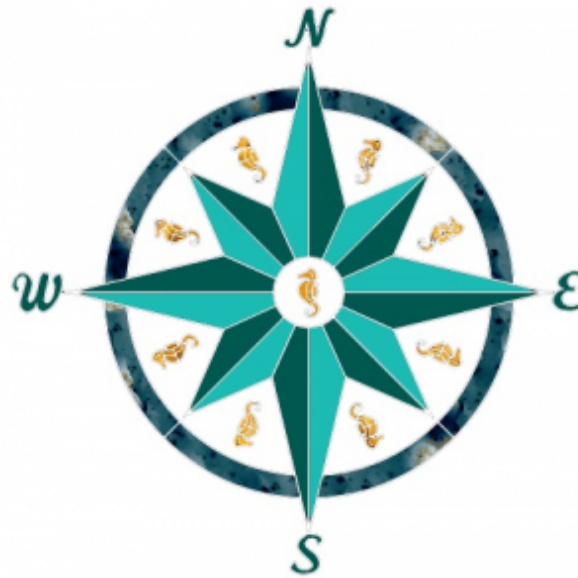


Midland Independent School District

Midland Alternative Program

2020-2021 Campus Improvement Plan



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 29% and 29% will meet progress measure by the end of the school year 2020-2021 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.	24
Goal 3: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.	27
Addendums	34

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 district disciplinary meetings 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 2019-20 school year, several expulsions to MAP were conducted. One hundred percent of MAP DDAEP students are identified as at-risk. Many are on deferred or court-ordered probation. The majority of the DDAEP student population is Hispanic males.

On 9-06-19, MAP had 42 DAEP/DDAEP placements. 21 of the 42 placements were Latinos (62%); 10 of the 42 placements were African Americans (24%); 6 of 42 placements were Caucasians (14%). Due to COVID-19, the numbers are very different for the 20-21 year. As of 9/21/20, MAP currently has 14 DAEP/DDAEP placements. 10 of the 14 placements are Latinos (72%); 3 of the 14 placements are African Americans (21%); 1 of the 14 placements is Caucasian (7%).

We had 651 DAEP placements during the 2018-2019 school year (78 SpEd and 65 EL). During the 2019-2020 school year, we had 471 DAEP placements (51 SpEd and 42 EL). COVID-19 greatly impacted the number of placements during the 19-20 year due to at-home learning after Spring Break. The only DAEP placements were mandatory.

Several DDAEP and DAEP students will work toward the completion of their high school graduation requirements while placed in MAP for the 2020-2021 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

The student population is currently 14 students, combined DAEP and DDAEP placements. 10 of the 14 placements are Latinos (72%); 3 of the 14 placements are African Americans (21%); 1 of the 14 placements is Caucasian (7%).

The majority of the placements are Hispanic Males.

Expulsion Information:

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

6 Students Expelled Due to Non-Drug Related Offenses: 75%

The MAP staff is culturally diverse.

Teaching staff: 18

African American – 41.2%

Latino – 41.2%

Caucasian – 17.6%

1 Vacancy

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

African American – 36%

Latino – 32%

Caucasian – 32%

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).

Due to COVID-19, STAAR Data is not available for 2019-2020.

The following data is only for DDAEP - 2018-2019

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 7 th Grade STAAR Math Results	2	13%	0%	0%
MAP 7 th Grade STAAR Writing Results	NA	38%	25%	0%
MAP 8 th Grade STAAR Reading Results	1 Accelerated, 3 Met	11%	0%	0%
MAP 8 th Grade STAAR Math Results	2	0%	0%	0%
MAP 8 th Grade STAAR Social Studies Results	NA	11%	0%	0%
MAP 8 th 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 - 2017-2018.

STAAR EXAM	Level 2	Level 3
MAP 7 th Grade STAAR Reading Results	20%	0%
MAP 7 th Grade STAAR Math Results	20%	0%
MAP 7 th Grade STAAR Writing Results	0%	10%
MAP 8 th Grade STAAR Reading Results	80%	0%
MAP 8 th Grade STAAR Math Results	33%	0%
MAP 8 th Grade STAAR Social Studies Results	33%	0%
MAP 8 th Grade STAAR Science Results	38%	0%
MAP Algebra STAAR EOC Results	64%	7%
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. Due to COVID-19, MAP Economic Disadvantaged Information is not available for 2019-2020.

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 frequently 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, and a plethora of guest speakers. Based on 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 of 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. Our diverse staff has a wide range of strengths – counseling, cooperative groups, gifted and talented, LOTE, etc.

The MAP staff 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. MAP receives Title 1 Funding and has allocated those funds for Professional Development and materials/supplies to increase instructional strategies and promote student academic success. 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

Some 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: The percentage of Latino teaching 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 the Professional Learning Community rubric scores to 3-4, decision-making will be data-based, and the level of collaboration among all PLC groups. **Root Cause:** Lack of training to know how to effectively develop, implement, and facilitate professional learning communities. Teachers have completed training, but development will continue.

Parent and Community Engagement

Parent and Community Engagement Summary

Parental involvement for MAP is minimal.

Parents, along with their child, attend virtual (due to COVID-19 concerns) mandatory orientation meetings prior to enrollment into DDAEP. Communication with 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. The website also provides links to important information.

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:** More methods need to be found to engage parents in the learning community.

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 practices, 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 their technology skills. Each classroom has 2-4 student desktop computers available. Chromebooks are also utilized by students. Each teacher has a desktop computer. Teachers will also have laptop computers in the near future.

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data






- Professional learning communities (PLC) data








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 29% and 29% will meet progress measure by the end of the school year 2020-2021 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" or "masters grade level" on both reading and math district checkpoints will be 29% by the end of the school year 2020-2021.

Evaluation Data Sources: 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) monthly for goals that are not reached.



<p>Strategy 1: Students will work in Achieve 3000, completing 2 articles weekly in ELA and 1 article weekly in Social Studies and Science.</p> <p>Strategy's Expected Result/Impact: Reports from each program will show growth.</p> <p>Staff Responsible for Monitoring: Cheryl Brewer Moriah Wallace Gerald Mabele Chris Brian</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: The teacher will develop CFAs monthly that are aligned to the TEKS to check for progress and mastery of learning targets.</p> <p>Strategy's Expected Result/Impact: A tool to measure student progress and give the teacher feedback to adjust instruction to increase learning.</p> <p>Staff Responsible for Monitoring: Moriah Wallace Deja Duson Gerald Mabele Chris Brian</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: The teacher will evaluate all students to get their current reading levels in the areas of word recognition and reading comprehension.</p> <p>Strategy's Expected Result/Impact: We will get relevant data in the area of reading to use in developing instruction for students.</p> <p>Staff Responsible for Monitoring: Toni Garcia Deja Duson Cheryl Brewer Danika Contreras</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				





<p>Strategy 4: Teachers will maintain the data room to track reading and math learning and review the data during team meetings.</p> <p>Strategy's Expected Result/Impact: 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 the teachers plan lessons for intervention and enrichment. Minutes and notes from team meeting will document this strategy.</p> <p>Staff Responsible for Monitoring: Toni Garcia Moriah Wallace Martin Garcia Deja Duson Danika Contreras Cheryl Brewer</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Teachers will hold parent-teacher conferences with parents of 7th and 8th graders to explain the most recently available 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.</p> <p>Strategy's Expected Result/Impact: To give relevant STAAR information to parents and equip them to help their child.</p> <p>Staff Responsible for Monitoring: Toni Garcia Moriah Wallace Martin Garcia Deja Duson Danika Contreras</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Students will work in Imagine Math an average of 50 minutes a week.</p> <p>Strategy's Expected Result/Impact: Imagine Math reports will show students completing required time.</p> <p>Staff Responsible for Monitoring: Moriah Wallace Martin Garcia</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Documented assessment and growth</p> <p>Staff Responsible for Monitoring: Team Facilitators: Chris Brian Deja Duson Toni Garcia Martin Garcia Moriah Wallace Gerald Mabele</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 29% and 29% will meet progress measure by the end of the school year 2020-2021 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 29% by the end of the school year 2020-2021.

Evaluation Data Sources: 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.





<p>Strategy 1: Special population students - Eco. Dis., Sp. Ed., African American, Hisp. (subgroups) will work in Achieve3000 and Imagine Math an average of 50 minutes a week.</p> <p>Strategy's Expected Result/Impact: Sub groups will get additional supplemental assistance with math and reading.</p> <p>Staff Responsible for Monitoring: Cheryl Brewer Toni Garcia Moriah Wallace</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: The 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 via Achieve3000.</p> <p>Strategy's Expected Result/Impact: We will get relevant data in the area of reading to use in developing instructional plans for students.</p> <p>Staff Responsible for Monitoring: Toni Garcia Cheryl Brewer</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Teachers will maintain the data room to track reading and math learning. Teachers will also review the data during weekly Team meetings.</p> <p>Strategy's Expected Result/Impact: 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 the teacher plan lessons for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Toni Garcia Danika Contreras Moriah Wallace Deja Duson</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Teachers will hold parent-teacher conferences with parents of 7th and 8th graders to explain the most recently available 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.</p> <p>Strategy's Expected Result/Impact: To give relevant STAAR information to parents and equip them to help their child.</p> <p>Staff Responsible for Monitoring: Deja Duson Toni Garcia Terri Hopkins</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Teachers will receive ongoing professional development in restorative practices, instructional strategies, and technology throughout the school year. Three Professional Development Coordinators will plan, implement, and access PD for the staff that will help students academically and behaviorally. Professional Development opportunities funded via Title 1.</p> <p>Strategy's Expected Result/Impact: Staff will be able to collaborate and plan for student success using training information. There will be sign-in sheets, training certificates, and agendas.</p> <p>Staff Responsible for Monitoring: Lena Buck</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 29% and 29% will meet progress measure by the end of the school year 2020-2021 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 29% by the end of the school year 2020-2021.

Evaluation Data Sources: 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.

<p>Strategy 1: Teachers will develop a plan for Higher Order Thinking Skills (HOTS) to be utilized weekly.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Chris Brian Moriah Wallace Gerald Mabele Deja Duson</p>	Reviews			
<p>Strategy 2: Teachers will display HOTS visuals in the classrooms as reminders for students and themselves.</p> <p>Strategy's Expected Result/Impact: Teachers will have a visual reminder of the need to regularly use HOTS. Students will have a visual reference to HOTS.</p> <p>Staff Responsible for Monitoring: Chris Brian Moriah Wallace Gerald Mabele Deja Duson</p>	Formative			Summative
<p>Strategy 3: Teachers will meet with T&L Directors and district collaboration teams to access information that will assist in increasing student learning.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate with district directors and teachers to contribute and get ideas to increase 7th/8th grade students' skills to "meets grade level" on the math and reading STAAR.</p> <p>Staff Responsible for Monitoring: Chris Brian Moriah Wallace Gerald Mabele Deja Duson</p>	Nov	Jan	Mar	June
<p>Strategy 4: Teachers will receive professional development in the areas of rigor, technology, instructional strategies, and motivation. This will occur throughout the school year. Three Professional Development Coordinators will plan, implement, and access PD for the staff that will help students academically and behaviorally. Professional Development opportunities funded via Title I.</p> <p>Strategy's Expected Result/Impact: Increased evidence of learning, IFVs in the upper right quadrant, lesson plans and IFVs showing evidence of various levels of rigor.</p> <p>Staff Responsible for Monitoring: Lena Buck</p>				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 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 29% and 29% will meet progress measure by the end of the school year 2020-2021 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 Achieve 3000) and math (utilizing Imagine Math) will increase from 0% to 29% by the end of school year 2020-2021.

Evaluation Data Sources: Baseline will be established in School Year 2020-2021 when grades 7-8 implement Achieve 3000 and continue utilizing Imagine Math.

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 percent of first-year freshmen enrolled in Algebra I will earn a passing grade at the end of each semester.





Evaluation Data Sources: Passing grade in Algebra 1 - in class course and/or A+.

<p>Strategy 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. Strategy's Expected Result/Impact: Students will attend tutorials. Staff Responsible for Monitoring: Moriah Wallace</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The counselor will meet with at-risk 9th-grade students who are in danger of not successfully completing Algebra 1 and develop a plan to increase their likelihood of gaining Algebra 1 credit while at MAP. Strategy's Expected Result/Impact: Students are knowledgeable of their graduation plan and the importance of successfully completing Algebra 1. Staff Responsible for Monitoring: Teresa Renteria</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Communicate with parents each semester for academic, behavior, attendance achievement, and offer other incentives programs. Strategy's Expected Result/Impact: Increased attendance rate, higher grades, more completed assignments. Staff Responsible for Monitoring: Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Students will be provided credit recovery opportunities. Strategy's Expected Result/Impact: Students getting on track or better on track for graduation, students recovering lost credits by averaging or earning credits for courses they previously failed. Staff Responsible for Monitoring: Teresa Renteria</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Students will be offered before school, after school, and during the school day tutorials. Strategy's Expected Result/Impact: Increased grades, higher test scores, and levels of content mastery. Staff Responsible for Monitoring: Core Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 percent of first-year freshmen enrolled in English 1 will earn a passing grade at the end of each semester.





Evaluation Data Sources: Passing grade in English 1 - in class course and/or A+.

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students are knowledgeable of their graduation plan and what they need to get on track for graduation.</p> <p>Staff Responsible for Monitoring: Teresa Renteria</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Parents and students will receive information about graduation.</p> <p>Staff Responsible for Monitoring: Chris Brian Moriah Wallace Gerald Mabele Deja Duson</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Students will be provided credit recovery opportunities.</p> <p>Strategy's Expected Result/Impact: Students getting on track or better on track for graduation, students recovering lost credits by averaging or earning credits for courses they previously failed.</p> <p>Staff Responsible for Monitoring: Teresa Renteria</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Students will be offered before school, after school, and during the school day tutorials.</p> <p>Strategy's Expected Result/Impact: Increased grades, higher test scores, and levels of content mastery.</p> <p>Staff Responsible for Monitoring: Core Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Completion of computer-based courses.

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

Goal 3: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

Performance Objective 1: The number of K-12 students on track toward graduation will increase from 89.7% to 93% or greater. Communicate with parents about academics, behavior, and attendance each semester and offer an incentive program.





Evaluation Data Sources: Parent contact records, Skyward Behavior, and Attendance Reports. The incentive program is established on a case-by-case basis.

<p>Strategy 1: Conference with students and parents about behavior, attendance, and academics each semester and offer an incentive plan.</p> <p>Strategy's Expected Result/Impact: Improve graduation rate, academic outcomes, self-regulation of behaviors, and increased attendance.</p> <p>Staff Responsible for Monitoring: Teresa Renteria Christy Tynes Lena Buck</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

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





Evaluation Data Sources: Students' credits earned while at MAP, based on transcripts and/or report cards.

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

Goal 3: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

Performance Objective 3: The attendance rate will increase by 2% over the prior year rate 82.58 to 84.58.

Evaluation Data Sources: ADA/Average Daily Attendance Report

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

Goal 3: 100% of Midland ISD Instructional Expectations for 2020-2021 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 Sources: 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.

<p>Strategy 1: Teachers provide plans and instruction to address the focused District priority knowledge and skills. Strategy's Expected Result/Impact: Increased student knowledge in addressed areas. Staff Responsible for Monitoring: PLC Collaboration Teams</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will offer after school and/or before school tutorials. Strategy's Expected Result/Impact: Increased student knowledge in addressed areas. Staff Responsible for Monitoring: All DDAEP core teachers.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will track student progress in a spreadsheet. Strategy's Expected Result/Impact: Provide teachers will relevant information about student progress, areas of weakness, and areas of strength. Staff Responsible for Monitoring: All DDAEP Core teachers.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Developed core-based PLC Teams. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Lena Buck</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: 4 Essential Questions Strategy's Expected Result/Impact: Teachers will look at the data and have a systematic method for addressing student learning. Staff Responsible for Monitoring: PLC Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Teachers will receive regular Professional Development in instructional strategies, DOK, and rigor. Three Professional Development Coordinators will plan, implement, and access PD for the staff that will help students academically and behaviorally. Professional Development opportunities funded via Title 1. Strategy's Expected Result/Impact: Increased rigor, engaging instructions, and higher order thinking. Staff Responsible for Monitoring: Lena Buck</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: 100% of Midland ISD Instructional Expectations for 2020-2021 will be met.

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





Evaluation Data Sources: Counseling referrals and counselor documentation.

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

Goal 3: 100% of Midland ISD Instructional Expectations for 2020-2021 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 Sources: PEIMS Skyward Behavior Data Report

<p>Strategy 1: Restorative Practices training for selected staff. Strategy's Expected Result/Impact: Staff will be able work more effectively with students and their families. Staff Responsible for Monitoring: Lena Buck</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Administrator trainees and/or campus interventionists will be trained to model restorative discipline practices. Strategy's Expected Result/Impact: Set a positive campus environment and teachers will be able to support and model effective intervention strategies for their colleagues. Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 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. Strategy's Expected Result/Impact: Decreased discipline issues with our male population. Staff Responsible for Monitoring: Lena Buck</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums