

Houston Independent School District
011 Milby High School
2023-2024 Campus Improvement Plan



Value Statement

Charles H. Milby High School prides in its strong STEM Academy that is committed to academic excellence for all students. In order to achieve this goal, we support student learning by offering:

1. A strong core instructional program designed to help all students meet high academic standards.
2. Enrichment activities designed to expand student learning opportunities and to support their cognitive, social, emotional, moral and physical development.
3. A focused and comprehensive series of course in the fields of Science, Technology, Engineering and Medicine (STEM).
4. The campus environment expertly implements cross-curricular planning and collaboration to facilitate the integration of STEM throughout all subject areas, curriculum, and address deficiencies in academic performance.
5. All stakeholders know the vision and mission of the STEM campus and are able to articulate in 3 minutes or less why this STEM campus is the one to attend.

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Comprehensive Needs Assessment

Revised/Approved: October 25, 2023

Student Achievement

Student Achievement Summary

High-quality instructional materials, thoughtfully aligned to instructional planning calendars and supported by interim and formative assessments, are essential tools utilized daily in a high school PLC. Educators collaboratively plan, implement, and adjust their teaching strategies, using these resources as a foundation for ensuring consistent, standards-based instruction, promoting student growth, and fostering a culture of ongoing improvement and data-driven decision-making. Our classroom routines and instructional strategies are designed to engage students actively, promote a positive learning environment and accommodate diverse learning styles and needs. Routines include clear expectations, a common board configuration across campus, and opportunities for student collaboration. Instructional strategies should incorporate active learning, differentiation, formative assessment, and real-world applications to foster student growth and achievement while building critical thinking skills and a love for lifelong learning. Data is used to drive all instruction through our PLC's. Formative assessment, CA data is gathered and put into a spreadsheet per teacher and per student per TEK and teacher identify strengths and change instruction according to what the students still need to meet their educational goals. They use this data to plan and provide provide targeted support and challenges for each student.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

SYSTEMS (Attendance, instruction, graduation, master schedule, faculty and staff)

DISCIPLINE

PARENTAL INVOLVMENT

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Student Achievement: English Learners routinely under-perform other student populations in meeting standards. School Culture and Climate: Lack of a disciplinary system to address student tardies on a daily basis. Staff Quality Recruitment and Retention: Systems in place to help our staff maintain healthy mental health. Parent and Community Engagement: Organizing and maintaining a successful PTO. **Root Cause:** Student Achievement: Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate. School Culture and Climate: Lack of student urgency to get to class on time. Staff Quality Recruitment and Retention: Due to staff post pandemic issues and concerns Parent and Community Engagement: Lack of communication and post pandemic aftermath

School Culture and Climate

School Culture and Climate Summary

Our staff and students describe our school climate as positive. We have a motto here "we love you and we mean it". We are a family and hold each other accountable for success. Milby has an environment where students feel supported, respected, and motivated to attend school regularly and adhere to behavioral expectations. This symbiotic relationship between a positive culture and good attendance and discipline data fosters an atmosphere where students are engaged, eager to learn, and where disruptions are minimized, ultimately contributing to a more conducive learning environment. The Discipline data shows us that ISS decreased by 350 incidents, OSS decreased by 71 incidents from 2021 to 2023.

Student and staff data reveals that their attitudes, respect, relationships, belonging, support vary across groups, with most responding more positively than others. Surveys and feedback from students indicate that a majority of them feel a strong sense of belonging and positive relationships, while a small amount express concerns. Staff member also differ a bit in their perceptions, with a high majority reporting high levels of respect and support, while a few have a less favorable view. Identifying and addressing these variations is crucial for fostering a more inclusive and equitable school culture.

Students feel safe at Milby high school, as we hold students accountable for behaviors on a daily basis equally across the board. Data analysis at Milby indicates that classrooms with well-managed environments, where rules and expectations are clear, and disruptions are minimized, show higher levels of student engagement, participation, and academic success. This underscores the importance of strong classroom management in creating a conducive learning atmosphere that positively impacts student achievement.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

1. Respect and inclusivity
2. Effective communication
3. High expectations and supportive relationships

We improved from previous years by a small percentage, but still improved. Ms. Pena's first year as a principal, we had a large increase, and though we continue to increase in school culture, its is minimal.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1 (Prioritized): Student Achievement: English Learners routinely under-perform other student populations in meeting standards. School Culture and Climate: Lack of a disciplinary system to address student tardies on a daily basis. Staff Quality Recruitment and Retention: Systems in place to help our staff maintain healthy mental health. Parent and Community Engagement: Organizing and maintaining a successful PTO. **Root Cause:** Student Achievement: Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate. School Culture and Climate: Lack of student urgency to get to class on time. Staff Quality Recruitment and Retention: Due to

staff post pandemic issues and concerns Parent and Community Engagement: Lack of communication and post pandemic aftermath

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The evaluation of teacher quality at Milby is closely tied to the analysis of student growth and achievement data. By examining the impact of instructional practices on student learning outcomes, we make informed decisions about teacher effectiveness. This process enables continuous improvement, ensuring that our educators are equipped with the necessary resources and support to enhance their teaching methods and positively influence student growth and achievement. Our staff attendance rates were lower last year and we have already improved significantly this current school year with staff attendance. We are doing that by writing memos and holding staff accountable for their absences, as well as having support from central office to hold our teachers accountable for being at work every day. We had a 16% turnover rate and an 84% retention rate for teachers last year. We recruit highly effective staff by completing a thorough and competitive selection process that evaluates candidates based on their qualifications, experience, passion, and alignment with the school's mission and values. Staff are required to participate in a diverse range of professional development opportunities, including curriculum updates, instructional best practices, and district-specific training, to ensure they are well-prepared for the upcoming year and in alignment with the district's educational goals and initiatives. Implementation of learned strategies are monitored by the admin team being very present in the classrooms doing spot observations. The impact this has had on the classroom and student behavior and learning is very positive. The teachers feel very supported and the students are engaged in the learning due to the presence of administrators in the classrooms. The good systems that we have in place to build capacity and support provide ongoing mentorship between staff, opportunities for collaboration, and access to resources, fostering professional growth and ensuring educators can excel in their roles.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

1. **Effective Mentoring Programs:** High-quality mentorship programs that support new teachers and help retain experienced educators by providing them with valuable guidance and PD opportunities. Our admin team forms relationships with our staff as well as hold them to a high standard and hold them accountable for that high standard.
2. **Diverse and Targeted Professional Development:** We offer a wide range of real PD tailored to the needs and interests of staff, as well as is aligned to district goals and expectations. We are very goal oriented and provide PD that is useful for staff, which leads to increased job satisfaction and professional growth, ultimately enhancing retention and recruitment efforts.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1 (Prioritized): The consistent challenge of attracting and retaining highly qualified educators to ensure a stable and effective teaching workforce, ultimately impacting the quality of education provided to students. **Root Cause:** Inadequate compensation, limited professional development opportunities, challenging working conditions, and a lack of support and recognition for their contributions.

Problem of Practice 2 (Prioritized): Student Achievement: English Learners routinely under-perform other student populations in meeting standards. School Culture and Climate: Lack of a disciplinary system to address student tardies on a daily basis. Staff Quality Recruitment and Retention: Systems in place to help our staff maintain healthy mental health.

Parent and Community Engagement: Organizing and maintaining a successful PTO. **Root Cause:** Student Achievement: Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate. School Culture and Climate: Lack of student urgency to get to class on time. Staff Quality Recruitment and Retention: Due to staff post pandemic issues and concerns Parent and Community Engagement: Lack of communication and post pandemic aftermath

Parent and Community Engagement

Parent and Community Engagement Summary

High levels of participation in parent-teacher conferences, school events, and community partnerships demonstrate the active and meaningful involvement of families and community members in activities that support student learning at Milby High School. We have coffee with the principal once a month where our community comes in and gets caught up on what we are doing on the campus, along with Q and A's. Two barriers that prevent greater parental involvement are time constraints with parents that are working full time as well as communication challenges. Services that exist to support families are wrap around, a plethora of school programs, WOW, La Raza, and team sports.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Milby has started back our PTO and are meeting monthly now. We are also communicating with the FACE department to help us reach out to our school community and get more involvement at the school. Increased student motivation and achievement is a strength of strong community engagement practices. When parents are actively involved in their children's learning, students tend to be more motivated and have improved academic outcomes. Positive School Culture is also a strength of our current programs as parent engagement programs contribute to a positive school culture where parents feel welcome and valued. This leads to a sense of belonging and community that positively affects students' overall well-being and performance.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1 (Prioritized): Student Achievement: English Learners routinely under-perform other student populations in meeting standards. School Culture and Climate: Lack of a disciplinary system to address student tardies on a daily basis. Staff Quality Recruitment and Retention: Systems in place to help our staff maintain healthy mental health. Parent and Community Engagement: Organizing and maintaining a successful PTO. **Root Cause:** Student Achievement: Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate. School Culture and Climate: Lack of student urgency to get to class on time. Staff Quality Recruitment and Retention: Due to staff post pandemic issues and concerns Parent and Community Engagement: Lack of communication and post pandemic aftermath

Priority Problems of Practice

Problem of Practice 1: Student Achievement: English Learners routinely under-perform other student populations in meeting standards. School Culture and Climate: Lack of a disciplinary system to address student tardies on a daily basis. Staff Quality Recruitment and Retention: Systems in place to help our staff maintain healthy mental health. Parent and Community Engagement: Organizing and maintaining a successful PTO.

Root Cause 1: Student Achievement: Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate. School Culture and Climate: Lack of student urgency to get to class on time. Staff Quality Recruitment and Retention: Due to staff post pandemic issues and concerns Parent and Community Engagement: Lack of communication and post pandemic aftermath

Problem of Practice 1 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention

Problem of Practice 2: The consistent challenge of attracting and retaining highly qualified educators to ensure a stable and effective teaching workforce, ultimately impacting the quality of education provided to students.

Root Cause 2: Inadequate compensation, limited professional development opportunities, challenging working conditions, and a lack of support and recognition for their contributions.

Problem of Practice 2 Areas: Staff Quality, Recruitment, and Retention

Problem of Practice 3: Student Achievement: English Learners routinely under-perform other student populations in meeting standards. School Culture and Climate: Lack of a disciplinary system to address student tardies on a daily basis. Staff Quality Recruitment and Retention: Systems in place to help our staff maintain healthy mental health. Parent and Community Engagement: Organizing and maintaining a successful PTO.

Root Cause 3: Student Achievement: Long-term Emerging Bilingual students are not progressing according to TELPAS data due to high mobility rate. School Culture and Climate: Lack of student urgency to get to class on time. Staff Quality Recruitment and Retention: Due to staff post pandemic issues and concerns Parent and Community Engagement: Lack of communication and post pandemic aftermath

Problem of Practice 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Key Actions

Key Action 1: Grow teacher capacity to provide highest quality instruction.





Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: By December 2023 60% of spot observations conducted by school administrators will be proficient or higher. By March of 2024 the percentage will increase to 80%.

Indicator 1: By December 2023 60% of spot observations conducted by school administrators will be proficient or higher. By March of 2024 the percentage will increase to 80%.

Indicator 2: By May 2024 80% of teachers will be proficient or higher in the delivery of high quality instruction as measured by the teacher evaluation rubric.





Specific Action 1 Details	Reviews			
<p>Specific Action 1: Teachers provided summer professional development on non-negotiable HISD Ready Characteristics.</p> <p>School Leaders' Actions</p> <p>Establish a clear and consistent feedback system- this is crucial for improving highest quality instruction.</p> <p>Teachers receive a minimum of two spot observations with feedback per week conducted by an administrator using spot observation forms.</p> <p>Create daily schedules for administrators to increase time management regarding spot observations.</p> <p>Train teachers on the LSAE instructional model.</p> <p>Conduct effective PLCs that focus on data and specific intervention strategies.</p> <p>Staff Actions</p> <p>Teachers are to implement feedback received from spot observations.</p> <p>Learning coaches will plan and participate in PLC to efficiently implement lessons in teams rooms.</p> <p>Support staff/administrators should allocate resources and support to ensure that teachers have access to the necessary tools and materials to implement effective instructional strategies.</p> <p>Teachers attend PD on LSAE instructional model and literacy and how to teach students who are behind in proficiency.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 1: Grow teacher capacity to provide highest quality instruction.

Indicator of Success 2: By May 2024 80% of teachers will be proficient or higher in the delivery of high quality instruction as measured by the teacher evaluation rubric.

Indicator 1: By December 2023 60% of spot observations conducted by school administrators will be proficient or higher. By March of 2024 the percentage will increase to 80%.

Indicator 2: By May 2024 80% of teachers will be proficient or higher in the delivery of high quality instruction as measured by the teacher evaluation rubric.

Specific Action 1 Details	Reviews			
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	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 2: Teachers attend PD on LSAE instructional model and literacy and how to teach students who are behind in proficiency.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Prior to the first day of school, all teachers will analyze school leadership report card and complete course binder, the first semester pacing calendar, and the first 2 months of lesson plans based on data collected. Adjustments will be made during PLC based on data.

Indicator 1: Prior to the first day of school, all teachers will analyze school leadership report card and complete course binder, the first semester pacing calendar, and the first 2 months of lesson plans based on data collected. Adjustments will be made during PLC based on data.

Indicator 2: By December 2023 100% of teachers will have completed at least 1 at-bats during a PLC

Indicator 3: By May 2024 campus performance will increase from 36% to 40% at grade level as measured in meets in EOC assessments.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Administrators participate and train teachers on the Milby Data Analysis and PLC protocol within the first 2 weeks of training.</p> <p>School Leaders' Actions</p> <p>Provide on the spot coaching during PLC meetings.</p> <p>Administrators will review and disaggregate common assessment data with team every 2-3 weeks to acknowledge areas of need in Approaches, Meets, Masters, SPED, LEP, GT and Magnet using our school based data sheet.</p> <p>Provide teachers with resources and materials to implement the desired lessons.</p> <p>Staff Actions</p> <p>Provide teachers with resources and materials to implement the desired lessons.</p> <p>Participate in every PLC meeting.</p> <p>Establish and maintain PLC roles and responsibilities.</p> <p>Maintenance and completion of PLC binder.</p> <p>Prepare lessons using backwards planning.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





Key Action 2: Teachers attend PD on LSAE instructional model and literacy and how to teach students who are behind in proficiency.

Indicator of Success 2: By December 2023 100% of teachers will have completed at least 1 at-bats during a PLC

Indicator 1: Prior to the first day of school, all teachers will analyze school leadership report card and complete course binder, the first semester pacing calendar, and the first 2 months of lesson plans based on data collected. Adjustments will be made during PLC based on data.

Indicator 2: By December 2023 100% of teachers will have completed at least 1 at-bats during a PLC

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	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Key Action 2: Teachers attend PD on LSAE instructional model and literacy and how to teach students who are behind in proficiency.

Indicator of Success 3: By May 2024 campus performance will increase from 36% to 40% at grade level as measured in meets in EOC assessments.

Indicator 1: Prior to the first day of school, all teachers will analyze school leadership report card and complete course binder, the first semester pacing calendar, and the first 2 months of lesson plans based on data collected. Adjustments will be made during PLC based on data.

Indicator 2: By December 2023 100% of teachers will have completed at least 1 at-bats during a PLC

Indicator 3: By May 2024 campus performance will increase from 36% to 40% at grade level as measured in meets in EOC assessments.

Specific Action 1 Details	Reviews			
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<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 3: Establish, maintain and monitor systems that will lead campus to high-performing culture.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Indicator of Success 1: Attendance will maintain above 92%.

Indicator 1: CCMR will exceed 83%.

Indicator 2: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 3: Graduation: maintain graduation rate above 95%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Attendance: Participate in weekly Graduation Support Meetings updating attendance tracker and identifying trends. Make decisions, monitor and address needs based on individual student data.</p> <p>School Leaders' Actions</p> <p>Attendance: Participate in weekly Graduation Support Meetings updating attendance tracker and identifying trends. Make decisions, monitor and address needs based on individual student data.</p> <p>CCMR: Monitor and maintain tracking tool. Collaborate with teachers, counselors, registrar, Grad Lab coach, etc. Monitor and meet PEIMS submission deadlines.</p> <p>Observations: Receive training and implement the new observation system with fidelity.</p> <p>Graduation: Monitor scheduling, credit recovery, attendance appeals to ensure students graduate on time.</p> <p>Student Achievement: Review and disaggregate data with PLCs.</p> <p>Staff Actions</p> <p>Attendance: Email truancy and AP after 2nd consecutive absence of student. Call home for tardiness and attendance.</p> <p>CCMR: Counselor training concerning sequencing and CCMR updates. CTE teachers collaborate with administration for updated data on certifications.</p> <p>Observations: Apply feedback received from spot observations.</p> <p>Student Achievement: Review and disaggregate data to plan with the end in mind (backwards plan).</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Key Action 3: Establish, maintain and monitor systems that will lead campus to high-performing culture.

Indicator of Success 2: CCMR will exceed 83%.

Indicator 1: Attendance will maintain above 92%

Indicator 2: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 3: Graduation: maintain graduation rate above 95%.





Specific Action 1 Details	Reviews			
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	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 3: Establish, maintain and monitor systems that will lead campus to high-performing culture.

Indicator of Success 3: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 1: Graduation: maintain graduation rate above 95%.

Indicator 2: Student Achievement: increase by at least 3% in all Special Populations as measured by all STAAR EOC meets scores.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Attendance: Participate in weekly Graduation Support Meetings updating attendance tracker and identifying trends. Make decisions, monitor and address needs based on individual student data.</p> <p>School Leaders' Actions</p> <p>Attendance: Participate in weekly Graduation Support Meetings updating attendance tracker and identifying trends. Make decisions, monitor and address needs based on individual student data.</p> <p>CCMR: Monitor and maintain tracking tool. Collaborate with teachers, counselors, registrar, Grad Lab coach, etc. Monitor and meet PEIMS submission deadlines.</p> <p>Observations: Receive training and implement the new observation system with fidelity.</p> <p>Graduation: Monitor scheduling, credit recovery, attendance appeals to ensure students graduate on time.</p> <p>Student Achievement: Review and disaggregate data with PLCs.</p> <p>Staff Actions</p> <p>Attendance: Email truancy and AP after 2nd consecutive absence of student. Call home for tardiness and attendance.</p> <p>CCMR: Counselor training concerning sequencing and CCMR updates. CTE teachers collaborate with administration for updated data on certifications.</p> <p>Observations: Apply feedback received from spot observations.</p> <p>Graduation: Support with saturday school: credit recovery, attendance appeals and bootcamps.</p> <p>Student Achievement: Review and disaggregate data to plan with the end in mind (backwards plan).</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Key Action 3: Establish, maintain and monitor systems that will lead campus to high-performing culture.

Indicator of Success 4: Graduation: maintain graduation rate above 95%.

Indicator 1: Student Achievement: increase by at least 3% in all Special Populations as measured by all STAAR EOC meets scores.

Indicator 2: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 3: Attendance will maintain above 92%





Key Action 3: Establish, maintain and monitor systems that will lead campus to high-performing culture.

Indicator of Success 5: Student Achievement: increase by at least 3% in all Special Populations as measured by all STAAR EOC meets scores.

Indicator 1: Observations will increase from 2 per semester to a minimum of 2 per week for every teacher.

Indicator 2: Attendance will maintain above 92%

Indicator 3: Graduation: maintain graduation rate above 95%.

Specific Action 1 Details	Reviews			
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State Compensatory

Budget for 011 Milby High School

Total SCE Funds: \$449,831.60

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Milby High School uses State Compensatory Education funds to support At-Risk students. We fund 4 teacher positions, 1 At-risk program administrator and 1 hourly academic tutor. Additionally funds are used for tutorials for students who are at risk of failing. Classroom supplies are used to support student success as well.

Personnel for 011 Milby High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cindy Reyna	At Risk Prog Admin	1
Iola Roberts	Academic Tutor- Hr	1
Jen-Ho Chang	Tchr, Math	1
Phyllis-Ann Hill	Tchr-Co, Sp Ed	1
Vanessa DiGiacomo-Trevino	Tchr, Science	1
William Sadler	Tchr, Social Studies	1

Title I

1.1: Comprehensive Needs Assessment

Please see Title I Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- While reviewing data in SDMC meetings last year, feedback was provided to help the campus develop the CIP
- Parents in monthly Coffee with the Principal meetings provided their feedback and follow up was given at the next Coffee with the Principal
- Community members have also helped develop certain parts of the CIP
- Teacher also provided information and feedback from our campus data that helped from certain parts of the CIP
- All stake holders are committed to the mission and vision of our campus.

2.2: Regular monitoring and revision

Regular monitoring of the strategies through Title I occur in addition to the formative review required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress include:

- Weekly graduation support meetings (GSM) are used as checkpoints for individual students' weekly attendance and to discuss necessary interventions and supports.
- Teachers meet weekly for PLCs by content departments for all subjects. We do data dives using OnTrack and other resources to disaggregate data and implement interventions as needed.
- Daily morning and afternoon administrator huddles and weekly administrative meetings to monitor different initiatives on campus.
- Weekly CCMR meetings to monitor student progress.

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: campus website, main office, parent meetings.

The SIP was made available to parents by: electronic format or hard copy, as requested.

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Implementation of MRS strategies in all classrooms
- Increased small group interventions with co-teachers and tutors
- Saturday bootcamps, tutorials, mock exams
- Foundations common space

2.5: Increased learning time and well-rounded education

Some ways that we increase learning time and well-rounded education for our students include:

- CTE certification ours/practicum
- Credit Recovery after school and Saturdays
- Comprehensive varsity and sub-varsity athletic programs
- School clubs and organizations as an extension of student learning
- UIL competitions and performances
- Community partnerships and internships

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: coaching, At-Bats, PLCs
- Proficient Tier 1 explicit instruction taking place in all content areas: non-negotiable lesson plan components (Learning Objectives, Demonstration of Learning, TEKS- all aligned.
- Weekly At-Bats at every PLC
- Small group instruction based on student data needs: co-teachers push-ins and tutor pull-outs

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, administrators, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent
- Ruth Peña- Principal
- Rewa Booher- Title 1 Coordinator
- Blaine Simmons- Assistant Principal
- Karla Garcia- Assistant Principal

- Courtney Bensch- Assistant Principal
- Roel Saldivar- Assistant Principal
- Brent Rumbo- Assistant Principal
- April Ruben- Assistant Principal
- Martha Jaimes- Assistant Principal
- Tania Peralta-Parent Engagement Representative
- Jennifer Pestaina- School Nurse
- Erika Cardiel- Business Manager
- Greg Compean- Community Partner

The Parent and Family Engagement was distributed

- School website
- Parent meetings
- SDMC

The languages in which the Parent and Family Engagement was distributed include:

- English

Four strategies to increase Parent and Family Engagement include:

1. Parent Workshops (Citizenship, English proficiency classes, technology, and parenting)
2. Parent nights (Open House, STEM night, Parent University, etc.)
3. Monthly Coffee with the Principal
4. Established PTO and Booster Clubs

4.2: Offer flexible number of parent involvement meetings

The campus provides monthly Title I meetings throughout the year on the last Thursday of each month beginning the month of September.

5.1: Determine which students will be served by following local policy

Please see Title I Plan for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Mendoza	Parent Engagement Rep 12M	Title 1	1
Charles Stanley	Tchr, ClassSize Reduct ESL	Title 1	1
Kirk Roessler	Tcher, ClassSize Reduct Gen	Title 1	1
Lonnie Soto	Tchr, ClassSize Reduct Gen	Title 1	1
Nguyen Tran Thao Luu	Tcher, ClassSize Reduct Core	Title 1	1
Susan Tran	Tchr, ClassSize Reduct Gen	Title 1	1
Tania Peralta	Parent Engagement Rep 12M	Title 1	1

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Ruth Pena	Principal
Administrator	Roel Saldivar	Assistant Principal
Parent	Jennifer Ozuna	Parent
Community Representative	Phillip Malek	Community Representative
Business Representative	Greg Compean	Business Representative
Classroom Teacher	Nicholas Hill	Teacher
Classroom Teacher	Andre Rodriguez	Teacher
Classroom Teacher	Tajuana Stewart	Teacher
Classroom Teacher	Vanessa DiGiacomo-Trevino	Teacher
Paraprofessional	Sylvia Gonzalez	Paraprofessional

Graduation Support Committee

Committee Role	Name	Position
Administrator	Blaine Simmons	
Administrator	Courtney Bensch	
Administrator	Karla Garcia	
Administrator	Roel Saldivar	
Administrator	Ruth Pena	
Administrator	Shelbie Blackmon	
Administrator	Martha Jaimes	
Administrator	April Ruben	
Administrator	Brent Rumbo	
Teacher Specialist	Rewa Booher	
counselor	Veronica Georgandis	
Counselor	Rachel Mackey	
Counselor	Samantha Ball	
Counselor	Bridgette Acosta	

Addendums

[illegible]

Milby High School
SDMC Agenda (w/ Minutes)

November 10, 2023

I. School Improvement Plan (SIP)

a. Review, discuss, and advise:

Committee received e-mail copy of SIP and were tasked with reviewing SIP before the meeting. Some members did not read it, so gave time to review and ask questions.

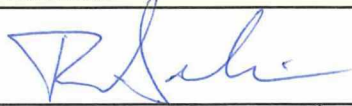
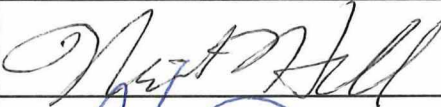

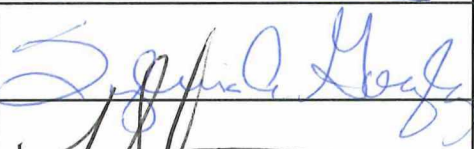


Committee member Nick Hill asked whether the staff listed under State Compensatory section were to receive "some kind of bonus", but it was clarified that their salaries are paid with State Compensatory Education funds to support At-Risk students, and those personnel were just listed in that section, per SIP requirements.

Committee did not have further questions and unanimously approved the 23-24 SIP for Milby High School.

II. Fall Festival

Committee discussed potential for fall festival on 11/17/2023. Committee approved having one during lunches (even if needed to extend them) and suggested admin decide on schedule that will still allow for all 8 classes to meet on Friday with sufficient staff stationed to monitor students and usher them back to their classes after their designated lunch period.

MILBY HIGH SCHOOL
SDMC MEETING
11/10/2023

NAME	SIGNATURE	HISD ID# (or N/A)
ROEL SALDIVAR		57190
Nicholas Hill		119506
Vanessa ^{Picazcom} Trevino		107932
Sylvia Gonzalez		19544
I. Stewart		14267
André Rodriguez		53559

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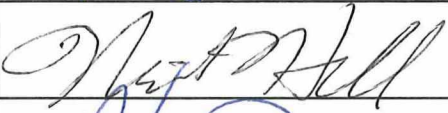

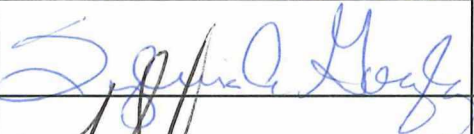
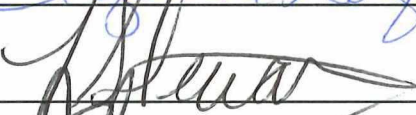
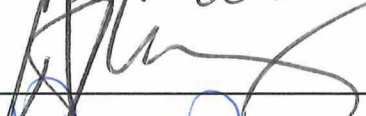

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