1 Selected School Improvement Strategy

Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers

2 How does this strategy align to your reason for CSI identification?

Due to Comprehensive Support and Improvement (CSI) identification resulting from a low graduation rate, implementing the Texas Instructional Leadership (TIL) program can drive meaningful improvements. TIL strengthens instructional practices, leadership capacity, and data-driven decision-making, directly impacting student success and graduation.

How TIL Supports Graduation:

1. **Stronger Instructional Leadership** – Equips leaders and teachers with data-driven decision-making and coaching strategies to enhance student achievement.
2. **Targeted Academic Support** – Implements high-quality instruction, real-time interventions, and credit recovery to keep students on track.
3. **Monitoring & Early Interventions** – Establishes systems to track attendance, course completion, and at-risk students to prevent dropouts.
4. **Teacher Capacity & Retention** – Provides ongoing professional development and fosters collaborative PLCs to improve instruction and engagement.
5. **College, Career, and Military Readiness (CCMR)** – Expands dual credit opportunities, career pathways, and mentorship programs to prepare students for post-secondary success.

By implementing TIL's evidence-based strategies, the campus can increase student engagement, reduce dropout rates, and improve on-time graduation, ultimately addressing CSI identification and driving long-term success.

3 Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected strategy:

Year 1:

Q1 (August - October)

- Collect campus BOY baseline student data given by district.
- Conduct walkthroughs and coaching sessions to strengthen instructional practices.
- Host campus PLC and Data Sessions to review district common assessments.
- Review TCB and CTE enrollment and engagement.

Q2 (Mid-October - December)

- Weekly review of campus student attendance data with SCL.
- Implementation of teacher created mid-semester academic interventions for struggling students.
- Host CCMR informational sessions for students and parents.
- Assess TCB and CTE progress to identify trends and develop support structures.

Q3 (January - March)

- Compare and analyze students grades and attendance to identify trends and develop support structures.
- Conduct classroom practice T-TESS observations to assess instructional improvements.

- Look for PD to provide for teachers based on instructional gaps from walkthrough data.
- Survey RMA-Houston teachers to find out why they want to stay or why they are considering leaving.

Q4 (Mid-March - June)

- Review RMA-Houston final graduation rates and dropout trends.
- Collect feedback from students and parents on CCMR impact.
- Analyze RMA-Houston teacher retention and survey data from central office.
- Plan professional development and instructional priorities for Year 2.

Year 2:

Q1 (August – October)

- Compare year one and two BOY data to measure growth.
- Conduct targeted instructional walkthroughs and coaching session with returning teachers.
- Strengthen PLCs by incorporating more data-driven discussions intentional student work.
- Create student goal setting plans for graduation pathways and CCMR readiness with student and counselor.

Q2 (Mid-October - December)

- Continue weekly attendance tracking and adjust interventions as needed with SCL.
- Evaluate mid-semester interventions for struggling students and track the student growth.
- Increase CCMR impact through direct student involvement of stakeholders.
- Assess TCB and CTE growth compared to Year 1 enrollment and success rates.

Q3 (January - March)

- Conduct data analysis of grades, attendance, and CCMR progress.
- Observe implementation of specific instructional strategies based on classroom observations.
- Evaluate effectiveness teacher PD based on instructional needs by doing walkthroughs.
- Repeat a teacher retention survey to identify improvements or new concerns.

Q4 (Mid-March - June)

- Compare final graduation rates and dropout trends to Year 1.
- Gather student and parent feedback on CCMR opportunities and post-graduation plans.
- Analyze teacher retention data to improve recruitment and support for Year 3.
- Plan next year's professional development and instructional priorities based on Year 2 results.

Progress Monitoring and Communication Plan

1. Who Will Review Progress Towards Milestones:

- **Campus Leadership Team (CLT):**
  - Principal
  - Student Community Liaison (SCL)
  - Teacher(s)
  - Counselor
- **District Leadership:**
  - Executive Director of Academics
  - Director of Student Services
  - District Instructional Coordinator

2. **How Frequently Progress Is Reviewed:**
   - **Weekly**
     - Attendance data reviewed collaboratively by SCL and administration.
   - **Monthly**
     - Leadership team reviews milestone progress across attendance, instruction, and CCMR indicators.
   - **Quarterly**
     - Formal comprehensive review of all action items, tied to end-of-quarter milestones.
   - **Mid-Year and End-of-Year**
     - Deep data dive and planning for adjustments for the next semester or school year.
3. **How Progress Data Will Be Collected:**
   - **Student Attendance:**
     - Pulled from Ascender reports weekly and stored in a shared attendance monitoring spreadsheet.
   - **Grades and Assessment Data:**
     - Pulled from Ascender gradebooks and district common assessment reports.
   - **Walkthrough and Coaching Notes:**
     - Collected via electronic coaching logs and observation templates using Eduphoria.
   - **Teacher Surveys and Retention Data:**
     - Surveys distributed electronically; results analyzed by campus leadership.
   - **Graduation and CCMR Readiness Data:**
     - Extracted from district reports and tracked in dedicated CCMR spreadsheets.
   - **Home Visit Logs:**
     - Documented by SCLs in standardized forms shared with leadership.
4. **How Progress Will Be Shared with District Leadership and Other Stakeholders:**
   - **Monthly Leadership Meetings:**
     - Principal presents summarized progress updates to District Leadership Team (DLT).
   - **Quarterly Written Reports:**
     - Submitted to district coordinators, outlining data trends, successes, and challenges.
   - **Campus Staff Updates:**
     - Progress shared at staff meetings and PLCs to maintain transparency and buy-in.
   - **Student and Parent Communication:**
     - Highlights of attendance and CCMR progress shared through newsletters, bulletin boards, and social media.
   - **School Board or Public Reports (if applicable):**
     - Summarized end-of-year results included in district accountability or strategic plan updates.

Attendance Monitoring Process:

1. **Daily Attendance**
   - Teachers will record attendance in Ascender by 10:00 AM and 2:45 PM each day.
   - Attendance reports will be reviewed by the Register and Student Community Liaison (SCL) daily.
2. **First 3 Absences**
   - Teachers send courtesy notifications via phone call, email, or text after each absence.

- Reminder about the importance of daily attendance and encouragement to attend consistently.

4th Absence: Attendance Case Initiation
When a student accumulates 4 absences (excused or unexcused):

- The student is flagged in Ascender for Attendance Intervention.
- The student becomes an Attendance Case managed by the Student Community Liaison (SCL).

Staff Student Community Liaison (SCL) Action Steps:

1. **Immediate Parent/Guardian Contact**
   - Call the parent/guardian to discuss attendance concerns.
   - Document the conversation in the Attendance Log.
2. **Student Conference**
   - Meet with the student to:
     - Identify reasons for absences.
     - Discuss academic impacts.
     - Set goals for improvement.
3. **Intervention Plan Creation**
   - Section 25.092: A student who is in attendance for at least 75 percent, but less than 90 percent, of the days a class is offered may be given credit or a final grade if the student completes a plan approved by the principal that provides for the student to meet the instructional requirements of the class.
   - Collaboratively create an Attendance Improvement Plan (AIP) including:
     - Action steps (e.g., setting alarms, transportation solutions, and mental health referrals if needed).
     - Attendance goal for the next 30 days.
4. **Written Notification**
   - Send a formal letter or email to parents outlining:
     - Current attendance status.
     - Summary of intervention steps.
     - Next steps if attendance does not improve.

Ongoing Attendance Monitoring:

- Weekly Check-ins: The SCL will monitor flagged students' attendance weekly.
- Escalation: After 7–10 absences, the case is escalated to Administration and a formal Attendance Review Meeting is scheduled with the family.
- Rewards/Incentives: Recognize students who show attendance improvement with certificates, shoutouts, or small incentives.

Attendance Monitoring Roles and Responsibilities:

Role	Responsibilities
Teachers	Record attendance daily, issue courtesy calls for absences 1–3.
Register	Monitor attendance reports, notify SCL at 4 absences.

Role	Responsibilities
Student Community Liaison (SCL)	Manage attendance cases, contact families, meet with students, create intervention plans.
Counselor	Provide wrap-around support (mental health, community referrals).
Administration	Support intervention plans, lead Attendance Review Meetings if needed, and oversee unenrollment decisions.

Mandatory Home Visit Requirement:

- If the student continues to be absent and **approaches administrative unenrollment**, the SCL **must** conduct a **documented home visit**.
- **Purpose of Home Visit:**
  - Attempt re-engagement with student/family.
  - Provide resources or alternative support options.
  - Document all contact efforts for school records.
- **No student may be administratively unenrolled without a completed home visit attempt.**

Attendance Monitoring Milestone Checking Timeline:

Timeframe	Milestone Check	SCL Action
2 Weeks After Plan	Review student attendance progress.	Contact student/parent if no improvement; revise AIP if necessary.
30 Days After Plan	Re-evaluate student's attendance record.	If attendance improved recognize progress, if not escalate to Attendance Review Meeting with Administration.
10 Consecutive Absences	Assess reason for absences	conduct a documented home visit before administrative unenrollment.
End of Term	Final review of attendance case.	Determine next steps: case closure, continued monitoring, or formal attendance contract.

Texas Education Agency (TEA) Student Attendance Legal Notification:

- Compulsory Attendance Law (TEC §25.085):
  All students aged 6–19 must attend school each school day unless legally exempt.
- Parent Notification (TEC §25.095):
  Schools must notify parents if a student has:
  - Three (3) unexcused absences in a four-week period.
  - Ten (10) or more unexcused absences in a six-month period.

Failure to comply may result in:

- Parental prosecution under TEC §25.093 (Contributing to Nonattendance)
- Student prosecution under TEC §25.094 (Failure to Attend School) for students 12 and older.
- Truancy court involvement for chronic absenteeism.

Attendance Recovery Effort Plan

2025 - 2026: **Foundational Year – Build Attendance Structures & Early Intervention**
Focus: Create strong attendance systems, immediate intervention, build family trust, and begin cultural shifts around attendance.

Strategies:

1. **Daily Attendance Monitoring**
    - Teachers post attendance daily by 10:00 AM and 2:45 PM.
    - Register runs **daily absences report** to flag patterns.
2. **Absence Threshold Response**
    - Courtesy call/email after 1–3 absences.
    - Referral to **Student Community Liaison (SCL)** at 4 absences.
3. **Mandatory Student Conferences**
    - Meet after 4 absences to create an **Attendance Improvement Plan (AIP)**.
    - Personalize plans based on student needs (transportation, mental health, family emergencies).
4. **Family Engagement Workshops**
    - Host quarterly **"Attendance Matters" Parent Nights**.
    - Topics: importance of attendance, legal obligations (TEC §25.085 and §25.095), community resources.
5. **Milestone Recognition**
    - Monthly awards for perfect attendance.
    - Public recognition at assemblies and on social media.
6. **Home Visits**
    - **Mandatory documented home visit** after 10 unexcused absences if interventions fail.
7. **Summer Attendance Recovery Program**
    - Offer attendance "make-up" options (e.g., tutoring, service hours) in June for students close to chronic absenteeism thresholds.

2026 - 2027: **Expansion Year – Data-Driven, Targeted Recovery & Truancy Prevention**
Focus: Use 2025 data to target interventions better, implement aggressive recovery strategies, and reduce court referrals.

Attendance Strategies:

1. **Early Warning System Enhancements**
    - Implement real-time dashboards that track:
        - 3+ absences flags
        - 7+ absences alerting admin and SCL.
    - Early truancy risk identification at 2 absences.
2. **Tiered Attendance Intervention Teams (TAIT)**
    - Formalize a team (Admin + SCL + Counselor) that meets biweekly to monitor attendance caseloads.
3. **Attendance Contracts**

- For students with 5+ unexcused absences:
  - Signed by student, parent, SCL, and administrator.
  - Includes specific expectations and consequences.

4. **Peer Attendance Mentors**
   - Recruit upper-grade students with strong attendance to mentor students at risk of chronic absenteeism.
5. **Incentive Expansion**
   - Create a **Perfect Attendance Field Trip** for qualifying students.
   - Gift cards, movie passes, or special privileges for major milestones.
6. **Community Partner Engagement**
   - Partner with local businesses to sponsor prizes for students who improve their attendance by at least 20%.
7. **End-of-Year Recovery Options**
   - Provide **credit recovery** and **seat-time recovery** opportunities for students who missed critical instructional time.

Attendance Progress Metrics (Each Year):

Metric	2026 Target	2027 Target
Chronic absenteeism rate reduction	5% decrease	10% total reduction
Average daily attendance (ADA)	85% or better	90% or better
% of students receiving early intervention	100% at 4 absences	100% at 3 absences
% of home visits completed as required	100%	100%

4 How will your budget be reallocated to meet the needs of the chosen strategy?

To maximize the impact of TIL, the LEA will strategically allocate funding across core areas, while also being flexible to adjust based on the evolving needs of the district and campuses. The following budget breakdown prioritizes areas that directly contribute to improved leadership, instructional quality, student support, and post-secondary readiness:

1. Instructional Leadership Development: 30%
2. Targeted Academic Support and Interventions: 25%
   - Evidence-based interventions – Get Better Faster and Leverage Leadership 2.0
3. Monitoring & Early Interventions: 15%
4. Teacher Development & Retention: 15%
5. CCMR and Post-Secondary Pathways: 10%
6. Program Evaluation & Continuous Improvement: 5%

By the allocation of funds towards these focused areas, the TIL program will create a robust system for improving instructional practices, enhancing student achievement, reducing dropout rates, and ultimately improving graduation rates.

5 How will staffing be reallocated to meet the needs of the chosen strategy?

To effectively implement TIL strategies and improve student outcomes, staffing will be strategically reallocated to focus on instructional leadership, intervention, and student support. The following adjustments will be made:

1. **Instructional Leadership & Coaching**
   - Reallocate principals or lead teachers to oversee data-driven instruction cycles and coaching.
2. **Targeted Academic Interventions**
   - Dedicate principal or campus counselor to work with at-risk students needing credit recovery or additional academic support.
3. **Student Progress Monitoring & Support**
   - Assign principal to track academic performance and intervention effectiveness.
   - Assign Student Community Liaison (SCL) to track student attendance.
   - Utilize counselors to provide targeted graduation planning and mentorship for students at risk of dropping out.
4. **Professional Development & Teacher Collaboration**
   - Adjust schedules to allow for dedicated PLC time where teachers can analyze data and refine instructional practices.
   - Provide TIL-aligned professional development led by instructional leaders, ensuring all staff are equipped with best practices.
5. **Family & Community Engagement Support**
   - Assign SCL to improve parent communication and connect families with student success resources.
   - Partner with community organizations to expand mentorship and career readiness programs, with staff reallocated to oversee these initiatives.

By realigning staffing roles and ensuring intentional support structures, the campus can fully implement TIL strategies, increase student engagement, reduce dropout rates, and improve on-time graduation.

6 Describe how the campus solicited feedback during the development of the TAP.

To help shape a plan that is both effective and responsive to the needs of our schools and to gather diverse perspectives for continuous improvement, we are hosting a meeting to engage school leaders, teachers, staff, and parents in meaningful discussions about the TAP. This meeting will provide an opportunity for our school community to share their insights and suggestions. Additionally, we are launching an online survey on November 7, 2025 to collect feedback from a broader community to help guide key aspects of the plan.