

**Midland Independent School District**  
**Midland Alternative Program**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# **Mission Statement**

ALL students will graduate prepared and ready for college and career!

# **Vision**

To graduate all students at high levels of academic and personal achievement ready for post-secondary excellence through research-based instruction and collaborative system of support!

# **Value Statement**

Moving in the right direction!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics Summary

Midland Alternative Program (MAP) was established as a stand- alone school October 28, 2011. Prior to this district-approved change, students who were assigned to the DDAEP – District Disciplinary Alternative Education Program (prior school name) due to expulsion hearings continued to be enrolled at their home campuses. The campus was called DDAEP and was originated in August 2005. In August 2009 the freshman and high school DAEPs were added to DDAEP (MAP). In August 2014, the Jr. High DAEPs were added to MAP.

MAP currently has two programs – DDAEP (long-term) and DAEP (short-term). DDAEP placements must be made by the District Expulsion Committee while DAEP placements are made by a home campus or MAP administrator.

During the 2015-16 school year, numerous expulsions to MAP were done. The majority of expelled students who were served in the MAP DDAEP program during the 2015-16 school year were identified as at-risk. Several were on probation and a few were teen parents and/or expecting a child. The majority of the DDAEP student population is Hispanic males.

We had 799 DAEP placements 15-16 year (79 SpEd and 49 ELL). DAEP 1st Semester Days served equalled 4134 and 2nd Semester days served equalled 5859.

We served 96 students expelled with services in DDAEP. There were 15 students expelled at the end of 15-16 without service that began in DDAEP 16-17 year. In 15-16, 59 MISD students were expelled with no services.

We began this school year with 95 DAEP placements for the 1st Six Weeks and 22 DDAEP students enrolled at the beginning of 16-17. Several DDAEP and DAEP students completed their high school graduation requirements while placed in MAP.

DDAEP student progress is monitored daily by teachers and students. Assignments are corrected until student demonstrates a minimal mastery of the material.

Attendance is a priority. Multiple motivational strategies are implemented during the school year to increase attendance. DAEP students are able to return to

their campus early. All students who have excessive tardies may be assigned Afterschool Detention. Students in violation of the mandatory attendance laws are referred to the juvenile attendance courts.

## **Demographics Strengths**

## **Demographics Strengths**

Student Population as of the beginning of the school year:

Total of 13 DDAEP and 102 DAEP students for the 1st Six Weeks

The majority of the placements is Hispanic Males.

Expelled due to Serious Misbehavior While in DAEP: 0%

Expelled Due to More Serious Infractions: 100%

The staff of MAP is culturally diverse.

Teaching staff: 17

African American – 35%

Latino – 24%

Caucasian – 41%

All staff (includes administrators, teacher, clerical staff, custodians, and law enforcement): 26

African American – 37%

Latino – 30%

Caucasian – 33%

## **Demographics Needs**

## **Demographics Needs**

The following needs have been identified and are listed in priority order:

1. Strategies to combat low attendance issues. (DG 4)(CG 1)(PO 1-3)
2. Communication to students, parents, and community explaining and describing the need, focus, and goals of Midland Alternative Program (MAP)

## Student Achievement

### Student Achievement Summary

#### Student Achievement

Midland Alternative Program has two programs. DDAEP long-term (enrolled at MAP) and DAEP short-term (enrolled at home campuses).

#### The following data is only for DDAEP.

MAP 7<sup>th</sup> Grade STAAR Reading Results - 33% at Level 2 and 0% at Level 3

MAP 7th Grade Math - 0% at Level 2 and 0% Level 3

MAP 7th Grade Writing - 33% at Level 2 and 0% Level 3

MAP 8th Grade STAAR Reading Results - 22% at Level 2 and 0% at Level 3

MAP 8th Grade STAAR Math Results - 0% at Level 2 and 0% at Level 3

MAP 8th Grade Social Studies - 20% at Level 2 and 0 % at Level 3

MAP 8th Grade Science - 0% at Level 2 and 0 % at Level 3

Algebra EOC - 43% at Level 2 and 0 % at Level 3

Biology EOC - 67% at Level 2 and 0 % at Level 3

Eng I EOC - 25% at Level 2 and 0 % at Level 3

Eng II EOC - 20% at Level 2 and 0 % at Level 3

US History EOC - 100% at Level 2 and 0 % at Level 3

### **Student Achievement Strengths**

#### **Student Achievement Strengths**

The students enrolled at MAP are receiving quality instruction to assist them with STAAR and STAAR EOC. The student achievement strengths are consistently changing as the students are enrolled and withdrawn weekly based upon their individual expulsion order. The expulsion order determines the beginning date of service and the Return To Campus (RTC) date. Students are constantly being enrolled and withdrawn on various dates.

### **Student Achievement Needs**

#### **Student Achievement Needs**

The following needs have been identified and are listed in priority order:

1. Provide students with more direction with focus on STAAR and STAAR EOC objectives in all content subjects.
2. Provide students with testing strategies to address endurance.
3. Provide students with motivational strategies.



## **School Culture and Climate**

### **School Culture and Climate Summary**

### **School Culture and Climate Summary**

Based on parent/student feedback, parents and students describe the campus environment as caring and nurturing. Students feel safe and secure on campus. They demonstrate a sense of belonging and acceptance.

The campus provides students with support via various school activities such as Challenge Day (anti-bullying workshop), Midland Rape Crisis Center (anti-bullying program), Life Center, Career Day, Permian Basin Drug Abuse Program (PDAP), and a plethora of guest speakers. Based upon student inquiry and response, these activities have been of benefit to students.

A thorough orientation is conducted for all DDAEP students and parents to provide support and information. Teachers describe the campus as friendly, welcoming and like a family. Teachers also describe the campus as structured, efficient, and supportive to student needs.

### **School Culture and Climate Strengths**

### **School Culture and Climate Strengths**

Based on parent/student feedback, students feel safe, secure, relaxed, and welcomed. Teachers feel the campus runs efficiently. Teachers see the campus as structured and supportive to student needs. MAP provides students with non-traditional alternatives for scheduling courses. MAP also provides students with smaller class sizes and individualized lessons are strengths. The campus has been developed to serve students who are placed there for disciplinary actions. However, MAP offers students content subjects, electives, computer-generated courses, and self-discipline training. While the state regulations only require content subjects and self-discipline, MAP offers electives and computer-generated courses to recover and accrue credits.

### **School Culture and Climate Needs**

### **School Culture and Climate Needs**

The following needs have been identified and are listed in priority order:

1. Increase the number of school activities throughout the school year that benefit the campus environment (field trips, speakers, drug abuse programs, substance abuse counselors, etc.).
2. Develop a quality career program which enables students to obtain a trade/skill as well as recover and/or accrue credits.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

### **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Seventeen teachers are staffed at MAP. All teachers are highly qualified. There were several approved staff additions for the 2016-2017 school year. Our diverse staff have a wide range of strengths – counseling, cooperative groups, gifted and talented, etc.

The staff of MAP is culturally diverse.

Teaching staff:

African American – 35%

Latino – 35%

Caucasian – 30%

All staff (includes administrators, teachers, clerical staff, custodians, and law enforcement staff):

African American – 35%

Latino – 38%

Caucasian – 27%

Multiple professional development opportunities are presented to faculty at staff meetings. Staff present at meetings, Central Office Teaching and Learning Directors participate in work sessions with MAP staff, and staff attend district and local professional development workshops. Most of the staff development is focused on at-risk students.

Teachers demonstrate high expectations for student achievement. The number of maximum students per teacher is 15. The federal guidelines state the student-to-teacher ratio cannot exceed 15 to 1.

Bi-Weekly collaboration meetings are held to discuss and identify student academic and behavioral needs. Administration supports the needs of the staff in assisting students. Should staff members need additional support, individual meetings are held and strategies/suggestions presented by the teacher are given to the administration.

These strategies are approved/denied. If approved, the administration sees that the strategies/recommendations are implemented. Follow up collaboration continues to occur at weekly collaboration meetings. Teachers feel supported by administration.

### **Staff Quality, Recruitment, and Retention Strengths**

### **Staff Quality, Recruitment, and Retention Strengths**

Twelve of the seventeen teachers at Midland Alternative Program have previous alternative education experience. All educators have shown previous success with at-risk students and will be bringing several years of knowledge to the campus. There are 17 teachers, a counselor, a secretary, a registrar, a police officer, two custodians, a principal and an assistant principal at Midland Alternative Program.

The faculty and staff of Midland Alternative Program are exceptional educators and provide students with a caring and nurturing environment in which learning thrives.

### **Staff Quality, Recruitment, and Retention Needs**

## **Staff Quality, Recruitment, and Retention Needs**

The following need has been identified:

1. Provide additional opportunities for staff to visit alternative education campuses throughout the state.
2. Provide opportunities for staff to attend an alternative education conference.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

#### **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The curriculum for Midland Alternative Program is the state standards -Texas Essentials of Knowledge and Skills (TEKS). The MAP teachers utilize the Teacher of Excellence Initiative which was introduced this school year. The teachers collaborate to evaluate and analyze their teaching. Teachers also use state adopted textbooks and other resource materials to support teaching and learning.

The class structures at MAP are multi-course periods. For example, the math teacher may have three or four different courses during one class period. The instruction provided to students is specialized to meet individual student needs.

Assessment, both formative and cumulative, is effective. Assessments are both teacher-developed and may be obtained from District T&L staff. Due to the unique structure and small community of MAP, the teachers collaborate and develop plans for instruction. Teachers are encouraged to discuss individual students, identify needs, and develop cooperative educational plans. Meetings are held to discuss student progress.

### **Curriculum, Instruction, and Assessment Strengths**

#### **Curriculum, Instruction, and Assessment Strengths**

Individualized instruction for students.

Assessments are daily, weekly, six weeks, nine weeks, and summative. Both verbal and written assessments are conducted.

## **Curriculum, Instruction, and Assessment Needs**

## **Curriculum, Instruction, and Assessment Needs**

The following needs have been identified and are listed in priority order:

1. Training to better align instruction from data collected..
2. Staff development provided to assist students in developing educational goals.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parental involvement for MAP is minimal.

Parents along with their child attend mandatory orientation meetings prior to enrollment into DDAEP. Communication to parents on the status and progress of their students occurs via

progress reports and report cards.

Opportunities are provided for community outreach.

Parent oriented activities such as "Pastries for Parents" are implemented at least twice a year.

A school web site is available for those community members and parents wishing to learn more about the school and announce the activities/events of the school.

Communication with parents/guardians is mainly through phone contact, although all opportunities for face-to-face contact are utilized, including home visits.

Parent and community members are invited to participate in the site-based planning committee – CEIC Community Education Improvement Committee.

### **Family and Community Involvement Strengths**

### **Family and Community Involvement Strengths**

Some of the students enrolling at Midland Alternative Program have parental support. All of the parents and students attend the initial orientation for enrollment into the school. Two area businesses have partnered with MAP. Citibank Wadley Branch and Doubletree by Hilton. Citibank conducts two career day sessions each year (one per semester). Doubletree by Hilton provides guest speakers to talk to our students about appropriate behavior on/off the job and real life consequences for choices



## **Family and Community Involvement Needs**

### **Family and Community Involvement Needs**

The following needs have been identified and are listed in priority order:

1. Provide additional informational resources to families of MAP students.
2. Provide additional opportunities for community members to be involved in our programs.
3. Communication with parents/guardians and provide training opportunities for accessing district web access to their students grades, attendance, needs, etc.

## **School Context and Organization**

### **School Context and Organization Summary**

### **School Context and Organization Summary**

The MAP master schedule is focused on meeting the students' instructional and behavioral needs. A common planning time is provided for all faculty. School goals are reflected in the classroom instruction and curriculum. Self-discipline skills are embedded in daily lesson plans. Students are encouraged through various guest speakers and programs.

Primary goals for MAP are:

1. All MAP students will show significant academic progress using research-based strategies for instruction.
2. MAP will close the achievement gap between all students.
3. MAP will ensure a safe and welcoming environment.

Data sources used to measure performance objectives are course grades, TAKS data, STAAR/STAAR EOC data, district assessments, and campus assessments.

### **School Context and Organization Strengths**

### **School Context and Organization Strengths**

The faculty and their strengths have driven the master schedule. The master schedule is student focused and provides the most educational opportunities with the staff available. Relationships between staff and students are an integral part of the success of MAP. Many of the students at MAP credit their drive to succeed at MAP because it is fostered daily by the staff. MAP also utilizes restorative discipline practices to assist students in managing their behavior.

## **School Context and Organization Needs**

### **School Context and Organization Needs**

MAP core teachers need to have a half day each month dedicated to planning Level 3 Teaching, STAAR/STAAR EOC/TAKS prep, parent contacts, assessments, instruction, etc.

# **Technology**

## **Technology Summary**

## **Technology Summary**

Technology plays a large role in student success at MAP. However, MAP is in need of additional computers and the software to support campus instructional needs. Students will have access to computer-generated courses and the Internet. Students are able to utilize the business center and software programs to recover and/or accrue credits as the staff deems necessary. Students are moderately proficient with technology. Most campus staff are proficient with technology. Most teachers have successfully completed the district required technology proficiencies. Adequate opportunities exist for students and teachers to access technology. In addition, adequate training is available for teachers to enhance technology skills. A business center comprised of 10 student computers is used throughout the school day. Each classroom has 2-4 student computers available. Each teacher has a computer.

## **Technology Strengths**

## **Technology Strengths**

Each classroom has 2-4 computers in it. The business center offers students the ability to work on Career and Technology Education (CTE) and computer-generated courses. Most teachers have successfully completed the district required technology proficiencies.

## **Technology Needs**

## **Technology Needs**

The following needs have been identified and are listed in priority order:

1. Additional computers on campus.
2. SMART Boards
3. Provide 1-3 laptops for teachers to check out for school use off campus.



## **Community Involvement**

### **Community Involvement Summary**

There is little awareness of Midland Alternative Program (MAP). Due to MAP being a disciplinary school and confidentiality requirements of its population, reporting of its successes are limited.

### **Community Involvement Strengths**

Three Partners In Education are from the business community - Southwest Bank, Citibank and Doubletree by Hilton

### **Community Involvement Needs**

MAP is in need of a PTA and is taking steps to organize one.

# Comprehensive Needs Assessment Data Documentation

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


# Goals

**Goal 1: All MAP students will show significant academic progress using effective research-based strategies/practices.**

**Performance Objective 1:** All MAP teachers will use research-based strategies for instruction.

**Evaluation Data Source(s) 1:** IFVs/walkthroughs or observations will show evidence of strategies used.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Action/Strategy Teachers will receive and implement regular trainings on Level 3 teaching strategies.	Principal and trained teachers	At least six Level 3 teaching strategies covered with the teachers and there is evidence in lesson plans and IFVs that the teachers use them.				
2) Principal will conduct at least an average of 5 IFVs per week for each six week period in classrooms and give feedback to teachers.	Principal & APs	IFVs/walkthroughs, lesson plans, and observations will show evidence that teachers used effective research-based strategies, classroom management strategies, CHAMPS/DSC, Restorative Discipline, and/or Bloom's.				
3) Teachers will ensure bell-to-bell teaching.	Lead DAEP & DDAEP Lead Teachers, Principal, AP	Classroom schedules, IFVs, and observations will show evidence of bell-to-bell teaching.				
4) Core teachers have at least 4 hours per month to collaborate.	Principal & Lead Teacher	PLC documented meeting agendas, minutes, sign-in sheets, and level lesson planning.				
5) Teachers will model effective instructional strategies. Each teacher participate in "rounds" in which colleagues observe and give feedback.	Principal	Completion of observation feedback form.				
6) MAP Teachers will participate in Professional Learning to include Lead4ward, PLC, and SMART Goal training to increase knowledge and implementation level of planning and intervention for struggling learners and those needing enrichment for movement to the next level of learning.	PLC team, DDAEP Lead Teacher, Principal, AP.	CFAs, documentation of progress, student progress reports, PLC meeting docs.				
						




**Goal 1:** All MAP students will show significant academic progress using effective research-based strategies/practices.

**Performance Objective 2:** All MAP parents will be informed of students' performance.

**Evaluation Data Source(s) 2:** Communication Logs will show contact with parents each semester.

**Summative Evaluation 2:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will contact parents of students with failing grades.	Principal and PLC	Communication logs and progress reports will show evidence of parent contacts.				
2) Teachers will hold parent-teacher conferences each semester as needed in which the core teachers will meet with parents/students as a team or individually for students of concern to discuss academics and behavior guidelines success.	Lead DDAEP and DAEP teachers, Principal and APs	Communication contacts will be documented using Google and evidence will be shown via a spreadsheet that the Google docs feeds information into.				
						

**Goal 1:** All MAP students will show significant academic progress using effective research-based strategies/practices.

**Performance Objective 3:** All MAP DDAEP students receiving a six weeks grade of a 80 or above will be recognized.

**Evaluation Data Source(s) 3:** List of DDAEP students with six weeks grades of 80 or above, list of DAEP classrooms with the most average number of completed successful assignments per student each month, announcement sheets with successes.

**Summative Evaluation 3:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Six Week Student Success Incentive Program implemented and tracked.	CTE Teacher	Written documentation of students with an 80 or above average in any subject.				
2) Monthly Incentive Plan.	Teacher Assistant - Paraprofessional	Written documentation by TA. Turn in completed Successes Announcement forms to Principal to announce.				
						

**Goal 1:** All MAP students will show significant academic progress using effective research-based strategies/practices.

**Performance Objective 4:** All MAP teachers will closely monitor grades.

**Evaluation Data Source(s) 4:** Accurate and timely completion of progress reports, report cards, student conference logs.

**Summative Evaluation 4:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will maintain a mid- and end- of- six-weeks grades in TxGradebook.	Lead DDAEP Teacher, Registrar, Principal, and AP	Every third and six weeks grades will be in TxGradebook. Progress reports and report cards will be completed.				
2) Teachers will have students track their own progress and discuss it with them in individual conferences with students.	Lead DDAEP Teacher	Completed student tracking forms.				
3) Teachers will create a focused standards plan.	PLC	Completed forms, implementation in classroom as evidenced in lesson plans and IFVs.				
						

**Goal 1:** All MAP students will show significant academic progress using effective research-based strategies/practices.

**Performance Objective 5:** All MAP teachers will be prepared to support academic success.

**Evaluation Data Source(s) 5:** Assessment data, rounds documentation, PLC agendas, PLC minutes, PLC sign-in sheets.

**Summative Evaluation 5:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will develop STAAR/EOC intervention plans.	PLC members and Principal	Completion and implementation of written intervention plans, including student progress charts.				
2) Teachers will create and implement CFA/appropriate assessment tools for students.	Lead DDAEP teacher, Principal, AP	Spreadsheets of assessment results. Beginning and end assessment data of each student's assignment.				
3) Teachers will develop intervention plans for special populations - ELL, Sp. Ed., 504, and any other groups they deem necessary.	Lead DDAEP teacher, Principal, AP	Intervention plans, documentation of strategies, and strategy effectiveness.				
4) Teachers will identify special needs students and be familiar with their BIPs & IEPs.	Lead Special Ed. Teacher, Principal, AP	Teachers and administrators will use Google classroom to load and review IEPs, BIPs, 504 Accommodations, sign off on receipt of Sp. Ed. and 504 paperwork.				
5) Teachers will develop and administer entry and exit assessments.	DDAEP Core Teachers	Spreadsheet with assessment results.				
6) Teachers will be assigned to facilitate, demonstrate, and teach their colleagues during staff meetings and campus-directed professional learning.	Principal and Assistant Principals	Documentation of staff presenting or facilitating staff meeting and/or professional learning.				
7) Teachers will receive written and verbal recognition for increasing the academic performance of at-risk students.	Principal? Assistant Principals	Written documentation of teacher appreciation and recognition. This information will be reflected in the T-TESS as well.				
						

**Goal 1:** All MAP students will show significant academic progress using effective research-based strategies/practices.

**Performance Objective 6:** Teachers will incorporate more technology in the learning environment.

**Evaluation Data Source(s) 6:** Surveys and IFVs will reflect an increase in technology.

**Summative Evaluation 6:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) All teachers will use advanced technology in their instruction.	CTE Teacher & Principal	Evaluation by CTE teacher, IFV documentation, STAAR Chart.				
2) Increase the number of A+ computer-generated courses and other technology based courses.	Assistant Principal, CTE Teacher	An increase in the number of students who complete A+ courses.				
3) Teachers will attend one technology workshop during the school year.	CTE Teacher	Certificate of workshop attended.				
						

**Goal 1:** All MAP students will show significant academic progress using effective research-based strategies/practices.

**Performance Objective 7:** Students will have opportunities to learn and use technology in their learning environment.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will be required to complete a technology project/ assignment.	CTE Teacher, and Classroom Teachers as access to technology permits	Documentation of the assignment in which the student used technology.				
2) Students will participate in a technology training.	CTE Teacher	Documentation of group technology sessions.				
						

**Goal 2: MAP will close the achievement gap between all students.**

**Performance Objective 1:** DDAEP students who are working below grade level and/or receiving failing grades will receive research-based interventions.

**Evaluation Data Source(s) 1:** Evidence in IFVs/walkthroughs/observations, CFAs (Common Formative Assessments).

**Summative Evaluation 1:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers will be trained in strategies that are effective in increasing the academic and behavioral successes of special populations.	Principal, Sp. Ed. Teachers, ELL teacher, Core Teachers, Lead Teacher, and Region 18 staff.	Written feedback indicates teachers have knowledge of and are skilled in effective strategies.				
2) Students who are failing courses and/or performing below grade level will receive research-based interventions during the school day and/or during before/after school.	Lead DDAEP Teacher, all core DDAEP teachers, Principal, Assistant Principal	Documentation				
						

### Goal 3: MAP will ensure a safe and welcoming environment.

**Performance Objective 1:** Students will participate in activities that promote a safe, healthy, and drug-free learning environment.

**Evaluation Data Source(s) 1:** Self-discipline/social skills/counseling sessions, family meetings, guest speakers, and discipline referrals.

#### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Embedded self-discipline (Restorative Discipline, CHAMPS/DSC) in content courses and mini-lessons in DDAEP and DAEP classes.	All Teachers	DAEP and DDAEP lesson plans.				
2) Counselor to counsel with students.	Principal	Counselor documentation.				
3) Schedule motivational speakers, social skills, and/or drug counseling.	Counselor	Documentation of speakers, social skills, and drug counseling sessions.				
4) Hold college/university/careers events.	Counselor	Two events a year focused on colleges, universities, and careers.				
5) MAP will hold monthly safety drills.	Principal and Assistant Principal	Documentation of drills/District compliance records.				
6) 3.) At least once a semester parents will be invited to a school event in which parents may ask questions and express concerns.	Counselor, Principal and APs	Copy of sign-in sheets, agendas, and minutes from the meeting				
7) Teachers will be trained in discipline and classroom management strategies.	Principal	Documentation of training and evidence of strategies in IFVs, observations, and other feedback documents.				
						



**Goal 3:** MAP will ensure a safe and welcoming environment.

**Performance Objective 2:** Staff will participate in activities/ trainings that promote a safe, healthy, welcoming, and/or drug-free school environment.

**Evaluation Data Source(s) 2:** Entrance/Exit Surveys, PIE activities, Parent Events


**Summative Evaluation 2:**

**Goal 3:** MAP will ensure a safe and welcoming environment.

**Performance Objective 3:** MAP will develop programs/activities that enhance its relationship with its Partners In Education.

**Evaluation Data Source(s) 3:** Surveys of developed programs.

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) MAP staff will have monthly contact with Partners In Education.	Principal & Assistant Principal	Documentation of contacts.				
2) Develop student program(s) with Partners In Education and other community members.	Principal & Assistant Principal	Documentation of programs. Positive feedback from partners, students, parents, and school staff.				
						

## 2016-2017

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Lena Buck	MAP Principal
Administrator	Christy Tynes	MAP Assistant Principal
Classroom Teacher	Toni Bracy	MAP DAEP Teacher
Classroom Teacher	Brandon Carter	MAP Lead/ DDAEP Social Studies Teacher
Classroom Teacher	Martin Garcia	MAP ESL/Math Teacher
Classroom Teacher	Liz Gutierrez	Parent
Classroom Teacher	Kathy Hernandez	MAP DAEP Teacher
Classroom Teacher	Angela Joiner	Southwest Bank Branch Manager
Classroom Teacher	Neville Peyton	MAP Assignments Teacher
Classroom Teacher	Nora Taylor	MAP Lead Sp. Ed. Teacher
Classroom Teacher	Sandy Vasquez	MAP Lead DAEP Teacher
Classroom Teacher	Moriah Wallace	MAP DDAEP Math Teacher