principal will track and monitor agendas and minutes after each PLC meeting. The lead teachers will be responsible for uploading agendas in Eduphoria weekly.

**District Actions:** If the district provides an opportunity to create a flexible and independent schedule for students at Salazar Crossroads, then campus administration can create additional opportunities for students to complete graduation requirements.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** The principal met with all stakeholders and asked for input. During PLCs, we model our expectations and look at best practices that promote the mission, vision, and values. We consistently use an agenda for nonnegotiable and set those practices that reflect the mission, vision, and values.

<b>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</b>	<b>What specific action steps address these challenges?</b>	<b>How does this action step address this challenge?</b>
<p>Many students at Salazar Crossroads face barriers that prevent them from fully dedicating themselves to focus on completing all requirements needed for graduation.</p>	<p>Action Step 1</p>	<p>By providing additional opportunities and flexible scheduling, including but not limited to to night classes, students at Salazar Crossroads can continue to provide for their families and also continue their schooling.</p>

## Cycle 2 - (Dec – Feb)

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

### 1. Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Implementation Level:** Partial Implementation

**Key Practices:** 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.

**Rationale:** During the 21-22 school year the campus was not supported by a full staff of highly qualified educators. Focusing on 2.1 will allow Crossroads to fill positions using in-house teachers with highly qualified teachers that will support students and keep the campus fully staffed. This will allow campus leaders to implement strategies to maintain and keep teachers placed for student support.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The principal will work closely with administrators to develop a master schedule that maximizes the use of human capital to support students in all subject areas.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** By partnering with ESC 2, the district leadership team will build capacity in the campus leader to align campus systems and use consistent processes and protocols that will focus on a set of research-based instructional coaching practices that can be supported and monitored campus-wide. Weekly meetings with instructional leaders will be held to build capacity among teachers in effective instructional delivery in high-need areas. This action will improve campus practices and processes that demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary readiness.

**Desired Annual Outcome:** By the end of the 2022-2023 school year, 3 content positions will be filled all year to support the campus and students. Campus instructional leaders will identify high performing teachers from the Robstown Early College High School based on willing to improved student outcomes and willingness to learn and develop. The campus instruction leaders will and implement a master schedule that allows consistent instructional support for students in the core content areas to Salazar-Crossroads Academy. The principal will monitor daily sign in sheets to track in-house support.

**District Commitment Theory of Action:** If the district provides ongoing coaching and support to the campus leaders and prioritize time for school instructional leadership, then the campus leadership team will be able to routinely coach teachers on using effective instruction and create a condition for school success.

**Desired 90-day Outcome:** By the end of Cycle 2, the principal will revisit the master schedule to refine to support 100% of core content areas. The principal will actively engage in recruitment to fill a science position with the ultimate goal of having 100% of content areas filled. The principal will recruit and advertise according to district policies.

**District Actions:** Human Resource provides support with recruitment and hiring new candidates. HR will attend job fairs and advertise through social media. District partners with ESC2 for job postings and job descriptions.

**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?
Hiring a science teacher has been difficult and unsuccessful. We have yet to fulfill the position.	Action Step 3	Through job fairs and advertisement hopefully we can find a great candidate.

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

**Implementation Level:** Beginning 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. • Regular campus climate surveys assess and measure progress on student and staff experiences.

**Rationale:** Salazar Crossroads is an Alternative Education campus and serves our most At-Risk students in the quest to complete the requirements for graduation. Focusing on 3.1 , will allow Salazar-Crossroads to build culture with a shared mission, vision, and goals and alignment with the high school. It will allow a beginning step for the staff and leadership to align their goals and values with the high school and ultimately providing limitless opportunities for staff and students.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The principal will work closely with district leaders to strengthen the support provided to students at Salazar Crossroads by extending the services provided and expanding the opportunities to earn a High School Diploma.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** By partnering with Robstown Early College High School, the students at Salazar Crossroads will be able to attend CTE courses and access facilities and instruction that will allow them to earn college credit, and Industry Based certification. The students at Salazar Crossroads will participate in goal setting, social-emotional support through Restorative Circles, and access to an educational environment that promotes independent progress and goal attainment. The mission of Salazar Crossroads is to create opportunities beyond the classroom and beyond graduation for student success. The skills embedded into the design of the campus will help students pursue post-secondary opportunities, be it the workplace, or college.

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**District Commitment Theory of Action:** If the district provides the technology and the training necessary to build personal learning schedules and supports for students using Google Calendar, students will be able to utilize the learning to organize themselves to meet deadlines.

**Desired 90-day Outcome:** By the end of Cycle 2, 100% of administrators and teachers will demonstrate high expectations and best practices for all students using asset-based language in staff-to-staff and staff-to-student interactions. The campus administration will conduct weekly walkthrough observations and will be uploaded in strive (eduphoria). The campus administration leadership will meet every Thursday and discuss observations and next steps.

**District Actions:** The district provides support in providing resources such as coaching or teachers support. District personnel are available to provide additional support to teachers and administrators.

**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?
Due to numerous vacancies the teachers responsibilities are spread among administration. Therefore, conducting walkthroughs consistently has been challenging.	Action Step 3	Scheduling walkthroughs and blocking that time.

## Cycle 3 - (Mar – May)

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**Desired 90-day Outcome:** By the end of Cycle 3, 100% of staff will be retained for the upcoming school year. Campus leaders will implement strategies to retain staff. The principal will send out a climate survey to staff members at the end of the year. The survey will be used to identify campus needs.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

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

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**District Commitment Theory of Action:** If the district provides the technology and the training necessary to build personal learning schedules and supports for students using Google Calendar, students will be able to utilize the learning to organize themselves to meet deadlines.

**Desired 90-day Outcome:** By the end of Cycle 3, there will be evidence of a common vision, mission, and core values visible throughout the campus that promotes shared ownership of student success as measured by surveys.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**