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:

The School Turnaround Plan (TAP) for RMA Pasadena focuses on implementing the Texas Instructional Leadership (TIL) program, an evidence-based initiative aimed at improving instructional leadership, supporting at-risk students, enhancing teacher capacity, and improving graduation rates. Due to the Comprehensive Support and Improvement (CSI) identification resulting from low graduation rates, the focus is on a systematic and strategic plan over the next two years to drive improvements.

Key Strategies and Interventions

A. Strengthening Instructional Leadership

1. Texas Instructional Leadership (TIL) Program Implementation:
    - Goal: Equip campus and district leaders with strategies in data-driven decision-making, effective observation and feedback, and schoolwide cultural routines.
    - Action Steps:
        - Training and Professional Development: Train administrators and instructional leaders on using data to drive instruction and student support. (provided by principal bi-weekly during campus PLCs with the support of Region 4)

- Leadership Development Retreats: Organize professional development retreats for administrators to deepen their leadership skills in data-driven decision-making, instructional coaching, and school culture development. RMA currently holds 2 leadership retreats per year.
- Instructional Leadership Coaching: Offer individualized coaching for school leaders to help them build their capacity to provide ongoing support to teachers and improve instructional practices
- Model Teachers and Classroom Observation: Assign model teachers to demonstrate effective instructional practices in the classroom. Provide opportunities for leaders and teachers to observe these practices and discuss key takeaways.
- Regular Walkthroughs and Feedback: Implement a system of frequent classroom walkthroughs by administrators, where constructive feedback is given to teachers on instructional practices, student engagement, and overall classroom environment. Create a cycle of feedback and reflection that promotes continuous improvement.

B. Targeted Academic Support to Improve Graduation Rates

1. Real-Time Interventions and Credit Recovery:
    - Goal: Ensure at-risk students receive timely interventions and opportunities to recover credits.
    - Action Steps:
        - Implement a real-time student tracking system to monitor attendance, course completion, and performance on assessments.
        - Provide flexible options for credit recovery, including online courses, after-school programs, and summer school.
        - Use data from weekly audits to identify students who need targeted interventions, ensuring they stay on track for graduation.
2. Differentiated Instruction and Reteaching:
    - Goal: Ensure all students master TEKS and provide opportunities to resubmit assignments and retake tests for mastery.
    - Action Steps:
        - Revise grading policies to emphasize instructional accountability and provide time during class for reteaching using differentiated instruction.
        - Allow students to resubmit summative assignments if they receive a grade below 80%, with personalized feedback and reteach opportunities.
        - Monitor learning outcomes through regular data reviews, ensuring all students are progressing toward academic mastery.
3. Texas College Bridge Program:
    - Goal: Prepare juniors and seniors for college-level work by building their college readiness skills in English language arts and mathematics.
    - Action Steps:
        - Implement the Texas College Bridge program for students not yet meeting entry-level college standards.
        - Provide personalized, self-paced online courses with diagnostic assessments to identify gaps and create individualized study plans.

- Offer targeted support through the program to increase students' readiness for college and ensure they meet college entrance requirements.

C. Teacher Capacity and Retention

1. Professional Development and T-TESS Focus:
    - Goal: Increase teacher effectiveness and student engagement through targeted professional development.
    - Action Steps:
        - Provide ongoing professional development sessions focused on T-TESS criteria, including effective instructional strategies, classroom management, and differentiation.
        - Conduct classroom walkthroughs using T-TESS standards to evaluate and provide feedback on instructional practices.
2. Teacher Coaching and Support:
    - Goal: Provide individualized coaching to improve instructional practices and student outcomes.
    - Action Steps:
        - Implement a coaching model where the principal and District Instructional Coaches provide feedback, observe lessons, and model best practices for teachers.
        - Focus on building teachers' capacity in areas like data-driven instruction, student engagement strategies, and using formative assessments to guide teaching.
        - Encourage teachers to observe and participate in PLCs led by model teachers to learn effective instructional strategies.

D. Monitoring and Early Interventions

1. Student Progress Monitoring:
    - Goal: Ensure consistent monitoring of student performance and implement early interventions for at-risk students.
    - Action Steps:
        - Compile and analyze weekly student performance data across key metrics (attendance, grades, assessments, online course progress, course passing rates) to identify students who are falling behind.
        - Track attendance, academic progress, and behavior, identifying at-risk students early and providing targeted interventions.
        - Issue attendance contracts, communicate with parents/guardians, and send letters to notify families of policies, progress, and attendance issues

E. Expanding Career and College Readiness (CCMR)

1. Career and Technical Education (CTE) Participation:
    - Goal: Increase student engagement and graduation rates by expanding CTE course offerings and certification opportunities.
    - Action Steps:
        - Increase student participation in CTE courses, such as the National Center for Construction Education and Research (NCCER) safety course and other industry-recognized certifications.
        - Hold course information sessions for students before each new term to draw interest and increase CTE course enrollment.
2. Dual Credit and College Pathways:

- Goal: Prepare students for post-secondary education and careers through dual credit programs and partnerships with local colleges.
- Action Steps:
  - Expand dual credit opportunities for high school students to earn college credits while still in school.
  - Partner with local colleges and universities to offer more access to career pathways, internships, and mentorship programs.
  - Promote CCMR programs to students and their families to ensure awareness and participation.

3. Organizing College and Career Fairs:
   - Goal: Provide students with the opportunity to explore a wide range of college, career, and military options.
   - Action Steps:
     - Organize college and career fairs, inviting universities, community colleges, vocational schools, local businesses, and military recruiters to present opportunities for students.
     - Ensure events are held to include workshops on college applications, financial aid, resume building, and career pathway exploration.
4. Outside Vendor Support:
   - Goal: Leverage external resources to support students' career and college readiness efforts.
   - Action Steps:
     - Engage outside vendors to provide specialized support, such as career exploration tools, and workshops that connect students with local employers.
5. Providing Financial Literacy Sessions:
   - Goal: Equip students with the financial knowledge they need to manage their personal finances.
   - Action Steps:
     - Offer workshops on financial literacy, including budgeting, saving, applying for financial aid, managing student loans, and credit building.
     - Partner with local financial institutions or community organizations to provide real-world financial education.
6. Engaging Military Recruiters:
   - Goal: Provide students with military career opportunities and guidance.
   - Action Steps:
     - Invite military recruiters to campus to present career opportunities in the armed forces and how students can prepare for military service.
     - Offer military mentorship programs and invite recruiters to proctor the ASVAB (Armed Services Vocational Aptitude Battery) to help students explore military career options.

By integrating leadership development strategies such as professional development retreats, model teachers, and weekly PLCs with the evidence-based strategies of the Texas Instructional Leadership (TIL) program, this plan ensures that administrators and teachers are equipped to drive meaningful improvements. The increased focus on feedback, walkthroughs, and targeted interventions will help

improve instructional practices, teacher capacity, and ultimately, student engagement and graduation rates. Additionally, expanding career and college readiness opportunities, including college and career fairs, CTE courses, military engagement, and financial literacy sessions, ensures that students are well-prepared for post-secondary success, contributing to a strong foundation for sustainable growth and success.

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. 2024-2025 School Year
- Survey teachers to find out why they want to stay or why they are considering leaving.

Q4 (Mid-March - June)

- Review final graduation rates and dropout trends.
- Collect feedback from students and parents on CCMR impact.
- Analyze 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.
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.

Timeframe	Milestone Check	SCL Action
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%
3. Monitoring & Early Interventions: 15%
4. Teacher Development & Retention: 15%
    - Classroom observations
    - Best instructional practices
    - Reteaching plan/practice
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.