

Richard Milburn Academy
District Improvement Plan
2017-2018 Formative Review with Notes

Accountability Rating: Met Alternative Standard



Mission Statement

RMA's mission to create and enhance educational opportunity for all students we serve. To deliver educational services through highly talented and committed employees who value the dignity and ability of each student.

RMA is an open enrollment charter school serving a large, at-risk, economically disadvantaged student population in grades 9-12. The district was founded under the premise that all students, regardless of previous setbacks, race, or socioeconomic status, can graduate and achieve at the highest level of college and career. RMA provides educational opportunities for high school students through four hour programs offered twice each day on nine campuses in eight Texas cities.

Vision

RMA believes all students can achieve excellence in a positive, challenging educational environment that stimulates their interests, channels their energies, and develops their abilities. RMA is committed to providing a nontraditional learning environment for students with distinct needs for these educational services. Recognizing the individual strengths and intrinsic worth of all students, RMA modifies educational services to provide specific skill development opportunities for all students to achieve self-confidence, self-worth, self-discipline, and self acceptance.

RMA is committed to ensuring opportunities for all students to increase skills in both academic and employment environments. RMA concentrates on increasing students' basic academic and career/life skills by offering opportunities for students to receive career counseling as they earn credits toward high school diplomas. RMA provides services to help students increase specific talents and self-worth, using instruction and weekly counseling and mentoring sessions focused on the individual student's needs.

RMA utilizes a blended learning model of direct teach and online instruction. Students are provided opportunities to learn through more than one learning environment. Students receive direct instruction and/or online distance instruction, and elective credit through Edgenuity, an online curriculum. A self-paced credit recovery program is also offered to students behind in credits needed for graduation. RMA's instruction is accelerated and consists of nine-week semesters.

Value Statement

RMA is committed to ensuring opportunities for all students who have experienced difficulty in the public high school to increase skills in both academic and employment environments.


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Goal 1: Improve teacher support through the implementation of district-level staff positions including Instructional Services Coordinator and SPED ARD/IEP Facilitator.

Performance Objective 1: The average student achievement will be equal to or higher than the AEA accountability passing standard of 35% across subjects for both state and local assessments.

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) Computer-adaptive, diagnostic assessments in Math and Reading will be administered each 9-weeks providing instructional staff with a greater depth of assessment to aide in instructional planning and establish intervention groups to close gaps in weakest areas or reteach concepts for struggling students.</p>	<p>C&I Director, Instructional Services Coordinator, Campus Instructional Coaches, Project Director</p>	<p>The percentage of students showing improvement by one or more grade levels will increase 5% from the Fall 2017 baseline by the end of SEM1 and will increase 10% by the end of SEM2 as evidenced by district compiled metric data.</p>	<p>October</p> 	<p>ICs trained on program and initial assessments administered at each campus. STAR Math: 22% of tested students achieved +/- 50% Benchmark, average grade equivalent is 4 yrs below enrolled grade, average scale score at 734, below 820 target. STAR Reading: 8%, -4 yrs, 682/1100.</p>
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
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<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Coordinators will model appropriate classroom instruction, ensure the utilization of accommodations and interventions, and provide immediate feedback and applicable retraining to teachers.</p>	<p>Instructional Services Coordinator and SPED ARD/IEP Facilitator</p>	<p>The average score of compliant classroom walkthroughs, collaboratively conducted by campus and district administrators, will be 70% or higher by May 2018.</p>	<p>October</p> 	<p>Walkthroughs conducted through 10/20/17 had an average score of 56% across campuses.</p>
			<p>January</p>	
			<p>March</p>	
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Implement CBAs every 3-weeks to determine content requiring reteach.</p>	<p>Core Subject Area Teachers, Instructional Coaches</p>	<p>Disaggregation of CBA data to determine results by reporting category. If 40% or more of students failed a reporting category, time will be built into pacing calendar for reteach. If less than 40% of students failed a reporting category, intervention time built into the lesson plan will be used for reteaching.</p>	<p>October</p> 	<p>Passing rate by subject for initial CBAs administered 10/4-10/5 including participation/All/SPED/ELL: All Subjects - 53/29/17/11, STRAT MATH - 47/9/7/8, ENV SYS - 60/51/27/11, ENG1 - 53/19/11/12, ENG2 - 52/2/3/0, US HIST - 52/60/33/44. CBAs administered 10/25-10/27 including participation/All/SPED/ELL/Change: All Subjects - 51/27/17/21, STRA MATH - 51/29/15/43, ENV SYS - 49/26/26/30, ENG1 - 50/4/3/0, ENG2 - 50/13/7/7, US HIST - 56/66/7/7. Change in score for ALL students - STAT MATH +2%, ENV SCI +20%, ENG1 -15%, ENG2 +11%, US HIST +6%.</p>
			<p>January</p>	
			<p>March</p>	
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>				

Goal 1: Improve teacher support through the implementation of district-level staff positions including Instructional Services Coordinator and SPED ARD/IEP Facilitator.

Performance Objective 2: 100% of Campus Directors will gauge the effectiveness of their teachers by monitoring classrooms and focusing on how students respond to instructional practices.


Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Conduct two types of classroom walkthroughs weekly - one aligned with the dimensions of T-TESS to ensure instructional practices progress toward student-centered actions and away from teacher-centered actions, the other, to ensure instructional accommodations and supports are utilized for subgroups including SPED and ELL students.</p>	Campus Directors and Instructional Coaches	The average score of compliant classroom walkthroughs will be 70% or higher by May 2018.	October 	Walkthroughs conducted through 10/20/17 had an average score of 56% across campuses.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
			 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue	

Goal 1: Improve teacher support through the implementation of district-level staff positions including Instructional Services Coordinator and SPED ARD/IEP Facilitator.

Performance Objective 3: Increase teacher quality through collaboration.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>PBMAS Equity Plan Strategy Critical Success Factors CSF 2 CSF 7</p> <p>1) 100% of teachers will participate in mechanisms implemented to build collaboration, increase knowledge-base and share information, resources, and best practices with specific regard to subgroups including SPED and ELL.</p>	Core Content Area Teachers, C&I Director, Instructional Services Coordinator	Implement Professional Learning Communities (PLCs) during content planning/conference period for teachers to improve their practice and to better support students by discussing instruction, lesson plans, and student needs as evidenced by agenda and sign-in sheets for weekly Math and ELAR PLCs and bi-monthly Science, Social Studies, Electives, CTE PLCs.	October 	Skype meetings/agendas scheduled for each group starting 10/3/17 thru 6/13/18
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	



<p>PBMAS Critical Success Factors CSF 2 CSF 7</p> <p>2) 100% of Instructional Coaches will participate in mechanisms implemented to build collaboration, increase knowledge-base and share information, resources, and best practices with specific regard to subgroups including SPED and ELL.</p>	<p>Instructional Coaches, C&I Director, Instructional Services Coordinator</p>	<p>Implement Instructional Coach Meetings to discuss general education, special education, ELLs, failures and RtI as evidence by weekly agendas and sign-in sheets.</p>	<p>October</p> 	<p>Evidenced by Skype recorded meetings, agendas and attendance log. IC have been provide offsite training for Renaissance Learning (Reading and Math), eSTAR (LPAC and RtI), and Eduphoria TEKS Resources.</p>
			<p>January</p>	
			<p>March</p>	
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>				


Goal 2: Consistently implement SPED and ELL programs to improve the performance of student subgroups on state and local assessments through the prompt identification of students and determination of needed interventions, accommodations, and supports.

Performance Objective 1: Compliant ARDC and LPAC meetings will be conducted for 100% of eligible students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>PBMAS Critical Success Factors CSF 2</p> <p>1) Promptly identify eligible SPED and ELL students to permit the ARDC and LPAC to determine individual readiness levels and implement applicable interventions, accommodations, and supports.</p>	PEIMS Liaison	100% of SPED and ELL students will be promptly identified and entered into the eSTAR documentation system as evidenced by weekly audits of SPED Active Student Tracking Log and ELL LPAC Log.	<p>October</p> 	<p>SPED: Assessment staff cross-audits ASTL weekly with eSTAR and WebSmart and notifies campuses of any discrepancies. Additionally, PEIMS Liaison cross-audits data resulting in a year-to-date compliance rate of 97.6% ELLs: LEP Verification reports ran to ensure students are identified and coded. Random audits of Texas Student Records have been conducted. As students are found, campuses are notified and the students are added to the district LEP verification report. The uploading of documents into eSTAR is not at 100%. Additional training and monitoring may be required. Some schools were unable to attend the training due to hurricane Harvey and lack of staffing.</p>
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

<p align="center">PBMAS Critical Success Factors CSF 2</p> <p>2) Implement a self-monitoring process to ensure reasonable progress toward meeting annual goals and meeting the general curriculum is documented for student subgroups including SPED and ELL students.</p> <p>CAP: Violation of CFR 300.17(d). The failure to provide services in conformity with an IEP. 2016-2017 folder review revealed that for some students there is a lack of evidence that all SPED services have been provided in conformity with students IEP.</p>	Director of SPED, Assessment Staff	To confirm students with disabilities are receiving all special education and related services consistent with their needs, 100% of randomly selected completed ARDs will be compliant as evidenced by two audits completed weekly by each staff member.	October 	Implementation of ARD Review form started in mid-September when campuses started conducting Annual ARD meetings. Review of initial ARDs reflected continued need for PLAAFP training and minor clerical errors.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
<p align="center">PBMAS Critical Success Factors CSF 2 CSF 7</p> <p>3) Implement a self-monitoring process to ensure reasonable progress toward meeting annual goals and meeting the general curriculum is documented for student subgroups including SPED and ELL students.</p> <p>CAP: Violation of 34 Code of Federal Regulations (CFR) 320.324 (b)(1). The failure to provide evidence that reflects reasonable progress toward the annual goal and in the general education curriculum. 2016-2017 folder review revealed that for some students progress reports were missing that would provide evidence of reasonable progress in the general curriculum.</p>	SPED ARD/IEP Facilitator	100% of SPED instructional staff will receive weekly feedback regarding the ARD decision-making process and audit of drafted PLAAFPs and IEPs as evidenced by PLAAFP Completion Monitoring Log.	October 	The PLAAFP Completion Monitoring Log did not allow enough space to document all concerns and instruction provided by the ARD/IEP Facilitator to the instructional staff. The ARD/IEP Facilitator now conducts weekly campus meetings to individualize feedback based on PLAAFPs, paperwork, and concerns as evidenced by recordings. Feedback is also provided through “notes” documented in eSTAR by the ARD/IEP Facilitator on the draft PLAAFP/IEPS completed by the teachers.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	PLAAFP Completion Monitoring Log was discontinued in October and replaced with recorded campus meetings and notes documented in eSTAR.

<p>PBMAS Critical Success Factors CSF 2 CSF 7</p> <p>4) Implement a self-monitoring process to ensure reasonable progress toward meeting annual goals and meeting the general curriculum is documented for student subgroups including SPED and ELL students.</p>	<p>SPED ARD/IEP Facilitator</p>	<p>100% of IEPs will be updated 3-days prior to the end of each grading period as evidenced by the eSTAR Progress Report Non-Completion.</p>	<p>October</p> 	<p>eSTAR report did not yield the desired results and formatting was not friendly. The ARD/IEP Facilitator ran individual campus reports and reviewed each progress report individually to ensure completion. IEP Progress Reports were updated within the required timeline for all campuses. Going forward, the process of individually reviewing each IEP progress report will continue to ensure completion.</p>
			<p>January</p>	
			<p>March</p>	
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	<p>The utilization of the eSTAR Progress Report Non-Completion was discontinued in October and replaced with the individual review of each IEP progress report.</p>
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) To document the provision of services in conformity with an IEP, SPED instructional staff will provide the services specified in the IEP, will maintain documentation of the provision of services, and submit the documentation to the SPED Director or ARD/IEP Facilitator weekly.</p>	<p>Director of SPED, SPED ARD/IEP Facilitator, SPED Instructional Staff</p>	<p>SPED instructional staff provides instructional/behavioral support as reflected on the Schedule of Services to 100% of SPED students as evidenced weekly by compliant Contact Log provided to ARD/IEP Facilitator no later than noon every Friday for review and feedback.</p>	<p>October</p>	
			<p>January</p>	
			<p>March</p>	
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	<p>Added to PBMAS TIP 11/09/17 due to noncompliance by SPED instructional staff</p>


<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>6) Implement a self-monitoring process to ensure reasonable progress toward meeting annual goals and meeting the general curriculum is documented for student subgroups including SPED and ELL students.</p> <p>CAP: Violation of TEC 89.1220(I) Failure to include all actions impacting an ELL in student records. 2016-2017 folder review revealed failure to include all actions impacting an ELL in student records 1) home language survey, 2) notification of placement, 3) OLPT, 4) evidence of initial placement LPAC, 5) program placement date, 6) meeting minutes, 7) annual review, and 8) TELPAS results.</p>	<p>C&I Director and Instructional Services Coordinator</p>	<p>Randomly sampled LPAC folders will be audited each 6-weeks to ensure 100% of relevant documentation is obtained and updated and required time lines are met.</p>	October	
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	








 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Consistently implement SPED and ELL programs to improve the performance of student subgroups on state and local assessments through the prompt identification of students and determination of needed interventions, accommodations, and supports.

Performance Objective 2: ARDC and LPAC members will review state and local assessment data frequently for SPED and ELL students to determine progress and aide RtI.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) Student results for state and local assessments will be disaggregated by student subgroups and maintained longitudinally to aide RtI.</p>	Campus Directors, Campus Instructional Coaches, Project Director	Student achievement metrics by subgroups will show a 10% increase by May 2018 compared to last year's scores.	October 	Passing rate by subject for initial CBAs administered 10/4-10/5 including participation/All/SPED/ELL: All Subjects - 53/29/17/11, STRAT MATH - 47/9/7/8, ENV SYS - 60/51/27/11, ENG1 - 53/19/11/12, ENG2 - 52/2/3/0, US HIST - 52/60/33/44. CBAs administered 10/25-10/27 including participation/All/SPED/ELL/Change: All Subjects - 51/27/17/21, STRA MATH - 51/29/15/43, ENV SYS - 49/26/26/30, ENG1 - 50/4/3/0, ENG2 - 50/13/7/7, US HIST - 56/66/7/7. Change in score for ALL students - STAT MATH +2%, ENV SCI +20%, ENG1 -15%, ENG2 +11%, US HIST +6%.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	








<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Student results for state assessments will be disaggregated by student subgroups and maintained longitudinally to aide RtI.</p>	<p>Campus Directors, Campus Instructional Coaches, Project Director</p>	<p>100% of retested students will show progress as evidenced by increased STAAR EOC scores when compared to prior year's EOC scores.</p>	<p>October</p> 	<p>The district test roster has been updated to include failing EOC scores for comparison to the Fall 2017 administration.</p>
			<p>January</p>	
			<p>March</p>	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p>	
			<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Student ratings for TELPAS will be disaggregated and maintained longitudinally to aide RtI.</p>	<p>Campus Directors, Campus Instructional Coaches, Project Director</p>
<p>January</p>				
<p>March</p>				
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
<p>June</p>				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue				

Goal 2: Consistently implement SPED and ELL programs to improve the performance of student subgroups on state and local assessments through the prompt identification of students and determination of needed interventions, accommodations, and supports.

Performance Objective 3: Ensure the district’s instructional expectations are met and accommodations and supports are utilized, on average, more than 70% by May 2018.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Minimum of two walkthroughs will be conducted weekly for each classroom teacher to ensure district expectations for instruction are met and planned instructional accommodations and supports are utilized.</p>	Campus Director, Campus Instructional Coach, C&I Director, Instructional Services Coordinator	The average score of compliant classroom walkthroughs, collaboratively conducted by campus and district administrators, will increase 20% by 2018.	October 	Walkthroughs conducted through 10/20/17 had an average score of 56% across campuses.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	



<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Lesson plans including an intervention component will be completed daily by classroom teachers to provide needed supports for all students and student subgroups. The lesson plan will consider interventions/supports for the various stations of blended learning including teacher led instruction, online instruction, independent/collaborative practice, as well as intervention instruction allowing staff to provide students with additional assistance in areas they struggle.</p>	<p>Teachers, C&I Director, Instructional Services Coordinator</p>	<p>100% of randomly selected lesson plans will comply with district expectations for instruction as evidenced by weekly audits</p>	<p>October</p> 	<p>Submission of Lesson plans for 100% compliance is audited every Friday at noon. Campus ICs are provided with a list of teachers who did and did not submit a plan. One lesson plan is randomly selected for an audit. The audit entails a thorough review of the all components. The lesson plan and critiques are sent to the campus IC for review and discussion with the applicable teacher.</p>
			<p>January</p>	
			<p>March</p>	
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>				



Goal 3: Provide professional development to applicable staff regarding the legal requirements of program areas including SPED and ELL.

Performance Objective 1: Implement professional development for instructional and program area staff regarding the legal requirement to provide services that conform with individual student needs as well as the requirement to properly document evidence supporting progress toward meeting established goals.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) Implement professional development utilizing a locally developed playbook to support associate teachers and SPED assistants in their role of serving SPED students.</p>	<p>Director SPED, SPED ARD/IEP Facilitator</p>	<p>Training playbook and bi-monthly audit of Progress Meeting Log to ensure 100% of eligible students receive required services.</p>	<p>October</p> 	<p>Training playbook evolved into a OneDrive page where instructional documents are uploaded to be accessed by instructional staff at work or home. Progress Meeting Log was changed to the Weekly Collaboration Log between SPED teacher and Associate Teacher (Instructional Assistant) to reflect discussions pertaining to training provided on specific IEP elements for individual students.</p>
			<p>January</p>	
			<p>March</p>	
			Summative Evaluation	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	<p>Change in format and log was implemented in October.</p>

<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>2) Implement professional development utilizing a locally developed playbook to support staff in areas of eligibility, behavior, accommodations, and inclusion techniques.</p>	<p>SPED Director, SPED ARD/IEP Facilitator</p>	<p>Training playbook, agenda and sign-in sheets.</p>	<p>October</p> 	<p>Training playbook evolved into a OneDrive page where instructional documents are uploaded to be accessed by instructional staff at work or home. Weekly meetings are now held with individual campuses and are recorded to demonstrate evidence.</p>
			<p>January</p>	
			<p>March</p>	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p>	<p>Change in format and log was implemented in October.</p>
<p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>3) Develop and implement professional development to support instructional staff in eligibilities, vertical alignment, PLAAFP and goal writing, progress monitoring, inclusion techniques, behavioral supports, and accommodations.</p>	<p>SPED Director, SPED ARD/IEP Facilitator</p>	<p>Training agenda and sign-in sheets</p>	<p>October</p> 	<p>Although PLAAFP development and scheduling was introduced, other planned topics were postponed due to SPED teachers struggling with PLAAFP and resulting IEP development. Weekly meeting with SPED staff on various topics are recorded utilizing Zoom to demonstrate evidence.</p>
			<p>January</p>	
			<p>March</p>	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>June</p>	

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Train instructional staff to disaggregate state and local assessment results to establish student groups for purposes of RtI.</p>	<p>Instructional Services Coordinator, SPED ARD/IEP Facilitator</p>	<p>Metrics developed to monitor student achievement for the ALL student group and subgroups including SPED and ELL will show an increase of 10% by May 2018 compared to last year's scores.</p>	<p>October</p> 	<p>Passing rate by subject for initial CBAs administered 10/4-10/5 including participation/All/SPED/ELL: All Subjects - 53/29/17/11, STRAT MATH - 47/9/7/8, ENV SYS - 60/51/27/11, ENG1 - 53/19/11/12, ENG2 - 52/2/3/0, US HIST - 52/60/33/44. CBAs administered 10/25-10/27 including participation/All/SPED/ELL/Change: All Subjects - 51/27/17/21, STRA MATH - 51/29/15/43, ENV SYS - 49/26/26/30, ENG1 - 50/4/3/0, ENG2 - 50/13/7/7, US HIST - 56/66/7/7. Change in score for ALL students - STAT MATH +2%, ENV SCI +20%, ENG1 -15%, ENG2 +11%, US HIST +6%.</p>
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Implement professional development utilizing a locally developed playbook to provide LPAC rationale and requirements as well as define campus/district level roles and responsibilities.</p> <p>CAP: Violation of TEC 89.1220(a) Failure to establish and operate a LPAC. District failed to establish and operate a 2016-2017 LPAC and lacked policies and procedures for the selection, appointment, and training of members.</p>	<p>C&I Director, Instructional Services Coordinator, Campus Instructional Coaches/ESL Reps</p>	<p>Training playbook, agenda and sign-in sheets</p>	<p>October</p> 	<p>Training completed for all campus LPAC members, initial LPACs conducted for students enrolled 8/21-9/15/17, and student documentation entered into eSTAR; LEP Enrollment Summary form developed and process implemented to ensure eSTAR data is reviewed by campus admin and provided to Registrar for entry into SIS</p>
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	


<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Implement professional development utilizing a locally developed playbook to provide RtI rationale and requirements including framework, processes and procedures, required documentation, monitoring, and follow-up.</p> <p>CAP: Violation of TEC 28.0213(1-2). Failure to provide an intensive program of instruction to a student who does not perform satisfactorily on an assessment instrument or is unlikely to receive a high school diploma before the fifth school year following the student's enrollment. 2016-2017 folder review revealed a lack of documentation for an intensive program of instruction to provide academic support for students who have not passed a state assessment.</p>	<p>Director C&I, Instructional Services Coordinator</p>	<p>Training playbook, agenda and sign-in sheets</p>	<p>October</p> 	<p>ESC-20 trained campus ICs and math and ELA teachers over RtI basics. Campus ICs have been provided RtI documentation through eSTAR. All teachers have received training related to using data to build intervention groups.</p>
			<p>January</p>	
			<p>March</p>	
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	








 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Reduce the dropout rate.

Performance Objective 1: Increase academic achievement of case-managed students (CMS)

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Implement Community and School Coordinator role by defining processes and procedures to monitor CMS identified as dropping out or are at-risk of dropping out of school, providing these struggling students an opportunity to gain a support system that will close the gaps on attendance, graduation rates, and discipline referrals.</p>	Executive Director Instructional Operations, Campus Director, Campus CSC	50% of CMS will show reduced discipline referrals; 25% of CMS will show improvement in attendance; 20% of CMS will stay in school and graduate or be promoted to the next grade level.	October 	Service Leadership Alliance playbook developed to focus on dropout prevention and recovery strategies. The playbook allows the CSCs to align their programs as well as provide feedback and improve the process. Weekly CSC meetings have been scheduled. CSCs have developed a list of case-managed students (approximately 15/campus) to work one-on-one with students to improve their grades, attendance, and behavior. CMS logs are submitted each week to the EDIO who reviews the logs and works with the CSCs to develop weekly goals to improve student success.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	


<p>PBMAS Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) Compile and analyze data weekly for students coded as dropping out during the school year to determine patterns and trends. Design recovery strategies to maximize resources and staff efforts and develop a plan to evaluate the effectiveness of recovery efforts.</p>	<p>Executive Director Instructional Operations, Project Director, Campus Director</p>	<p>Analyze dropout metrics and related data compiled to identify patterns and trends.</p>	<p>October</p> 	<p>17-18 students identified as dropping out EOM OCT-2017 is 412/2806 or 15%. The typical dropout is an Hispanic female enrolled in grade 10. The average reason for students coded as dropping out is due to attendance, students just stop attending.</p>
			<p>January</p>	
			<p>March</p>	
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>June</p>	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>				

Goal 4: Reduce the dropout rate.








Performance Objective 2: Reduce the dropout rate by ensuring students are on track to graduate.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>PBMAS Critical Success Factors CSF 2 CSF 6</p> <p>1) Implement weekly audit of AARs and course schedules for fall and end-of-year graduates as well as 10% of randomly selected students.</p>	PEIMS Liaison, C&I Director	100% of students audited will be on track to graduate at a recommended level or at a foundation with endorsement level as evidenced by weekly metric.	October 	10% of PGP's for each campus have been audited to ensure compliance. Additionally, the PEIMS Liaison ensures 100% of students are on track to graduate by auditing all AARs and schedules for each campus. Audit completed for 5 of 9 campuses (KL, HO, FW, AM, and MS) resulting in a compliance rate of 69% or 298 of 973 students had AAR/schedule issues needing correction.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Implement Credit Recovery Form in Eduphoria to monitor student completion of district approved credit recovery courses.</p>	C&I Director	Ensure 75% minimum of students attempting credit recovery courses complete the course as evidenced by Eduphoria report.	October	
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
			Summative Evaluation	
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Develop and implement a standardized master schedule.</p>	C&I Director, Campus Counselor, Campus Director	Ensure student schedules allow classroom teachers to be focused on EOC tested courses while instruction for non-EOC tested courses is provided by Distant Teachers in conjunction with classroom Associate Teachers as evidenced by the audit of randomly selected students.	October 	A standardized master schedule was developed and implemented district-wide. Random student schedules have been audited to ensure district scheduling requirements are met by each campus resulting in a 55% compliance rate.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
			Summative Evaluation	

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Develop and implement a standardized master schedule.</p>	<p>C&I Director, Campus Counselor, Campus Director</p>	<p>Ensure accelerated courses are scheduled to balance the administration of EOC assessments for first-time test takers including English I and English II during SEM1, Algebra I and Biology during SEM2, and US History scheduled during both semesters.</p>	October	
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
<p align="center">PBMAS Critical Success Factors CSF 2 CSF 5 CSF 6</p> <p>5) Implement a mechanism to allow students to self-advocate for their academic career.</p>	<p>Campus Instructional Coaches, Teachers</p>	<p>Ensure students have online access to grades, attendance, and EOC scores through the districts SIS as evidenced by classroom teachers incorporating weekly review by 100% of students.</p>	October	
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	








<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) Implement automated grade reports to identify failing averages by students and failure rate by teachers to aide RtI.</p>	Campus Director, Campus Instructional Coaches, C&I Director, SPED Director, Instructional Services Coordinator, and SPED ARD/IEP Facilitator	Campus administrators will review failure rates for 100% of students and 100% of teachers.	October 	Automated reports are provided weekly to campus administrators for review. Applicable teachers are counseled in RtI resulting in the number of student failures decreasing from progress reports to report cards.
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue				

Goal 5: Provide support to students and staff to ensure a safe school environment.

Performance Objective 1: Student needs will be met on a regular basis as evidenced by safety drills and the continuation of Child Nutrition Program.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Critical Success Factors CSF 6</p> <p>1) Fire drills will occur once each month during morning and afternoon sessions.</p>	<p>Campus Director Executive Director Instructional Operations</p>	<p>All campuses will provide procedural training to staff and students resulting in 100% compliance.</p>	October	
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
<p>Critical Success Factors CSF 6</p> <p>2) Severe weather and disaster drills will be performed twice each year on designated months during morning and afternoon sessions.</p>	<p>Campus Director Executive Director Instructional Operations</p>	<p>All campuses will provide procedural training to staff and students resulting in 100% compliance.</p>	October	
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	

Critical Success Factors CSF 6 3) All campuses will participate in the Child Nutrition Program by offering breakfast and, where available, lunch to all students.	Director of Child Nutrition Campus Director	100% of students will have the opportunity to have their nutritional needs met during the school day.	October 	AUG - OCT 2017 served 13,872 breakfast and 20,069 lunches totaling 33,941 meals over 49 days of instruction on average or 693 meals each day. Average enrollment for 49 days equaled 2,057 yielding 34% of students served (693/2,057).
			January	
			March	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue				