

Expelled Student Program Improvement Plan



<p>Problem Statement: Problem Statement: Students at the Expelled Student Program have a high failure rate in their courses. 36% of course grades issued during the 23-24 school year were failing grades.</p>																		
<p>Root Causes: Historically, instruction relied heavily on packet-based work, which often led to disengagement and limited interactive learning.</p>																		
<p>Goal 1: During 25/26 school year we will decrease the course failure rate from a current average of 36% to 26% or below.</p>																		
<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?</p>	<p>Professional Development: What will you teach to support effective strategy implementation?</p>														
<p>Classroom engagement should use HQIM with support that scaffold students up to grade level work, not lowering the curriculum.</p> <p>At the end of each progress and quarter grading report, data will be pulled per course to identify students that are failing and an action plan will be created. Determine what accommodations are needed to support students.</p>	<p>Increasing instructional time with our restructured schedule for both middle and high school students</p> <p>Data administrators will pull course failures from the grading dashboard. Action plans will be created during PLC and individual teacher meeting time. Provide learning opportunities that are focused on individual needs.</p>	<p>Increase the level of student and teacher engagement. Leadership team will conduct ELEOTS and coaching visits. Teachers will use curriculum guides and HQIM. Teachers will use common grading practices.</p> <p>Leadership will set goals for each term: 1st semester: go from 36% to 31% 2nd semester: go from 31% to 26%</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Program Wide</td> <td style="width: 25%;">quarterly</td> <td rowspan="3"></td> </tr> <tr> <td>Grade Level</td> <td>7-12</td> </tr> <tr> <td>PLC</td> <td>monthly</td> </tr> <tr> <td>Program Wide</td> <td>quarterly</td> <td rowspan="3"></td> </tr> <tr> <td>Grade Level</td> <td>7-12</td> </tr> <tr> <td>PLC</td> <td>monthly</td> </tr> </table>	Program Wide	quarterly		Grade Level	7-12	PLC	monthly	Program Wide	quarterly		Grade Level	7-12	PLC	monthly	<p>A Professional Learning Plan will be developed for Blackburn, ESP, and SSP that will focus on instructional and engagement strategies in the classroom.</p> <p>Administrators will work with teachers 1:1 to discuss and implement individual plans to address student failure rates for each teacher.</p>
Program Wide	quarterly																	
Grade Level	7-12																	
PLC	monthly																	
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Problem Statement: Problem Statement: 88.9% of students at the Expelled Student Program are chronically absent and 60 % of students don't feel safe at school.

Root Causes: The Expelled Student Program is an opportunity to continue their education during the remainder of their expulsion; it's not a requirement. Physical safety risks (fighting, lack of visible security), Bullying & Harassment (verbal threats, cyberbullying, social exclusion), Staff & Supervision Deficiencies (insufficient staff-to-student ratio, delay in staff response), Student Behavior & Gang Influence (gang affiliations, peer pressure, lack of behavioral intervention programming), Facility & Environmental Risks (blind spots, unsafe movement in building), Communication & Reporting Barriers (fear of retaliation, lack of trust with administration's ability to address concerns, lack of accountability)

Goal 2: We will decrease the number of students chronically absent from 88.9% to 85% during the 25-26 school year.

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?	Professional Development: What will you teach to support effective strategy implementation?						
Increased security presence	Work with the District to inquire about the additional of extra security personnel. Implement periodic security patrols in high-risk areas.	Staff will notice a greater security presence throughout the entirety of the building, not just at posted areas.	<table border="1"> <tr> <td data-bbox="889 714 974 898">Program Wide</td> <td data-bbox="889 541 974 714">Conduct a safety assessment</td> </tr> <tr> <td data-bbox="974 714 1036 898">Grade Level</td> <td></td> </tr> <tr> <td data-bbox="1036 714 1084 898">PLC</td> <td></td> </tr> </table>	Program Wide	Conduct a safety assessment	Grade Level		PLC		Weekly security meetings
Program Wide	Conduct a safety assessment									
Grade Level										
PLC										
Enhance staff supervision & training	Assign additional staff to high-risk areas. Conduct training sessions for all staff members.	Staff will notice student movement is more orchestrated, there are less students out of area and students are ushered in passing periods in a timely manner to clear hallways effectively.	<table border="1"> <tr> <td data-bbox="1101 714 1136 898">Program Wide</td> <td data-bbox="1101 541 1136 714">Student surveys</td> </tr> <tr> <td data-bbox="1136 714 1182 898"></td> <td data-bbox="1136 541 1182 714">Incident reports</td> </tr> <tr> <td data-bbox="1182 714 1250 898"></td> <td data-bbox="1182 541 1250 714">Behavior data</td> </tr> </table>	Program Wide	Student surveys		Incident reports		Behavior data	Crisis response trainings and student engagement.
Program Wide	Student surveys									
	Incident reports									
	Behavior data									

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Problem Statement: 88.9 % of student at the Expelled Student Program are chronically absent.
Root Causes: Lack of transportation, student conflict, family needs, lack of engagement, credit deficiency and motivation
Goal 3:

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?	Professional Development: What will you teach to support effective strategy implementation?
· Parent/Family communication	· Regular contact with parents/families via phone, email and school-wide communications.	Teachers will document communication in parent contact log. · Leadership team will document communication in the student services contact log.	Program Wide Student attendance data via Tableau Grade Level PLC Program Wide Grade Level PLC	· Bi-Weekly attendance team meetings. -Advisement teachers reaching out to families and students