

# New Braunfels Independent School District

## School of Choice

### 2023-2024 Campus Improvement Plan



**Board Approval Date:** November 13, 2023

# 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
<b>Passion for Growth</b>	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You
<b>Power of the Team</b>	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
<b>Pride of New Braunfels</b>	Everyone matters High expectations Act with purpose	Ready for Tomorrow

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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 24, 2023, 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 2023-2024 beginning in May of 2023. 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 10 years (201 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 2023 data for all students (not just snapshot data), 55% of students were Hispanic, 37% were White, and 8% were Other. Additionally, 14% of students were in special education, 14% were ELL, 28% were in 504, 8% were McKinney Vento, and about 52% were coded as economically disadvantaged.

The School of Choice draws students primarily from New Braunfels High School, as well as students from Premiere (the local charter school), homeschools, 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 mentoring and career investigation and for acquiring incentives for student success.

Attendance is traditionally high for an alternative campus, increasing from 80% to 87% this past school year. 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, and has a population of around 40 students. In 2022, 56% of students were Hispanic, 35% White, and 8% Black. Additionally, 15% were special education, 9% were LEP, and 44% of students were economically disadvantaged. Lastly, our adult lifeskills program, Gateways, is housed at the back of the DAEP building. Gateways consists of about twenty 18 - 22 year old students, who are transitioning to the workforce.

School of Choice employs 5 teachers and 2 shared teachers with Long Creek High School, in addition to a counselor and 2 paraprofessionals. Staff cover all content areas, including teaching STAAR intervention classes. DAEP consists of an administrator, 4 teachers and 4 paraprofessionals. Gateways has a teacher and two paraprofessionals. All campuses generally maintain staff populations, with staff members preferring their alternative settings to a more traditional school.

## 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.
5. Gateways students, preparing for their next steps in life, are motivated to do well in transitioning into the workforce.

## **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):** 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 3 (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 often have baggage, making it more difficult to control their behavioral issues.

# Student Learning

## Student Learning Summary

School of Choice had a very successful year, increasing credit acquired and graduates. STAAR scores increased significantly moving from a 50% pass rate last year to 83% this year. 91% of students complete endorsement (advanced) graduation programs. One-third of the students also completed College Bridges English and Math college prep courses to earn TSI credit. Only a handful of students were not successful with our program.

On 2023 End-of-Course exams, scores improved significantly in most areas, with the biggest improvement in English. The following scores show the percentage of students passing (approaching) tests, as well as by subgroups:

### SNAPSHOT DATA:

**All Subjects** - 77% (77% Hisp, 77% Wh, 55% EconDis, 25% SPED, 71% ELL)

77% approaches; 35% met; 5% mastered

- **English I & II** - 76% (70% Hisp, 83% Wh, 84% EconDis, 100% Sped, 60% ELL)
- **Algebra I** - 29% (50% Hisp, 0% Wh, 0% EconDiS, 0% ELL)
- **Biology** - 67% (67% Hisp, 50% Wh, 100% EconDis, 100%, 100% ELL)
- **US History** - 90% (77% Hisp, 77% Wh, 70% EconDis, 0% Sped, 100% ELL)

### ALL STUDENT DATA:

**All Subjects** - 83% (84% Hisp, 82% Wh, 85% EconDis, 65% SPED, 82% ELL)

83% approaches; 43% met; 14% mastered

- **English I & II** - 77% (76% Hisp, 78% Wh, 88% EconDis, 100% Sped, 76% ELL)
- **Algebra I** - 58% (75% Hisp, 33% Wh, 33% EconDis, 50% ELL)
- **Biology** - 82% (88% Hisp, 50% Wh, 100% EconDis, 100% Sped, 100% ELL)
- **US History** - 94% (94% Hisp, 92% Wh, 89% EconDis, 43% Sped, 82% ELL)

Our DAEP successfully transitioned students back to their home campuses after discipline placements, usually improving their grades and recalibrating them to be successful upon their return.

## Student Learning Strengths

-The number of School of Choice graduates continues to rise topping out at 203 this year, including 102 early graduates. 91% of students graduated on endorsement graduation plans, including 83% of McKinney-Vento students, 68% of special education students, 91% of 504 students, and 100% of ELL students.

-SOC students also earned more credits than they ever have before, going from 1,517 to 11,846.5 credits.

-SOC STAAR scores improved in English, Biology, and US History in almost all subgroups. English, in particular, improved greatly, moving from 20% to 77%.

-Although the data will not be used until next year for accountability purposes, SOC CCMR points also dramatically improved, moving from 15% to 48%. This can be largely attributed to 97 students completing College Bridges English and Math.

-85% of DAEP students returned to their home campuses with higher grades than when they left.

-The DAEP recidivism rate (more than one DAEP assignment) dropped from 15% last year to 9% this year.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The School of Choice and district drop out rate should increase for the 2022-2023 school year. **Root Cause:** The residual effects of COVID is still affecting student's attendance and motivation.

**Problem Statement 2 (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 3 (Prioritized):** Over half of School of Choice students are in a special academic program (504, special education, or ESL). **Root Cause:** These students are struggling to get their needs met at the regular campus.

**Problem Statement 4 (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. Students also get career counseling and campus career investigation with many organizations presenting information to students. Some are even assigned career mentors.

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.

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 Canvas, which is the platform these campuses use for all their student's academic communication. 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. DAEP staff complete nine week check ups with returned DAEP students on their home campuses to monitor success.

School of Choice and DAEP staff focus on assisting students in their areas of certification but all help in other areas when it is necessary. They also have a group of students, who they mentor each week. Many staff have multiple years of experience with on-line curricula. In regards to professional development, staff obtain the required district training, in addition to very specific campus professional development. Because both campuses are small, each staff member is heavily involved in decision making, talking through problems and creating solutions.

## School Processes & Programs Strengths

### Curriculum:

- The Apex program offers self-paced curriculum that allows students to accelerate instruction. 94% of eligible SOC students earned 6 or more credits last year.
- Apex offers high levels of individualization for special program students, helping SOC accommodate 31 special education, 31 ELL, and 63 504 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 Apex and a shared Google document with weekly goals and progress.

### 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.

### Staff and Professional Development:

- All staff this coming year will have had experience with on-line curriculum, most with Apex.
- Almost all staff have at least 3 years of teaching experience.

- An abundance of professional development is in place, including many varied training opportunities and on-line options.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (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 2 (Prioritized):** SOC staff attendance rate dropped 5 points last year. **Root Cause:** We need a more explicit award system for solid attendance.

**Problem Statement 3 (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 4 (Prioritized):** Drug placements comprised a majority 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 and DAEP embrace our district mission statement - "Engage. Empower. Learn." - and our district's core values. We also believe that we can provide an environment that mixes compassion and understanding with accountability. We value 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. SOC administration meets weekly with NBHS to discuss potential SOC applicants.

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 a Fall and Spring Meet the Teacher and a Spring Farmers' Market Plant Sale fundraiser. We also bring in various business and community members to present career information to students.

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. DAEP staff make nine week visits to home campuses to check in with returned students. It has also fostered a partnership with Recovery Works to help students with drug issues.

## Perceptions Strengths

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

- 4.11 SOC students feel connected to someone on campus.
- 4.23 Everyone matters at SOC.

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

- SOC 4.2 Feel motivated to come to work
- DAEP 4.0 Feel motivated to come to work

Other positives:

- SOC Student Rewards (Close to a dozen different types of awards are given every grading period with 100 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
- 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):** Discipline referrals and ISS assignments are still high at SOC. **Root Cause:** Many students are not used to our high expectations, particularly with turning in cell phones.

**Problem Statement 3 (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 4:** Many School of Choice students have not had college preparation opportunities once they come to SOC. **Root Cause:** College prep programs have not been available do to staffing and program structure.

**Problem Statement 5 (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 2:** The School of Choice and district drop out rate should increase for the 2022-2023 school year.

**Root Cause 2:** The residual effects of COVID is still affecting student's attendance and motivation.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Multiple students had chronic absenteeism ( $\Rightarrow$ 15) this school year.

**Root Cause 3:** Many factors contributed to chronic absenteeism (transportation, health, motivation).

**Problem Statement 3 Areas:** Perceptions

**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 4:** Special education and economically disadvantaged students often have baggage, making it more difficult to control their behavioral issues.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Parent and community involvement is low at School of Choice, with little interaction after the initial interviews.

**Root Cause 5:** 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 5 Areas:** Demographics

**Problem Statement 6:** Many special education students struggle to pass their EOC.

**Root Cause 6:** Learning deficiencies are a critical barrier to success on EOC exams.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** SOC staff attendance rate dropped 5 points last year.

**Root Cause 7:** We need a more explicit award system for solid attendance.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Discipline referrals and ISS assignments are still high at SOC.

**Root Cause 8:** Many students are not used to our high expectations, particularly with turning in cell phones.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Students need more incentives for attendance, progress, and positive behavior.

**Root Cause 9:** School of Choice funds are limited, and the vending machines no longer generate significant revenue.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** School shootings, student suicide, bullying, and violent student behavior in schools have increased concerns for school safety.

**Root Cause 10:** Student conflicts, family concerns, and student mental health problems are sometimes difficult to identify and address.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** 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 11:** Authentic, "real world" experiences are needed for students to fully explore post-secondary options.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Many DAEP students have severe academic gaps that have only increased through the years.

**Root Cause 12:** 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 12 Areas:** Student Learning

**Problem Statement 13:** DAEP recidivism remains high for certain populations of students.

**Root Cause 13:** Students exiting DAEP and returning to their home campuses often feel lost and without a support system.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** Drug placements comprised a majority of DAEP assignments last year.

**Root Cause 14:** 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 14 Areas:** School Processes & Programs

**Problem Statement 15:** Over half of School of Choice students are in a special academic program (504, special education, or ESL).

**Root Cause 15:** These students are struggling to get their needs met at the regular campus.

**Problem Statement 15 Areas:** Student Learning

# 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
- Federal Report Card and accountability data
- 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
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- State-developed online interim assessments

- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- T-TESS data



- T-P ESS 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 2026: English from 94% to 95%, Algebra from 75% to 90%, Biology from 80% to 90%, and US History from 100% to 100%.**

**Increase the percentage of students passing STAAR EOCs by June 2026: English from 77% to 80%, Algebra from 58% to 80%, Biology from 82% to 90%, and US History from 94% to 97%.**

**One Year Goals:**

**Increase % students improving STAAR scores by June 2024**

**English from 94% to 90%, Algebra from 75% to 82%, Biology from 80% to 83%, US History from 100% to 100%**

**Increase % students passing STAAR EOCs by June 2024**

**English from 77% to 77%, Algebra from 58% to 70%, Biology from 82% to 85%, US History from 94% to 95%**

**High Priority**

**Evaluation Data Sources:** 2023-2024 STAAR scores for all student groups

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Analyze EOC and intervention class data every six weeks and identify areas for specific improvement focus and changes to learning environment and curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % students improving STAAR scores by June 2024                      English from 94% to 90%, Algebra from 75% to 82%, Biology from 80% to 83%, US History from 100% to 100%                      Increase % students passing STAAR EOCs by June 2024                      English from 77% to 77%, Algebra from 58% to 70%, Biology from 82% to 85%, US History from 94% to 95%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to utilize specific staff for EOC intervention courses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % students improving STAAR scores by June 2024  English from 94% to 90%, Algebra from 75% to 82%, Biology from 80% to 83%, US History from 100% to 100%  Increase % students passing STAAR EOCs by June 2024  English from 77% to 77%, Algebra from 58% to 70%, Biology from 82% to 85%, US History from 94% to 95%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> 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><b>Strategy 3:</b> Utilize Apex EOC prep coursework and tutorials to assist students in passing EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % students improving STAAR scores by June 2024  English from 94% to 90%, Algebra from 75% to 82%, Biology from 80% to 83%, US History from 100% to 100%  Increase % students passing STAAR EOCs by June 2024  English from 77% to 77%, Algebra from 58% to 70%, Biology from 82% to 85%, US History from 94% to 95%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Apex - Instructional Material Allotment - \$50,000</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create a combination of team teaching, before-school tutorials, and smaller class size in English, Algebra, and Social Studies intervention classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % students improving STAAR scores by June 2024  English from 94% to 90%, Algebra from 75% to 82%, Biology from 80% to 83%, US History from 100% to 100%  Increase % students passing STAAR EOCs by June 2024  English from 77% to 77%, Algebra from 58% to 70%, Biology from 82% to 85%, US History from 94% to 95%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 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 2:** Many special education students struggle to pass their EOC. **Root Cause:** Learning deficiencies are a critical barrier to success on EOC exams.





**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 2026.**

**High Priority**

**Evaluation Data Sources:** State and Federal Graduation Rates

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to use Apex program and quality staff to offer self-paced curriculum and teacher assistance to at-risk students and to ensure endorsement graduation plans</p> <p><b>Strategy's Expected Result/Impact:</b> 80% or higher of eligible students will earn at least 6 credits per semester.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3, 4</p> <p><b>Funding Sources:</b> 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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 80% or higher of eligible students will earn at least 6 credits per semester.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p>Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Counselor - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 31-6119 - \$84,911</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to modify 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><b>Strategy's Expected Result/Impact:</b> Decrease the DAEP recidivism rate from 14% to 10% by June 2024</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 4 - School Processes &amp; Programs 3, 4</p> <p><b>Funding Sources:</b> DAEP Teachers - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$98,896</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Many of these students have not been given specific, self-paced, one-on-one intervention to ensure their success.</p>
<p><b>Problem Statement 3:</b> The percentage of special education and economically disadvantaged students referred to DAEP remains higher than the percentage of regular education students. <b>Root Cause:</b> Special education and economically disadvantaged students often have baggage, making it more difficult to control their behavioral issues.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The School of Choice and district drop out rate should increase for the 2022-2023 school year. <b>Root Cause:</b> The residual effects of COVID is still affecting student's attendance and motivation.</p>
<p><b>Problem Statement 3:</b> Over half of School of Choice students are in a special academic program (504, special education, or ESL). <b>Root Cause:</b> These students are struggling to get their needs met at the regular campus.</p>
<p><b>Problem Statement 4:</b> Many DAEP students have severe academic gaps that have only increased through the years. <b>Root Cause:</b> 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>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> DAEP recidivism remains high for certain populations of students. <b>Root Cause:</b> Students exiting DAEP and returning to their home campuses often feel lost and without a support system.</p>
<p><b>Problem Statement 4:</b> Drug placements comprised a majority of DAEP assignments last year. <b>Root Cause:</b> 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>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Multiple students had chronic absenteeism (=&gt;15) this school year. <b>Root Cause:</b> Many factors contributed to chronic absenteeism (transportation, health, motivation).</p>

## Perceptions

**Problem Statement 2:** Discipline referrals and ISS assignments are still high at SOC. **Root Cause:** Many students are not used to our high expectations, particularly with turning in cell phones.

**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 48% to 60% by June 2026.**





**One Year Goal:**

**Increase the number of ALL students achieving Career, College, and Military Readiness (CCMR) from 48% to 52% by June 2024.**

High Priority

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create specific action plans for college-bound students to enroll in College Bridges English and Math classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the % of students completing College Bridges English and Math courses from 33% to 50% by June 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Prescribe endorsement plan courses or IEP goals for all special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the % of special education students earning CCMR points from 100% to 100% by June 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Performance Objective 1 Problem Statements:**





**School Processes & Programs**

**Problem Statement 1:** 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.

**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><b>Strategy 1:</b> Increase the % of graduates given career counseling from 66% to 95% by June 2026.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the % of students given career counseling from 65% to 75% by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 25 graduates each year will be connected with a career/workforce mentor by June 2026.</p> <p><b>Strategy's Expected Result/Impact:</b> 15 graduates each year will be connected with a career/workforce mentor by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> School of Choice will offer 15 college and/or career presentations to students by June 2026.</p> <p><b>Strategy's Expected Result/Impact:</b> School of Choice will offer 13 college and/or career presentations to students by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p>  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 1:** The School of Choice and district drop out rate should increase for the 2022-2023 school year. **Root Cause:** The residual effects of COVID is still affecting student's attendance and motivation.

### School Processes & Programs

**Problem Statement 1:** 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.

### Perceptions

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

**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 4.23 to 4.5 by June 2026.**





**One Year Goal:**

**Increase the number of students responding to "everyone matters" on annual student survey from 4.23 to 4.3 by June 2024.**

**High Priority**

**Evaluation Data Sources:** Student survey data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collect student surveys from students in May and from graduates as they graduate from School of Choice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students responding to "everyone matters" on annual student survey from 4.23 to 4.3 by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Problem Statements:</b> Perceptions 1, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students responding to "everyone matters" on annual student survey from 4.23 to 4.3 by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Clark Mentor Staff</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1, 2, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Review students needs and behavioral supports biweekly with SST meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student behaviors in proportion to the number of students on campus by June 2026:            Discline referrals - .73 to .6            DAEP assignments - .03 to .03</p> <p><b>Staff Responsible for Monitoring:</b> Principal            SST members</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1, 2, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue with ticket system for recognizing students who meet school expectations and where student can use tickets to buy rewards.</p> <p><b>Strategy's Expected Result/Impact:</b> ncrease the number of students responding to "everyone matters" on annual student survey from 4.23 to 4.3 by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Clark</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Many of these students have not been given specific, self-paced, one-on-one intervention to ensure their success.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The School of Choice and district drop out rate should increase for the 2022-2023 school year. <b>Root Cause:</b> The residual effects of COVID is still affecting student's attendance and motivation.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Multiple students had chronic absenteeism (<math>\Rightarrow</math>15) this school year. <b>Root Cause:</b> Many factors contributed to chronic absenteeism (transportation, health, motivation).</p>
<p><b>Problem Statement 2:</b> Discipline referrals and ISS assignments are still high at SOC. <b>Root Cause:</b> Many students are not used to our high expectations, particularly with turning in cell phones.</p>
<p><b>Problem Statement 3:</b> Students need more incentives for attendance, progress, and positive behavior. <b>Root Cause:</b> School of Choice funds are limited, and the vending machines no longer generate significant revenue.</p>
<p><b>Problem Statement 5:</b> School shootings, student suicide, bullying, and violent student behavior in schools have increased concerns for school safety. <b>Root Cause:</b> Student conflicts, family concerns, and student mental health problems are sometimes difficult to identify and address.</p>

**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 2026.**

**One Year Goal:**

**Increase attendance rate to 88% by June 2024.**

**High Priority**

**Evaluation Data Sources:** Attendance rate 2023-2024

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue with School of Choice involvement activities: Student Advisory Council, Circles, and Plant Sale fundraiser.  <b>Strategy's Expected Result/Impact:</b> Increase student satisfaction survey weighted average: Involvement Activities to 4.4 by June 2026.  <b>Staff Responsible for Monitoring:</b> Principal   <b>Problem Statements:</b> Student Learning 1 - Perceptions 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to reward students with incentives for good attendance  <b>Strategy's Expected Result/Impact:</b> Increase attendance rate to 88% by June 2024.  <b>Staff Responsible for Monitoring:</b> Principal   <b>Title I:</b>                      2.6  <b>Problem Statements:</b> Perceptions 3  <b>Funding Sources:</b> - 461 - Campus Activity Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to utilize CIS to improve attendance of frequently absent students.  <b>Strategy's Expected Result/Impact:</b> Increase attendance rate to 88% by June 2024.  <b>Staff Responsible for Monitoring:</b> Counselor   <b>Title I:</b>                      2.6, 4.1  <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1, 2, 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



No Progress



Accomplished



Continue/Modify



Discontinue

### 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 1:** The School of Choice and district drop out rate should increase for the 2022-2023 school year. **Root Cause:** The residual effects of COVID is still affecting student's attendance and motivation.

#### Perceptions

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

**Problem Statement 2:** Discipline referrals and ISS assignments are still high at SOC. **Root Cause:** Many students are not used to our high expectations, particularly with turning in cell phones.





**Problem Statement 3:** 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 5:** 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 14% to 10% by June 2024.**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue using Apex as the primary curriculum at DAEP to ensure academic success.  <b>Strategy's Expected Result/Impact:</b> 85 % of students will be passing more classes when they exit DAEP than when they entered.  <b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Decrease the DAEP recidivism rate from 14% to 10% by June 2024.  <b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 4 - School Processes &amp; Programs 3, 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Incorporate counseling services at DAEP twice per week for career counseling, socio-emotional support and drop-out prevention.  <b>Strategy's Expected Result/Impact:</b> Annually increase the % of students with career counseling.  Annually increase the % of students feeling socio-emotionally supported from 2.96 to 3.2 on surveys.  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes &amp; Programs 3, 4 - Perceptions 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 3:</b> The percentage of special education and economically disadvantaged students referred to DAEP remains higher than the percentage of regular education students. <b>Root Cause:</b> Special education and economically disadvantaged students often have baggage, making it more difficult to control their behavioral issues.</p>



### Student Learning

**Problem Statement 1:** The School of Choice and district drop out rate should increase for the 2022-2023 school year. **Root Cause:** The residual effects of COVID is still affecting student's attendance and motivation.

**Problem Statement 4:** 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 3:** 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 4:** Drug placements comprised a majority 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

**Problem Statement 5:** 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 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 2026:**

**Campus Climate from 3.67 to 4.5      Feel Recognized from 3.1 to 4.5**  
**Understand Goals from 3.85 to 4.5      Feel Motivated from 4.2 to 4.25.**





**One Year Goal:**

**Increase staff satisfaction survey weighted average by June 2024:**

**Campus Climate from 3.67 to 4.0      Feel Recognized from 3.1 to 4.0**  
**Understand Goals from 3.85 to 4.0      Feel Motivated from 3.2 to 4.0.**

Evaluation Data Sources: Staff Survey information

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue a Teacher of the Year program for SOC/DAEP/Gateways teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff satisfaction survey weighted average by June 2024:                      Campus Climate from 3.67 to 4.0      Feel Recognized from 3.1 to 4.0                      Understand Goals from 3.85 to 4.0      Feel Motivated from 3.2 to 4.0.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporate monthly staff celebrations and goal review meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff satisfaction survey weighted average by June 2024:                      Campus Climate from 3.67 to 4.0      Feel Recognized from 3.1 to 4.0                      Understand Goals from 3.85 to 4.0      Feel Motivated from 3.2 to 4.0.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to recognize staff weekly in newsletter for Vision/Mission/Core Beliefs successes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff satisfaction survey weighted average by June 2024:  Campus Climate from 3.67 to 4.0      Feel Recognized from 3.1 to 4.0  Understand Goals from 3.85 to 4.0      Feel Motivated from 3.2 to 4.0.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop an incentive system for staff to increase attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> SOC staff attendance will increase from 93% to 95% by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> SOC staff attendance rate dropped 5 points last year. <b>Root Cause:</b> We need a more explicit award system for solid attendance.</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 2026:**

**Framing the lesson from 76% to 95%**

**Power Zone from 74% to 80%**

**Critical Writing from 32% to 50%**

**FSGPT from 10% to 20%**

**Recognize and Reinforce from 52% to 80%**

**One Year Goal:**

**Increase the percentage of Fundamental Five usage in classrooms by June 2024:**

**Framing the lesson from 76% to 82%**

**Power Zone from 74% to 76%**

**Critical Writing from 32% to 38%**





**FSGPT from 10% to 14%**

**Recognize and Reinforce from 52% to 62%.**

**High Priority**

**Evaluation Data Sources:** Walkthrough data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Train all teachers on Fundamental Five teaching strategies, including monthly follow up refreshers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Fundamental Five usage in classrooms by June 2024:                      Framing the lesson from 76% to 82%                      Power Zone from 74% to 76%                      Critical Writing from 32% to 38%                      FSGPT from 10% to 14%                      Recognize and Reinforce from 52% to 62%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Administration will conduct weekly walkthroughs of intervention teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of Fundamental Five usage in classrooms by June 2024:</p> <p>Framing the lesson from 76% to 82%</p> <p>Power Zone from 74% to 76%</p> <p>Critical Writing from 32% to 38%</p> <p>FSGPT from 10% to 14%</p> <p>Recognize and Reinforce from 52% to 62%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Many special education students struggle to pass their EOC. <b>Root Cause:</b> Learning deficiencies are a critical barrier to success on EOC exams.</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 2026:**





**Feel Heard and Valued - 3.8 to 4.5**

**One Year Goal:**

**Increase staff satisfaction survey weighted average by June 2024:**

**Feel Heard and Valued - 3.8 to 4.0.**

Evaluation Data Sources: Staff surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All SOC/DAEP/Gateways staff are invited to participate on our Camus Improvement Committee.  <b>Strategy's Expected Result/Impact:</b> Increase staff satisfaction survey weighted average by June 2024:                      Feel Heard and Valued - 3.8 to 4.0.  <b>Staff Responsible for Monitoring:</b> Clark   <b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct nine-week rounding meetings with all staff to gather input on campus climate and procedures.  <b>Strategy's Expected Result/Impact:</b> Increase staff satisfaction survey weighted average by June 2024:                      Feel Heard and Valued - 3.8 to 4.0.  <b>Staff Responsible for Monitoring:</b> Administration   <b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> SOC staff attendance rate dropped 5 points last year. <b>Root Cause:</b> We need a more explicit award system for solid attendance.</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 4.11 to 4.5 by June 2026**

**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 4.11 to 4.25 by June 2024.**

Evaluation Data Sources: Student surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Assign every student at staff mentor for weekly wellness checks and recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 4.11 to 4.25 by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1, 2, 3, 5</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement weekly restorative circle meetings with students and their mentors.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 4.11 to 4.25 by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1, 2, 3, 5</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a ticket system where staff reward students for following campus expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 4.11 to 4.25 by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Clark</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1, 2, 3, 5</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 1:** The School of Choice and district drop out rate should increase for the 2022-2023 school year. **Root Cause:** The residual effects of COVID is still affecting student's attendance and motivation.

### Perceptions

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

**Problem Statement 2:** Discipline referrals and ISS assignments are still high at SOC. **Root Cause:** Many students are not used to our high expectations, particularly with turning in cell phones.

**Problem Statement 3:** 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 5:** 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 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 2026:**

**Proud of school - 4.5**





**One Year Goal:**

**Increase parent satisfaction survey weighted average by June 2024:**

**Proud of school - 4.38**

Evaluation Data Sources: Parent surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Coordinate multiple parent involvement events at SOC: CIC meetings, Fall &amp; Spring Meet the Teacher, and Spring Plant Sale Fundraising.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent satisfaction survey weighted average by June 2024: Proud of school - 4.38</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize Facebook, Parent Square, and other social media applications to promote School of Choice news and successes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent satisfaction survey weighted average by June 2024: Proud of school - 4.38</p> <p><b>Staff Responsible for Monitoring:</b> Clark</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Send out post-interview surveys to parents to ensure understanding of SOC goals and expectations and to see if they have any additional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Survey results will indicate 90% of parents/guardians have a clear understanding of SOC's goals and expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Parent and community involvement is low at School of Choice, with little interaction after the initial interviews. <b>Root Cause:</b> 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.</p>

**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><b>Strategy 1:</b> Schedule sessions with community career professionals to improve students' connection to the community and to explore career opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of college and career workshops for students to 15 by June 2026. Increase the number of students assigned a career mentor to 25 by June 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to develop the relationship between DAEP and Recovery Werks to foster free drug counseling for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase # of students who complete Level 1 RecoveryWerks Program from 16 previously.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to foster workforce connections with Gateways students.</p> <p><b>Strategy's Expected Result/Impact:</b> Annually increase the number of Gateways students who work at job sites during the school day.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

## School Processes & Programs

**Problem Statement 1:** 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 4:** Drug placements comprised a majority 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:** \$350,948.00

**Total FTEs Funded by SCE:** 6

### 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>
Brenda Wohlfeil	Math Intervention Teacher	0.25
Bruce Crum	DAEP Instructional Aide	1
Bryan Mortenson	Social Studies Intervention Teacher	0.25
Glyniss Akin	DAEP Teacher	0.5
Jacqueline Morin	Counselor	1
Loretta Montemayor	Science Intervention Teacher	0.5
Nicholas Westerman	SOC Instructional Aide	0
Peter Morin	Social Studies Teacher	0.5
Reann Carter	English Teacher	0.5
Stacy Burrow	DAEP Special Education Teacher	0.25
William Burrow	DAEP Special Education Instructional Aid	0.75
Yekaterina Coquat	Instructional Paraprofessional	0.5

# 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		\$98,896.00
<b>Sub-Total</b>					\$338,152.00
<b>Budgeted Fund Source Amount</b>					\$333,733.00
<b>+/- Difference</b>					<b>-\$4,419.00</b>
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Teacher		\$155,547.00
<b>Sub-Total</b>					\$155,547.00
<b>Budgeted Fund Source Amount</b>					\$155,547.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$489,280.00
<b>Grand Total Spent</b>					\$493,699.00
<b>+/- Difference</b>					<b>-\$4,419.00</b>