Richard Milburn Academy

District Improvement Plan

2018-2019

Mission Statement

Empowering students to graduate, prepared to exceed all expectations.

Vision

Every student will be empowered to make CHOICES for lifelong success.

Value Statement

C - COMMITTMENT We nurture our students' commitment to better their futures.

H - HONOR We honor the whole student: socially, emotionally, and academically.

O - OPPORTUNITY We create opportunities for our students to increase both academic and employable skills.

I - INNOVATION We design innovative solutions to meet the elvoving needs of our students and families.

C - COMMUNITY We partner with local leaders, families, and businesses to promote the mutual success of our students and communities.

E - EMPATHY We understand that where we come from has shaped who we are today but doesn't necessarily define who we will be tomorrow.

S - SAFETY We provide campuses that are safe and welcoming places.

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Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

STAAR EOC overall achievement increased 5% from the 16-17 SY at 22.4% to the 17-18 SY at 27.2%:

- Fall administration passing rate increased 2% across subjects, from 22.6% to 24.8%
- Spring administration increased 6%, from 24.4% to 30.0%
- Summer administration increased 12%, from 12.5% to 24.1%

In comparison, the overall achievement of Snapshot Date students increased 6% from the 16-17 SY at 20.6% to the 17-18 SY at 26.7%:

- Fall administration passing rate increased 4% across subjects for Snapshot Date students, from 21.1% to 25.5%
- Spring administration increased 8% for Snapshot Date students, from 21.5% to 29.2%
- Summer administration increased 10% for Snapshot Date students, from 12.0% to 22.4%

A change in scale score of 50 or more points may advance a student from one passing level to the next. The overall change in scale score for 17-18 SY retests increased an average of 85 points:

- Fall administration increased an average of 76 points
- Spring administration increased an average of 101 points
- Summer administration increased an average of 77 points

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 90% of all students did not meet grade level standard for STAAR EOC across subjects. **Root Cause**: Inconsistent classroom monitoring and lack of support for teachers, specifically inexperienced teachers with 2 or fewer years prior teaching experience contribute to low performance on state assessments.

District Processes & Programs

District Processes & Programs Summary

TBD

District Processes & Programs Strengths

TBD

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The average STAAR EOC passing rate for special student populations including EL and SPED is 10% below the distict average for the All student group. **Root Cause**: Limited understanding and inconsistent implementation of special program requirements contribute to low performance on state assessments.

Problem Statement 2: 95% of graduates across student groups did not meet college, career and military readiness. **Root Cause**: District and campus leadership did not consistently implement programs and/or provide all students with opportunites to meet college and career readiness.

Problem Statement 3: The average annual dropout rate is 3% above the standard that positively impacts AEA accountability. **Root Cause**: The district lacks a consistent system to maximize efforts to identify students in need of support and to recover or prevent students from dropping out.

Priority Problem Statements

Problem Statement 1: 90% of all students did not meet grade level standard for STAAR EOC across subjects.

Root Cause 1: Inconsistent classroom monitoring and lack of support for teachers, specifically inexperienced teachers with 2 or fewer years prior teaching experience contribute to low performance on state assessments.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The average STAAR EOC passing rate for special student populations including EL and SPED is 10% below the distict average for the All student group.

Root Cause 2: Limited understanding and inconsistent implementation of special program requirements contribute to low performance on state assessments.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 95% of graduates across student groups did not meet college, career and military readiness.

Root Cause 3: District and campus leadership did not consistently implement programs and/or provide all students with opportunites to meet college and career readiness.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The average annual dropout rate is 3% above the standard that positively impacts AEA accountability.

Root Cause 4: The district lacks a consistent system to maximize efforts to identify students in need of support and to recover or prevent students from dropping out.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: Improve teacher support

Performance Objective 1: 60% of teachers will be assigned a rating of Proficient in locally developed evaluation mechanisms including Walkthrough Metrics, STAAR EOC passing rate, and T-TESS evaluation (Equity Plan)

Evaluation Data Source(s) 1: Locally-developed metric data including classroom walkthrough scores and local and State assessment data disaggregated by teacher

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue all strategies; S2 PD for social-emotional concepts will begin in ernest during Convo; Lead4ward AccountabilityConnect templates and student test results will be utilized after each administration to build projected 19-20 rating

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 1 CSF 6 CSF 7 1) Instructional staff will participate in mechanisms such as IC meetings, SPED Zoom meetings, and PLCs developed to build collaboration, increase knowledge-base, and share information, resources, and best practices. WEDNESDAY PLC MEETINGS: English and Math once each week, Science and Social Studies twice each month. PLC AGENDA: 1) Analyze applicable assessment data, 2) Use data to develop instructional plans, 3) Disaggregate upcoming TEKS and previously taught TEKS, 4) Align lesson plans, 5) Discuss effective teaching strategies.	2.4, 2.5, 2.6	District-level Instructional Coordinators and Campus-level Instructional Coaches	Schedule and plan weekly collaborative meetings throughout the school year for 100% participation by instructional staff evidenced by a 10% average increase in classroom walkthrough scores. SY 17-18 average walkthrough score at 55% to 60%, an overall rating of Needs Improvement to Developing. SY 18-19 walkthroughs, reformatted to concentrate on dimensions of T-TESS by teacher type, will increase average score 5% by end of 2nd 9-weeks and 10% total by end of 4th 9-weeks, achieving an overall rating of Proficient.	67%	69%	70%	→
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 211 - ESEA Title I Part A - 93000.00, 255 - Title II Part A Tchr and Prin Trg and Recrui - 50000.00, 224 - IDEA Part B Formula - 65000.00						
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 2) Provide teacher training and feedback on instructional delivery, intervention strategies, and social-emotional concepts as they relate to student learning.	2.4, 2.5, 2.6	Campus Principal and Campus-level Instructional Coaches,	100% of classroom walkthroughs will include relevant teacher feedback to improve instructional practices as evidenced by locally developed metric average score of 70% or higher.	56%	57%	85%	→
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 420 - Foundation Sch Program and other State Aid - 693000.00						
Comprehensive Support Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 3) Train instructional staff to deconstruct TEKS and local and State assessment results to improve lesson planning, differentiation, and reteach strategies for struggling students.	2.4, 2.5, 2.6	District-level Instructional Coordinators and Campus-level Instructional Coaches	Plan and implement data deconstruction training for instructional staff by OCT 2018 evidenced by a 5% average increase in the passing rate on local assessments. SY 17-18 average CBA score at 35% ALL, 26% SPED, and 24% ELL. SY 18-19 average score will increase 2% across student groups by end of 2nd 9-weeks and 5% total by end of 4th 9-weeks.	15%	30%	20%	→
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 211 - ESEA Title I Part A - 93000.00, 255 - Title II Part A Tchr and Prin Trg and Recrui - 50000.00, 224 - IDEA Part B Formula - 65000.00, 420 - Foundation Sch Program and other State Aid - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 90% of all students did not meet grade level standard for STAAR EOC across subjects. **Root Cause 1**: Inconsistent classroom monitoring and lack of support for teachers, specifically inexperienced teachers with 2 or fewer years prior teaching experience contribute to low performance on state assessments.

Goal 2: Increase the academic achievement of all students to meet grade level expectations

Performance Objective 1: Improve college readiness by increasing the rate of students meeting grade level expectations on STAAR EOC assessments by 2%

    Evaluation Data Source(s) 1: Locally-developed metric data and district summary of assessment results

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Continue all strategies; May adjust data compiled fr RL

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will provide high-quality instruction by developing and implementing data-driven, quality lesson plans, incorporating intervention courses and incorporating classroom intervention model to provide intensive intervention based on student data. Provide students with additional assistance in the areas they struggle by considering interventions and supports for the various stations of blended learning including teacher led instruction, online instruction, independent, and collaborative practice, as well as intervention instruction allowing staff to provide students with additional assistance in areas they struggle.	2.4, 2.5, 2.6	Campus Principal, Campus-level Instructional Coaches, and District-level Instructional Coordinator	SY 18-19 classroom walkthrough score, specifically Dimension 1.1 Standards and Alignment of Lesson Plan, will increase 5% by end of 2nd 9-weeks and 10% total by end of 4th 9-weeks to achieve an overall rating of Proficient. Additionally, students retaking STAAR EOCs will show progress as evidenced by an increase in scale score of 50 points or more, possibly moving from Did Not Meet to Approaches passing level.	66%	66%	70%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
2) Computer-adaptive, diagnostic assessments in Math and Reading will be administered each 9-weeks providing instructional staff with a greater depth of student needs by understanding the reliability and validity of the assessments, interpreting the data, and letting it drive instructional next steps including differentiation. Campus ICs and Math and Reading instructional staff will be provided OCT 2018 PD to 1) understand how Renaissance Flow 360 connects assessment, instruction and practice, 2) understand how Star Assessments work, their scores and key reports, 3) use learning progressions to guide instructional planning for individuals and groups, 4) create Star Custom tests and interpret Star Custom data, 5) select math skills, assign and schedule math practice for whole-class or differentiated small groups, 6) access nonfiction articles in Accelerated Reader 360 and create classroom assignments, and 7) understand how to monitor student mastery of standards and skills	2.4, 2.5, 2.6	District-level Instructional Coordinators and Campus-level Instructional Coaches	Implement first diagnostic assessments in Star Reading and Math to ALL students by end-AUG 2018 and each additional 9-week period evidenced by a 10% average increase in the rate of students scoring at or above the 50th percentile. OCT 2018 PD provided (see strategy description). SY 17-18 RL Star Math passing at 17% and Star Reading at 7%. SY 18-19 passing rate will increase 5% by end of 2nd 9-weeks and 10% total by end of 4th 9-weeks.	100%	80%	0%	→
			Problem Statements: Student Academic Achievement 1 **Funding Sources**: 211 - ESEA Title I Part A - 45500.00, 224 - IDEA Part B Formula - 15500.00				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 90% of all students did not meet grade level standard for STAAR EOC across subjects. **Root Cause 1**: Inconsistent classroom monitoring and lack of support for teachers, specifically inexperienced teachers with 2 or fewer years prior teaching experience contribute to low performance on state assessments.

Goal 3: Increase the academic achievement of special student populations to be consistent with the achievement of the All Student group

Performance Objective 1: Increase the STAAR EOC passing rate of special populations by 10%

Evaluation Data Source(s) 1: Special populations documentation and locally-developed metric data including local and State assessment results

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue S1 in conjunction with applicable metric; Discontinue S2-S5 since compliant and year-2 after on-site; Add goal/strategy for implementation of ESL teacher at each campus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 1) Provide evidence that reflects SPED student's reasonable progress toward the annual goal and in the general education curriculum by implementing 1) SPED progress monitoring process and 2) an action plan/contract between teacher and student completed by 100% of SPED students to earn a passing grade in a failed course(s) including a list of assignments, tests, or projects reviewed by the ARDC and completed by the student within 2-weeks. SPED Teachers will help the student organize the completion of their plan/contract.	2.4, 2.5, 2.6	Campus Principal, GEN ED Teacher, SPED Teacher	Evidenced by metric results aligned with SPED course failure rate. SY 17-18 average SPED failure rate 61%. SY 18-19 will decrease 5% by end of 2nd 9-weeks and 10% total by end of 4th 9-weeks.	55%	55%	55%	→
		Problem Statements: School Processes & Programs 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 2) Implement a self-monitoring process to ensure reasonable progress toward meeting annual goals and meeting the general curriculum is documented for SPED student population.		Director SPED and District-level Instructional Coordinator (SPED)	100% of SPED instructional staff will receive weekly feedback/checklist regarding the ARD decision-making process and audit of drafted PLAAFPs and IEPs evidenced by recorded SPED Zoom meetings and audited eSTAR documentation.	100%			✗
Problem Statements: School Processes & Programs 1							
PBMAS **Critical Success Factors** CSF 1 3) Provide services to SPED students in conformity with IEP.	2.4, 2.6	Director SPED and District-level Instructional Coordinator (SPED)	SPED instructional staff provides all service minutes (inclusion) to 100% of SPED students evidenced by audited Contact Log.	100%			✗
Problem Statements: School Processes & Programs 1							
PBMAS **Critical Success Factors** CSF 1 4) Promptly identify and LPAC eligible EL students to determine individual readiness levels and implement applicable interventions, accommodations, and supports.		District-level Instructional Coordinator - 504/LPAC and Campus-level Instructional Coaches	Conduct compliant LPAC and implement eSTAR documentation process for EL students to ensure reasonable progress toward meeting academic goals and meeting the general curriculum as evidenced by 50% of EL students rated with TELPAS progressing at least one proficiency on the composite score.	11%	44%	50%	✗
Problem Statements: School Processes & Programs 1							
PBMAS **Critical Success Factors** CSF 1 5) Implement a self-monitoring process to ensure reasonable progress toward meeting annual goals and meeting the general curriculum is documented for EL student population.		District-level Instructional Coach - LPAC	Randomly sampled LPAC folders audited each 6-weeks to ensure 100% of relevant documentation is compiled and updated and all required timelines are met.		25%	35%	✗
Problem Statements: School Processes & Programs 1							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The average STAAR EOC passing rate for special student populations including EL and SPED is 10% below the distict average for the All student group. **Root Cause 1**: Limited understanding and inconsistent implementation of special program requirements contribute to low performance on state assessments.

Goal 4: Reduce the number of students dropping out to a rate that positively impacts state accountability

Performance Objective 1: Provide high-quality instruction with strong academic supports to engage students and reduce the dropout rate below 19%

 Evaluation Data Source(s) 1: ADA, failure rates for all students and SPED, and CMS data

 Summative Evaluation 1:

 Next Year's Recommendation 1: Continue strategies involving School & Community Liaisons (formerly known as Coordinators - SCCs) including continued community contacts piloted summer 2019

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 4 CSF 5 CSF 6 1) Provide opportunities for case-managed students, students missing 5 or more days of instruction and failing 2 or more courses, to gain a support system to increase academic achievement, increase attendance, and stay in school and graduate. Alternative is referral to enforce local truancy laws to improve attendance.		Director Child Nutrition and Campus School and Community Coordinator	Case-managed students will maintain a grade and attendance average of 70% or above and will be monitored for credits awarded and advancement to the next grade level or graduation. Evidenced by CMS Log updated each 3, 6, and 9-weeks aligned with CMS metrics. Limited implementation during SY 17-18 included 6 of 9 campuses managing 141 students achieving a 64% GPA and a 71% ADA.	73%	73%	75%	→
Problem Statements: School Processes & Programs 3							
Funding Sources: 420 - Foundation Sch Program and other State Aid - 316000.00							
PBMAS **Critical Success Factors** CSF 4 CSF 5 CSF 6 2) Compile and analyze data weekly for students identified as dropping out, implementing recovery strategies to maximize resources and staff efforts.		Campus Principal and PEIMS Liaison	Campus registrars will implement recovery strategies throughout the school year evidenced by Leaver Log and reduced rate of dropouts. SY 17-18 dropout rate over 23%. SY 18-19 dropout rate will decrease 2% by end of 2nd 9-weeks and a total of 5% by end of 4th 9-weeks.	100%	100%	100%	→
Problem Statements: School Processes & Programs 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
3) SCCs (Killeen, Lubbock, Houston, Fort Worth, Corpus Christi, Pasadena, and Midland South) to participate in International Association for Truancy and Dropout Prevention Annual Conference to focus on truancy prevention through intervention.	2.5, 2.6, 3.1	Director Child Nutrition	SCCs will participate in conference OCT 2018 to improve local policies and procedures that focus on truancy prevention through intervention evidenced by more robust dropout prevention program and improved GPA and ADA results for CMSs (see strategy 1)	78%	75%	75%	→
	Problem Statements: School Processes & Programs 3						
	Funding Sources: 420 - Foundation Sch Program and other State Aid - 7750.00						
TEA Priorities Connect high school to career and college **Critical Success Factors** CSF 1 CSF 4 CSF 5 CSF 6 4) Establish partnerships with workforce businesses/industries located within geographic boundary of each RMA campus, identifying industries that are of career interest for students, identifying areas of needs within these industries, developing clearly defined CTE programs to meet these needs, incorporate industry-based certification opportunities, and collaborate with postsecondary departments to assist with additional coursework; Establish student internship opportunities with business/industry partners.		Campus Principal and Executive Director Instructional Operations	Implement Community Contact metric evidenced by two productive (on-going) contacts each 6-weeks; Develop processes and procedures to ensure contacts that are productive		0%	0%	→
	Problem Statements: School Processes & Programs 3						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: The average annual dropout rate is 3% above the standard that positively impacts AEA accountability. **Root Cause 3**: The district lacks a consistent system to maximize efforts to identify students in need of support and to recover or prevent students from dropping out.

Goal 5: Increase CCMR opportunities and the rate of students meeting one or more CCMR criteria

Performance Objective 1: 50% or more of grade 12 graduates and non-graduates will meet one or more CCMR criteria

    Evaluation Data Source(s) 1:

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Continue/add strategies to increase CCMR rate and ensure district and all campuses achieve a C-rating or higher

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **Critical Success Factors** CSF 1 CSF 2 CSF 6 1) Plan advanced academic and transition opportunities including locally-developed college preparatory courses by partnering with Alamo Colleges and UTSA evidenced by 1) signed MOU developed in collaboration with ESC-20, 2) College Prep PD attended by District Admin, and 3) adjusted master schedule developed jointly with campuses.	2.4, 2.6	Executive Director Instructional Operations	Determine applicable grade 12 students and offer opportunity to participate in math and ELA college prep courses evidenced by 25% of grade 12 students enrolling in courses and achieve a passing score by MAY 2019.				✗
	Problem Statements: School Processes & Programs 2						
PBMAS **Critical Success Factors** CSF 1 CSF 2 2) Connect high school to college and career by providing students with opportunities to meet CCMR criteria.	2.6	Campus Principal and Campus Counselor	Schedule and administer assessments that demonstrate college readiness in fall and spring evidenced by 50% of grade 12 students passing TSI, ACT, SAT math and reading assessments, and/or participating in ASVAB.				➜
	Problem Statements: School Processes & Programs 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 4 3) Conference with all students providing opportunity to enroll in CTE coursework with clearly defined pathways to earn industry or career certification and/or college credit for high-demand, high-wage occupations in targeted industry clusters.	2.4, 2.5	Campus Principal and Campus Counselor	Increase CTE/dual credit enrollment for students identified in a coherent sequence of coursework. SY 17-18 identified 300 out of 3500 students or 10% with CTE code 2, coherent sequence. SY 18-19 will increase rate 15% by MAY 2019.	52%	64%		→
Problem Statements: School Processes & Programs 2							
TEA Priorities Connect high school to career and college **Critical Success Factors** CSF 1 CSF 5 CSF 6 4) Provide students with information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success evidenced by 1) conducting collaborative meetings between campuses and local colleges. 2) compiling college information packets/flyers for students, and 3) establishing college information sessions for students.		Executive Director Instructional Operations, Counselor Coordinator, and Campus Counselors	100% of Campus Counselors will conduct monthly meetings highlighting different college services such as residential, commuter services, counseling, health centers, religious centers, financial aid, information technology support, career centers, and student services evidenced by the number of high school graduates shown in TAPR as enrolled in Texas institutes of higher education (TX IHE) and completing one year without remediation. SY 14-15 at 19.5% and 20.4% respectively. SY 18-19 will increase TX IHE 2% as shown in 19-20 TAPR				→
Problem Statements: School Processes & Programs 2							
Critical Success Factors CSF 2 5) Ensure PEIMS coding accurately affects campus and district accountability.	2.4	PEIMS Liaison	Attend ESC-20 Accountability and PEIMS Connections training OCT 2018 to review PEIMS submission and how they connect to accountability reports evidenced by training-of-trainers for campus Registrars by end of 1st 9-weeks to increase the rate of CCMR criteria met across campuses by 50% or more.				
Problem Statements: School Processes & Programs 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 6) Increase student enrollment in coherent CTE sequenced programs by implementing clearly defined pathways to earn industry or career certification and/or college credit for high-demand, high-wage occupations in targeted industry clusters; Ensure students enrolled in a coherent sequence of courses are accurately coded in PEIMS.	2.4, 2.5	PEIMS Liaison	Attend ESC-20 CTE TSDS/PEIMS Training OCT 2018 to discuss CTE programmatic information critical to determine the data entered into PEIMS/TSDS evidenced by training-of-trainers for campus Counselors by end of 1st 9-weeks to increase rate of CTE coherent sequence of courses by 50% or more.	100%	65%	65%	→
	Problem Statements: School Processes & Programs 2						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: 95% of graduates across student groups did not meet college, career and military readiness. **Root Cause 2**: District and campus leadership did not consistently implement programs and/or provide all students with opportunites to meet college and career readiness.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional staff will participate in mechanisms such as IC meetings, SPED Zoom meetings, and PLCs developed to build collaboration, increase knowledge-base, and share information, resources, and best practices. WEDNESDAY PLC MEETINGS: English and Math once each week, Science and Social Studies twice each month. PLC AGENDA: 1) Analyze applicable assessment data, 2) Use data to develop instructional plans, 3) Disaggregate upcoming TEKS and previously taught TEKS, 4) Align lesson plans, 5) Discuss effective teaching strategies.
1	1	2	Provide teacher training and feedback on instructional delivery, intervention strategies, and social-emotional concepts as they relate to student learning.
1	1	3	Train instructional staff to deconstruct TEKS and local and State assessment results to improve lesson planning, differentiation, and reteach strategies for struggling students.
3	1	1	Provide evidence that reflects SPED student's reasonable progress toward the annual goal and in the general education curriculum by implementing 1) SPED progress monitoring process and 2) an action plan/contract between teacher and student completed by 100% of SPED students to earn a passing grade in a failed course(s) including a list of assignments, tests, or projects reviewed by the ARDC and completed by the student within 2-weeks. SPED Teachers will help the student organize the completion of their plan/contract.
3	1	2	Implement a self-monitoring process to ensure reasonable progress toward meeting annual goals and meeting the general curriculum is documented for SPED student population.
3	1	3	Provide services to SPED students in conformity with IEP.
3	1	4	Promptly identify and LPAC eligible EL students to determine individual readiness levels and implement applicable interventions, accommodations, and supports.
3	1	5	Implement a self-monitoring process to ensure reasonable progress toward meeting annual goals and meeting the general curriculum is documented for EL student population.
4	1	1	Provide opportunities for case-managed students, students missing 5 or more days of instruction and failing 2 or more courses, to gain a support system to increase academic achievement, increase attendance, and stay in school and graduate. Alternative is referral to enforce local truancy laws to improve attendance.
4	1	2	Compile and analyze data weekly for students identified as dropping out, implementing recovery strategies to maximize resources and staff efforts.
5	1	2	Connect high school to college and career by providing students with opportunities to meet CCMR criteria.

Goal	Objective	Strategy	Description
5	1	3	Conference with all students providing opportunity to enroll in CTE coursework with clearly defined pathways to earn industry or career certification and/or college credit for high-demand, high-wage occupations in targeted industry clusters.

Campus Funding Summary

211 - ESEA Title I Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	District level ICs: 35% GEN ED and 100% Section 504/ELL		$93,000.00
1	1	3	District level ICs: 35% GEN ED and 100% Section 504/ELL		$93,000.00
2	1	2	Renaissance Learning C&I component		$45,500.00
				Sub-Total	$231,500.00

224 - IDEA Part B Formula

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	District Level IC: 100% SPED		$65,000.00
1	1	3	District Level IC: 100% SPED		$65,000.00
2	1	2	Renaissance Learning - SPED Component		$15,500.00
				Sub-Total	$145,500.00

255 - Title II Part A Tchr and Prin Trg and Recrui

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	District level IC: 65% GEN ED		$50,000.00
1	1	3	District level IC: 65% GEN ED		$50,000.00
				Sub-Total	$100,000.00

420 - Foundation Sch Program and other State Aid

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus-Level Instructional Coaches		$693,000.00
1	1	3	Campus-level Instructional Coaches		$0.00
4	1	1	School and Community Coordinators		$316,000.00

420 - Foundation Sch Program and other State Aid					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3	Registration fees and travel to Internatioanal Asscoiation for Truancy & Dropout Prevention, Dallas TX	420-61-999	$7,750.00
				Sub-Total	$1,016,750.00
				Grand Total	$1,493,750.00