



Targeted Improvement Plan

Submitted 6-29-2018

District Name:	Brownsville ISD	County District Number:	031901	Superintendent Name:	Dr. Esperanza Zendejas
Campus Name:	Brownsville Learning Academy High School	Campus Number:	006	District Coordinator of School Improvement:	Dr. Roni Louise Rentfro
PSP:	Bertha Zamora	Educational Service Center:	Region 1	School Principal:	Teresa de Saro

Vision:	The BLA HS is an alternative education high school that provides individualized instructional services that support all students in completing their secondary education. We partner with CTE in order to empower all students to successfully transition into post-secondary and career opportunities to become positive, contributing members of society. This will ensure that all students have access to job training while completing their high school diploma and attain high-level skills as well as equipping them to be lifelong learners.
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Problem Statement #1:	Student academic performance for meets and masters needs to increase to meet new state performance objectives.	Annual Goal #1:	Increase academic performance for all students by 3 percentage points on all state assessments for meets and masters grade level performance over Spring 2018 performance.
Root Cause #1:	Due to all of the physical and staff moves at the beginning of the year, the campus faculty and staff were not able to begin implementation of strategies and interventions in time for even more improvement.	Strategy #1:	Continue working with successful strategies and interventions from day one of school year and provide additional on campus and in classroom professional development supports as needs are determined.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Establish weekly co-planning and daily team teaching instruction for all EOC testing teachers.	August to October 2018	Trainings with on-campus/in-classroom professional development and continuing district program staff supports.	Principal, District Curriculum Staff	90% of EOC content lesson plans and walkthroughs will show evidence of common planning and team teaching.	EOC Content checkpoints will continue to improve each six weeks.	Select	
	Train all teachers on revised vocabulary routines, fluency and comprehension protocols.	August to October 2018	Trainings with on-campus/in-classroom professional development and continuing district program staff supports.	Principal, District Curriculum Staff	90% of EOC content lesson plans and walkthroughs will show evidence of vocabulary development protocols and fluency and comprehension routines.	improved results comparing LION assessments (MOY to BOY) and Fluency/ Comprehension checks from one six weeks to next six weeks.	Select	
	Update for all teachers on RtI intervention planning and differentiated instruction with continued on-campus/in classroom supports.	August to December 2018	Training provided by District Dyslexia Department staff and supported by on-going campus RtI committee team members.	Principal, District Dyslexia (RtI support) Staff	All RtI plans will be updated by October 15 for students enrolled by September 1st.	RtI progress monitoring will show students moving from higher tier to lower tier from BOY to MOY.	Select	
	Establish data walls for 2018-2019 with refresher training for teachers on progress monitoring.	August to October 2018	Trainings with on-campus/in-classroom professional development and continuing district program staff supports.	Principal, District Staff	Snaphshots of data wall will indicate progress of students in improved academic performance.	Increased benchmark and EOC performance compared to prior year.	Select	
Intermediate:	Incorporate PEG Writing software instruction in all appropriate EOC content areas.	September 2018 to EOC ELA assessments in Spring 2019	PEG Writing software in all appropriate computer labs	Principal, District Curriculum Staff	90% of students' PEG Writing monitoring will show increased performance from baseline to middle and end of year reports.	Improved results comparing PEG writing data from baseline to middle of year and end of year.	Select	
	Co- and Team-teaching weekly in all EOC testing classes.	September 2018 to May 2019	Common planning time for Professional Learning Communities	Principal, District Curriculum Staff	90% of EOC content lesson plans and walkthroughs will show evidence of common planning and team teaching.	EOC Content checkpoints will continue to improve each six weeks.	Select	

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Intermediate: (Implementation)	All EOC teachers' plans and observations indication implementation of revised vocabulary routines, fluency and comprehension protocols.	September 2018 to May 2019	Common planning time for Professional Learning Communities	Common planning time for Professional Learning Communities	90% of EOC content area lesson plans and walkthroughs will show routines for fluency and comprehension being implemented with students.	90% of EOC content area fluency and comprehension checks will show evidence of progress.	Select	
	Use data walls to help monitor individual and campus progress at least every three weeks using data as focus for data analysis and planning.	September 2018 to May 2019	Common planning time for Professional Learning Communities	Common planning time for Professional Learning Communities	Department learning community meeting notes and revised lesson plans and schedules based on data analysis.	Benchmark and other campus assessments will indicate higher levels of performance compared to prior year.	Select	
Long-Term: (Results)	Summer program in June for rising 1st time EOC testers from 10th and 11th grade.	March 2019 to June 2019	Finances, staff and schedules for Summer bridge program in June.	Principal, District Curriculum Staff	Attendance of 50% of EOC 1st time testing students.	Increased benchmark and EOC performance compared to prior year for 1st time testers.	Select	
							Select	
Vision Status				Vision Metrics				

Problem Statement #2:		Need to decrease drop out rate and increase five-year graduation rate over Spring 2018 rates and increase attainment of licensures/certifications to improve accountability rating.		Annual Goal #2:		Decrease the dropout rate and increase the 5-year graduation rate compared to 2018 rates.		
Root Cause #2:		Academic credit accrual software system and progress monitoring processes were not able to be fully implemented at beginning of Fall 2017 to provide enough time to ensure maximum credit accrual by students.		Strategy #2:		Close progress monitoring of credit accrual for graduation and persistent monitoring of attendance along with flexible schedules and opportunities to attain licensure or certifications.		
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Set up flexible and individualized schedules that address student academic and affective needs.	August to September 2018	Scheduling and support staff	Principal and counselor	All schedules as of 3rd week of class will meet academic and affective needs of students.	Accelerated progress of students in accruing credits towards graduation	Select	
	Enroll all eligible students in CTE courses leading to licensure/ certification programs.	August to September 2018	Scheduling and support staff	Principal and counselor	Class schedules showing CTE courses	Personal graduation plans (PGPs) indicating CTE course sequences.	Select	
							Select	
							Select	
Intermediate: (Implementation)	Shared credit accrual progress monitoring tool for faculty and staff.	September 2018 to May 2019	Credit accrual monitoring tool	Principal and counselor	Credit accrual monitoring tool indicating increased accruals.	Greater percentage of students qualifying for graduation compared to prior year.	Select	
	Early and continuous monitoring of attendance referrals and follow up after initial 3 absences.	September 2018 to May 2019	Attendance reports, teacher attendance contacts and referrals, attendance logs	Principal and assistant principal	Improved student attendance	Higher ADA and increased credit accruals.	Select	
	IGC students identified and working on projects with on-going support through flexible scheduling.	Fall and Spring to meet IGC deadlines	Project guidelines and faculty supports	Principal and counselor	Increased percentage of appropriate students graduating under IGC.	Increased IGC percentage passing compared to prior year.	Select	
	Increased number/variety of CTE course classes made available for students to attain CTE coherent sequences, licensure or certification.	August 2018 to May 2019	CTE courses and staffing	Principal, counselor and CTE program staff	Greater percentage of students graduating with CTE coherent sequences, licence and/or certification	Increased percentage of CCMR points awarded for CTE coherent sequence, licenses or certifications compared to prior year.	Select	

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Long-Term: (Results)	Summer program in June for re-testing EOC students.	March to June 2019	Finances, staff and schedules for Summer bridge program in June.	Principal, District Curriculum Staff	Attendance of 90% of EOC retesting students.	Increased EOC performance compared to prior year for retesters.	Select	
							Select	
Vision Status				Vision Metrics				