

**Raven School/Thomas Buzbee Vocational High School Improvement Plan
2020-2021**



Our Mission: In order to reclaim the inherent strengths of youth entrusted to our care we will help them focus on:

- Restoring positive values
- Experiencing positive attachments with adults and peers
- Experiencing positive personal achievements
- Experiencing the process of helping and giving to others
- Experiencing personal responsibility and choices
- Preparing for successful transition after graduation through job readiness, independent living skills and academic remediation or acceleration

VISION: Raven School provides an individualized learning opportunity, led by a team of experienced educators, to engage students by focusing on clear expectations, building positive relationships, and improving problem solving skills, in order to ensure a successful personal future for all students.

Translation available upon request.

Traducción disponible bajo petición.

Goal #1: Improve student achievement for all student populations (AA, H, W, Economically Disadvantaged, Special Education, English Language Learners, At Risk)

Objective(s):

94% of students will receive and or accelerate credits toward HS graduation
 50% of students taking the HiSET will pass one or more sections
 50% of students will demonstrate a positive gain on TABE post test

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide tutorials	Principal Assistant Principal Teachers SBDM team	State Title I	August 2019 – July 2020 Monitor reports quarterly (Dec, Mar, June, Sept)	Sign-in sheets	Improved classroom performance, improved state and local assessment scores	Student participation/ Improved student achievement on state & local assessments
Conduct quarterly meeting with academic staff to review student performance data	Principal Assistant Principal Academic staff SBDM team	State	August 2019 – July 2020 Monitor quarterly (Dec, Mar, June, Sept)	Sign-in sheets, agendas and minutes	Teachers utilize student data to plan lessons and interventions	Teacher & staff participation/ Improved student achievement on state & local
Administer TABE test to measure student progress/growth	Principal Assistant Principal Academic Teachers	State	August 2019 – July 2020	Assessment reports	Individualized instruction via online curriculum	Assessment results/ Improved student achievement on state & local assessments
Provide post-secondary counseling	Academic staff Assistant Principal	State	August 2019 – July 2020	Contact log of students counseled	Completed FAFSA for each student	TSI scores

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Provide online self-paced curriculum	Academic teachers Assistant Principal Administrative Specialist Technology Specialist	State Title I SCE	August 2019 – July 2020	Usage log reports	Improved student performance in reading and math	Usage logs and lesson assessments/ Improved student achievement on state & local assessments
Provide on-going content specific training for teachers and co-teachers	Principal Assistant Principal	State	August 2019 - July 2020	Lesson plans and/or certificates of attendance	Increase in CPE credits awarded	Training sign-in sheets/ Improved student achievement on state & local assessments
Provide Credit Recovery for 100% At Risk population to prevent future dropout	Principal Assistant Principal Technology Specialist	State SCE	August 2019 - July 2020	Student transcripts and/or Personal Graduation Plans	Increase in credits awarded	Students enrollment in Credit Recovery program/ pre and post tests for credit
Provide teaching assistants/paraprofessionals to support learning needs of 100% At Risk and the increasing SpEd population	Principal Assistant Principal Academic Teachers Teaching Assistant/s Teaching Assistant	State State SpEd SCE IDEA	August 2019 - July 2020	Teaching Assistants' schedules in academic classrooms	Increased academic achievement	Walk-throughs observations/ Improved student achievement on state & local assessments
Provide additional SpEd support staff to meet the needs of a growing SpEd population	Principal Assistant Principal	State	August 2019 - July 2020	SpEd Inclusion teachers'	Increased academic achievement	Walk-throughs observations/ Improved

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	Academic Teachers Inclusion Teacher/s	State SpEd		schedules in academic classrooms		student achievement on state & local assessments
Develop and/or maintain procedures to collect and review student achievement data	Principal Assistant Principal SBDM team	State	Quarterly (Dec, Mar, June, Sept)	9 week TxEIS grade reports	Focused data-driven instruction as evidenced in lesson assignments in the self-paced curriculum	Use of data by teachers and staff/ Improved student achievement on state & local assessments
Provide staff development in LPAC procedures, ESL instructional strategies, and ARD procedures and SpEd instructional strategies for identified students	Principal Assistant Principal ESL Teacher SpEd Director	State State SpEd allotment	September 2019 – October 2019	Certificates of completion	Improved student achievement	Accurate LPAC & ARD processes implementation/ Improved student achievement on State & local assessments
Conduct a detailed transcript review for each new student, develop a PGP based on the revised Foundation High	Principal Assistant Principal	State FSP funds	August 2019 – July 2020	Revised PGPs & updated transcripts for students	Students' graduation plans reflect new course requirements	Students' graduation plans reflect new course requirements/

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School Program in accordance with HB 5						Number of graduating students/course completion rate
Maintain college preparatory math & ELA options in accordance with HB 5 for students who are eligible for graduation agreement with an IHE to provide	Principal Assistant Principal Administrative Specialist	State FSP funds	August 2019 – July 2020	Completion of agreement	Courses available to eligible students	Number of students enrolled; Number of students completing courses

Goal #2: Increase Parental and Community Involvement for all student populations (AA, H, W, Economically Disadvantaged, Special Education, English Language Learners, At Risk)

Objective(s):

Provide two annual school events for inter-agency & intra-agency personnel who serve *in loco parentis* for students
 Communicate monthly with parents and/or agency/county staff (*in loco parentis*)

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide student handbook, parent-school compact, assessment results, Newsletters to parents, and/or agencies in English & Spanish as needed	Principal Assistant Principal	State	At beginning of school year	Copy of mail out list	Increased parent/guardian communication	Distribution report (dates)/ signed contact documents
Communicate with follow up calls to students who leave the program	GCTC Admissions Staff Work Experience Coordinator	State	August 2019 – July 2020	Chronologs	Data collected and utilized for program improvement	Contact logs/Increase in former students' job placements
Provide open house events for the GCTC agency staff and referring agencies, i.e. Career Days, luncheons for county probation officers, etc.	Principal Assistant Principal Raven School/TBVHS staff	State	Twice annually	Sign in sheets, pictures	Increased parent/guardian communication	Invitations/Sign-in sheets/Annual report of number of participants
Communicate with residential services at the end of the school day and receive residential reports at the end of the residential day	Principal Assistant Principal	State	Daily	Daily Raven and Residential Reports	Improved student behavior	Raven reports and Residential report records/annual report of students' behaviors

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide opportunities for Social Service caseworkers to work with students	Social Services Director Principal	State	Weekly	Social worker logs	Improved student coping skills	Caseworker Contact Logs/annual report of students served
Collaborate with Texas Department of Family & Protective Services (DFPS) to develop and implement written procedures to determine if transportation to the school of origin for students in foster care is in their best interest and how that transportation would be provided.	Superintendent Principal	State Title I	Annually and upon enrollment of student in foster care	Transportation log	Transportation records	Annual report of number of students receiving transportation to school of origin
Communicate with biological parents as described in the local parent engagement policy.	Superintendent Principal	Title I	Frequently As needed	Notes/logs of communications	Increased parent contacts	Annual summary of parent contacts

Goal #3: Improve technology Infrastructure campus wide and for all student populations (AA, H, W, Economically Disadvantaged, Special Education, English Language Learners, At Risk)

Objective(s):

Provide technology/network connectivity fully operable for the 2019-2020 school year so that teachers and students have daily access to online curriculum.

Reduce referrals and response time to referrals to technology help desk due to connectivity issues

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide dependable network/internet connectivity for all classrooms in order to implement media based instruction	Technology Specialist Principal Superintendent	SCE State	Year round	Network usage/outage logs	Consistent network/internet access for students and staff	Student usage of network resources (i.e. Plato, AutoSkill, etc.)/Annual reports of network usage/outages
Increase bandwidth to provide network connectivity to implement internet based curriculum to meet the needs of at risk learners	Technology Specialist Principal	SCE eRate	July 2020	Cabling installed	Student access to online curriculum	Network usage and/or logs

Goal #4: Improve staff quality and retention

Objective(s):

100 % of teachers meet certification standards
Provide professional development

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Recruit, hire and retain certified teachers	Administrative Team	State	August 2019 - September 2019/As needed	Certified teacher/s in academic content	Improved core academic instruction	Recruiting documented, interviews, teacher hired as needed
Post employment vacancies on District website, Region VI website and other websites	Principal	State	As needed	Certified Teacher in every academic content	Improved core academics instruction	Recruiting documented, interviews, teacher hired as needed
Review applications received and schedule interview with certified applicants for campus academic teaching positions	Principal	State	As needed	Certified Teacher in every academic content	Improved core academics instruction	Recruiting documented, interviews, teacher hired as needed
Screen and/or interview applicants for teaching and aide positions	Principal	State	As needed	Certified Teacher in every academic content	Improved core academics instruction	Recruiting documented, interviews, teacher/aide hired as needed
Assist new teachers with deficiency plans to complete alternative certification programs in a timely manner	Principal	State	As needed	Certified Teacher in every academic content	Improved core academics instruction	Teachers' alternative certificate completed
Reimburse certification and/or exam fees as needed once personnel achieve certification/s	Principal	State Title II	Annually/as needed	Teacher assessment results	Certified Teacher in every academic content	Certified Teacher in every academic content

Goal #4: Improve staff quality and retention						
Objective(s): 100 % of teachers meet certification standards Provide professional development						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide professional development opportunities for teachers and paraprofessionals to focus on increasing student achievement	Principal Assistant Principal	State Title IIA	Annually/as needed	Evidence of implementation of strategies learned (walkthrough observations, lesson plans, etc.)	Increase in student achievement	Increase in student achievement

Raven School/TBVHS Administrators make every effort to meet HQ standards in all areas of our school whether it is in academic classrooms or a career cluster. We currently have met 100% HQ status for several years due to this diligence. This is based on the contacts that have been built over many years in education as administrators.

In the event we are unable to secure a HQ staff person, the Raven School/TBVHS plan is to locate a retired or unemployed HQ person who will serve in the capacity of part-time instructor while mentoring a Level 3 instructional assistant who will serve in the interim.

Goal #5: Provide a safe, orderly environment for all students (AA, H, W, Economically Disadvantaged, Special Education, English Language Learners, At Risk) free from violence and weapons

Objective(s):
Decrease the number disciplinary referrals involving students in common areas

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide ACCTPROS instruction (State work ethics focus) during school day	Principal Teachers	State	August, 2019- July, 2020 weekly	Lesson Plans	Improved student behavior	Lesson plans/ Review Committee summative report
Implement the social skills curriculum, Independent Living Skills, to support positive behavior and violence prevention	Principal Teachers	State	August 2019- July 2020	Purchase order for curriculum and lesson plans	Fewer disciplinary referrals	Number of programs/ Program reports (usage)
Provide individual and group counseling, education in sexual harassment/dating violence, drug/alcohol counseling, and suicide prevention	Principal Social Service Caseworkers, Counselors	State	Weekly	Counselor and Caseworker logs	Improved student behavior as evidenced through fewer referrals	Log of counseling sessions/ Decrease in discipline referrals as compared to previous year
Train staff in all areas required by state and/or federal rules and rules of placement agencies including, First Aid, CPR, Handle with Care, and in de-escalation strategies to improve discipline management	Principal	State	December, 2019	Sign-in sheets and completion certificates	Staff's ability to respond in emergency situations	Registration for classes/ certificates of completion

Goal #6: Provide CTE courses & classes that lead to industry certifications						
Objective(s): 60% of students who successfully complete their program will attain industry certification based on TWC annual report						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Maintain master schedule & course offerings so that all students are enrolled in a Practicum course	Principal or Designee	State	August 2019	Master Schedule completion	All students enrolled in Practicum courses and coded V6 in PEIMS	Monitor PEIMS CTE reports January 2020 & August 2020
Monitor student progress monthly toward certificate attainment	Principal or Designee	State	Quarterly	Quarterly certification report/s	Certificates awarded	Annual certification report/s
Provide weekly incentives for students' progress toward successful program completion	Principal or Designee	State	Quarterly	Reports reflecting students' progress toward certificate completion	Increase in students receiving industry certifications	Annual reports of students receiving certifications
Provide CTE Instructional Aides to support small group instruction	Principal or Designee	Title I State CTE Allotment	Semi- Annually	CTE Class Schedule Walk through observations	Increase in students' time on task resulting in course credit accrual and grades received	Semester reports of students receiving certifications

LEGEND:

State CTE Allotment

State Special Education Allotment

ESSA: Title IA/Title ID2

SCE

Required component