BISD TAIS Targeted Elements Improvement Plan 2017-2018
TAIS Documentation for Brownsville Learning Academy HS
Quarter: One   Updated: 10-4-2017 for Board Approval 10-3-2017

Activity Checklist	Notes/Clarifications	Date completed
Campus Leadership Team created	Principal: Teresa de Saro Dean: Susana Zapata Counselor: Mark Chapa Asst. Principal: Hector Zamarripa Teachers: Sarah Crixell, Elsa Crixell, Eduardo Araujo	August 28, 2017
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used: Accountability reports, System Safeguards, BISD BLA preliminary data, attendance data, graduation and drop out data for prior year	Through September 2017
Needs Assessment: Problem statements selected	NOTE: Only select 2 or 3 problems to be closely monitor all year long on a detailed and quarterly basis using data.	September 14th
Needs Assessment: Root cause analysis for each problem selected	NOTE: Follow the Root Cause Analysis protocols provided by TCDSS: "10, 5, 5" then "Circles of Influence" T chart, "5 Whys" and consensus on Root Cause for Problem.	September 14th
One Annual Goal established for each problem	REMINDER: Make sure each goal is a SMART goal (Specific, Measurable, Attainable, Results-based, and Time-bound)	September 14th
Overall strategy determined for each problem	NOTE: Describe how the Annual goal with the root cause and prioritized problem statement will be addressed by the selected strategies.	September 14th
Quarter goals established	REMINDER: Make sure each goal is a SMART goal (Specific, Measurable, Attainable, Results-based, and Time-bound)	September 14th
CSF/ESEA Turnaround selected	Check off for each activity based on Intervention in CIP	
Interventions selected	NOTE: Select 1 to 4 interventions for each problem for each quarter—this may come from one or more of your CIP strategies broken down into interventions for each quarter.	September 14th
Monitoring tools/data sources determined	Note: Need one form of data to use to determine success of each intervention for each quarter	September 14th
Initial plan uploaded	Deadline of September 15, 2017 (due to TEA 9/29)	Initial upload 9-22-2017
Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2017	
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2018	
Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2018	
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2018	
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	

NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds will be used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.

Data Analysis Process and Summary of Findings

Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.	*Beginning in August 2017, the faculty and staff began reviewing the campus data to determine areas of need to use to update the Campus Improvement Plan and begin work on addressing the Improvement Required accountability rating. The campus separated the middle school and high school data because as of June 2017, the IR campus only serves grades 9-12.*
Which student groups are in the greatest need of academic improvement (based on Index 1, 2, and 3 data and System Safeguards)?	*All students need to improve performance because they performed between 26 and 33 percentage points below the System Safeguard goals of 60% passing.* *(see data table below)*
Which student group(s) showed the least growth (Index 2)?	All student groups need to improve but the least growth was seen for ELL students.
Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?	The ELL student group had significant gaps to the "all" student population (see data table below). Economically disadvantaged and at-risk student sub-populations had small or no gaps compared to "all" student performance.
Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?	Yes, PBMAS final data is still pending but low academic performance for ELL students and CTE students is expected to be contributing to lower performance levels.
Did your campus contribute to low performance levels for CTE for PBMAS? How?	Yes
Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?	Yes
Did your campus contribute to low performance levels for Special Education for PBMAS? How?	Not significantly, only one Special Education student attended last year.

Student EOC Data from BISD Preliminary Reports for BLA HS

Assessment	All students	At-risk	Econ. Dis.	ELL	SPED
English I	10%	11%	11%	2%*	
English II	11%	11%	11%	0%*	
Algebra I	32%	32%	32%	28%*	
US History	58%	56%	56%	41%*	
Biology	30%	28%	30%	20%*	

*masked numbers

Problem Statement #1	*Root cause #1*	*Rationale for selected Strategies/ interventions to meet annual goal based on root cause.*
Academic performance in all subjects was significantly below the passing rate expectation of 60% and missed Index 1 and Index 4 (meets grade level performance).	*There was insufficient direct instructional learning time and instructional supports for students to be successful.*	*Provide extended learning time both during and extended day/week, use reading assessments to group students, direct instruction for EOC tested courses.*
Annual Goal #1	*CIP Activity numbers:*	*CSFs:*
Increase academic performance for all students by 5 percentage points on all state assessments for approaches and meets grade level performance.	*Goal 1, Performance Objective 1, Strategies 1-6 and Goal 3, Performance Objective 1, Strategy 5*	*Coherent Curriculum and Assessment* *Increased Learning Time*

Annual Goal met? / What worked and why? /What did not work and why? Due June 15th		
Do not complete this section until the end of the school year.		

Quarter 1 Goal (August to October) Monitoring updates completed by November 10th		
Improve student performance by 30% on fluency progress reports in ELA I and II.		
Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)	*Monitoring information (formative assessment measure that includes who will do the monitoring)*	*Intervention results (formative results to determine evidence of success or status of the intervention)*
ELA prep classes will be offered during the regular schedule with students grouped based on LION data.	LION data and ELA Prep class schedules will be monitored by teachers and administrators.	
Q1: Intervention 2	*Monitoring information*	*Intervention results*
Lowest reading levels will do fluency with Niehaus and all students will be using PEG Writing to address writing skills across content areas.	Students with lowest performance fluency data will be monitored by teachers and administration and PEG writing progress will be monitored using essay scores monitored by teachers.	
Q1: Intervention 3	*Monitoring information*	*Intervention results*
All student RtI plans will be reviewed and updated.	Teachers and administrators will monitor the RtI plans for students	

	in direct instruction classes for math and ELA.	
Q1: Intervention 4	*Monitoring information*	*Intervention results*
Provide targeted professional development based on campus identified needs.	PDS reports and evaluations of provided professional development by Dean and Administration	
Quarter 1 Goal met? / Changes for next quarter?		
To be completed at end of quarter 1		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
Credits earned for the Fall of 2017 will increase over Fall semester 2016.		
Q2: Intervention 1	*Monitoring information*	*Intervention results*
Lowest reading levels will do fluency with Niehaus.	Students with lowest performance fluency data will be monitored by teachers and administration.	
Q2: Intervention 2	*Monitoring information*	*Intervention results*
All students will be using PEG Writing to address writing skills across content areas.	PEG writing progress will be monitored using essay scores monitored by teachers.	
Q2: Intervention 3	*Monitoring information*	*Intervention results*
Students not making progress in the modules will be counseled by teachers and counselor and provide extended day/week tutorials (accelerated instruction).	Teachers and counselor monitor the student credit completion forms and tutorial attendance.	
Q2: Intervention 4	*Monitoring information*	*Intervention results*
Quarter 2 Goal met? / Changes for next quarter?		
To be completed at end of quarter 2		
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th		
Improve student performance by 30% on fluency progress reports in ELA I and II.		
Q3: Intervention 1	*Monitoring information*	*Intervention results*
All students will be using PEG Writing to address writing skills across content areas.	PEG writing progress will be monitored using essay scores monitored by teachers.	
Q3: Intervention 2	*Monitoring information*	*Intervention results*
ELA prep classes will be offered during the regular schedule with students re-grouped based on LION data from the beginning of the Spring semester.	LION data and ELA Prep class schedules will be monitored by teachers and administrators.	

Q3: Intervention 3	Monitoring information	Intervention results
Students not making progress in the modules will be counseled by teachers and counselor and provide extended day/week tutorials.	Teachers and counselor monitor the student credit completion forms and tutorial attendance.	
Q3: Intervention 4	Monitoring information	Intervention results
Quarter 3 Goal met? / Changes for next quarter?		
To be completed at end of quarter 3		
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th		
Credits earned for the Spring of 2018 will increase over Spring semester 2017.		
Q4: Intervention 1	Monitoring information	Intervention results
Direct teach instruction classes will implement the accelerated scope and sequence "40 day" plans.	Campus instructional checkpoint data will be monitored by teachers and administration for progress.	
Q4: Intervention 2	Monitoring information	Intervention results
Campus survey of instructional strategies and interventions to determine "what works."	Survey data will be reviewed by the SBDM to determine most successful strategies and interventions.	
Q4: Intervention 3	Monitoring information	Intervention results
Q4: Intervention 4	Monitoring information	Intervention results
Quarter 4 Goal met? / Changes for next year?		
To be completed at end of quarter 4		

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Problem Statement #2	Root cause #2	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.
Dropout rates were above (and graduation rates are below) expected rates for AEA Index 4 performance standards.	Prior year scheduling and graduation options were not all as supportive as needed to attain lower dropout and higher graduation rates.	The increase in monitoring of student progress and more use of IGC opportunities should guide more students to graduate and not drop out.
Annual Goal #2	**CIP Activity numbers:**	**CSFs**
Decrease the dropout rate and increase the 5-year graduation rate compared to 2016 rates.	Goal 1, Performance Objective 2, Strategies 1-6	Use of quality data Increased Learning Time

Annual Goal met? / What worked and why? /What did not work and why? Due June 15th
Do not complete this section until the end of the school year.
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th
100% of students will be placed in appropriate classes based on learning needs.

Q1: Intervention 1 and CIP reference (Interventions may be all or part of a CIP activity)	Monitoring information (formative assessment measure that includes who will do the monitoring)	Intervention results (formative results to determine evidence of success or status of the intervention)
Students will be provided with schedules based not only on course needs but also affective needs.	Students' schedules and schedule changes monitored by administration and counselor.	
Q1: Intervention 2	**Monitoring information**	**Intervention results**
Master schedule revised from block scheduling to more traditional class periods to open more support class sections and schedule flexibility.	Master schedule and modifications to schedules monitored by administration and counselor.	
Q1: Intervention 3	**Monitoring information**	**Intervention results**
Prep class schedule options permitting rescheduling between teacher sections throughout the quarter.	Revised class rosters for prep classes monitored by administration and counselor.	

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Q1: Intervention 4	Monitoring information	Intervention results

Quarter 1 Goal met? / Changes for next quarter?		
To be completed at end of quarter		

Quarter 2 Goal (November to January) Monitoring updates completed by February 10th

IGC successful graduation rate will be at least 80% for the Fall semester.

Q2: Intervention 1	Monitoring information	Intervention results
Prep class schedule options permitting rescheduling between teacher sections throughout the quarter.	Revised class rosters for prep classes monitored by administration and counselor.	
Q2: Intervention 2	**Monitoring information**	**Intervention results**
IGC Project progress will be monitored weekly to successfully meet the November deadline.	IGC project progress records monitored by administration and counselor.	
Q2: Intervention 3	**Monitoring information**	**Intervention results**
Q2: Intervention 4	**Monitoring information**	**Intervention results**

Quarter 2 Goal met? / Changes for next quarter?		
To be completed at end of quarter		

Quarter 3 Goal (February to March) Monitoring updates completed by April 10th

100% of students will be placed in appropriate classes based on learning needs.

Q3: Intervention 1	Monitoring information	Intervention results
Prep class schedule options permitting rescheduling between teacher sections throughout the quarter.	Revised class rosters for prep classes monitored by administration and counselor.	
Q3: Intervention 2	**Monitoring information**	**Intervention results**
Initiate IGC projects with students eligible for the Spring semester.	IGC project progress records monitored by administration and counselor.	

Q3: Intervention 3	Monitoring information	Intervention results
Provide extended day/week time for students completing IGC projects for the Spring semester.	IGC project progress records monitored by administration and counselor.	

Q3: Intervention 4	Monitoring information	Intervention results

Quarter 3 Goal met? / Changes for next quarter?
To be completed at end of quarter

Quarter 4 Goal (April to June) Monitoring updates completed by June 10th
IGC successful graduation rate will be at least 80%.

Q4: Intervention 1	Monitoring information	Intervention results
Prep class schedule options permitting rescheduling between teacher sections throughout the quarter.	Revised class rosters for prep classes monitored by administration and counselor.	

Q4: Intervention 2	Monitoring information	Intervention results
Provide extended day/week time for students completing IGC projects.	IGC project progress records monitored by administration and counselor.	

Q4: Intervention 3	Monitoring information	Intervention results
Provide summer school and EOC preparation for retesting at BLA HS.	EOC prep and Summer School schedule and completion report monitored by administration and counselor.	

Q4: Intervention 4	Monitoring information	Intervention results
Campus survey of instructional strategies and interventions to determine "what works."	Survey data will be reviewed by the SBDM to determine most successful strategies and interventions.	

Quarter 4 Goal met? / Changes for next year?
To be completed at end of quarter