

# **Spring Independent School District Momentum High School 2023-2024 Improvement Plan**



# Mission Statement

Momentum High School is dedicated to preparing every student for successful entry into college and/or the workforce by upholding a standard of excellence that fosters individualization, innovation, and inspiration.

## Vision

Momentum High School will serve as a flagship institution that provides a high quality, non-traditional learning environment where students experience opportunity and choice as they thrive academically, personally, and socially.

## Core Beliefs

We base our decisions on what is **best for our students**.

We **strive for excellence** in all we do.

We **build trust** through integrity and lead by example.

We **communicate openly**.

We **value diversity** and treat everyone with dignity and respect.

We **win as a team**.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Momentum High School is a non-traditional program that serves all Spring Independent School District students in grades 8 through 12 and serves all high school students in the state of Texas. The Momentum HS has 3 programmatic areas of focus: ASAP {students with 15 credits}, Blend {students with less than 15 credits, including middle school}; Virtual {grades 7-12 before, during, and after school}, and TxVSN {outside of SISD}. The Achieving Success Alternative Program (ASAP) supports SISD students in grades 9 thru 12 with 15 or more credits who wish to attend school on a flexible schedule. The BLEND program supports students in grades 8-12 who are two or more years older than their cohort. This program uses accelerated semesters to help students catch up to their peers and in some cases graduate early. The Virtual program supports SISD students in grade 7 through 12 who wish to take a distance learning course before, during, or after their regular school day. High School students come from all five high schools, with the bulk of students enrolled at CWHS and SECA during the 2022-2023 school year. The fewest number of students enrolled during the 2022-2023 school year were from WHS. These students primarily take courses to get ahead and become eligible for early graduation. They also take courses virtually so that they have room in their school day schedule for multiple period CTE courses, as well as multiple fine arts courses. Middle School students primarily enroll from Spring Leadership Academy, but students from Bammel, Claughton, Roberson, and Wells Middle School were enrolled in Virtual School courses during the 2022-2023 school year. Typically, middle school students take Health and Spanish courses that are not offered at their home campus. The Texas Virtual School Network (TxVSN) supports students from all districts in the state of Texas who wish to take a distance learning course before, during, or after their regular school day.

There are a total of 35 staff members at Momentum High School. Momentum is 90% economically disadvantaged based upon student qualifications for free or reduced lunch. For the 2021-2022 School Year, 217 folders were accepted for the ASAP program, in addition to the 28 students who continued in the program from the previous school year. The Virtual School served 510 students. Finally, 51 students registered for TxVSN courses from 13 school districts across the state of Texas.

During the 2022-2023 school year, there were a few business partnerships formed, but these partnerships were temporary in nature. More work needs to be done developing sustainable business partnerships for the future. Progress has already been made on this, as the campus has partnered with Equipment Maintenance and Construction to provide resources for our students and teachers. Additionally, a partnership has been developed with Lone Star College to provide instruction related to certificate programs in five areas.

### Demographics Strengths

Teachers and students are able to develop a common bond based on prior experiences at large comprehensive campuses that results in the creation of a community of peers who desire growth for all Momentum High School Students. Enrollment is based upon counselor recommendation and approval, increasing the likelihood of an appropriate 'fit' for students. As such, another demographic strength is the fact that approximately 90% of the Achieving Academic Success Alternative Program (ASAP) students self-requested entry into the program, indicating a desire to do whatever it takes to meet graduation requirements. Additionally, approximately 90% of the Virtual students self-registered for virtual courses.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is disproportionality in the enrollment of Virtual School students by campus. **Root Cause:** There is misconception of the program requirements, causing some campuses to refer significantly fewer students than others.

**Problem Statement 2:** There are few community and business partnerships developed for the campus. **Root Cause:** Because Momentum is a new campus and services students from all areas of the district, there are fewer neighborhood relationships than there would be at a zoned campus.

## Student Learning

### Student Learning Summary

Data points related to student academic achievement for the 2022-2023 school year are as follows:

#### **TxVSN:**

100% (13/13) of TxVSN courses were completed with a grade of 70 or higher.

#### **BLEND/ASAP:**

The BLEND/ASAP program enrolled 394 students for the school year. 141 students completed graduation requirements by the end of Summer School. In person attendance continues to be a challenge for BLEND/ASAP students. Students referred to BLEND/ASAP tend to have attendance concerns at their comprehensive campuses, and this continues to be a concern once they are at Momentum HS.

#### **Virtual School:**

During the Fall Semester, students were enrolled in 309 courses. During the Spring Semester, students were enrolled in 433 courses.

#### **STAAR Results:**

A table has been added to the addendums with STAAR results for the 2022-2023 school year. While there was progress made in the area of US History and Biology specifically, there continues to be a need to strengthen the tutorial program for English I and English II.

### Student Learning Strengths

Due to Momentum High School's participation as a TxVSN provider, students from smaller school districts are able to complete coursework that would otherwise be unavailable to them due to staffing limitations in their district.

Students in the ASAP and BLEND program are able to move through their coursework at their own pace, allowing them to pace themselves and graduate on their own timeline.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. **Root Cause:** Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

**Problem Statement 2 (Prioritized):** Momentum High School students demonstrate lower than average attendance. **Root Cause:** Students admitted to Momentum High School have a lower attendance percentage at their comprehensive campus.

**Problem Statement 3 (Prioritized):** A large proportion of Momentum High School students graduate on the Foundation High School Program without endorsements. **Root Cause:** Students do not matriculate through the entire CTE sequence of courses.

## School Processes & Programs

### School Processes & Programs Summary

During the 2022-2023 school year, the BLEND program was added to the programming for Momentum High School. This program is aimed at providing at-risk students who are two or more years behind access to curriculum and accelerated nine weeks semesters to allow students to catch up to their cohort. Recruitment meetings were held to enroll students who fit the criteria for Momentum. Students in the BLEND program were also exposed to pathways at Lone Star College. A cohort of students also took a Lone Star College Course during the fall semester.

Through the course of the school year, staff discovered a need for a precursor to the college courses students would be taking at Lone Star, as students were not prepared for the academic rigor they faced in the college classroom.

### School Processes & Programs Strengths

Recruitment meetings were held to ensure that students and families understood the purpose of both BLEND and ASAP. Additionally, conversations were held with counselors on comprehensive middle school and high school campuses to ensure that students were appropriately scheduled into virtual courses.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Confusion exists among SISD campus counselors and administrators as to the target audience for each facet of Momentum High School. **Root Cause:** Momentum High Schools program plan was not effectively communicated to ensure that sending campuses knew how to best refer students.



# Perceptions

## Perceptions Summary

The Momentum High School program is known in the district as a solution for students who have not been successful academically at their home campus. It is also known as a solution for students who want to accelerate their learning through the Virtual School program. The attending students and families perceive ASAP as a solution, allowing them to attend school on a reduced schedule and still graduate with a diploma. Some families do incorrectly perceive that ASAP will allow a student to avoid state testing requirements or to work from home without attending school in person.

Based on the School Quality Survey results, students, parents, and the school staff at Momentum High School overwhelmingly agree that they are satisfied with the overall quality of the educational environment. One of the five areas here the campus was scored was in Academic Support levels. While the stakeholders felt strongly that the learning standards and expectations are clearly explained, the ratings show that the school needs to do more work around aligning what is being learned and how it relates to life outside of school. Another area that was scored was Student Support, these results show that parents and school staff vehemently believe that students are supported at MHS with issues like being treated fairly and academic and career planning. Conversely, the results showed that students feel that the MHS needs to shore up our efforts in these areas. All participants prodigiously agreed with how School leadership is appropriately serving the students and the school's mission. Family Involvement was an area of the survey that proved to be fairly equitable, with most contributors agreeing that families are well informed about the school activities and that there is mutual respect between families and the school. Safety and Behavior is an area that MHS scored favorably with parents and school staff. However, the campus will need to help change and support the perceptions our students feel about their safety while at school.

The campus continues to use Exit Survey results to gain insight into the student experience.

## Perceptions Strengths

Employees feel that they play a valuable role within the district, offering students a way to meet graduation requirements in a non-traditional way. Students also perceive that teachers in the program care about them and have a vested interest in their success.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a misconception surrounding students' need to attend school in person rather than on-line. **Root Cause:** Students who attend Momentum High School are more likely to have attendance concerns, and without intervention from the school, those attendance concerns continue to hinder students' ability to successfully complete their graduation requirements.

**Problem Statement 2 (Prioritized):** There is staff perception that students are solely responsible for their learning and are intrinsically motivated to complete their work. **Root Cause:** Many teachers had school experiences that are very different from those of our students.

# Priority Problem Statements

**Problem Statement 1:** EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments.

**Root Cause 1:** Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a misconception surrounding students' need to attend school in person rather than on-line.

**Root Cause 2:** Students who attend Momentum High School are more likely to have attendance concerns, and without intervention from the school, those attendance concerns continue to hinder students' ability to successfully complete their graduation requirements.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Confusion exists among SISD campus counselors and administrators as to the target audience for each facet of Momentum High School.

**Root Cause 3:** Momentum High Schools program plan was not effectively communicated to ensure that sending campuses knew how to best refer students.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Momentum High School students demonstrate lower than average attendance.

**Root Cause 4:** Students admitted to Momentum High School have a lower attendance percentage at their comprehensive campus.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** A large proportion of Momentum High School students graduate on the Foundation High School Program without endorsements.

**Root Cause 5:** Students do not matriculate through the entire CTE sequence of courses.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** There is staff perception that students are solely responsible for their learning and are intrinsically motivated to complete their work.

**Root Cause 6:** Many teachers had school experiences that are very different from those of our students.

**Problem Statement 6 Areas:** Perceptions

# 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
- Campus/District improvement plans (current and prior years)

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- 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

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals





**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC English I assessment will increase performance by 5% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the STAAR EOC English I assessment.

	2023%		2024%
Approaches	25%	to	30%
Meets	6%	to	11%
Masters	0%	to	3%

**Evaluation Data Sources:** checkpoints; EOC results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide and implement intervention course to achieve STAAR EOC standards in English I. <b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC exams and increased percentage of students meeting and mastering standards. <b>Staff Responsible for Monitoring:</b> Core Teachers, Learning Specialists, Associate Principal, Principal  <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide supplemental resources and equipment in academic areas to ensure academic success for all students. <b>Strategy's Expected Result/Impact:</b> STAAR EOC, TELPAS, benchmark and common assessments, daily assignments, increased graduation rate. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialists, Associate Principal, Principal  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. <b>Root Cause:</b> Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 2:** By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC English II assessment will increase performance by 2% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 2% at the Masters level on the STAAR EOC English II assessment.

	2023%	2024%
Approaches	26%	to 28%
Meets	6%	to 8%
Masters	0%	to 2%

**Evaluation Data Sources:** checkpoints; EOC results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide and implement intervention courses to achieve STAAR EOC Standards in English II. <b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC exams and increased percentage of students meeting and mastering standards. <b>Staff Responsible for Monitoring:</b> Core teachers, Learning Specialists, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide supplemental resources and equipment in academic areas to ensure academic success for all students. <b>Strategy's Expected Result/Impact:</b> STAAR EOC, TELPAS, benchmark and common assessments, daily assignments, increased graduation rate. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialists, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. **Root Cause:** Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC Algebra I assessment will increase performance by 7% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 2% at the Masters level on the STAAR EOC Algebra I assessment.

	2023%	2024%
Approaches	33%	to 40%
Meets	0%	to 7%
Masters	0%	to 2%

**Evaluation Data Sources:** checkpoints; EOC results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide and implement intervention courses to achieve STAAR EOC Standards in Algebra I. <b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC exams and increased percentage of students meeting and mastering standards. <b>Staff Responsible for Monitoring:</b> Core teachers, Learning Specialists, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide supplemental resources and equipment in academic areas to ensure academic success for all students. <b>Strategy's Expected Result/Impact:</b> STAAR EOC, TELPAS, benchmark and common assessments, daily assignments, increased graduation rate. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialists, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 3 Problem Statements:**



## Student Learning

**Problem Statement 1:** EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. **Root Cause:** Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC Biology assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the STAAR EOC Biology assessment.

	2023%	2024%
Approaches	56%	to 59%
Meets	2%	to 5%
Masters	0%	to 1%

Evaluation Data Sources: checkpoints; EOC results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide and implement intervention courses to achieve STAAR EOC Standards in Biology. <b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC exams and increased percentage of students meeting and mastering standards. <b>Staff Responsible for Monitoring:</b> Core teachers, Learning Specialists, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide supplemental resources and equipment in academic areas to ensure academic success for all students. <b>Strategy's Expected Result/Impact:</b> STAAR EOC, TELPAS, benchmark and common assessments, daily assignments, increased graduation rate. <b>Staff Responsible for Monitoring:</b> Core teachers, Learning Specialists, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:

## Student Learning

**Problem Statement 1:** EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. **Root Cause:** Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 5:** By June 2024, students enrolled in Grades 9-12 participating in the 2024 STAAR EOC United States History assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 9-12 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the STAAR EOC United States History assessment.

	2023%	2024%
Approaches	74%	to 77%
Meets	10%	to 13%
Masters	0%	to 1%

Evaluation Data Sources: checkpoints; EOC results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide and implement intervention courses to achieve STAAR EOC Standards in US History. <b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR EOC exams and increased percentage of students meeting and mastering standards. <b>Staff Responsible for Monitoring:</b> Core teachers, Learning Specialists, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide supplemental resources and equipment in academic areas to ensure academic success for all students. <b>Strategy's Expected Result/Impact:</b> STAAR EOC, TELPAS, benchmark and common assessments, daily assignments, increased graduation rate. <b>Staff Responsible for Monitoring:</b> Core teachers, Learning Specialists, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 5 Problem Statements:





## Student Learning

**Problem Statement 1:** EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. **Root Cause:** Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2024, the campus attendance rate will maintain to a minimum of 94% attendance.

**Evaluation Data Sources:** Attendance Sheets; OFSDP records





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize positive incentives every three weeks to encourage students to attend school daily. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance. <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Counselor, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Daily call outs to students who are absent, home visits by the MTSS team, and implementation of attendance contracts for students who attendance falls below the acceptable threshold. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance. <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Counselor, Associate Principal, Principal.  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 6 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Momentum High School students demonstrate lower than average attendance. <b>Root Cause:</b> Students admitted to Momentum High School have a lower attendance percentage at their comprehensive campus.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2024, students graduating College, Career, Military Ready (CCMR) will increase by 3% from the 2022-23 academic year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure students have appropriate technology and access to industrial software in order to prepare for Industrial Based certification exams. <b>Strategy's Expected Result/Impact:</b> Industry based certifications. <b>Staff Responsible for Monitoring:</b> CTE Teachers, Counselor, Associate Principal, Principal  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CTE Teachers will progress monitor student progression through modules and teach time management strategies so students are able to chart their own progress. <b>Strategy's Expected Result/Impact:</b> Industry based certifications. <b>Staff Responsible for Monitoring:</b> CTE Teachers, Associate Principal, Principal  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Representative from area trade institutions, colleges, career networks, military recruiting centers, and staffing centers will be invited to conduct presentations on the MHS campus. <b>Strategy's Expected Result/Impact:</b> Increase CCM Readiness. <b>Staff Responsible for Monitoring:</b> CTE Teachers, Counselor, Learning Specialists, Associate Principal, Principal  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 7 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Momentum High School students demonstrate lower than average attendance. <b>Root Cause:</b> Students admitted to Momentum High School have a lower attendance percentage at their comprehensive campus.

<b>Student Learning</b>
<b>Problem Statement 3:</b> A large proportion of Momentum High School students graduate on the Foundation High School Program without endorsements. <b>Root Cause:</b> Students do not matriculate through the entire CTE sequence of courses.



**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2024, the four year graduation rate will increase by 3% from the 2022-23 academic year.

**Evaluation Data Sources:** transcripts

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will set SMART goals for themselves and hold goal-setting conferences with their mentor teacher each 9 weeks to monitor progress. <b>Strategy's Expected Result/Impact:</b> Students will be able to identify their strengths and their areas of need as they track progress towards achieving their goals. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Learning Specialists, Associate Principal, Principal  <b>Problem Statements:</b> Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A coursework goal sheet will be created for each student and utilized during goal setting conferences. <b>Strategy's Expected Result/Impact:</b> Students will be able to track their course completion as they progress toward graduation <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Learning Specialists, Associate Principal, Principal  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 8 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> There is a misconception surrounding students' need to attend school in person rather than on-line. <b>Root Cause:</b> Students who attend Momentum High School are more likely to have attendance concerns, and without intervention from the school, those attendance concerns continue to hinder students' ability to successfully complete their graduation requirements.
<b>Problem Statement 2:</b> There is staff perception that students are solely responsible for their learning and are intrinsically motivated to complete their work. <b>Root Cause:</b> Many teachers had school experiences that are very different from those of our students.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2024, the percent of students graduating with Industry Based Certifications will increase by 5%

**Evaluation Data Sources:** Industry Based Certifications spreadsheets; CCMR tracker.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Add more CTE teachers in order to give students more of a variety of Industry Based Certifications. <b>Strategy's Expected Result/Impact:</b> Increase in Industry Based Certifications. <b>Staff Responsible for Monitoring:</b> CTE Teachers, Counselor, Learning Specialists, Associate Principal, Principal  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 9 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> There is a misconception surrounding students' need to attend school in person rather than on-line. <b>Root Cause:</b> Students who attend Momentum High School are more likely to have attendance concerns, and without intervention from the school, those attendance concerns continue to hinder students' ability to successfully complete their graduation requirements.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 10:** By June 2024 (EOY), 60% of students enrolled in Grades 9-12 will score "On/Above Grade Level" on NWEA MAP Reading.

By June 2024 (EOY), performance will increase by 5% for all student groups from the 2022-23 academic year on NWEA MAP Reading.

2023 % of NWEA MAP Reading On/Above Grade Level: 15%

Evaluation Data Sources: MAP Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Utilize MAP reports to identify targeted areas of strength and opportunity for students to develop intervention <b>Strategy's Expected Result/Impact:</b> Increased performance on the MAP assessment as well as EOC assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Student Support Specialist, Associate Principal, Principal  <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Performance Objective 10 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. <b>Root Cause:</b> Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

**Goal 1: STUDENT OUTCOMES**-Achieve excellent, equitable outcomes for all students

**Performance Objective 11:** By June 2024 (EOY), 60% of students enrolled in Grades 9-12 will score "On/Above Grade Level" on NWEA MAP Math.

By June 2024 (EOY), performance will increase by 5% for all student groups from the 2022-23 academic year on NWEA MAP Math.

2023 % of NWEA MAP Math On/Above Grade Level: 10%

**Evaluation Data Sources:** MAP Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize MAP reports to identify targeted areas of strength and opportunity for students in order to develop interventions. <b>Strategy's Expected Result/Impact:</b> Increased performance on MAP to help support increased performance of EOC assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Learning Specialists, Associate Principal, Principal  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 11 Problem Statements:**





Student Learning
<b>Problem Statement 1:</b> EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. <b>Root Cause:</b> Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

**Goal 2: EQUITY**-Remove unacceptable barriers to student and staff success

**Performance Objective 1:** By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

**Evaluation Data Sources:** Discipline Referrals; Restorative Circle records

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Add 75 minutes per week of focused reading support time in EOC English classes for all students. <b>Strategy's Expected Result/Impact:</b> Increased literacy among all students <b>Staff Responsible for Monitoring:</b> Learning Specialists, Associate Principal, Principal  <b>Problem Statements:</b> Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. <b>Root Cause:</b> Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

**Performance Objective 2:** By June 2024, the number of suspensions for African American Male students receiving special education services and other significantly disproportionate student groups will decrease by 10%.

**Evaluation Data Sources:** Discipline referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create restorative and mitigation council groups for AA males who are served in 504 and Special Education. <b>Strategy's Expected Result/Impact:</b> Decrease behavior incidents among this group of students. <b>Staff Responsible for Monitoring:</b> 3 male teachers- DG, AS, AB- Learning Specialists, Associate Principal, Principal  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> There is staff perception that students are solely responsible for their learning and are intrinsically motivated to complete their work. <b>Root Cause:</b> Many teachers had school experiences that are very different from those of our students.

**Goal 3: ENGAGEMENT**-Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders for maximum participation and impact.

**Evaluation Data Sources:** Sign in sheets, student and parent surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Orientation sessions will be held for parents/guardians of MHS students to engage with the campus counselor and other staff to remain abreast of the students progress toward graduation. <b>Strategy's Expected Result/Impact:</b> Increased guardian and student knowledge about how MHS can best serve them; improved student attendance. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, ASAP Learning Specialist, Counselor  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Open House in Fall and Spring semester to allow parents to participate in curriculum related activities to become/remain familiar with the student's learning experience. <b>Strategy's Expected Result/Impact:</b> Guardians will remain engaged in the educational programming in which their student participates. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Learning Specialist, Counselor  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Confusion exists among SISD campus counselors and administrators as to the target audience for each facet of Momentum High School. <b>Root Cause:</b> Momentum High Schools program plan was not effectively communicated to ensure that sending campuses knew how to best refer students.

**Goal 4: WELL-BEING-**Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

**Evaluation Data Sources:** Reports from 7 Mindsets; student surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All content area teachers will explicitly embed information obtained from student interest surveys and activities to guide instruction. Students will engage in instructional activities that afford them autonomy, choice, and relevance in an effort to increase the propensity for them to make meaningful connections to the curriculum. <b>Strategy's Expected Result/Impact:</b> Students will have increased buy-in for their learning. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Learning Specialist, Counselor  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students and teachers will use the 7 Mindsets curriculum monthly through advisory classes and/or 1st period. <b>Strategy's Expected Result/Impact:</b> Students will utilize strategies learned in their daily academic and personal lives. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Teachers, Counselor  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**





Perceptions
<b>Problem Statement 2:</b> There is staff perception that students are solely responsible for their learning and are intrinsically motivated to complete their work. <b>Root Cause:</b> Many teachers had school experiences that are very different from those of our students.



**Goal 5: OPPORTUNITIES**-Expand academic offerings so students can explore, learn, and excel

**Performance Objective 1:** To maintain/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will host interest meetings at each high school once a month and middle school 2 times a semester.

**Evaluation Data Sources:** Student intake forms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The MHS Principal, High School Assistant Superintendent, the Principals and the At-Risk Associate at each high school will hold monthly recruitment/interest sessions. There will be semester visits to the middle schools to seek and find ideal MHS students. <b>Strategy's Expected Result/Impact:</b> Increase student enrollment for all programs. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Learning Specialists, Counselor, Assistant Sup <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> An informational table will be set up at comprehensive high schools' open house to recruit students participating in virtual courses. <b>Strategy's Expected Result/Impact:</b> Increase enrollment in virtual classes. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Learning Specialist, Counselor <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<b>Problem Statement 1:</b> Confusion exists among SISD campus counselors and administrators as to the target audience for each facet of Momentum High School. <b>Root Cause:</b> Momentum High Schools program plan was not effectively communicated to ensure that sending campuses knew how to best refer students.

**Goal 6: LEADERSHIP**-Identify and support all leaders across every level of the organization

**Performance Objective 1:** By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

**Evaluation Data Sources:** Completed passports; T-TESS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the BOY and EOY goal-setting conferences, teachers will review their Learning Passport progress. <b>Strategy's Expected Result/Impact:</b> Teachers and staff will complete their Learning Passport required courses. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> MHS Administrators will participate in calibration walks to ensure that the T-TESS instrument is used with fidelity. <b>Strategy's Expected Result/Impact:</b> The T-TESS rubric will be used with fidelity, resulting in increased ability to coach and improve teaching practice. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> EOC Meets performance for students attending Momentum High School is lower than the state average, resulting in students completing their credit requirements while still needing to pass 3 or more EOC assessments. <b>Root Cause:</b> Though EOC remediation courses to meet HB4545 (now HB 1416), there continues to be a need for a monitoring system to track student engagement and progress.
Perceptions
<b>Problem Statement 2:</b> There is staff perception that students are solely responsible for their learning and are intrinsically motivated to complete their work. <b>Root Cause:</b> Many teachers had school experiences that are very different from those of our students.

# State Compensatory

## Budget for Momentum High School

**Total SCE Funds:** \$45,123.00

**Total FTEs Funded by SCE:** 8

### Brief Description of SCE Services and/or Programs

The ASAP Night program is funded through SCE, as well as instructional materials for students to utilize during EOC tutorials.

## Personnel for Momentum High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cameron Alvani	English Teacher	1
Charles Koonce	Math Teacher	1
Erica Nichols	English Teacher	1
Ian McPhail	Social Studies Teacher	1
Jennifer Hero	ASAP Learning Specialist	1
John Le Golvan	Science Teacher	1
William Griffin	Virtual Learning Specialist	1
Yen Nguyen	Math Teacher	1