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:

1. Stronger Instructional Leadership

- Strategy: Data-driven decision making and coaching to improve student achievement.
- Milestones/Monitoring Efforts:
  - Conduct training sessions and professional development (PD) to strengthen leadership and instructional practices.
  - Utilize data from campus metrics (e.g., attendance, dropouts, retention, graduation plans, excessive absences, course progress, achievement gaps, walkthroughs, and DCAs) to assess instructional quality and adjust.
- Frequency/Timeline:
  - Trainings & PD: October, March, July
  - Bi-weekly PD: Ongoing throughout the year
  - Campus Metrics Monitoring: Bi-weekly (ongoing)

2. Targeted Academic Support

- Strategy: High-quality instruction, including lesson planning, curriculum assessments, credit recovery, intervention, and SPED/504 accommodations.

- Milestones/Monitoring Efforts:
  - Review lesson planning to ensure alignment with district curriculum and quality of instruction.
  - Conduct district-wide curriculum assessments to monitor student progress.
  - Implement credit recovery programs and interventions for at-risk students, including SPED/504 accommodations to meet individual needs.
- Frequency/Timeline:
  - Lesson Planning Review: Weekly
  - District Curriculum Assessments: Quarterly
  - Credit Recovery & Intervention: Ongoing throughout the year
  - SPED/504 Accommodations: Ongoing, with monthly reviews

3. Monitoring & Early Interventions

- Strategy: Track attendance, course completion, and at-risk students to prevent dropouts and ensure academic progress.
- Milestones/Monitoring Efforts:
  - Make phone calls for each absence to identify and address attendance issues promptly.
  - Send text-to-phone calls and attendance warning letters (after four days of absence) to students and parents.
  - Implement attendance recovery programs and offer support services for students facing challenges (e.g., McKinney-Vento, PRS, probation officers).
- Frequency/Timeline:
  - Phone Calls per Absence: Daily/As Needed
  - Text-to-Phone Calls: Weekly
  - Attendance Warning Letters: After 4 days of absence
  - Attendance Recovery: Ongoing throughout the year
  - McKinney-Vento/PRS/Probation Monitoring: Monthly, or as needed

4. Teacher Capacity & Retention

- Strategy: Ongoing professional development, staff meetings, and collaboration to improve instruction and student engagement.
- Milestones/Monitoring Efforts:
  - Facilitate bi-weekly Professional Learning Communities (PLCs) to collaborate on district and campus core subjects.
  - Use data from District Common Assessments (DCAs) to identify areas for reteaching and interventions.
  - Conduct regular classroom walkthroughs and provide timely feedback to teachers.
- Frequency/Timeline:
  - Bi-weekly PLCs: Every 2 weeks
  - DCA Desegregation Review: Bi-monthly
  - Walkthroughs: Monthly
  - Feedback to Teachers: Monthly

5. College, Career, and Military Readiness (CCMR)

- Strategy: Expand dual credit opportunities, career pathways, and mentorship programs to prepare students for post-secondary success.

- Milestones/Monitoring Efforts:
  - Organize college and career-focused activities such as field trips to South Plains College and Texas Tech University.
  - Provide support for college applications and financial aid (e.g., FAFSA, College Bridge).
  - Offer career and technical education opportunities, including NCCER safety certifications, TSI assessments, ASVAB testing, and mentorship programs.
- Frequency/Timeline:
  - Senior Field Trip to South Plains College: Annually in Fall
  - Texas Tech University EB Field Trip: Annually in Spring
  - Learn Inc. (FAFSA): Ongoing, Fall Semester
  - NCCER (Safety): Quarterly
  - TSI: Bi-annual testing (Fall and Spring)
  - ASVAB: Fall and Spring Semesters
  - College Bridge: Ongoing, at least twice per semester

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.
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.

Timeframe	Milestone Check	SCL Action
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

Metric	2026 Target	2027 Target
% 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%
   - Marzano Research and The Instructional Coaching Group.
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.