

Joshua Independent School District

New Horizon High School

2023-2024 Improvement Plan

Accountability Rating: Not Rated



Mission Statement

NHHS equips students to rise above the challenges and circumstances of life and become assets to their family and community.

Vision

Joshua ISD will be a highly acclaimed model of educational excellence.

Core Beliefs

1. New Horizon High School provides a safe and orderly environment.
2. New Horizon High School students set goals and achieve high levels of success.
3. New Horizon High School effectively and efficiently manages resources to promote student success.
4. New Horizon High School is a source of pride and unity for students, staff, parents and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

New Horizon High School was established as an accelerated learning center in 1988. NHHS aims to help students earn a high school diploma who otherwise may not complete their education. Our staff works closely with students to create an individualized graduation plan. NHHS focuses on attendance, self-paced and traditional curriculum, and character education to promote a successful student experience. The campus demographic profile is as follows:

Total Students: 72

White: 33 students

Hispanic: 35 students

Black - African American: 2

Two or More: 2

Economically Disadvantaged: 54 students

Bilingual/ELL: 22 students

At-Risk: 70 students

Special Education: 12 student

Career and Technical Education: 65 students

Attendance: 91%

Graduation rate: 100%

Demographics Strengths

NHHS has a 100% graduation rate. The campus continues to earn the rating of met standard for student achievement, student progress, closing performance gaps, and postsecondary readiness. Currently, the NHHS has an A rating with a score of 100. 40% of NHHS teachers have over 20 years of experience compared to the state average of 10.9 years. 54% have between 11 and 20 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 75% of our students are economically disadvantaged. This group has an attendance rate of 91% which is below the district goal of 97%, as well as, the state average of 95%. **Root Cause:** Due to their various home circumstances and perceptions of education, school attendance is not a priority for this group of students.

Student Learning

Student Learning Summary

Based on the data from the 2022 Accountability Report, NHHS students achieved the following passing rates:

NHHS met standard on the 2022 Accountability Report. Domain 1 had a score of 90. Which created an over all campus rating of a 100 which equals an A on the new accountability system.

New Horizon scored an overall grade/rating of a 100.

Approaches Grade Level-

ELA: 11%

White: 0%

Hispanic: 50%

Special Education: 0%

Economically Disadvantaged: 17%

Math: 50%

White: 100%

Hispanic: 33%

Economically Disadvantaged: 67%

Science: 83%

White: 67%

Hispanic: 100%

Special Education: 100%

Economically Disadvantaged: 80%

History: 67%

White: 75%

Hispanic: 60%

Special Education: 50%

Economically Disadvantaged: 83%

Student Learning Strengths

New Horizon HS made a 73 on student achievement and a 79 on relative performance. As a campus, NHHS scored 57% on the 2022 STAAR performance in Mathematics, Science, and Social Studies. NHHS provides smaller classes, individualized instruction when necessary and has shown academic growth. NHHS has a graduation rate of 100%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): NHHS students earned a 11% performance status on the ELA STAAR tests. **Root Cause:** Low student attendance and motivation.

Problem Statement 2 (Prioritized): There is a lack of progress for all students including the EB, SPED, At Risk and CTE student groups in ELA & Math EOC exams. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 3 (Prioritized): NHHS students earned a 50% performance status on the Math STAAR tests. Lowest group was EB. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

School Processes & Programs

School Processes & Programs Summary

NHHS is a Continuous Improvement campus with a focus on training staff in the systematic approach model along with providing support to staff. The Continuous Improvement model provides systematic alignment using Campus and Classroom Systems Level Checks. NHHS employs teachers who meet all certification requirements in their academic teaching area. Implementation and alignment of Professional Learning Communities (PLC) is the focus campus-wide with ongoing training to support all staff. The goals of PLCs are to create a viable curriculum with assessments to drive instruction and student achievement. Students who are not making adequate progress are targeted through response to intervention (RTI) programs. NHHS is focused on post-secondary readiness to ensure graduates are prepared to enter college, career, or the military. The district has a comprehensive technology program that allows all NHHS students and staff access to various devices. All teachers use instructional technology to enhance the learning environment.

School Processes & Programs Strengths

1. Continuous Improvement procedures are documented and systematic throughout the school year, including training for teachers and administrators.
2. All teachers and administrators are required to complete yearly ELL training.
3. All teachers are required to complete the yearly GT training.
4. Administrators have been trained in the PLC process to provide support on their campuses.
5. NHHS follows the clearly defined procedures available to all staff through the online Procedure Manual.
6. Instructional Technologists are available to our campus to assist with the implementation of technology in the classrooms.
7. All teachers have created an online classroom that will be fluid for all learners.
8. All teachers make prescribed individual plans for each student to allow them to graduate on time.
9. Classes are built in the master schedule to include the AI hours of remediation hours due to STAAR failures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Implementation of Continuous Improvement and PLC strategies vary in each classroom. **Root Cause:** Teachers feel this is an extra hoop, they do not realize they use PLC on a daily basis. They do not see the usefulness of the model.

Perceptions

Perceptions Summary

NHHS has a comprehensive family engagement plan and parental involvement activities. Surveys are conducted annually to receive feedback from our stakeholders and action plans are written if needs are identified. The campus utilizes multiple methods for parent communication including websites, Skyalerts, emails, phone calls, conferences, and data folders. Our campus has volunteer opportunities for parents and community members. Parents and community members are encouraged to participate in the campus decision-making process, as well as, in promoting the attributes and successes offered through site-based decision-making committees. NHHS focuses on ensuring a safe and orderly environment for all students and staff through implementation of an aligned Emergency Operations Plan.

Perceptions Strengths

1. Parent and staff survey results are consistently favorable.
2. Multiple opportunities are provided for parental and community involvement.
3. Campus decisions have the approval of the campus site based committee.
3. Safety audits confirm a safe and orderly environment throughout the district.
4. Students are celebrated each week, promoting a spirit of success and self confidence.

Priority Problem Statements

Problem Statement 1: 75% of our students are economically disadvantaged. This group has an attendance rate of 91% which is below the district goal of 97%, as well as, the state average of 95%.

Root Cause 1: Due to their various home circumstances and perceptions of education, school attendance is not a priority for this group of students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: NHHS students earned a 11% performance status on the ELA STAAR tests.

Root Cause 2: Low student attendance and motivation.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a lack of progress for all students including the EB, SPED, At Risk and CTE student groups in ELA & Math EOC exams.

Root Cause 3: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: NHHS students earned a 50% performance status on the Math STAAR tests. Lowest group was EB.

Root Cause 4: Progress monitoring and response to intervention have not been specific to student need.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Implementation of Continuous Improvement and PLC strategies vary in each classroom.

Root Cause 5: Teachers feel this is an extra hoop, they do not realize they use PLC on a daily basis. They do not see the usefulness of the model.

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

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
- 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

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

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





Goals

Revised/Approved: October 11, 2023

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 1: 100% of NHHS will implement an aligned emergency operations plan, including a threat assessment with all process and procedures.

Evaluation Data Sources: Presence of Emergency Operations Plan in offices and classrooms, surveys, drill documentation, training agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: All middle and high school students are required to wear a student identification badge that is visible at all times.</p> <p>Strategy's Expected Result/Impact: Ensure student safety</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All campus visitors will be screened through Raptor in the front office and receive a visitor's badge. Campus volunteers must have a criminal background check. Contractors and vendors must be fingerprinted.</p> <p>Strategy's Expected Result/Impact: All campuses will be secure and visitors are screened or monitored while on campus.</p> <p>Staff Responsible for Monitoring: Human Resources, Chief Administrative Services Officer, Campus Administrators, Campus receptionists</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 2: 100% of NHHS will implement an aligned character education and drug awareness plan.

Evaluation Data Sources: Surveys, Calendar appointments, Skyward documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: REACH Council Prevention Services are provided to students who have positive drug tests. Strategy's Expected Result/Impact: Students engaging in at risk behavior will decrease. Staff Responsible for Monitoring: Administrator, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: NHHS will implement Red Ribbon Week with various drug prevention programs. REACH Council Prevention Services will provide 2 drug awareness / prevention presentations to all students one during Red Ribbon Week and the other during the second semester. Strategy's Expected Result/Impact: Students engaging in at risk behavior will decrease. Staff Responsible for Monitoring: Administrator, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Gaggle will be used to monitor Google Drive for students in grades 4-12 to assist in prevention of suicide, violence, bullying, harassment, coercion, drug abuse, and stalking. Strategy's Expected Result/Impact: Reduce and alert administrators and JISD police of incidences related to suicide, violence, bullying, harassment, coercion, drug abuse, and stalking, thus promoting the safety and health of students. Staff Responsible for Monitoring: Chief of Administrative Services and Associate Director of Instructional Technology Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: PASS will be implemented at each campus to address social emotional barriers which include feelings about schools, perceived learning capability, self regard, preparedness for learning, attitudes to teachers, general work ethic, confidence in learning, attitudes to attendance, and response to curriculum demands.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Improve attendance to 97%, reduce discipline referrals, reduce suicidal ideations and self harm and improve student academic performance.

Staff Responsible for Monitoring: Teachers, counselors, administrators, Director of Post Secondary Readiness

Problem Statements: Demographics 1

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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics





Problem Statement 1: 75% of our students are economically disadvantaged. This group has an attendance rate of 91% which is below the district goal of 97%, as well as, the state average of 95%. **Root Cause:** Due to their various home circumstances and perceptions of education, school attendance is not a priority for this group of students.

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 3: 100% of NHHS will implement an aligned health and wellness plan.

Evaluation Data Sources: Calendar appointments, Counselor's documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Counselors will speak with students making outcries of self-harm and notify parents as per district policy and procedure. The district provides resources to students and parents through campus counselors, district website, and handbook. Counselors will also report all incidents of students making suicidal outcries each month so that the district can provide appropriate resources.</p> <p>Strategy's Expected Result/Impact: Improve mental health Staff Responsible for Monitoring: Counselors</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PASS will be implemented at each campus to address social emotional barriers which include feelings about schools, perceived learning capability, self-regard, preparedness for learning, attitudes to teachers, general work ethic, confidence in learning, attitudes to attendance, and response to curriculum demands.</p> <p>Strategy's Expected Result/Impact: Improve attendance to 97%, reduce discipline referrals, reduce suicidal ideations and self-harm and improve student academic performance Staff Responsible for Monitoring: Teachers, counselors, administrators, Director of Post-Secondary Readiness</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Gaggle will be used to monitor Google Drive for students in grades 4-12 to assist in prevention of suicide, violence, bullying, harassment, coercion, drug abuse, and stalking.</p> <p>Strategy's Expected Result/Impact: Reduce and alert administrators and JISD police of incidences related to suicide, violence, bullying, harassment, coercion, drug abuse, and stalking, thus promoting the safety and health of students. Staff Responsible for Monitoring: Chief of Administrative Services and Associate Director of Instructional Technology</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Reach Council has agreed to come each week to meet with a different homeroom to talk about common issues and concerns seen in teens.</p> <p>Strategy's Expected Result/Impact: By creating a safe space for students to learn how to handle the hot topics; they may feel confident enough to reach out for help.</p> <p>Staff Responsible for Monitoring: Teachers, counselors, administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 75% of our students are economically disadvantaged. This group has an attendance rate of 91% which is below the district goal of 97%, as well as, the state average of 95%. Root Cause: Due to their various home circumstances and perceptions of education, school attendance is not a priority for this group of students.</p>

Goal 1: Joshua ISD will provide safe schools for students and staff.

Performance Objective 4: 100% of NHHS will implement an aligned student code of conduct.

Evaluation Data Sources: Skyward Data





Strategy 1 Details	Reviews			
Strategy 1: Each campus will submit a semester report of ISS, OCS, and DAEP placements by student groups. Strategy's Expected Result/Impact: Decrease the number of out of school and in school placements. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 1: Meet or exceed the target score of 90 in Domain 1 - Student Achievement, Domain 2 - Student Progress, and Domain 3 -Closing the Gaps.

Evaluation Data Sources: Six Weeks Tests, TELPAS Progress Checks, STAAR and Benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Provides accelerated instruction and prescriptive remediation to meet the needs of at risk students.</p> <p>Strategy's Expected Result/Impact: Increases in percentages at the approaches, meets, and masters level for all students in all STAAR assessments. Obtain district goal of 90% of all students at the approaches level and increase graduation rates.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$645,271.95</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: 75% of our students are economically disadvantaged. This group has an attendance rate of 91% which is below the district goal of 97%, as well as, the state average of 95%. Root Cause: Due to their various home circumstances and perceptions of education, school attendance is not a priority for this group of students.</p>

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 2: 100% of NHHS classrooms will build a foundation of reading, language arts and math.

Evaluation Data Sources: STAAR Reading and STAAR Math. Reading and Math growth measures .
As measured by district approved tests and/or STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Practical Writing classes for all students who must retake any ELA EOC test. Strategy's Expected Result/Impact: Increase the performance status on the ELA STAAR test from 11% to 70% in the 23-24 school year. Staff Responsible for Monitoring: Teachers/Admin/Counselor</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All classes with an EOC test connected to it will build in remediation within instruction. Strategy's Expected Result/Impact: Increase the performance status on the ELA STAAR test from 11% to 70% in the 23-24 school year Staff Responsible for Monitoring: Teachers/Admin/Counselor</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All students who have been unsuccessful in the English 1 or 2 EOC test will participate in targeted interventions during the creative writing course.</p> <p>Strategy's Expected Result/Impact: Increase the performance status on the ELA STAAR test from 11% to 70% in the 23-24</p> <p>Staff Responsible for Monitoring: ELA Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 4.) ELA teacher will reach out to the instructional specialist as needed to brainstorm activities that would help students improve.</p> <p>Strategy's Expected Result/Impact: STAAR remediation classes will become more prescriptive. Students will become more successful on STAAR.</p> <p>Staff Responsible for Monitoring: Administrator, Instructional Specialist.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Math students will participate in accelerated class fully focused of repairing gaps in the students learning of math.</p> <p>Strategy's Expected Result/Impact: Be able to pass the STAAR and count as AI hours.</p> <p>Staff Responsible for Monitoring: Math teacher, counselor and Admin.</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: NHHS students earned a 11% performance status on the ELA STAAR tests. Root Cause: Low student attendance and motivation.</p>
<p>Problem Statement 2: There is a lack of progress for all students including the EB, SPED, At Risk and CTE student groups in ELA & Math EOC exams. Root Cause: Progress monitoring and response to intervention have not been specific to student need.</p>

Student Learning





Problem Statement 3: NHHS students earned a 50% performance status on the Math STAAR tests. Lowest group was EB. **Root Cause:** Progress monitoring and response to intervention have not been specific to student need.

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 3: 100% of NHHS classrooms will implement the college, career and military readiness plan.

Evaluation Data Sources: Four Year Plans in Xello.
Campus visitor sign in logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.) NHHS provides presentations from various business leaders, college representatives and military branches to all students.</p> <p>Strategy's Expected Result/Impact: 1.) Students will make informed decisions in regards to their success and future beyond high school.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Four year plans are entered into Xello during 8th grade and are reviewed in 9th grade. All students have signed, chosen and understand their endorsement.</p> <p>Strategy's Expected Result/Impact: 1.) 100% of students will have a four year plan with a chosen endorsement. 2.) Students will make informed decisions in regards to their success beyond high school.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Each student is scheduled a one on one meeting with the counselor to ensure that they know/have what ever is needed to start their next chapter.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to start their post graduate life.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: New Horizon HS schedule the services of EOC from Cleburne to sit down with every student/ parent (if able) to aid in filling out the FASFA and signing up for Apply Texas.</p> <p>Strategy's Expected Result/Impact: Students will know before graduation what they are doing next and how much financial aide is available to them in college.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Joshua ISD will ensure that every child is prepared for success in college, a career, or the military.

Performance Objective 4: 97% attendance rate will be maintained.

Evaluation Data Sources: Student attendance(SKYWARD PEIMS reports)

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily phone calls or home visits will be made to students who do not call in by 9:30 am. Strategy's Expected Result/Impact: Increase the attendance rate of economically disadvantaged students from school year. Staff Responsible for Monitoring: Receptionist and/or administrator Problem Statements: Demographics 1 - Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Truancy will be filed with the courts for students who fall under 90% and/or have 10 or more unexcused absences. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Administrator and Attendance Clerk Problem Statements: Demographics 1 - Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Require documents for excused absences. Strategy's Expected Result/Impact: Increased attendance rates Staff Responsible for Monitoring: Receptionist Problem Statements: Demographics 1 - Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Attendance is directly connected to awarding of credit. Strategy's Expected Result/Impact: Increased attendance rates Staff Responsible for Monitoring: Attendance Committee PEIMS clerk Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The district has partnered with Good Site Health to provide video doctor appointments. Paid by insurance and free of charge to the uninsured.</p> <p>Strategy's Expected Result/Impact: This service will cut down on absences due to illness. It will allow students immediate access o a doctor who can prescribe medication to reduce days out.</p> <p>Staff Responsible for Monitoring: NHHS nurse, Attendance Clerk and Principal</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: 75% of our students are economically disadvantaged. This group has an attendance rate of 91% which is below the district goal of 97%, as well as, the state average of 95%. Root Cause: Due to their various home circumstances and perceptions of education, school attendance is not a priority for this group of students.</p>
Student Learning
<p>Problem Statement 1: NHHS students earned a 11% performance status on the ELA STAAR tests. Root Cause: Low student attendance and motivation.</p> <p>Problem Statement 3: NHHS students earned a 50% performance status on the Math STAAR tests. Lowest group was EB. Root Cause: Progress monitoring and response to intervention have not been specific to student need.</p>

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 1: 100% of NHHS teachers will meet state and local certification requirements.





Evaluation Data Sources: SBEC and JISD HR reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will complete online compliance courses consisting of Bloodborne Pathogens, ADA Compliance for Online Content, Bullying Prevention, Copyright, FERPA, Internet Safety, Section 504, Sexual Harassment, Teen Dating Violence and Abuse, Child Abuse and Maltreatment, Texas Educator's Code of Ethics.</p> <p>Strategy's Expected Result/Impact: All staff are in compliance and knowledgeable concerning these topics.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Curriculum and Instruction Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of secondary ELAR teachers will be ESL certified.</p> <p>Strategy's Expected Result/Impact: Teachers are equipped to address the needs of ESL students in their classroom</p> <p>Staff Responsible for Monitoring: Human Resources Department and Curriculum Department</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 2: NHHS will have 95% or greater teacher and principal retention.

Evaluation Data Sources: Staff Climate Surveys, Teacher Professional Development Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide monthly training opportunities regarding Professional Learning Communities and Continuous Improvement.</p> <p>Strategy's Expected Result/Impact: This will provide a better understanding of this process. When teachers understand it better they will be more happy.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Model PLC and Continuous Improvement during monthly staff meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to model effective PLC and Continuous Improvement practices in their classrooms.</p> <p>Staff Responsible for Monitoring: Admin/Counselor</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Global PD by Solution Tree with administrators and teachers.</p> <p>Strategy's Expected Result/Impact: Improve understanding of the PLC process.</p> <p>Staff Responsible for Monitoring: Admin/Counselor</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Implementation of Continuous Improvement and PLC strategies vary in each classroom. Root Cause: Teachers feel this is an extra hoop, they do not realize they use PLC on a daily basis. They do not see the usefulness of the model.</p>

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.





Performance Objective 3: NHHS will have a 90% or greater overall score on the Campus financial Scorecard.

Evaluation Data Sources: Campus financial Scorecard.

Goal 3: Joshua ISD will provide effective and efficient use of personnel, materials, resources, and facilities to meet the present and future needs of a changing enrollment.

Performance Objective 4: 90% of all NHHS staff and parents will respond with satisfaction on the annual survey.

Evaluation Data Sources: Annual Staff and Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: NHHS campus will host a Curriculum night in the fall and an Open House and senior breakfast in the spring. Strategy's Expected Result/Impact: Parents are giving the opportunity to learn about the grade level curriculum and expectations along with highlighting student work. Staff Responsible for Monitoring: Administrator, Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: NHHS fully communicates all information regarding activities to parents and students. Using skyward email, talking points app, and FB. Strategy's Expected Result/Impact: Graduates who complete prior to the end of the school year will remain informed about senior activities, career/college/military presentations. Staff Responsible for Monitoring: Administrator, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

State Compensatory

Budget for New Horizon High School

Total SCE Funds: \$614,609.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

The purpose of NHHS is to help students earn a high school diploma who otherwise may not complete their education. Our staff works closely with students to create an individualized plan for graduation. NHHS focuses on attendance, self-paced and traditional curriculum, and character education in order to promote a successful experience for all students. The entire campus is funded by Compensatory Ed monies.

Personnel for New Horizon High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Deatherage	Social Studies Teacher	1
Bonnie Justice	PEIMS Clerk	0.5
Doug Cline	Math Teacher	1
Emily Rollen	English Teacher	1
Ginger Owens	Receptionist / Secretary	1
Margo Rader	Spanish & Science Teacher	1
Melissa Bush	CATE Teacher	1
Mia Thurman	Counselor	0.5
Tonya Long	Principal	1

Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$645,271.95
Sub-Total					\$645,271.95