

Raven School/Thomas Buzbee Vocational High School Improvement Plan

2023-2024



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.

Approved by Board of Trustees _____

Translation available upon request.

Traducción disponible bajo petición.

Raven School Site Based Decision Making Team

2023-2024

Name	Role – <i>principal, teacher, parent, etc.</i>
Dr. Brenita Jordan	Principal
Scarlett Rogers	Teacher
Melissa Scopa	Parent Representative/GCTC Case Worker
Candis Willis	Parent Representative/GCTC Case Worker
Karl Tillett	CTE Paraprofessional
Linda Murphy	Facilitator
Gerald Bendzen	Special Education

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental

involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]:

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
Students earn limited course credits while enrolled.	Provide coaching support for teachers in working with At Risk and special needs population	Provide professional development to meet teachers' needs identified by new special education staff	Administer survey to measure overall level of teacher learning	Utilize survey data to develop subsequent individualized plans for coaching and/or professional development

Poverty Criteria [Sec. 1112(b)(4)]:

Raven School determines Title I eligibility through student eligibility for free/reduced meals. 100% of students qualify.

Schoolwide Programs [Sec. 1112(b)(5)]: Raven School provides Title I Schoolwide support for all students enrolled.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under State criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

The process used to identify students at risk is:

100% of students are At Risk based on their placement at the Gulf Coast Trade Center residential facility. All students are either adjudicated or are in the custody of TDPRS.

The process used to exit students from the SCE program who no longer qualify is:

Due to the status of their custody, students do not exit the SCE program at the Raven School/TBVHS.

At the Raven School/TBVHS State Compensatory Funds are used to support Title I Schoolwide Program initiatives.

The comprehensive, intensive, accelerated instruction program at this district/campus is specifically designed for the 100% At Risk population served.

The effectiveness of this program is incorporated into the overall Comprehensive Needs Assessment and Program Evaluations conducted. Data reported for all students in the CNA addresses the evaluation of the SCE program also since all students are At Risk by definition.

Raven School/TBVHS Comprehensive Needs Assessment

PROCEDURES

Each year, the Raven School/TBVHS invites teachers, administrators, paraprofessionals, students, and agency staff to participate in reviewing current status and in planning for the upcoming school year. The Site Based Decision Making (SBDM) team conducts surveys to gain input on a variety of issues and reviews information from student assessments, PEIMS, curriculum documents, technology usage reports, student behavior reports, external evaluations, etc. Participants review data in the following areas:

1. Demographics
2. Student Achievement
3. School Culture and Climate
4. Staff Quality/Professional Development
5. Curriculum, Instruction & Assessment
6. Family and Community Involvement
7. School Context and Organization
8. Technology

Representatives review and analyze data, determine the school's strengths and needs, and recommend strategies and activities to address the needs identified. The group then prioritizes needs and strategies to address them in the resulting plan. The purpose of the needs assessment process is to identify the priority needs and direction for the year.

DEMOGRAPHICS

Students who enroll at the Raven School/TBVHS have all been referred to the residential facility Gulf Coast Trades Center, and are from across the state of Texas. Referring agencies include Texas Juvenile Justice Department (TJJD), State counties probation agencies and Texas Department of Family and Protective Services (TDFPS). The majority of students are adjudicated from county probation agencies in large metropolitan areas around the state, while TJJD and TDFPS make up the remaining population. To address identified programmatic issues, agency leaders decided in 2014-15 to limit enrollment to male students only.

A review of enrollment data reveals:

	2016-17	2017-18	2018-2019	2019-2020	2021-2022	2022-2023
AA	19%	28%	22%	16%	28%	35%
H	44%	39%	45%	28%	46%	46%
W	33%	31%	29%	54%	26%	19%
O					2%	
At Risk	100%	100%	100%	100%	100%	100%
SpEd			30%	37%		29%
ADA (Average Daily Enrollment)				26	23	48
TOTAL ENROLLMENT				43	120	117

Raven School/TBVHS serves students in grades 9-12, with the majority of students placed as ninth graders. Daily attendance is currently 100%. Enrollment is based upon assignment from referring agencies and disenrollment is determined by completion of program requirements and/or referring agency removal. Students are adjudicated to Gulf Coast Trades Center/ Rite of Passage, and thereby, Raven School/TBVHS for an average of seven to nine months/ 210 days.

STRENGTHS

- Attendance Students attend school 100% of time
- Diverse population

NEEDS

- Short term enrollment – difficult to accomplish goals
- Erratic enrollment trends – fluctuation in enrollment; constantly changing population

STUDENT ACHIEVEMENT

Background educational information for each student is forwarded by the referring agency. The Raven School/TBVHS makes further inquiries by phone calls and emails to school officials where the student last attended. Because most students come to the school with sketchy education records due to frequent moves, truancy, and other issues, getting a full picture of a student’s academic background is difficult.

A review of current student assessments in ELAR and Math indicate an average grade level gain of 3.0 in math and 3.6 in ELAR as determined by pre/post tests administered to all students (TABE). Students enroll in academic classes according to the needs indicated on their individual transcripts. 100% of students have the opportunity to accrue high school credits toward graduation requirements.

Few students take the End of Course (EOC) state assessments; therefore, the data reported is of limited value in determining student progress. Following is a summary of 2022-2023 Grade Gains as measured by the TABE test:

- Reading 90.50
- Math 83.70
- Language 87.80

GED/HiSET Attainment: For the period August 2022 – June 2023, there were 21 GEDs/HiSETs awarded with an 70% pass rate. 2 diplomas were awarded for 2% of the entire number of students enrolled.

Due to the high need at risk population served and the below level academic achievement, continue to provide additional staff in academic classrooms to reduce teacher to student ratio and provide instructional support for teachers. In addition, due to the varied academic levels of students, an individualized curriculum is needed.

STRENGTHS

- Opportunities to accrue high school credits
- Small group and/or individualized instruction

NEEDS

- Limited EOC data
- Increase student achievement in academic courses
- Increase GED attainment

SCHOOL CULTURE AND CLIMATE

The vision and mission of the school is to motivate and educate students to become productive members of society. The culture and climate promotes this vision and mission. All school personnel are challenged with looking for every opportunity to promote this vision and mission to every student. Focus classes such as substance abuse, anger management, and life skills are also part of the school culture that promote the mission. Every academic and vocation class has that same challenge. Even the student council is constantly looking for positive ways to promote the school mission.

Students are assigned to a caseworker, a licensed social worker, upon enrollment. Caseworkers provide daily, ongoing individual support for personal and emotional needs, maintain contact with the students' probation officer and/or TDFPS social worker.

A review of the results of surveys indicate the need to strengthen the role of agency Caseworkers in supporting students positive choices and their progress while in residence.

STRENGTHS

- Safe environment
- High expectations
- Positive relationships

NEEDS

- Decrease gap between student and staff perceptions
- Increase extra-curricular/out of school options for students

STAFF QUALITY/PROFESSIONAL DEVELOPMENT

Currently 70% of the Raven staff met certifications standards for 2022-2023 school year

Ongoing professional development is provided for content area teachers and CTE teachers to meet their specific instructional needs as identified in annual evaluations and/or self-selected areas of growth.

STRENGTHS

- 70% Certified

NEEDS

- Provide focused professional development enhance instructional skills & knowledge in content areas and supporting learning needs of highly at risk populations

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Curriculum: Teachers utilize a self-paced online curriculum to meet the learning gaps and course needs of individual students.

Instruction: Instruction is individualized for each student, the teacher working as content specific support as the student progresses.

Assessment: The current assessment plan was designed to assess students at specified benchmarks of enrollment. Currently assessments are only reported in ELAR and Math. Results of the 2022-2023 TABE assessments indicate an average grade-level growth of 87.33 scaled score points overall.

STRENGTHS

- Self-paced individualized instruction

NEEDS

- Further develop assessment strategies
- Increase student achievement in academic courses

FAMILY & COMMUNITY INVOLVEMENT

Due to the population of students served, there is limited to no parent contact while students are in residence. Therefore, the assigned caseworkers specifically, and GCTC officially serve *in loco parentis*. Raven School staff send communication and invitations to participate to parents as required by state and/or federal rules.

STRENGTHS

- Frequent contact with caseworkers
- Caseworker communications with parents and/or PO, TDFPS
- Caseworkers participate in academic support and decision making (Open House, All Staff, Career Day).

NEEDS

- Increase support for students' academic achievement

SCHOOL CONTEXT & ORGANIZATION

Students are adjudicated to the residential facility, Gulf Coast Trade Center, or are under the care of the Texas Department for Family and Protective Services, and attend an open enrollment charter school, Raven School/TBVHS. The majority of adjudicated students are placed for an average of 210 days while TDFPS students' placement may range from nine to twelve months. Each student must complete a week-long orientation where they complete a GED pretest, Star 360 test, and vocational interest assessment. The career assessment is used to place students in a career cluster where they will receive 5.5 hours of instruction daily. Students attend core academic classes for 120 minutes daily split between two academic core subjects each day. The academic subjects are on a block schedule; students attend science and math one day and on the next day, they attend ELA and social studies. Students are given a pre-assessment to determine what if any remediation will be needed to aid in academic success. The master schedule is developed to maximize time and to keep academic class size to a minimum to assure a higher percentage of success. Daily communication summarizing students' behaviors is reported between the Raven School/TBVHS and the residential staff so that there is constant and current reporting of the current needs.

STRENGTHS

- Master schedule
- Staff assignments
- Daily reporting

NEEDS

- Develop more specific procedures to monitor student progress
- Develop plan and provide professional development for teachers to provide support for and monitor progress of special needs students (§504, ELL, SpEd/IEP, etc.)

CAREER & TECHNOLOGY EDUCATION (CTE)

All students are enrolled in CTE classes 6 hours daily according to the Raven School/TBVHS Charter. Additional support and supervision for small group instruction is needed in each shop class so that students are safe and sufficiently supervised at all times. Tools, equipment, and curriculum resources used for instruction need to be updated and continued monitoring for safety. Therefore, additional funds are needed to provide an adequate supply of instructional materials in each shop.

STRENGTHS

- Students earn industry certifications
- All students enrolled in CTE

NEEDS

- Upgrade tools and equipment
- Provide CTE classroom Teaching Assistants (paraprofessionals)

TECHNOLOGY

The Raven School/TBVHS has 8 physical servers, 6 virtual servers, Chromebook devices in all classrooms equal to the maximum number of students per class, 8 desktop computers (staff use only), 16 laptops (staff use only), 4 black and white printers, 1 full-color printer, 2 black and white copy/scan/print capable devices, 5 flat-screen televisions located throughout shops, 1 located in the LRC for presentations. Currently, we have a microwave tower that delivers 300 Mbps to our campus to work with our Plato programs and other educational needs. In addition, we currently use our Meraki MX 85 as our firewall and web filter. We have 20 Meraki wireless access points spread throughout the campus.

State Compensatory Education (SCE) funding is needed in this effort to provide a Technology Specialist to assist teachers with technology used during instruction to ensure that technology services remain un-interrupted.

E-rate funding is focused on continuing Internet services through ESC 6 so that students have access to online learning and continued distance learning professional development for teachers and staff.

STRENGTHS

- Updated equipment
- Improved internet speed
- Online learning opportunities for students

NEEDS

- Provide upgrades to equipment as needed
- Increase internet connectivity speed to accommodate resources for special needs students by installing upgrading to fiber connection instead of Microwave

Federal, State, and State Funding Sources

Federal funding sources that will be integrated with State and State funds to meet the needs of all students;

Program/Funding Source
Federal Programs
• Title I, Part A
• Title II, Part A (TPTR)
• Title I, Part D
• Title IV, Part A
• IDEA Part B
• Small Rural School Achievement Program (SRSA)
• eRate
State Programs/Funding Source
• Career/Technology Education
• State Compensatory Education
• Special Education
State Programs/Funding Source
• State funds per ADA

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 GED/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 -Teachers SBDM team	State Title I	August 2023 – July 2024 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 Academic staff SBDM team	State	August 2023 – July 2024 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 Academic Teachers	State	August 2023 – July 2024	Assessment reports	Individualized instruction via online curriculum	Assessment results/ Improved student achievement on state & local assessments

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 GED/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 post-secondary counseling	Academic staff	State	August 2023 – July 2024	Contact log of students counseled	Completed FAFSA for each student	TSI scores
Provide online self-paced curriculum	Academic teachers Technology Specialist	State Title I SCE	August 2023 – July 2024	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	State	August 2023 – July 2024	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 Technology Specialist	State SCE	August 2023 – July 2024	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 Academic Teachers Teaching Assistant/s Teaching Assistant	State State SpEd SCE IDEA	August 2023 – July 2024	Teaching Assistants' schedules in academic classrooms	Increased academic achievement	Walk-throughs observations/ Improved student achievement on state & local assessments

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 GED/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 additional SpEd support staff to meet the needs of a growing SpEd population	Principal Academic Teachers Inclusion Teacher/s	State State SpEd	August 2023 – July 2024	SpEd Inclusion teachers' schedules in academic classrooms	Increased academic achievement	Walk-throughs observations/ Improved student achievement on state & local assessments
Develop and/or maintain procedures to collect and review student achievement data	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 ESL Teacher SpEd Director	State State SpEd allotment	August 2023 – July 2024	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	Principal	State FSP funds	August 2023 – July 2024	Revised PGPs & updated transcripts for students	Students' graduation plans reflect	Students' graduation plans reflect new course requirements/

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 GED/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
revised Foundation High School Program in accordance with HB 5					new course requirements	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 Administrative Specialist	State FSP funds	August 2023 – July 2024	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 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 2021-2022 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 2024	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	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 #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 2023 – July 2024 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 2023 – July 2024	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 First Aid, CPR, Handle with Care, and in de-escalation strategies to improve discipline management	Principal	State	December, 2023	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 2023	Master Schedule completion	All students enrolled in Practicum courses and coded V6 in PEIMS	Monitor PEIMS CTE reports January 2022 & August 2022
Monitor student progress toward certificate attainment	Principal or Designee	State	Quarterly	Quarterly certification report/s	Certificates awarded	Annual certification report/s
Provide 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 components

State Compensatory Education Funds

2021-2022

Preliminary
Amount **\$67,904**
Spend Rule
55%: **\$37,348**

Total to budget: **\$37,348**

Activity	FTEs	Amount Budgeted
Technology Specialist to assist teachers with technology used during instruction	0.5	\$37,348
Total	.5	\$37,348

State Special Education Funds

2021-2022

Preliminary
Amount **\$430,171**
Spend Rule
55%: **\$236,595**

Total to budget: **\$236,595**

Activity	FTEs	Amount Budgeted
Total		

District:	Raven School	Date of Last Revision:	10/13/2021
Title I, Part D, Subpart 2 Programs for the Neglected and Delinquent 2021-2022 Budget Worksheet Fund Code 211 2021-2022 Carryover CANNOT exceed 25% of Current Year Entitlement.		Planning Amount:	\$46,357
Maximum Carryover:	\$11,589	Carryover:	\$7,361
		Reallocation Funds:	\$0
		Total Amount:	\$53,718
Class/Obj. Code Documented in DIP/CIP (page #):	Description	Amount	Total
6100	Personnel/Payroll Substitutes/Extra Duty Pay		\$52,205
	Instructional Aide -	\$33,873	
	Instructional Aide	\$18,332	
6200	Professional/Contracted Services		\$25
6300	Supplies/Materials		\$35
6400	Other Operating Costs		\$24
6600	Capital Outlay		\$0
	Indirect Costs	\$0	\$0
		TOTAL BUDGETED:	\$52,289
		TOTAL AMOUNT OF FUNDING:	\$53,718
		DIFFERENCE:	\$1,429

District:	Raven School	Date of Last Revision:	10/13/2021
Title I, Part A (Improving Basic Programs) 2021-2022 Budget Worksheet Fund Code 211 2021-2022 Carryover CANNOT exceed 15% of Current Year Entitlement.		Planning Amount: Carryover: Reallocation Funds: Total Amount:	\$46,503 \$454 \$0 \$46,957
Maximum Carryover:	\$6,975		
Documented in DIP/CIP (page #):	Description	Amount	Total
6100	Personnel/Payroll Substitutes/Extra Duty Pay Instructional Aide -	\$33,264	\$33,264
6200	Professional/Contracted Services ESC 6 ESSA/Title I, Part A Fee Service ESC 6 ESSA/Title IV Fee Service Plato	\$2,493 \$1,200 \$9,346	\$13,039
6300	Supplies/Materials Supplies Homeless Reservation	\$100	\$100
6400	Other Operating Costs		\$100
6600	Capital Outlay		\$0
		TOTAL BUDGETED: TOTAL AMOUNT OF FUNDING: DIFFERENCE:	\$46,503 \$46,957 \$454

District:	Raven School	Date of Last Revision:	10/13/2021
Title II, Part A-TPTR (Teacher and Principal Training and Recruiting) 2021-2022 Budget Worksheet Fund Code 255 REAP to TIA 2021-2022 Carryover RECOMMENDED NOT to exceed 25% of Current Year Entitlement.		Planning Amount: \$2,447 Carryover: \$842 Reallocation Funds: \$0 Total Amount: \$3,289	
Maximum Carryover:	\$612		
Class/Obj. Code Documented in DIP/CIP (page #):	Description	Amount	Total
6100	Personnel/Payroll Substitutes/Extra Duty Pay Instructional Aide -	\$2,436	\$2,436
6200	Professional/Contracted Services		\$1
6300	Supplies/Materials		\$5
6400	Other Operating Costs		\$5
6600	Capital Outlay		\$0
	Indirect Costs	\$0	\$0
		TOTAL BUDGETED:	\$2,447
		TOTAL AMOUNT OF FUNDING:	\$3,289
		DIFFERENCE:	\$842

District:	Raven School	Date of Last Revision:	10/13/2021
Title IV, Part A (Student Support & Academic Enrichment) 2021-2022 Budget Worksheet Fund Code 289 REAP to TIA 2021-2022 Carryover RECOMMENDED NOT to exceed 25% of Current Year Entitlement.		Planning Amount: \$10,000 Carryover: \$1,670 Reallocation Funds: \$0 Total Amount: \$11,670	
Maximum Carryover:	\$2,500		
Class/Obj. Code Documented in DIP/CIP (page #):	Description	Amount	Total
6100	Personnel/Payroll Substitutes/Extra Duty Pay Instructional Aide -	\$9,994	\$9,994
6200	Professional/Contracted Services		\$2
6300	Supplies/Materials		\$2
6400	Other Operating Costs		\$2
6600	Capital Outlay		\$0
	Indirect Costs	\$0	\$0
		TOTAL BUDGETED: TOTAL AMOUNT OF FUNDING: DIFFERENCE:	\$10,000 \$11,670 \$1,670

District:	Raven School	Date of Last Revision:	10/13/2021
IDEA (Student Support & Academic Enrichment) 2021-2022 Budget Worksheet Fund Code		Planning Amount:	\$27,266
		Reallocation Funds:	\$0
Class/Obj. Code Documented in DIP/CIP (page #):	Description	Amount	Total
6100	Personnel/Payroll Substitutes/Extra Duty Pay Instructional Aide -	\$26,966	\$26,966
6200	Professional/Contracted Services		\$100
6300	Supplies/Materials		\$100
6400	Other Operating Costs		\$100
6600	Capital Outlay		\$0
	Indirect Costs	\$0	\$0
		TOTAL BUDGETED:	\$29,266
		TOTAL AMOUNT OF FUNDING:	\$29,266
		DIFFERENCE:	0