

New Braunfels Independent School District

School of Choice

2022-2023 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: October 10, 2022

Mission Statement

Engage. Empower. Learn.

Vision

Every student. Every day.

Value Statement

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges	Be the Best Version of You
	Adapt and adjust	
	Get better everyday	
Power of the Team	Invest time to listen, care, and connect	Stronger Together
	Make each other better	
	Think we not me	
Pride of New Braunfels	Everyone matters	Ready for Tomorrow
	High expectations	
	Act with purpose	

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SOC engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the district. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the campus, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on May 25, 2022, at School of Choice to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. The committee will meet three times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year.

Once approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the [NBISD website](#). A hard copy is available at the campus. The Campus Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

Annual CNA Process:

- District and campus administrators review the goals set by the board of trustees.
- Each campus establishes teams to examine multiple sources of data.
- Teams analyze collected data to identify campus strengths and needs.
- Campus representatives bring summaries of their campuses identified strengths and prioritized needs to a meeting of the District Educational Improvement Committee (DEIC) to help develop the district's CNA.
- CNA findings are the foundation of the district and campus improvement plans which identify strategies and activities to address identified strengths and needs. Priorities and needs correlate with justifications for ESSA program expenditures.

The SOC Campus Improvement Committee (CIC), which consists of the campus administrator, all staff (since we are so small), parents, and community and business representatives, began conducting a comprehensive needs assessment for school year 2022-2023 beginning in May of 2022. Updates and revisions occurred regularly in September, January, and May. Multiple data sources were reviewed to determine campus goal completion. Strengths were identified to build upon. Needs and concerns were prioritized.

Demographics

Demographics Summary

The New Braunfels School of Choice is a drop-out recovery alternative high school campus along the IH35 corridor between San Antonio and Austin. The campus generally processes through approximately 200 - 250 students each year, with an increasing number of graduates most of the last 8 years (199 this past year). Students enroll in School of Choice throughout the year, with new students entering when other students graduate, so the mobility rate is very high. Using 2022 data for all students (not just snapshot data), 54% of students were Hispanic, 40% were White, and 6% were Other. Additionally, 11% of students were in special education, 7% were ELL, 9% were McKinney Vento, and about 43% were coded as economically disadvantaged.

The School of Choice draws students primarily from New Braunfels High School, but also accepts some 9th Grade Center students, as well as students from Premiere, the local charter school, and private schools. Students come to School of Choice because it is small, self-paced, and can provide very specific student interventions. Each student and their parent or guardian are interviewed before admission in order to build a relationship and establish expectations. The school partners with local businesses and organizations for career presentations and for acquiring incentives for student success.

Attendance is traditionally high for an alternative campus, increasing from 78.3% in 2011-2012 to 88-89% the last several years, although COVID attendance in 2020-2021 and 2021-2022 dropped into the lower 80%. Most students attend School of Choice regularly, but the fact remains that the school houses some of the most at risk students in the district, who have issues outside of school that affect their attendance. Staff try to be supportive and provide necessary resources, but they also hold students accountable for attendance standards.

In addition to the School of Choice, NBISD operates a DAEP (Discipline Alternative Education Placement) setting, in which students are assigned a placement as a result of a code of conduct violation within one of their home campuses or a criminal offense in the community. Students are generally from secondary campuses, with a rare elementary placement. In 2021, 50% of students were Hispanic, 35% White, and 14% Black. Additionally, 25% were special education, 7% were LEP, 7% were McKinney Vento, and 59% of students were economically disadvantaged. Lastly, our adult lifeskills program, Gateways, is housed at the back of the DAEP building. Gateways generally consists of about twenty 18 - 22 year old students.

Demographics Strengths

1. Students coming to School of Choice are motivated to graduate. Because the curriculum is self-paced, they can earn credits and graduate quickly.
2. Because students choose to attend School of Choice, they tend to respect school expectations, leading to a positive school environment that is free from distractions and respects diversity.
3. With School of Choice being in proximity to the 9th Grade Center campus, it is convenient to share staff between the campuses and to monitor 9th Grade Center students who may transition into School of Choice.
4. Most DAEP students sincerely want to correct their behavioral issues and return to their home campuses to be successful.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Many students attending School of Choice are the most at-risk students in the district, who have failed to earn credit or to pass End-of-Course exams year after year and who have no career objective. **Root Cause:** Many of these students have not been given specific, self-paced, one-on-one intervention to ensure their success.

Problem Statement 2 (Prioritized): The population of School of Choice is increasingly younger students, which is slowing down the enrollment turnover. **Root Cause:** Younger students are not finding what they need at NBHS.

Problem Statement 3 (Prioritized): Parent and community involvement is low at School of Choice, with little interaction after the initial interviews. **Root Cause:** With a high mobility rate, School of Choice students and parents are often in and out of the school very quickly. Also, School of Choice parents have often not been given an opportunity to celebrate their student's success.

Problem Statement 4 (Prioritized): The percentage of special education and economically disadvantaged students referred to DAEP remains higher than the percentage of regular education students. **Root Cause:** Special education and economically disadvantaged students have more difficulties controlling their behavioral issues.

Student Learning

Student Learning Summary

For the 2021-2022 school year, the New Braunfels School of Choice earned a B (87) rating.

Student Achievement

STAAR Score 30 (40%) + CCMR Score 12 (40%) + Graduation Rate 99.1 (20%) = 36.62

5 bonus points - 93% endorsement plan graduates

1 bonus point - 44% EOC retest as Approaches or above

On 2022 End-of-Course exams, the following scores show the percentage of students passing (approaching) tests, as well as by subgroups:

All Subjects - 50% (44% Hisp, 74% Wh, 42% EconDis, 80% SPED, 24% ELL)

50% approaches; 23% met; 7% mastered

- **English I/II** - 20% (10% Hisp, 50% Wh, 13% EconDis, 33% Sped, 0% ELL)
- **Algebra I** - 61% (62% Hisp, 67% Wh, 57% EconDis, 100% Sped, 67% ELL)
- **Biology** - 56% (74% Hisp, 75% Wh, 58% EconDis, 100% Sped, 0% ELL)
- **US History** - 93% (88% Hisp, 100% Wh, 91% EconDis, 100% Sped, 67% ELL)

Student Learning Strengths

The number of School of Choice graduates jumped dramatically this past year going from 92 in 2020-21 to 199 in 2021-22, including 39 early graduates. 92% of students graduated on endorsement graduation plans, including 83% of McKinney-Vento students, 83% of special education students, 90% of 504 students, and 93% of ELL students.

Course credits earned almost doubled from last year, going from 780 to 1517 credits.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All EOC scores dropped this past year from 68% to 50%. **Root Cause:** Younger, more at-risk students are attending School of Choice, who are not always motivated to do well on EOCs.

Problem Statement 2 (Prioritized): English EOC scores in particular dropped this past year from 46% to 20%. **Root Cause:** Younger, more at-risk students are attending School of Choice, who are not always motivated to do well on EOCs. Class size ratios are also increasing.

Problem Statement 3 (Prioritized): Many special education students struggle to pass their EOC. **Root Cause:** Learning deficiencies are a critical barrier to success on EOC exams.

Problem Statement 4 (Prioritized): The School of Choice and district drop out rate should increase for the 2021-2022 school year. **Root Cause:** COVID greatly affected student's attendance and motivation.

Problem Statement 5 (Prioritized): Many DAEP students have severe academic gaps that have only increased through the years. **Root Cause:** Due to behavioral issues, many of the students have not achieved the necessary academic growth as a result of being removed from classes after behavioral incidents.

School Processes & Programs

School Processes & Programs Summary

The School of Choice uses a combination of classroom instruction and self-paced computer instruction. The Apex computer instruction is aligned with NBISD curriculum frameworks. Students needing to pass end-of-course exams are assigned to teacher-led intervention classes and to specific Apex EOC tutorials and/or courses. Senior students have also engaged in career-focused learning.

Administration monitors student progress weekly, meeting one-on-one with each student to evaluate their success. Teachers work with administration to analyze specific student EOC data and to adjust instruction for students in their classroom and on Apex. The Student Support Team meets biweekly to discuss student progress, attendance, behavior, and socio-economic needs.

School of Choice staff focus on assisting students in their areas of certification but all help in other areas when it is necessary. Many staff have multiple years of experience with on-line curricula. In regards to professional development, all staff have participated in some EOC intervention training, project-based learning, restorative practices, and ELL sheltered instruction.

Students assigned to DAEP undergo an intake procedure with their parent/guardian and administration, where expectations are established and student intervention plans are initiated. Student academic and behavior progress is measured after each period, day, and week and shared with the home campus. Most academic work is assigned on Apex in alignment with the home campus teachers. Other work, not available on Apex, is assigned through Swivel, which are recordings of home campus instruction. Transition plans are created for each student by DAEP, home campus, and behavior specialist staff in order to smoothly transition students as they exit DAEP to return to their home campus.

School Processes & Programs Strengths

Curriculum:

- The Apex program offers self-paced curriculum that allows students to accelerate instruction. 29 students earned 9 or more credits last year.
- Apex offers high levels of individualization for special program students, helping us accommodate 18 special education, 14 ELL, and 29 504 graduates last year.
- Teacher-led intervention classes focus on specific student needs for passing EOCs.

Progress:

- Students are monitored weekly by teachers, administration, and by the Student Support Team.
- Progress is shared with students and parents via a shared Google document with weekly goals and progress.

Staff and Professional Development:

- Most core staff members last year had ten or more years of educational experience.
- All teachers last year had been in place for the past five years, with the exception of the newly added staff.
- An abundance of professional development is in place, including many varied training opportunities and on-line options.

DAEP

- DAEP is a small facility with a small number of students, which enables staff to provide a great level of care and attention towards developing successful students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students must be prepared for post-high school endeavors including CCMR standards redefined by the state of Texas, and only 12% of SOC students graduated with CCMR in 2021, which is reflected in the 2022 Accountability. **Root Cause:** Most School of Choice students do not take the SAT/ACT/TSI or AP classes, and they do not have access to specific certifications that satisfy the CCMR rating.

Problem Statement 2 (Prioritized): Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals. **Root Cause:** Authentic, "real world" experiences are needed for students to fully explore post-secondary options.

Problem Statement 3 (Prioritized): Our school mentor program was not as successful in preventing drop outs this past school year. **Root Cause:** Mentors need more training on restorative practices.

Problem Statement 4 (Prioritized): More training and staff are needed to continue to improve student mental health and healthy student behavior. **Root Cause:** Many School of Choice students are not adequately prepared to deal with their mental health issues.

Problem Statement 5 (Prioritized): Staff turnover was very high last year. **Root Cause:** Many staff are experiencing burn out and are having difficulties maintaining the cost of living in New Braunfels. They need more support structures in place.

Problem Statement 6 (Prioritized): DAEP recidivism remains high for certain populations of students. **Root Cause:** Students exiting DAEP and returning to their home campuses often feel lost and without a support system.

Problem Statement 7 (Prioritized): Drug placements comprised almost 40% of DAEP assignments last year. **Root Cause:** Many students are not able to distinguish between felony THC vape pens and nicotine pens. Many are also suffering from addiction and need drug counseling.

Perceptions

Perceptions Summary

The School of Choice embraces our district mission statement - "Engage. Empower. Learn." - and our district's core values. It also believes that it can provide an environment that mixes compassion and understanding with accountability. It values structure, self-discipline, and relationship building. Systems and structures are tight, from student & parent expectation contracts to truancy prevention interventions. Students come to School of Choice for 5 main reasons: 1.) they want to graduate quickly to move on with their lives, 2.) they need a smaller environment that is free from distractions and drama, 3.) they need a shorter school day in order to work for their family, 4.) they have health issues that prevent them from functioning fully at NBHS, or 5.) they are behind on credit and need a pathway to graduate. School staff ensure that these needs are met. Each student is assigned a staff member to mentor them for added support.

In regards to discipline, students respect the school expectations and the environment fellow students desire. School staff try to minimize student removals from the classroom, opting instead to implement restorative/intervention discipline, removing temptations (cell phones), and extra school time when a consequence is necessary. Particular attention is given to special program student needs.

The School of Choice believes in rewarding students to encourage them to attend school and to strive for success. Award ceremonies offer students incentives for attendance, progress, and attitude. Rewards include local business coupons, school incentives (like free tardy passes), and raffle items purchased with student activity funds. Most incentives are individualized but some are group rewards that acknowledge the good of the group. Student Advisory Council members help brainstorm appropriate awards.

While the school tries to involve parents and the community, most parents are not involved after the initial interview. The School of Choice has expanded parent/community activities with Fall and Spring Open Houses, and a Farmers' Market Plant Sale.

At DAEP, there is a negative connotation that goes along with the placement, and many of the students and parents struggle with that. DAEP staff work to promote the placement as rehabilitative rather than punitive, assessing students to fill in academic gaps and developing behavior support plans to help students overcome their behavioral challenges.

Perceptions Strengths

Student surveys indicated the following positive statements on a scale of 1-5:

- 4.26 The overall climate of my school is positive.
- 4.21 I feel safe at school.
- 4.44 Teachers and counselors help me and provide encouragement.
- 4.37 Teachers respect me and care about me as a person.
- 4.11 Teachers have high expectations for all students.

NBISD Dropout Prevention staff are instrumental in assisting us with efforts to keep students engaged and positive:

- Student Rewards (Over a dozen different types of awards are given every grading period with 29 students earning student of the quarter awards)
- Community and parent volunteers assisted with student and staff needs
- School of Choice students have participated in NBHS homecoming activities, prom, and graduation ceremonies

The implementation of PBIS at DAEP helps to establish order and behavior expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Multiple students had chronic absenteeism (=>15) this school year. **Root Cause:** Many factors contributed to chronic absenteeism (transportation, health, motivation).

Problem Statement 2 (Prioritized): Students need more incentives for attendance, progress, and positive behavior. **Root Cause:** School of Choice funds are limited, and the vending machines no longer generate significant revenue.

Problem Statement 3 (Prioritized): Discipline referrals increased this past year, as did ISS, OSS, and DAEP assignments. **Root Cause:** Many of our students were repeat 9th Grade Center students who struggle with self-discipline and motivation.

Problem Statement 4 (Prioritized): School shootings, student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. **Root Cause:** Student conflicts, family concerns, and student mental health problems are sometimes difficult to identify and address.

Priority Problem Statements

Problem Statement 1: Many students attending School of Choice are the most at-risk students in the district, who have failed to earn credit or to pass End-of-Course exams year after year and who have no career objective.

Root Cause 1: Many of these students have not been given specific, self-paced, one-on-one intervention to ensure their success.

Problem Statement 1 Areas: Demographics

Problem Statement 4: All EOC scores dropped this past year from 68% to 50%.

Root Cause 4: Younger, more at-risk students are attending School of Choice, who are not always motivated to do well on EOCs.

Problem Statement 4 Areas: Student Learning

Problem Statement 6: Students must be prepared for post-high school endeavors including CCMR standards redefined by the state of Texas, and only 12% of SOC students graduated with CCMR in 2021, which is reflected in the 2022 Accountability.

Root Cause 6: Most School of Choice students do not take the SAT/ACT/TSI or AP classes, and they do not have access to specific certifications that satisfy the CCMR rating.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 5: Multiple students had chronic absenteeism (\Rightarrow 15) this school year.

Root Cause 5: Many factors contributed to chronic absenteeism (transportation, health, motivation).

Problem Statement 5 Areas: Perceptions

Problem Statement 3: The population of School of Choice is increasingly younger students, which is slowing down the enrollment turnover.

Root Cause 3: Younger students are not finding what they need at NBHS.

Problem Statement 3 Areas: Demographics

Problem Statement 15: English EOC scores in particular dropped this past year from 46% to 20%.

Root Cause 15: Younger, more at-risk students are attending School of Choice, who are not always motivated to do well on EOCs. Class size ratios are also increasing.

Problem Statement 15 Areas: Student Learning

Problem Statement 13: Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals.

Root Cause 13: Authentic, "real world" experiences are needed for students to fully explore post-secondary options.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 11: Students need more incentives for attendance, progress, and positive behavior.

Root Cause 11: School of Choice funds are limited, and the vending machines no longer generate significant revenue.

Problem Statement 11 Areas: Perceptions

Problem Statement 8: Parent and community involvement is low at School of Choice, with little interaction after the initial interviews.

Root Cause 8: With a high mobility rate, School of Choice students and parents are often in and out of the school very quickly. Also, School of Choice parents have often not been given an opportunity to celebrate their student's success.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Many special education students struggle to pass their EOC.

Root Cause 9: Learning deficiencies are a critical barrier to success on EOC exams.

Problem Statement 9 Areas: Student Learning

Problem Statement 17: Our school mentor program was not as successful in preventing drop outs this past school year.

Root Cause 17: Mentors need more training on restorative practices.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 10: Discipline referrals increased this past year, as did ISS, OSS, and DAEP assignments.

Root Cause 10: Many of our students were repeat 9th Grade Center students who struggle with self-discipline and motivation.

Problem Statement 10 Areas: Perceptions

Problem Statement 7: The percentage of special education and economically disadvantaged students referred to DAEP remains higher than the percentage of regular education students.

Root Cause 7: Special education and economically disadvantaged students have more difficulties controlling their behavioral issues.

Problem Statement 7 Areas: Demographics

Problem Statement 2: The School of Choice and district drop out rate should increase for the 2021-2022 school year.

Root Cause 2: COVID greatly affected student's attendance and motivation.

Problem Statement 2 Areas: Student Learning

Problem Statement 14: More training and staff are needed to continue to improve student mental health and healthy student behavior.

Root Cause 14: Many School of Choice students are not adequately prepared to deal with their mental health issues.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 12: School shootings, student suicide, bullying, and violent student behavior in schools have increased concerns for school safety.

Root Cause 12: Student conflicts, family concerns, and student mental health problems are sometimes difficult to identify and address.

Problem Statement 12 Areas: Perceptions

Problem Statement 16: Many DAEP students have severe academic gaps that have only increased through the years.

Root Cause 16: Due to behavioral issues, many of the students have not achieved the necessary academic growth as a result of being removed from classes after behavioral incidents.

Problem Statement 16 Areas: Student Learning

Problem Statement 20: Staff turnover was very high last year.

Root Cause 20: Many staff are experiencing burn out and are having difficulties maintaining the cost of living in New Braunfels. They need more support structures in place.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 18: DAEP recidivism remains high for certain populations of students.

Root Cause 18: Students exiting DAEP and returning to their home campuses often feel lost and without a support system.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: Drug placements comprised almost 40% of DAEP assignments last year.

Root Cause 19: Many students are not able to distinguish between felony THC vape pens and nicotine pens. Many are also suffering from addiction and need drug counseling.

Problem Statement 19 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

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

Goals

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 1: Increase the percentage of "All Students" improving STAAR scores by June 2025: English from 56% to 95%, Algebra from 75% to 95%, Biology from 71% to 95%, and US History from 100% to 100%.
Increase the percentage of students passing STAAR EOCs by June 2025: English from 20% to 70%, Algebra from 61% to 90%, Biology from 56% to 91%, and US History from 93% to 97%.**

One Year Goals:

Increase % students improving STAAR scores by June 2023

English from 56% to 70%, Algebra from 75% to 82%, Biology from 71% to 79%, US History from 100% to 100%

Increase % students passing STAAR EOCs by June 2023

English from 20% to 33%, Algebra from 61% to 71%, Biology from 56% to 67%, US History from 93% to 94%

High Priority

Evaluation Data Sources: 2022-2023 STAAR scores for all student groups

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze EOC and intervention class data every three weeks and identify areas for specific improvement focus and changes to learning environment and curriculum. Strategy's Expected Result/Impact: Increase % students improving STAAR scores by June 2023 English from 56% to 70% Algebra from 75% to 82% Biology from 71% to 79% US History from 100% to 100% Increase % students passing STAAR EOCs by June 2023 English from 20% to 33% Algebra from 61% to 71% Biology from 56% to 67% US History from 93% to 94% Staff Responsible for Monitoring: Principal Title I: 2.4 Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to utilize specific staff for EOC intervention courses</p> <p>Strategy's Expected Result/Impact: Increase % students improving STAAR scores by June 2023 English from 56% to 70% Algebra from 75% to 82% Biology from 71% to 79% US History from 100% to 100%</p> <p>Increase % students passing STAAR EOCs by June 2023 English from 20% to 33% Algebra from 61% to 71% Biology from 56% to 67% US History from 93% to 94%</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: English, Algebra, Biology, and US History Intervention Teachers - 199 - General Fund - 11-6119 - \$98,795, English, Algebra, Biology, and US History Intervention Teachers - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 11-6119 - \$103,084</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Apex EOC prep coursework and tutorials to assist students in passing EOC exams.</p> <p>Strategy's Expected Result/Impact: Increase % students improving STAAR scores by June 2023 English from 56% to 70% Algebra from 75% to 82% Biology from 71% to 79% US History from 100% to 100%</p> <p>Increase % students passing STAAR EOCs by June 2023 English from 20% to 33% Algebra from 61% to 71% Biology from 56% to 67% US History from 93% to 94%</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Apex - Instructional Material Allotment - \$50,000</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create a combination of team teaching, before-school tutorials, and smaller class size in English and Algebra intervention classes.</p> <p>Strategy's Expected Result/Impact: Increase % students improving STAAR scores by June 2023 English from 56% to 70% Algebra from 75% to 82% Biology from 71% to 79% US History from 100% to 100%</p> <p>Increase % students passing STAAR EOCs by June 2023 English from 20% to 33% Algebra from 61% to 71% Biology from 56% to 67% US History from 93% to 94%</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: All EOC scores dropped this past year from 68% to 50%. Root Cause: Younger, more at-risk students are attending School of Choice, who are not always motivated to do well on EOCs.</p>
<p>Problem Statement 2: English EOC scores in particular dropped this past year from 46% to 20%. Root Cause: Younger, more at-risk students are attending School of Choice, who are not always motivated to do well on EOCs. Class size ratios are also increasing.</p>
<p>Problem Statement 3: Many special education students struggle to pass their EOC. Root Cause: Learning deficiencies are a critical barrier to success on EOC exams.</p>

Goal 1: NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

Performance Objective 2: Maintain a graduation rate of 95% or above through June 2025.

High Priority

Evaluation Data Sources: State and Federal Graduation Rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to use Apex program and quality staff to offer self-paced curriculum and teacher assistance to at-risk students and to ensure recommended and endorsement graduation plans</p> <p>Strategy's Expected Result/Impact: 80% of eligible students will earn at least 6 credits per semester.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 4 - School Processes & Programs 3</p> <p>Funding Sources: Teacher - 199 - General Fund - 11-619 - \$38,318, Teacher - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 11-619 - \$51,261, Teacher - 281 - ESSER II Grant - \$155,547</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Closely monitor all students by freshman cohort, monitoring transcripts and course completion/enrollment every semester, including At-Risk, special education, and McKinney-Vento students to support completion of recommended and endorsement graduation plans (School Counselor)</p> <p>Strategy's Expected Result/Impact: 80% of eligible students will earn at least 6 credits per semester.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 4 - School Processes & Programs 3</p> <p>Funding Sources: Counselor - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 31-6119 - \$84,911</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Revamp the DAEP systems, staff, interventions, and transition plans to help students remain successful at DAEP, their home campuses, and outside of school, ultimately graduating.</p> <p>Strategy's Expected Result/Impact: Decrease the DAEP recidivism rate from 15% to 10% by June 2023</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 6, 7</p> <p>Funding Sources: DAEP Teachers - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$94,477</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Many students attending School of Choice are the most at-risk students in the district, who have failed to earn credit or to pass End-of-Course exams year after year and who have no career objective. Root Cause: Many of these students have not been given specific, self-paced, one-on-one intervention to ensure their success.</p>
<p>Problem Statement 2: The population of School of Choice is increasingly younger students, which is slowing down the enrollment turnover. Root Cause: Younger students are not finding what they need at NBHS.</p>
<p>Problem Statement 4: The percentage of special education and economically disadvantaged students referred to DAEP remains higher than the percentage of regular education students. Root Cause: Special education and economically disadvantaged students have more difficulties controlling their behavioral issues.</p>
Student Learning
<p>Problem Statement 4: The School of Choice and district drop out rate should increase for the 2021-2022 school year. Root Cause: COVID greatly affected student's attendance and motivation.</p>
<p>Problem Statement 5: Many DAEP students have severe academic gaps that have only increased through the years. Root Cause: Due to behavioral issues, many of the students have not achieved the necessary academic growth as a result of being removed from classes after behavioral incidents.</p>
School Processes & Programs
<p>Problem Statement 3: Our school mentor program was not as successful in preventing drop outs this past school year. Root Cause: Mentors need more training on restorative practices.</p>
<p>Problem Statement 6: DAEP recidivism remains high for certain populations of students. Root Cause: Students exiting DAEP and returning to their home campuses often feel lost and without a support system.</p>
<p>Problem Statement 7: Drug placements comprised almost 40% of DAEP assignments last year. Root Cause: Many students are not able to distinguish between felony THC vape pens and nicotine pens. Many are also suffering from addiction and need drug counseling.</p>

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 1: Increase the number of ALL students achieving Career, College, and Military Readiness (CCMR) from 15% to 30% by June 2025.

One Year Goal:

Increase the number of ALL students achieving Career, College, and Military Readiness (CCMR) from 15% to 20% by June 2023

High Priority

HB3 Goal

Evaluation Data Sources: TEA College, Career, and Military Readiness (CCMR) data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create specific action plans for college-bound students to enroll in College Bridges English and Math classes.</p> <p>Strategy's Expected Result/Impact: Increase the % of students completing College Bridges English and Math courses from 1% to 30% by June 2025.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate TSI Math tutorials in college-bound students Algebra II coursework.</p> <p>Strategy's Expected Result/Impact: Increase the % of students meeting both reading and math TSI standards from 6% to 20% by June 2025.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Prescribe endorsement plan courses or IEP goals for all special education students.</p> <p>Strategy's Expected Result/Impact: Increase the % of special education students earning CCMR points from 67% to 95% by June 2025.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students must be prepared for post-high school endeavors including CCMR standards redefined by the state of Texas, and only 12% of SOC students graduated with CCMR in 2021, which is reflected in the 2022 Accountability. Root Cause: Most School of Choice students do not take the SAT/ACT/TSI or AP classes, and they do not have access to specific certifications that satisfy the CCMR rating.</p>

Goal 2: NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

Performance Objective 2: 100% of School of Choice graduates will have a workforce/career readiness plan.

Evaluation Data Sources: Counseling plans and data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the % of graduates given career counseling from 65% to 95% by June 2025. Strategy's Expected Result/Impact: Increase the % of students given career counseling from 65% to 80% by June 2023 Staff Responsible for Monitoring: Counselor Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 25 graduates each year will be connected with a career/workforce mentor by June 2025. Strategy's Expected Result/Impact: 10 graduates each year will be connected with a career/workforce mentor by June 2023. Staff Responsible for Monitoring: Counselor Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: School of Choice will offer 15 college and/or career presentations to students by June 2023. Strategy's Expected Result/Impact: School of Choice will offer 10 college and/or career presentations to students by June 2023. Staff Responsible for Monitoring: Counselor Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals. Root Cause: Authentic, "real world" experiences are needed for students to fully explore post-secondary options.</p>

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 1: Increase the number of students responding to "everyone matters" on the student survey from 3.69 to 4.5 by June 2025.

One Year Goal:

Increase the number of students responding to "everyone matters" on annual student survey from 3.69 to 4.0 by June 2023

High Priority

Evaluation Data Sources: Increase the number of students responding to "everyone matters" on annual student survey from 3.69 to 4.0 by June 2023

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collect student surveys from students in May and from graduates as they graduate from School of Choice. Strategy's Expected Result/Impact: Increase the number of students responding to "everyone matters" on annual student survey from 3.69 to 4.0 by June 2023 Staff Responsible for Monitoring: Counselor Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3, 4</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Assign each student a staff mentor, who meets weekly with their mentees, contacts parents every three weeks, praises successes, and holds weekly restorative circle meetings. Strategy's Expected Result/Impact: Increase the number of students responding to "everyone matters" on annual student survey from 3.69 to 4.0 by June 2023 Staff Responsible for Monitoring: Clark Mentor Staff Title I: 2.6 Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3, 4</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review students needs and behavioral supports biweekly with SST meetings.</p> <p>Strategy's Expected Result/Impact: Improve student behaviors in proportion to the number of students on campus by June 2025: Discline referrals - .95 to .4 Out-of-school suspensions - .15 to .08 In-school-suspensions - .13 to .08 DAEP assignments - .06 to .03</p> <p>Staff Responsible for Monitoring: Principal SST members</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3, 4 - Perceptions 3, 4</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a student leadership team to support peer restorative discipline for students with behaviors.</p> <p>Strategy's Expected Result/Impact: Increase the number of students responding to "everyone matters" on annual student survey from 3.69 to 4.0 by June 2023</p> <p>Staff Responsible for Monitoring: Clark</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3, 4 - Perceptions 3</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement a new ticket system for recognizing students who meet school expectations and where student can use tickets to buy rewards.</p> <p>Strategy's Expected Result/Impact: Increase the number of students responding to "everyone matters" on annual student survey from 3.69 to 4.0 by June 2023</p> <p>Staff Responsible for Monitoring: Clark</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3, 4</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Many students attending School of Choice are the most at-risk students in the district, who have failed to earn credit or to pass End-of-Course exams year after year and who have no career objective. Root Cause: Many of these students have not been given specific, self-paced, one-on-one intervention to ensure their success.</p>

Student Learning

Problem Statement 4: The School of Choice and district drop out rate should increase for the 2021-2022 school year. **Root Cause:** COVID greatly affected student's attendance and motivation.

School Processes & Programs

Problem Statement 3: Our school mentor program was not as successful in preventing drop outs this past school year. **Root Cause:** Mentors need more training on restorative practices.

Problem Statement 4: More training and staff are needed to continue to improve student mental health and healthy student behavior. **Root Cause:** Many School of Choice students are not adequately prepared to deal with their mental health issues.

Perceptions

Problem Statement 3: Discipline referrals increased this past year, as did ISS, OSS, and DAEP assignments. **Root Cause:** Many of our students were repeat 9th Grade Center students who struggle with self-discipline and motivation.

Problem Statement 4: School shootings, student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. **Root Cause:** Student conflicts, family concerns, and student mental health problems are sometimes difficult to identify and address.

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 2: Student attendance will increase to 90% by June 2025.

One Year Goal:

Increase attendance rate from 80% to 84% by June 2023

High Priority

Evaluation Data Sources: Increase attendance rate from 80% to 84% by June 2023

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a School of Choice club program, offering student involvement through student-selected clubs during and outside of school.</p> <p>Strategy's Expected Result/Impact: Increase student satisfaction survey weighted average: Involvement Activities from 4.16 to 4.4 by June 2025.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to reward students with incentives for good attendance</p> <p>Strategy's Expected Result/Impact: Increase attendance rate from 80% to 84% by June 2023</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: - 461 - Campus Activity Fund</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to utilize CIS to improve attendance of frequently absent students.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate from 80% to 84% by June 2023</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Feb	May

Title I:

2.6, 4.1

Problem Statements: School Processes & Programs 4 - Perceptions 1, 2, 4

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 4: More training and staff are needed to continue to improve student mental health and healthy student behavior. **Root Cause:** Many School of Choice students are not adequately prepared to deal with their mental health issues.

Perceptions

Problem Statement 1: Multiple students had chronic absenteeism (=>15) this school year. **Root Cause:** Many factors contributed to chronic absenteeism (transportation, health, motivation).

Problem Statement 2: Students need more incentives for attendance, progress, and positive behavior. **Root Cause:** School of Choice funds are limited, and the vending machines no longer generate significant revenue.

Problem Statement 4: School shootings, student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. **Root Cause:** Student conflicts, family concerns, and student mental health problems are sometimes difficult to identify and address.

Goal 3: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 3: Decrease the DAEP recidivism rate from 15% to 10% by June 2023.

Evaluation Data Sources: Discipline records, survey results, counseling logs, transition plans, and follow-up meeting logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue using Apex as the primary curriculum at DAEP to ensure academic success.</p> <p>Strategy's Expected Result/Impact: Annually increase the % of students passing more classes when they exit DAEP than when they enter.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 6, 7</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct transition meetings with exiting DAEP students and implement comprehensive transition plans. Also hold nine-week follow up meetings with returned DAEP students to evaluate success and make adjustments.</p> <p>Strategy's Expected Result/Impact: DAEP initiated interventions will follow students to their home campuses and will guide their success.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 6, 7</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate counseling services at DAEP once per week for career counseling, socio-emotional support and drop-out prevention.</p> <p>Strategy's Expected Result/Impact: Annually increase the % of students with career counseling. Annually increase the % of students feeling socio-emotionally supported.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 6, 7</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: The percentage of special education and economically disadvantaged students referred to DAEP remains higher than the percentage of regular education students. **Root Cause:** Special education and economically disadvantaged students have more difficulties controlling their behavioral issues.

Student Learning

Problem Statement 5: Many DAEP students have severe academic gaps that have only increased through the years. **Root Cause:** Due to behavioral issues, many of the students have not achieved the necessary academic growth as a result of being removed from classes after behavioral incidents.

School Processes & Programs

Problem Statement 6: DAEP recidivism remains high for certain populations of students. **Root Cause:** Students exiting DAEP and returning to their home campuses often feel lost and without a support system.

Problem Statement 7: Drug placements comprised almost 40% of DAEP assignments last year. **Root Cause:** Many students are not able to distinguish between felony THC vape pens and nicotine pens. Many are also suffering from addiction and need drug counseling.

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 1: Increase staff satisfaction survey weighted average by June 2025:

Campus Climate from 3.78 to 4.5

Understand Goals from 3.89 to 4.5

One Year Goal:

Increase staff satisfaction survey weighted average by June 2023:

Feel Recognized - 4.11 to 4.25

Feel Motivated - 3.78 to 3.9

Evaluation Data Sources: Staff Survey information

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a Teacher of the Year program for SOC/DAEP/Gateways teachers.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction survey weighted average by June 2023: Feel Recognized - 4.11 to 4.25 Feel Motivated - 3.78 to 3.9</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate monthly staff celebrations and goal review meetings.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction survey weighted average by June 2023: Feel Recognized - 4.11 to 4.25 Feel Motivated - 3.78 to 3.9</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to recognize staff weekly in newsletter for Vision/Mission/Core Beliefs successes.</p> <p>Strategy's Expected Result/Impact: Increase staff satisfaction survey weighted average by June 2023: Feel Recognized - 4.11 to 4.25 Feel Motivated - 3.78 to 3.9</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Staff turnover was very high last year. Root Cause: Many staff are experiencing burn out and are having difficulties maintaining the cost of living in New Braunfels. They need more support structures in place.</p>

Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 2: Increase the percentage of Fundamental Five usage in classrooms by June 2025:

Framing the lesson from 50% to 95%

Power Zone from 38% to 70%

Critical Writing from 24% to 50%

FSGPT from 2% to 20%

Recognize and Reinforce from 29% to 80%

One Year Goal:

Increase the percentage of Fundamental Five usage in classrooms by June 2023:

Framing the lesson from 50% to 65%

Power Zone from 38% to 50%

Critical Writing from 24% to 33%

FSGPT from 2% to 8%

Recognize and Reinforce from 29% to 47%

High Priority

Evaluation Data Sources: Walkthrough data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train all teachers on Fundamental Five teaching strategies, including monthly follow up refreshers.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Fundamental Five usage in classrooms by June 2023: Framing the lesson from 50% to 65% Power Zone from 38% to 50% Critical Writing from 24% to 33% FSGPT from 2% to 8% Recognize and Reinforce from 29% to 47%</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1, 3, 5</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administration will conduct 8 or more walkthroughs of intervention teachers each semester.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Fundamental Five usage in classrooms by June 2023:</p> <p>Framing the lesson from 50% to 65%</p> <p>Power Zone from 38% to 50%</p> <p>Critical Writing from 24% to 33%</p> <p>FSGPT from 2% to 8%</p> <p>Recognize and Reinforce from 29% to 47%</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 1, 3, 5</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: All EOC scores dropped this past year from 68% to 50%. Root Cause: Younger, more at-risk students are attending School of Choice, who are not always motivated to do well on EOCs.</p> <p>Problem Statement 3: Many special education students struggle to pass their EOC. Root Cause: Learning deficiencies are a critical barrier to success on EOC exams.</p> <p>Problem Statement 5: Many DAEP students have severe academic gaps that have only increased through the years. Root Cause: Due to behavioral issues, many of the students have not achieved the necessary academic growth as a result of being removed from classes after behavioral incidents.</p>

Goal 5: NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

Performance Objective 1: Increase staff satisfaction survey weighted average by June 2025:

Feel Heard and Valued - 4.22 to 4.5

One Year Goal:

Increase staff satisfaction survey weighted average by June 2023:

Feel Heard and Valued - 4.22 to 4.31

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All SOC/DAEP/Gateways staff are invited to participate on our Camus Improvement Committee. Strategy's Expected Result/Impact: Increase staff satisfaction survey weighted average by June 2023: Feel Heard and Valued - 4.22 to 4.31 Staff Responsible for Monitoring: Clark Problem Statements: School Processes & Programs 5</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct nine-week rounding meetings with all staff to gather input on campus climate and procedures. Strategy's Expected Result/Impact: Increase staff satisfaction survey weighted average by June 2023: Feel Heard and Valued - 4.22 to 4.31 Staff Responsible for Monitoring: Administration Problem Statements: School Processes & Programs 5</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Staff turnover was very high last year. Root Cause: Many staff are experiencing burn out and are having difficulties maintaining the cost of living in New Braunfels. They need more support structures in place.</p>

Goal 5: NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

Performance Objective 2: Increase the number of students responding to "teachers, staff, administrators, and counselors take the time to listen, care, and connect on annual student survey from 3.27 to 4.5 by June 2025.

One Year Goal:

Increase the number of students responding to "teachers, staff, administrators, and counselors take the time to listen, care, and connect on annual student survey from 3.27 to 3.7 by June 2023

Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assign every student at staff mentor for weekly wellness checks and recognition.</p> <p>Strategy's Expected Result/Impact: Increase the number of students responding to "teachers, staff, administrators, and counselors take the time to listen, care, and connect on annual student survey from 3.27 to 3.7 by June 2023</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3, 4</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement weekly restorative circle meetings with students and their mentors.</p> <p>Strategy's Expected Result/Impact: Increase the number of students responding to "teachers, staff, administrators, and counselors take the time to listen, care, and connect on annual student survey from 3.27 to 3.7 by June 2023</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3, 4</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a ticket system where staff reward students for following campus expectations.</p> <p>Strategy's Expected Result/Impact: Increase the number of students responding to "teachers, staff, administrators, and counselors take the time to listen, care, and connect on annual student survey from 3.27 to 3.7 by June 2023</p> <p>Staff Responsible for Monitoring: Clark</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3, 4</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Many students attending School of Choice are the most at-risk students in the district, who have failed to earn credit or to pass End-of-Course exams year after year and who have no career objective. **Root Cause:** Many of these students have not been given specific, self-paced, one-on-one intervention to ensure their success.

Student Learning

Problem Statement 4: The School of Choice and district drop out rate should increase for the 2021-2022 school year. **Root Cause:** COVID greatly affected student's attendance and motivation.

School Processes & Programs

Problem Statement 3: Our school mentor program was not as successful in preventing drop outs this past school year. **Root Cause:** Mentors need more training on restorative practices.

Problem Statement 4: More training and staff are needed to continue to improve student mental health and healthy student behavior. **Root Cause:** Many School of Choice students are not adequately prepared to deal with their mental health issues.

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents, and community members. (Strategic Goal 3.1)

Performance Objective 1: Increase parent satisfaction survey weighted average by June 2025:

Proud of school - 4.32 to 4.5

One Year Goal:

Increase parent satisfaction survey weighted average by June 2023:

Proud of school - 4.32 to 4.38

Evaluation Data Sources: Increase parent satisfaction survey weighted average by June 2025:

Proud of school - 4.32 to 4.5

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coordinate multiple parent involvement events at SOC: CIC meetings, Fall & Spring Meet the Teacher, End-of-the-Year Awards Ceremony, and Spring Plant Sale Fundraising.</p> <p>Strategy's Expected Result/Impact: Increase parent satisfaction survey weighted average by June 2023: Proud of school - 4.32 to 4.38</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Facebook and other social media applications to promote School of Choice news and successes.</p> <p>Strategy's Expected Result/Impact: Increase parent satisfaction survey weighted average by June 2023: Proud of school - 4.32 to 4.38</p> <p>Staff Responsible for Monitoring: Clark</p> <p>Problem Statements: Demographics 3</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Parent and community involvement is low at School of Choice, with little interaction after the initial interviews. **Root Cause:** With a high mobility rate, School of Choice students and parents are often in and out of the school very quickly. Also, School of Choice parents have often not been given an opportunity to celebrate their student's success.

Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents, and community members. (Strategic Goal 3.1)

Performance Objective 2: Develop parent and community partnerships at School of Choice, DAEP, and Gateways.

Evaluation Data Sources: Parent attendance, community partnerships

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Schedule sessions with community career professionals to improve students' connection to the community and to explore career opportunities.</p> <p>Strategy's Expected Result/Impact: Increase the number of college and career workshops for students to 15 by June 2025.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to develop the relationship between DAEP and Recovery Werks to foster free drug counseling for students.</p> <p>Strategy's Expected Result/Impact: Annually increase the number of students who complete Recovery Werks.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: School Processes & Programs 7</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to foster workforce connections with Gateways students.</p> <p>Strategy's Expected Result/Impact: Annually increase the number of Gateways students who work at job sites during the school day.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Students must be prepared for post-high school endeavors including CCMR standards redefined by the state of Texas, and only 12% of SOC students graduated with CCMR in 2021, which is reflected in the 2022 Accountability. **Root Cause:** Most School of Choice students do not take the SAT/ACT/TSI or AP classes, and they do not have access to specific certifications that satisfy the CCMR rating.

Problem Statement 2: Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals. **Root Cause:** Authentic, "real world" experiences are needed for students to fully explore post-secondary options.

Problem Statement 7: Drug placements comprised almost 40% of DAEP assignments last year. **Root Cause:** Many students are not able to distinguish between felony THC vape pens and nicotine pens. Many are also suffering from addiction and need drug counseling.

State Compensatory

Budget for School of Choice

Total SCE Funds: \$239,257.00

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

State Compensatory Education funding is all to pay for staff at our drop-put prevention school. All core curriculum teachers are supplemented, as well as the school counselor.

Personnel for School of Choice

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Cowan	DAEP Teacher	0.5
Bryan Mortenson	Social Studies Intervention Teacher	0.25
Dawn Palacios	English Teacher	0.5
Jacqueline Morin	Counselor	0.5
John Luby	English Teacher	0.5
Larry Heagren	Math Intervention Teacher	0.25
Loretta Montemayor	Science Intervention Teacher	0.5
Nicholas Westerman	SOC Instructional Aide	0
Open Position	DAEP Instructional Aide	1
Payton Gentry	Instructional Paraprofessional	0.5
Stacy Laird	DAEP Special Education Teacher	0.25
William Burrow	DAEP Special Education Instructional Aid	0.75

Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	English, Algebra, Biology, and US History Intervention Teachers	11-6119	\$103,084.00
1	2	1	Teacher	11-619	\$51,261.00
1	2	2	Counselor	31-6119	\$84,911.00
1	2	3	DAEP Teachers		\$94,477.00
Sub-Total					\$333,733.00
Budgeted Fund Source Amount					\$333,733.00
+/- Difference					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Teacher		\$155,547.00
Sub-Total					\$155,547.00
Budgeted Fund Source Amount					\$155,547.00
+/- Difference					\$0.00
Grand Total Budgeted					\$489,280.00
Grand Total Spent					\$489,280.00
+/- Difference					\$0.00