

Midland Independent School District

Midland Alternative Program

2019-2020



Mission Statement

The Mission of Midland Alternative Program is to provide ALL students with a safe and supportive environment that promotes self-discipline, motivation, and excellence in learning.

Vision

Maximizing Academic and Personal Success

Value Statement

Starve your **Distractions!** Feed your **Focus!**

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	17
Goal 1: The percentage of students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% and 25% will meet progress measure by the end of the school year 2019 to support the District Board Goal of increasing the percentage of 3rd to 8th grade who "meet the standards" on both the reading and math STAAR.	17
Goal 2: MAP will support the 4-year graduation rate by evaluating graduation plans and providing all students the necessary information and courses thus ensuring all seniors at MAP stay on track for the graduation.	23
Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Midland Alternative Program (MAP) was established as a stand-alone school on October 28, 2011. Prior to this district-approved change, students who were assigned to the DDAEP – District Disciplinary Alternative Education Program (prior school name) due to expulsion hearings continued to be enrolled at their home campuses. The campus was called DDAEP and was originated in August 2005. In August 2009, the freshman and high school DAEPs were added to DDAEP (MAP). In August 2014, the Jr. High DAEPs were added to MAP.

MAP currently has two programs – DDAEP (long-term) and DAEP (short-term). DDAEP placements must be made by the District Expulsion Committee while DAEP placements are made by a home campus or MAP administrator.

During the 2018-19 school year, numerous expulsions to MAP were conducted. One hundred percent of MAP DDAEP students are identified as at-risk. Several are on deferred or court-ordered probation. The majority of the DDAEP student population is Hispanic males.

Currently (9-06-19), MAP has 42 DAEP/DDAEP placements. 21 of the 42 placements are Latinos (62%); 10 of the 42 placements are African Americans (24%); 6 of 42 placements are Caucasians (14%).

We had 651 DAEP placements 18-19 year (78 SpEd and 65 EL).

We began the 2019-2020 school year with 15 DAEP placements and 8 DDAEP placements with a total of 23 DDAEP and DAEP placements. We currently have 35 DAEP placements and 9 DDAEP placements with a current total of 44 DAEP and DDAEP placements.

Several DDAEP and DAEP students will work toward completion of their high school graduation requirements while placed in MAP for the 2019-2020 school year.

Attendance is a priority and multiple motivational strategies are implemented during the school year to increase attendance. DAEP students are able to return to their campus early contingent upon their behavior, attendance, and home campus and MAP Asst. Prin. negotiations.

Demographics Strengths

Student Population is currently 42 students, combined DAEP and DDAEP placements. 21 of the 42 placements are Latinos (62%); 10 of the 42 placements are African-Americans (24%); 6 of 42 placements are Caucasians (14%).

The majority of the placements are Hispanic Males.

Expulsion Information:

2 Students Expelled due to Serious Misbehavior While in DAEP: 25%

4 Students Expelled Due to Drug Related Offenses: 50%

2 Students Expelled Due to Non-Drug Related Offenses: 25%

The MAP staff is culturally diverse.

Teaching staff: 18

African American – 39%

Latino – 17%

Caucasian – 44%

All staff (includes administrators, teachers, clerical staff, custodians, and law enforcement): 26

African American – 35%

Latino – 30%

Caucasian – 35%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Latinos and African-Americans are disproportionately placed in DAEP/DDAEP. **Root Cause:** There is a need to educate all District staff on cultural diversity, generational poverty, restorative discipline practices, and students who have experienced trauma.

Student Achievement

Student Achievement Summary

Midland Alternative Program has two programs. DDAEP long-term (enrolled at MAP) and DAEP short-term (enrolled at home campuses).

The following data is only for DDAEP - 2018

STAAR EXAM	Progress Measure Met	Approaches Grade Level	Meets Grade Level	Masters Grade Level
MAP 7 th Grade STAAR Reading Results	3	38%	13%	13%
MAP 7th Grade STAAR Math Results	2	13%	0%	0%
MAP 7th Grade STAAR Writing Results	NA	38%	25%	0%
MAP 8th Grade STAAR Reading Results	1 Accelerated, 3 Met	11%	0%	0%
MAP 8th Grade STAAR Math Results	2	0%	0%	0%
MAP 8th Grade STAAR Social Studies Results	NA	11%	0%	0%
MAP 8th Grade STAAR Science Results	NA	11%	0%	0%
MAP Algebra STAAR EOC Results	0	22%	0%	0%
MAP Biology STAAR EOC Results	0	33%	0%	0%
MAP English I STAAR EOC Results	0	15%	0%	0%
MAP English II STAAR EOC Results	2	0%	0%	0%
MAP US History STAAR EOC Results	0	100%	0%	0%

The following data is only for DDAEP - 2017.

STAAR EXAM	Level 2	Level 3
MAP 7 th Grade STAAR Reading Results	20%	0%
MAP 7th Grade STAAR Math Results	20%	0%
MAP 7th Grade STAAR Writing Results	0%	10%
MAP 8th Grade STAAR Reading Results	80%	0%
MAP 8th Grade STAAR Math Results	33%	0%
MAP 8th Grade STAAR Social Studies Results	33%	0%
MAP 8th Grade STAAR Science Results	38%	0%
MAP Algebra STAAR EOC Results	64%	7%

STAAR EXAM	Level 2	Level 3
MAP Biology STAAR EOC Results	46%	0%
MAP English I STAAR EOC Results	25%	0%
MAP English II STAAR EOC Results	0%	0%
MAP US History STAAR EOC Results	50%	0%

2018-2019 MAP Economic Disadvantaged Information

Grade Level	Free	Reduced	Not Eco. Dis.	Total	%Free	%Reduced	%Not Eco. Dis.
07	7	1	9	17	41.18%	5.88%	52.94%
08	1	0	1	2	50.00%	0.00%	50.00%
09	2	1	5	8	25.00%	12.50%	62.50%
10	3	0	1	4	75.00%	0.00%	25.00%
11	0	0	1	1	0.00%	0.00%	100.00%
12	0	0	1	1	0.00%	0.00%	100.00%

Student Achievement Strengths

The students enrolled at MAP receive rigorous, quality instruction to assist them with STAAR and STAAR EOC. The student achievement strengths are consistently changing as the students are enrolled and withdrawn weekly based upon their individual expulsion order. The expulsion order determines the beginning date of service and the Return To Campus (RTC) date. Students are constantly being enrolled and withdrawn on various dates.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Some DDAEP students are unsuccessful on STAAR/EOC assessments and course completion. **Root Cause:** Some DDAEP students have had behavioral problems, missed school, been incarcerated, have gaps in learning, substance abuse issues and/or have experienced trauma.

School Culture and Climate

School Culture and Climate Summary

Based on parent/student feedback, parents and students describe the campus environment as caring and nurturing. Students feel safe and secure on campus. They experience a sense of belonging and acceptance.

The campus provides students with support via various school activities such as Restorative Discipline Practices, Career Day, Permian Basin Regional Council for Alcohol and Drug Abuse, Teen Challenge, All-Pro Men, and a plethora of guest speakers. Based upon student inquiry and response, these activities have been of benefit to students.

A thorough orientation is conducted for all DDAEP students and parents to provide support and information. Teachers describe the campus as friendly, welcoming and like a family. Teachers also describe the campus as structured, efficient, and supportive to student needs.

School Culture and Climate Strengths

Based on parent/student feedback, students feel safe, secure, relaxed, and welcomed. Teachers feel the campus is efficient and structured to support student needs. MAP provides students with non-traditional alternatives for scheduling courses. Smaller class sizes and individualized lessons are also MAP strengths. While state regulations only require the campus to offer content subjects (English, Math, Science, and Social Studies), a language other than English (LOTE), and self-discipline classes, MAP also offers electives and computer-generated courses to recover and accrue credits. The campus is designed to serve students who are placed there for disciplinary actions. MAP has a strong focus and commitment to student academic achievement.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to increase the number of resources for our students. **Root Cause:** Many of our students have experienced trauma (death/incarceration of parent/close family member, abandonment, divorce, etc.), have low socio-economic status families, and suffer from substance abuse.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Seventeen teachers are staffed at MAP. All teachers are highly qualified. There were several approved staff additions for the 2017-2018 school year. Our diverse staff has a wide range of strengths – counseling, cooperative groups, gifted and talented, LOTE, etc.

The staff of MAP is culturally diverse.

Teaching staff:

African American – 35%

Latino – 24%

Caucasian – 41%

All staff (includes administrators, teachers, clerical staff, custodians, and law enforcement staff):

African American – 32.5%

Latino – 35%

Caucasian – 32.5%

Multiple professional development opportunities are presented to faculty at staff meetings. Staff also present at meetings, Central Office Teaching and Learning Directors participate in work sessions with MAP staff, and staff attends district and local professional development workshops. Most of the staff development is focused on at-risk students.

Teachers demonstrate high expectations for student achievement. The maximum number of students per teacher is 15. The federal guidelines state the student-to-teacher ratio cannot exceed 15 to 1.

Weekly professional learning collaboration meetings are held to discuss and identify student academic and behavioral needs. The administrators support the needs of the staff in assisting students. Should staff members need additional support, individual meetings are held and the strategies/suggestions presented by the teacher are given to the administration.

These strategies are approved/denied. If approved, the administration sees that the strategies/recommendations are implemented. Follow up collaboration

continues to occur at weekly collaboration meetings. Teachers feel supported by administrators.

Staff Quality, Recruitment, and Retention Strengths

Twelve of the seventeen teachers at Midland Alternative Program have previous alternative education experience. All educators have shown previous success with at-risk students and bring several years of knowledge to the campus. There are 17 teachers, a counselor, a secretary, a registrar, a police officer, two custodians, a principal and an assistant principal at Midland Alternative Program.

The faculty and staff of Midland Alternative Program are exceptional educators and provide students with a caring and nurturing environment in which learning thrives and students feel valued.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Percentage of Latino staff are not proportionate to the student population. **Root Cause:** Limited number of Latino applicants

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum for Midland Alternative Program is the state standards -Texas Essentials of Knowledge and Skills (TEKS). MAP teachers utilize the Teacher of Excellence Initiative which was introduced last school year. The teachers collaborate to evaluate and analyze their teaching. Teachers also use state adopted textbooks and other resource materials to support teaching and learning.

The class structures at MAP are multi-course periods. For example, the math teacher may have three or four different courses during one class period. The instruction provided to students is specialized to meet individual student needs.

Assessment, both formative and cumulative, is effective. Assessments are both teacher-developed and may be obtained from District T&L staff. Due to the unique structure and small community of MAP, the teachers collaborate and develop plans for instruction. Teachers are encouraged to discuss individual students, identify needs, and develop cooperative educational plans. Professional Learning Community Meetings are held to discuss student progress.

Curriculum, Instruction, and Assessment Strengths

Individualized instruction for students.

Assessments are daily, weekly, six weeks, nine weeks, and summative. Both verbal and written assessments are conducted.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: To increase collaborative teams to address the 4 Essential Questions of Teaching and Learning. **Root Cause:** Lack of training to know how to effectively develop, implement, and facilitate professional learning communities.

Parent and Community Engagement

Parent and Community Engagement Summary

Parental involvement for MAP is minimal.

Parents, along with their child, attend mandatory orientation meetings prior to enrollment into DDAEP. Communication to parents on the status and progress of their students occurs via progress reports and report cards.

Opportunities are provided for community outreach.

Parent-oriented activities such as "Pastries for Parents" are implemented at least twice a year.

A school website is available for those community members and parents wishing to learn more about the school and the website announces the activities/events of the school.

Communication with parents/guardians is mainly through phone contact, although all opportunities for face-to-face contact are utilized, including home visits.

Parent and community members are invited to participate in the site-based planning committee – CEIC Community Education Improvement Committee.

Parent and Community Engagement Strengths

Some of the students enrolling at Midland Alternative Program have parental support. All of the parents and students attend the initial orientation for enrollment into the school. Two area businesses have partnered with MAP. Southwest Bank and Doubletree by Hilton. Southwest Bank conducts a career day session each year. Many professionals participate in this event and speak to students about career options and requirements.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need for increased parental and community involvement at MAP. **Root Cause:** There is a perception that the students we work with are "bad" and we do not need parental and community assistance.

School Context and Organization

School Context and Organization Summary

The MAP master schedule is focused on meeting the students' instructional and behavioral needs. A common planning time is provided for all faculty based on Professional Learning Communities. School goals are reflected in the classroom instruction and curriculum. Self-discipline skills are embedded in daily lesson plans. Students are encouraged through various guest speakers and programs.

Primary goals for MAP are:

1. All MAP students will show significant academic progress using research-based strategies for instruction.
2. MAP will close the achievement gap between all students.
3. MAP will ensure a safe and welcoming environment.

Data sources used to measure performance objectives are course grades, STAAR/STAAR EOC data, district assessments, and campus assessments.

School Context and Organization Strengths

The faculty and their strengths have driven the master schedule. The master schedule is student-focused and provides the most educational opportunities with the staff available. Relationships between staff and students are an integral part of the success of MAP. Many of the students at MAP credit their drive to succeed at MAP because it is fostered daily by the staff. MAP also utilizes restorative discipline practices to assist students in managing their behavior.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a need for MAP staff to have additional time to plan for STAAR/EOC, 4 Essential Questions, restorative discipline, and CIA focused activities. **Root Cause:** Our campus of specialized students who require intense monitoring and limited staff members minimizes the school day time allocation for professional development.

Technology

Technology Summary

Technology plays a large role in student success at MAP. However, MAP is in need of additional computers and the software to support campus instructional needs. Students have access to computer-generated courses and the Internet. Students are able to utilize software programs to recover and/or accrue credits as the staff deems necessary. Students are moderately proficient with technology. Most campus staff are proficient with technology. Most teachers have successfully completed the district required technology proficiencies. Adequate opportunities exist for students and teachers to access technology. In addition, adequate training is available for teachers to enhance technology skills. Each classroom has 2-4 student desktop computers available. Chromebooks are also utilized by students. Each teacher has a desktop computer.

Technology Strengths

Each classroom has 2-4 computers in it and Chromebooks are available. Students may utilize various software programs to recover and/or accrue course credits. Most teachers have successfully completed the district required technology proficiencies.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a need for more computers, Chromebooks, and other technological equipment at MAP. **Root Cause:** There are limited funds for technological purchases.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Goals

Goal 1: The percentage of students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% and 25% will meet progress measure by the end of the school year 2019 to support the District Board Goal of increasing the percentage of 3rd to 8th grade who "meet the standards" on both the reading and math STAAR.

Performance Objective 1: The percentage of students in grades 7-8 on track to "meets grade level" on both reading and math district checkpoints will be 10%.

Evaluation Data Source(s) 1: On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in October and 60% in February. MAP Teachers will develop a STAAR/STAAR EOC Intervention Plan and other Common Formative Assessments (CFAs) bi-weekly for goals that are not reached.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will work in iStation an average of 30 minutes a week.	Leah Clodfelter Penny Duson	Lesson completion will show growth in the iStation learning targets.				
2) The teacher will develop monthly CFAs aligned to the TEKS to check for progress and mastery of learning targets.	Terri Hopkins Paul Young Deja Duson Kimberly Roberson Brandon Carter Chris Brian	A tool to measure student progress and give the teacher feedback to adjust instruction to increase learning.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) Teacher will evaluate all students to get their current reading levels in the areas of word recognition and reading comprehension.	Toni Garcia Deja Duson Leah Clodfelter Cheryl Brewer	We will get relevant data in the area of reading to use in developing instruction for students.				
4) Teachers will develop a spreadsheet to track reading and math learning and review the data during team meetings.	Toni Garcia Terri Hopkins Deja Duson Leah Clodfelter	This data will show where students are in the areas of reading and math. It will also keep us focused on student growth in reading and math. The data will be used to help teacher plan lessons for intervention and enrichment. Minutes and notes from team meeting will document this strategy.				
5) Teachers will hold parent-teacher conferences with parents of 7th and 8th graders to explain last year's STAAR scores, strengths, weaknesses, benchmarks, CFAs, testing strategies, and other relevant information that will help parents and students understand the steps needed to be successful on the 7th/8th STAAR Math and Reading exams.	Toni Garcia Terri Hopkins Deja Duson Leah Clodfelter	To give relevant STAAR information to parents and equip them to help their child.				
6) Students will work in Imagine Math an average of 30 minutes a week.	Terri Hopkins Paul Young Martin Garcia	Imagine Math reports will show students completing required time.				
7) Teachers will plan and implement a STAAR/EOC Blitz to provide focused and intense review, reteach, and practice 10 days prior to each state mandated test.	Team Facilitators: Brandon Carter Deja Duson Toni Garcia Terri Hopkins Paul Young Kimberly Roberson	Documented assessment and growth				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: The percentage of students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% and 25% will meet progress measure by the end of the school year 2019 to support the District Board Goal of increasing the percentage of 3rd to 8th grade who "meet the standards" on both the reading and math STAAR.

Performance Objective 2: The percentage of economically disadvantaged and special population students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% by the end of the school year 2019.

Evaluation Data Source(s) 2: On track progress during the year will require 30% of the questions on both math and reading district checkpoints to be answered correctly in October and 60% in February.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special population students - Eco. Dis., Sp. Ed., African American, Hisp. (sub groups) will work in iStation an average of 30 minutes a week.	Deja Duson Toni Garcia Terri Hopkins	Sub groups will get additional supplemental assistance with math and reading.				
2) Teacher will evaluate special sub group students (Eco. Dis., Sp.Ed., African American, Hisp.) to get their current reading levels in the areas of word recognition and reading comprehension.	Toni Garcia Leah Clodfelter Deja Duson	We will get relevant data in the area of reading to use in developing instructional plans for students.				
3) Teachers will develop a spreadsheet to track reading and math learning. Teachers will also review the data during weekly Team meetings.	Toni Garcia Leah Clodfelter Terri Hopkins Deja Duson	This data will show where students are in the areas of reading and math. It will also keep us focused on student growth in reading and math. The data will be used to help teacher plan lessons for intervention and enrichments.				
4) Teachers will hold parent-teacher conferences with parents of 7th and 8th graders to explain last year's STAAR scores, strengths, weaknesses, benchmarks, CFAs, testing strategies, and other relevant information that will help parents and students understand the steps needed to be successful on the 7th/8th STAAR Math and Reading exams.	Deja Duson Toni Garcia Terri Hopkins	To give relevant STAAR information to parents and equip them to help their child.				
5) Teachers will receive ongoing professional development in restorative practices, instructional strategies, and technology throughout the school year.	Lena Buck	Staff will be able to collaborate and plan for student success using training information. There will be sign-in sheets, training certificates, and agendas.				

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

Goal 1: The percentage of students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% and 25% will meet progress measure by the end of the school year 2019 to support the District Board Goal of increasing the percentage of 3rd to 8th grade who "meet the standards" on both the reading and math STAAR.

Performance Objective 3: The percentage of students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% by the end of the school year 2019.

Evaluation Data Source(s) 3: On track progress during the year will require 40% of the questions on both math and reading district checkpoints to be answered correctly in September and 75% in February.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will develop a plan for Higher Order Thinking Skills (HOTS) to be utilized weekly.	Brandon Carter Terri Hopkins Kimberly Roberson Deja Duson Paul Young	Students will be able to utilize HOTS to increase their learning needed score at the Commended Level on the 7th/8th math and reading STAAR.				
2) Teachers will display HOTS visuals in the classrooms as reminders for students and themselves.	Brandon Carter Terri Hopkins Kimberly Roberson Deja Duson Paul Young	Teachers will have a visual reminder of the need to regularly use HOTS. Students will have a visual reference to HOTS.				
3) Teachers will meet with T&L Directors and district collaboration teams to access information that will assist in increasing student learning.	Brandon Carter Terri Hopkins Kimberly Roberson Deja Duson Paul Young	Teachers will be able to collaborate with district directors and teachers to contribute and get ideas to increase 7th/8th grade students' skills to meet level III on the math and reading STAAR.				
4) Teachers will receive professional development in the areas of rigor, technology, instructional strategies, and motivation. This will occur throughout the school year.	Lena Buck	Increased evidence of learning, IFVs in the upper right quadrant, lesson plans and IFVs showing evidence of various levels of rigor.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: The percentage of students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% and 25% will meet progress measure by the end of the school year 2019 to support the District Board Goal of increasing the percentage of 3rd to 8th grade who "meet the standards" on both the reading and math STAAR.

Performance Objective 4: The percentage of students in grades 7-8 who score on or above grade level in both reading (utilizing iStation/iEspanol) and math will increase from 0% to 5% by the end of school year 2020.

Evaluation Data Source(s) 4: Baseline will be established in School Year 2019-2020 when grades 7-8 implement iStation.

Summative Evaluation 4:

Goal 1: The percentage of students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% and 25% will meet progress measure by the end of the school year 2019 to support the District Board Goal of increasing the percentage of 3rd to 8th grade who "meet the standards" on both the reading and math STAAR.

Performance Objective 5: Placeholder Science

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Goal 1: The percentage of students in grades 7-8 who "meets grade level" on both reading and math STAAR will increase from 0% to 10% and 25% will meet progress measure by the end of the school year 2019 to support the District Board Goal of increasing the percentage of 3rd to 8th grade who "meet the standards" on both the reading and math STAAR.

Performance Objective 6: Placeholder Social Studies

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Goal 2: MAP will support the 4-year graduation rate by evaluating graduation plans and providing all students the necessary information and courses thus ensuring all seniors at MAP stay on track for the graduation.

Performance Objective 1: Fifty percentage of first year freshmen enrolled in Algebra I will earn a passing grade at the end of each semester.

Evaluation Data Source(s) 1: Passing grade in Algebra 1 - in class course and/or A+.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher will offer tutorials and/or EOC classes for students who are in danger of failing, those who need intervention, and those who need enrichment.	Paul Young Moriah Wallace Terri Hopkins	Students will attend tutorials.				
2) Counselor will meet with at-risk 9th grade students who are in danger of not having successfully completing Algebra 1 and develop a plan to increase their likelihood of gaining Algebra 1 credit while at MAP.	Teresa Renteria	Students are knowledgeable of their graduation plan and what the importance of successfully completing Algebra 1.				
3) Communicate with parents each semester for academic behavior attendance achievement and offer other incentives programs.	Classroom Teachers	Increased attendance rate, higher grades, more completed assignments.				
4) Students will be provided credit recovery opportunities.	Teresa Renteria	Students getting on track or better on track for graduation, students recovering lost credits by averaging or earning credits for courses they previously failed.				
5) Students will be offered before school, after school, and during the school day tutorials.	Core Classroom Teachers	Increased grades, higher test scores, and levels of content mastery.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: MAP will support the 4-year graduation rate by evaluating graduation plans and providing all students the necessary information and courses thus ensuring all seniors at MAP stay on track for the graduation.

Performance Objective 2: Fifty percentage of first year freshmen enrolled in English 1 will earn a passing grade at the end of each semester.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselor will meet with at-risk 9th grade students who are in danger of not having 6 or more credits to develop a plan to ensure they are on track for graduation.	Teresa Renteria	Students are knowledgeable of their graduation plan and what they need to get on track for graduation.				
2) Teachers will schedule parent-teacher conferences to educate parents on the graduation requirements, state-mandated tests passing requirements, grades/grading policy, attendance, and classroom expectations.	Brandon Carter Terri Hopkins Kimberly Roberson Deja Duson Paul Young	Parents and students will receive information about graduation.				
3) Students will be provided credit recovery opportunities.	Teresa Renteria	Students getting on track or better on track for graduation, students recovering lost credits by averaging or earning credits for courses they previously failed.				
4) Students will be offered before school, after school, and during the school day tutorials.	Core Classroom Teachers	Increased grades, higher test scores, and levels of content mastery.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: MAP will support the 4-year graduation rate by evaluating graduation plans and providing all students the necessary information and courses thus ensuring all seniors at MAP stay on track for the graduation.

Performance Objective 3: Students expelled to MAP for 90 or more days who are in need of credit recovery will earn 1 or more credits using computer-based courses.

Evaluation Data Source(s) 3: Completion of computer-based courses.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recovery Walk	Lena Buck	Students who have been coded or have the potential to be coded as dropouts will decrease.				
2) Home Visits	Lena Buck	Motivate students to stay in school.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 1: The number of K-12 students on track toward graduation will be 88.1% or greater. Communicate with parents about academics, behavior and attendance each semester and offer incentive program.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 2: The percent of college and career ready graduates will be above state average.

Evaluation Data Source(s) 2: Students credits earned while at MAP based on transcripts and/or report cards.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus will hold at least two college/career events during the school year.	Teresa Rentera	Increase awareness and knowledge of college and career requirements.				
2) Career/college instruction will be done in DAEP classrooms.	All teachers who teach in DAEP classrooms.	Career and college awareness.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 3: The attendance rate will increase by 2% over the prior year rate 84.79 to 86.79.

Evaluation Data Source(s) 3: ADA/Average Daily Attendance Report

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Attendance Review will follow attendance requirements - letters, conferences, court filings.	Christy Tynes	Increased attendance				
2) Teachers/Secretary will contact parents when a student has been absent 2 days or more and if a student has excessive absences.	Sylvia Baiza All Teachers	Early detection of attendance problems and students personal issues.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 4: STAAR - EOC performance will increase by 10% (based on accountability results) for:

- Approaches Grade Level Performance
- Meets Grade Level Performance
- Masters Grade Level Performance
- Progress Measure

Evaluation Data Source(s) 4: Algebra 1, English I, English II, Biology, US History EOCs will show a 10% gain over the 2018-2019 results in each area - Meets Grade Level Performance, Masters. and Progress Measure.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher provide plans and instruction to address the focused District priority knowledge and skills.	PLC Collaboration Teams	Increased student knowledge in addressed areas.				
2) Teachers will offer after school and/or before school tutorials.	All DDAEP core teachers.	Increased student knowledge in addressed areas.				
3) Teachers will track student progress in a spreadsheet.	All DDAEP Core teachers.	Provide teachers will relevant information about student progress, areas of weakness, and areas of strength.				
4) Developed core-based PLC Teams.	Lena Buck	Teachers will have a refined vehicle in which to plan for intervention and enrichment. Teachers will also be able to look at curriculum, provide instruction, and assess the learning.				
5) 4 Essential Questions	PLC Leaderss	Teachers will look at the data and have a systematic method for addressing student learning.				
6) Teachers will receive regular Professional Development in instructional strategies, DOK, and rigor.	Lena Buck	Increased rigor, engaging instructions, and higher order thinking.				













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

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 5: Counseling will be available to all students.

Evaluation Data Source(s) 5: Counseling referrals and counselor documentation.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselor will expand the counseling available to MAP students.	Teresa Renteria	Students and parents will become more aware of the counseling agencies in the community.				
2) A counseling document will be made available to all staff to refer students to see the MAP counselor.	Christy Tynes	More students will be referred to the counselor.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 3: 100% of Midland ISD Instructional Expectations for 2019-2020 will be met.

Performance Objective 6: MAP discipline referrals per placement will decrease from .55 referrals per placement to .50 referrals per placement.

Evaluation Data Source(s) 6:

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Restorative Discipline training for selected staff.	Lena Buck	Staff will be able work more effectively with students and their families.				
2) Administrator trainees and/or campus interventionists will be trained to model restorative discipline practices.	Campus Administrators	Set a positive campus environment and teachers will be able to support and model effective intervention strategies for their colleagues.				
3) Implement an All Pro Men's Team to work with male students who have Level 3 behaviors and/or have multiple DAEP/DDAEP placements. The focus will be on young men who fall into the subgroups of Hispanics and African Americans.	Lena Buck	Decreased discipline issues with our male population.				
= Accomplished = Continue/Modify = No Progress = Discontinue						