



# **2024-25**

# **Campus Improvement Plan**

**INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS**

**Strategic Objective 1: Academic growth through high-quality instruction**

**Strategic Objective 2: Exploratory opportunities and a variety of pathways to increase post-secondary options**

**Strategic Objective 3: Targeted identification, intervention and supports based on student need**

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measure and Evaluation
3E	Enhance the efficacy of special education services in modified and collaborative classes by aligning TEKS, curriculum and student environment, thereby ensuring targeted and meaningful interventions that optimize student learning and skill development.	2024-2025	Special Education Instructional Coaches, Campus Administration, Special Education Staff	FIE, TEKS, TEA/Region 13, IEP program resources, & PLCs, STAAR Data	<p>Formative Goals:</p> <ol style="list-style-type: none"> <li>1. Special education teachers and general education teachers in modified and collaborative classes will participate in professional development focusing on best practices for aligning present levels, goals, and services in IEPs.</li> <li>2. Special education instructional coaches will conduct classroom observations and provide feedback to teachers in modified and collaborative classes on the alignment of instruction with students' IEPs.</li> <li>3. Special education teachers will collaborate with general education teachers to review and update students' present levels, goals, and services in IEPs as needed based on student progress monitoring data.</li> <li>4. IEPs will be reviewed and adjusted quarterly based on student progress monitoring data to ensure that individual goals and services remain aligned with students' current needs and support improved STAAR/EOC outcomes.</li> </ol> <p>Summative Goal: By the end of the 2024-2025 school year, students in modified and collaborative classes will demonstrate improved performance on STAAR/EOC assessments, meeting or exceeding their individual growth targets based on their present levels of performance and aligned IEP goals and services.</p>
3G	Implement a comprehensive system of awareness activities, tracking procedures, and targeted interventions to address chronic absenteeism, involving administrators, counselors, and interventionists in supporting students with excessive absences.	2024-2025	Administration, Counselors, ARC staff	Skyward	<p>Formative Goals:</p> <ol style="list-style-type: none"> <li>1. Campus administration will conduct bi-weekly meetings with counselors to review attendance data and identify students with excessive absences.</li> <li>2. Counselors and interventionists will conduct individual meetings with students identified as having excessive absences to discuss barriers to attendance and develop personalized attendance improvement plans.</li> <li>3. Campus administration will conduct semester reviews of attendance data to monitor the effectiveness of interventions and adjust strategies as needed.</li> </ol> <p>Interventions:</p> <ol style="list-style-type: none"> <li>1. Administrators will communicate with parents/guardians of students with excessive absences to discuss the importance of regular attendance and the potential consequences of continued absenteeism.</li> <li>2. Counselors will provide individual and group counseling sessions for students with excessive absences to address any underlying social-emotional or mental health issues contributing to absenteeism.</li> <li>3. Interventionists will work with students with excessive absences to develop academic support plans to help them catch up on missed coursework and stay on track academically.</li> </ol> <p>Summative Goal: By the end of the school year, the campus will reduce chronic absenteeism through the implementation of a comprehensive system of awareness activities, tracking procedures, and targeted interventions involving administrators, counselors, and interventionists.</p>

3B	Enhance the campus' multi-tiered system of support (MTSS) to better address student mental health and wellness by improving early identification, intervention, and progress monitoring processes.	2024-2025	Administration, Counselors, LSSP's, Intervention Staff, School-Based Therapists	Counselor Tracking Data	<p>Formative Goals:</p> <ol style="list-style-type: none"> <li>1. By the end of the first semester of the school year, all campus staff will participate in professional development focused on recognizing signs of mental health concerns and implementing appropriate classroom-based interventions and accommodations.</li> <li>2. Campus counselors and school-based therapists will conduct monthly reviews of mental health referrals and intervention data to identify trends and adjust support strategies as needed.</li> <li>3. Campus administration and the counseling team will conduct quarterly reviews of campus-wide mental health and wellness data to monitor the effectiveness of interventions and identify areas for improvement.</li> </ol> <p>Summative Goal:</p> <p>By the end of the school year, students receiving Tier 2 or Tier 3 mental health interventions will demonstrate improved social-emotional functioning as measured by progress monitoring assessments and/or counselor evaluations.</p>
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