

Carrollton-Farmers Branch Independent School District

Ranchview High School

2023-2024 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 3, 2023

Demographics

Demographics Summary

As of the 2021-2022 school year, Carrollton-Farmers Branch Independent School District serves 24,888 students in the state of Texas (.4% of the state's learners). (TXschools.gov) Within the district, CFB educates students from over 116 countries and 55 different languages within 5 municipalities: Irving, Carrollton, Farmers Branch, Coppell, and Dallas. 48.4% of those students are female. 51.6% of those students are male. The ethnicities of the students are the following:

- 18.2% African American
- 55.4% Hispanic
- 11.1% White
- .4% American Indian
- 11.4% Asian
- .1% Pacific Islander
- 3.4% Two or More Races (Source: txschools.gov)

CFBISD also serves students in different learning, economic, and living situations including the following:

- 63.3% Economically Disadvantaged
- 13.9% Special Education
- 35.1% Emerging Bilingual
- 1.8% Homeless
- 92.3% Title 1
- 56.9% At Risk

Because of our location as a suburb of Dallas, the CFB mobility percentage as of 2020-2021 was 12.5%. The CFB student attrition rate was 22.2%. (Source: txschools.gov)

Ranchview High School is located near the city line boundary between Farmers Branch and Irving, Texas. RHS mostly serves students in the Irving and Coppell area. The school population for grades 9 to 12 as of 2021-2022 is 948 (3.8% of the district population). 48.7% of the students are female. 51.3% of the students are male. The ethnicities for the following:

- 40.9% African American
- 22.6% Hispanic

- 11.7% White
- .2% American Indian
- 18.9% Asian
 - 9.5 % Indian
 - 12% Middle Eastern/North African
- .1% Pacific Islander
- 5.6% Two or more races (Source: txschools.gov)

Ranchview also serves students in different learning, economic, and living situations including the following:

- 49.5% Economically Disadvantaged
- 13.0% Special Education
- 9.8% Emerging Bilingual
 - 65% of Emerging Bilingual are foreign born
- 2.0% Homeless
- 100.0% Title 1
- 38% At Risk

Because of our location as a suburb of Dallas, Ranchview has a mobility percentage as of 2020-2021 was 26.5%. The Ranchview student attrition rate was 26.5%. (Source: txschools.gov)

Out of the 86 faculty and staff members at Ranchview in 2021-2022, 78% are teachers. 5.5% are Professional Support. 5.0% are Campus Administration, and 11.2% are Educational Aides. These professionals are the following ethnicities:

- 11.3% African American
- 11.6% Hispanic
- 67.9% White
- 1.7% Asian
- 7.4% Two or more races.

51.9% of these professionals are males. 48.1% are females. 46.4% have earned at least a Bachelor's Degree. 52.1% have obtained Master's Degrees. 1.5% of our professionals have a Doctoral degree. 12.6% are beginning teachers. 21.2% have at least 1 to 5 years of experience. 21.4% have 6 to 10 years of experience. 32.9% have 11 to 20 years of experience. 10.4% have 21-30 years of experience, and 1.5% have over 30 years of experience. (txschools.gov)

As of 2020-2021, the student attendance at Ranchview is 98.3%. The chronic absenteeism was 5.9%. The dropout rate for Ranchview is 2.3%.

Demographics Strengths

Community involvement: Ranchview currently has 21 community partnerships with businesses and organizations in our area.

Staff Belonging and Well Being is 87% favorable, and Satisfaction and Purpose is 89% favorable on the 2023 Upbeat data report.

Feeling of appreciation among the teachers is 82% favorable on the 2023 Upbeat data report, which is an increase of 4.1 points from the previous year.

Principal/Teacher Trust is 98% favorable and Instructional Leadership is 100% favorable on the 2023 Upbeat data report.

The perception of Safety by the staff is down 18.1 points to 60% favorable on the 2023 Upbeat data report.

Student Learning

Student Learning Summary

At Ranchview, student learning is focused on supporting students' mastery of the Essential Standards identified for each grade level and content area. The Algebra 1 teachers set a SMART goal of having 75% of students approach the grade level target, and based on the Spring MAP data, were very close to achieving that goal with 72% approaches. On EOC data we met the math goal with 78% approaches. The English team set a SMART goal of having the percentage of students at the meets and masters levels increase by 7% from the prior school year. Based on the Spring 2023 MAP scores in English 1, the percentage of students at the Meets level increased 18% (from 47% to 65%), and the percentage of students at the Masters level increased marginally by 1% (from 10% to 11%). On EOC testing, English 1 had 55% Meets, up 12 points and 12% Masters, up 5 points from the 2022 test.

Based on the Spring 2023 MAP scores in English 2, the percentage of students at the Meets level increased 36% (from 31% to 67%), and the percentage of students at the Masters level decreased 2% (from 18% to 16%). On the EOC English 2 test, Ranchview had 58% at Meets, down 1%, and 10% Masters, an increase of 1% from the previous year. The biology team set a SMART goal of increasing the percentage of students at the masters level from 27% in the Fall to 33% in the Spring. Based on the Winter 2022 MAP scores in Biology the percentage of biology students at the Masters level increased to 38%, meaning they exceeded their goal. On EOC, biology had 20% Masters, an increase of 3% from the previous year. The social studies teachers set a SMART goal of increasing the percentage of students at the Meets level by 4% and the Masters level by 2% compared to Interim #1. Based on the 2023 Interim #4 data, the percentage of students at the meets level increased 73% (from 16% to 89%), and the percentage of students at the masters levels increased 71% (from 5% to 76%), meaning the social studies team met their goals. On EOC for US History, 93% were at Approaches, an increase of 3%; 68% were at Meets, an decrease of 1%; and 41% were at the Masters level, an increase of 2%.

Winter/Spring MAP Data - - 2022-2023

Test	Did Not Meet	Approaches	Meets	Masters
Algebra 1 (Spring)	28%	72%	20%	8%
Biology (Winter)	32%	68%	48%	38%
English 1 (Spring)	20%	80%	65%	11%
English 2 (Spring)	23%	77%	67%	16%
U.S. History (DCFA)	0%	100%	89%	76%

EOC Data - Spring 2023 - Results as of 5.31.23

Algebra 1	Did Not Meet	Approaches	Meets	Masters
State	22	78	45	24
Region	21	79	47	27
District	23	77	43	23
Ranchview	24	76	31	7
English 1				
State	29	71	54	14
Region	28	72	56	16
District	35	65	47	11

Algebra 1	Did Not Meet	Approaches	Meets	Masters
Ranchview	24	76	55	12
English 2				
State	26	74	56	9
Region	25	75	58	10
District	30	70	48	7
Ranchview	25	75	58	10
Biology				
State	11	89	57	22
Region	11	89	58	24
District	13	87	54	19
Ranchview	9	91	62	20
US History				
State	5	95	71	39
Region	5	95	71	40
District	7	93	62	30
Ranchview	7	93	68	41

College Readiness Data	
Cohort 2023, prior and Early Grad SAT Scores 225 graduates in cohort 2023	
Reading Met (480+)	48% (n= 109)
Math Met (530+)	26% (n=58)
Met Both	25% (n=56)

College Enrollment Data for Cohort 2021:

- 57% of students enrolled in college
- 37% - 4 year university
- 20% - 2 year university

Based on the TSIA taken by all seniors to indicate whether those students are prepared for college-level work, , 55.8% of students Met ELAR, 39.8% Met Math, and 34.5% Met Both. This means that 34.5% of students at Ranchview are prepared for college-level work based solely on their TSIA scores.

Student Learning Strengths

Based on MAP scores from the 2022-2023 school year, every tested subject either got close to meeting or did meet the SMART goals established by each department.

Based on the preliminary EOC STAAR test results from Spring of 2023, the performance from students on our campus exceeded the district, state, and region at the approaches level in algebra 1, biology, English 1 and English 2 and were only short by two percentage points in US History. Ranchview's scores are very comparable at the Meets and Masters levels in all of the subject areas to the district, state and region as well.

Based on the preliminary EOC scores for all subject areas, student performance is returning to pre-COVID levels of achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not engaged in the school process and their courses, which results in students not passing and earning the correct number of credits each semester. **Root Cause:** Classroom instruction is not engaging and meeting the needs of the students.

Problem Statement 2 (Prioritized): The lowest performing sub populations on the MAP and STAAR EOC tests were Economically Disadvantaged, Emergent Bilingual (EBs) and Special Education. **Root Cause:** There has been a significant influx of EBs and SpEd students the last few years without additional teachers added. Teachers may lack the skills and resources to support EB and SpEd learners effectively.

Problem Statement 3 (Prioritized): Students are not meeting the college readiness standards based on the meets level of performance. **Root Cause:** Graduation is tied to passing versus high levels of mastery.

School Processes & Programs

School Processes & Programs Summary

Throughout the year RHS focuses on enhancing instructional practices, curriculum, personnel support and training, organizational leadership and social emotional support programs. In the area of instruction, the administration completes TTESS observations and mentor opportunities with teachers, Induction Teacher Clinic for new teachers, as well as consistent Professional Development opportunities focusing on classroom instruction. In the area of curriculum, our core departments, CTE, LOTE, Special Education, Fine Arts, and PE/Athletics have instructional facilitators and/or department managers that ensure that personnel follow district and state guidelines for curricular expectations and assessment protocols to meet our students needs and interests. These individuals also work with district office departmental leaders. The teacher Upbeat Survey reported a 70% favorable response on Professional Development for our staff. Teachers reported with only 60% favorable response on the question, "The professional development available to me helps me improve my teaching" and only 57% favorable response on the question, "The professional development available to me is a good use of my time." Our teacher use bell to bell instruction and data driven instructional practices. In the area of personnel, department leaders work with administrators to seek out and interview high quality teaching candidates. Mentor teams along with TTESS observations assess professional needs. In the area of organization, meetings are conducted with the campus leadership team, discipline committee, Campus Improvement Committee (CIC), and graduation team. The departments also meet weekly for PLC and departmental business. In the area of social/emotional support, the teachers and staff are using restorative practices to meet the students' social and emotional needs, including access to the restorative center and peace room.

School Processes & Programs Strengths

1. Ranchview has an assortment of curricular opportunities and all departments have access to curricular resources.
2. Our geographic location among thriving industry provides us with a robust set of teaching candidates and community partnership opportunities. In 2022-2023, 21 businesses and organizations donated time, money, or resources to support our students, staff, and school.
3. Our general command structure from Principal to teacher is one of academic prescriptive competence. (instructional expertise shared among administrative staff)
4. Many Ranchview staff members have attended Professional Development trainings targeting our campus focus groups. We had 7 teachers attend the full day Seidlitz Trainings and we had 3 PLCs training sessions for the core teachers to address the needs of our Emergent Bi-Lingual students. We had 8 teachers attend the Multi-Tier Systems of Support training to address the academics differences of our students. We had 42 teachers and counselors attend a 2-day Restorative Practices training to meet the social/emotional needs of our students.
5. Numerous awards and/or championships earned by staff and students across multiple programs including CTE, athletics and fine arts.
6. Ranchview embraces the multi-cultural and pro-social needs of our student body by offering many school sponsored clubs and organizations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The community involvement for Ranchview High school is lacking in that we have limited partnerships with local businesses. **Root Cause:** The time that Ranchview staff has to establish connections and relationships with business partners is limited for long-term relationships.

Problem Statement 2 (Prioritized): Teachers have dedicated PLC time, but SpEd Staff is not as involved in the planning and learning process of creating curriculum for students. **Root Cause:** SpEd teachers do not always have the knowledge about their role in the planning process and participation in delivering instruction.

Perceptions

Perceptions Summary

RHS's goal as a campus is to graduate every student college and career ready without remediation. As a campus RHS is guided by the “5 that drive,” which are made of culture, data, observation and feedback, MTSS and restorative practices. Each of those categories are supported by professional learning communities and CFB interdepartmental support. One or more college applications were completed by 96.3% of seniors, 89% have completed their FAFSA forms, and 95.9% completed Dallas County Promise Pledge. Each year teachers complete the Upbeat Survey to provide feedback on school culture and work environment. Strengths of the survey include: teacher belonging & well-being – 87%, inclusion by the teachers – 88%, recruiting, retention and on-boarding – 84%, teachers feeling appreciated – 82%, trust between principals and teachers – 98%, and instructional leadership - 100%. Some of the areas for growth from the survey include: student engagement - 73%, school safety - 60%, parent/teacher communication - 74%, work/life balance - 70%, compensation & career path - 56%, and diversity - 65%. The students completed the Panorama survey and the strongest areas rated by the students include: teacher pedagogical effectiveness – 74%, classroom climate – 72%, and rigorous classroom expectations – 72%. The lower areas rated by the students include classroom teacher-student relationships - 69% percent and classroom engagement – 54%.

Additionally, Ranchview sends out a weekly email communication to parents, teachers, and students; posts on multiple social media platforms; and hosts Meet the Teacher, Open House Night, and Parent/Teacher Conferences throughout the year. Ranchview has had over 21 area businesses donate products or services to our school this year.

In the 2022-2023 school year, there were 5593 direct Parent Square messages with 2261 thread conversations. Of the 1048 parents with email addresses, 1020 (89%) of the parents opted to receive email messages. Of the 1116 parents with phone numbers, 174 (15%) opted to receive text messages and 453 (39%) of parents receive messages through the Parent Square App.

Perceptions Strengths

On the Upbeat **teacher** survey belonging and well-being was 87% up 2.1 points from the prior year.

On the Upbeat survey inclusion was 88% down 4.1 points from the prior year.

On the Upbeat survey, care & commitment was 84% down 8.5 points from the previous year.

On the Upbeat survey, recruiting, hiring and on-boarding was 84% down 1 point from the previous year.

On the Upbeat survey appreciation was 82% up 4.1 points from the previous year.

On the Upbeat survey principal/teacher trust was 98% up 10.6 points from the previous year.

On the Upbeat survey, instructional leadership was 100% up 9.9 points from the previous year.

On the Panorama Survey by **students** taken in the Spring of 2023:

*Classroom climate was 72% favorable.

*Classroom rigorous expectations - 72% favorable.

*Teacher pedagogical effectiveness - 74% favorable.

*Lower categories include classroom teacher-student relationships - 69%, and classroom engagement – 54%.

Parent Square communication with parents recorded as of 6/14/23 were 5,593 direct messages with 2,261 threads.

Ranchview Official Social Media Pages: Data collected for 8/1/2022-4/28/23.

Social Media Platform	Followers	Views	Visits
Facebook	896	46,937	14,844
Instagram	380	11,366	13,875
Twitter	479	4,318	49

Parent contacts by teachers are 2701 recorded as of 6/14/23.

Ranchview continued our Strike Discipline Management System for students and staff using restorative practices. RHS has a dedicated Restorative Specialist and 42 teachers and counselors attended Restorative Practices training.

Demographic	Restorative Conferences	ISS	OSS	DAEP	JJAEP
Total Placements	390	160	86	30	1
African American Male	144	62	30	14	1
African American Female	67	43	32	4	
Hispanic Male	45	18	10	5	
Hispanic Female	38	14	2	1	

RHS students have access to the peace room.

PTSA Membership is up to 205 members for the 2022.2023 school year.

We have 21 (6/13/23) community engagement organizations this current school year.

More parents attend the Meet the Teacher Night & the New Student Orientation than other Parent/Teacher Conferences.

The Junior class attended the University of Texas at Arlington college visit.

96.3% of the senior class has completed one or more college applications as of 4/6/23.

82% of the seniors had completed the FASFA form.

95.9% of the seniors completed the Dallas County Promise Pledge.

Ranchview had 69% of seniors going to some type of secondary school compared to the district's metric of 64% as of 08/2021.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a perception by the teachers that school safety needs improvement due to the inconsistent enforcement of campus rules in individual classrooms. **Root Cause:** We lack a system of accountability for all staff for implementation of the campus behavioral expectations.

Problem Statement 2: A lack of parental support is apparent in both response to behavioral referrals as well as parent/teacher communication. **Root Cause:** Parents do not hold the same priorities toward educational responsibilities as the educators in the building and/or are over extended with providing for family.

Problem Statement 3 (Prioritized): Students do not feel connected to the Ranchview community. **Root Cause:** Students are uninformed about the organizations, activities, and resources of the school and district.

Priority Problem Statements

Problem Statement 1: Students are not engaged in the school process and their courses, which results in students not passing and earning the correct number of credits each semester.

Root Cause 1: Classroom instruction is not engaging and meeting the needs of the students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The lowest performing sub populations on the MAP and STAAR EOC tests were Economically Disadvantaged, Emergent Bilingual (EBs) and Special Education.

Root Cause 2: There has been a significant influx of EBs and SpEd students the last few years without additional teachers added. Teachers may lack the skills and resources to support EB and SpEd learners effectively.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are not meeting the college readiness standards based on the meets level of performance.

Root Cause 3: Graduation is tied to passing versus high levels of mastery.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers have dedicated PLC time, but SpEd Staff is not as involved in the planning and learning process of creating curriculum for students.

Root Cause 4: SpEd teachers do not always have the knowledge about their role in the planning process and participation in delivering instruction.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a perception by the teachers that school safety needs improvement due to the inconsistent enforcement of campus rules in individual classrooms.

Root Cause 5: We lack a system of accountability for all staff for implementation of the campus behavioral expectations.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Students do not feel connected to the Ranchview community.

Root Cause 6: Students are uninformed about the organizations, activities, and resources of the school and district.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The community involvement for Ranchview High school is lacking in that we have limited partnerships with local businesses.

Root Cause 7: The time that Ranchview staff has to establish connections and relationships with business partners is limited for long-term relationships.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- 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
- 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.

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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Guiding Objectives

Revised/Approved: July 26, 2023


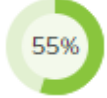
Guiding Objective 1: Optimize Engaging and Diverse Learning



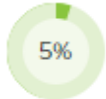





Goal 1: By August 2024, the percentage of graduates who meet CCMR college-ready criteria for English and math through SAT, ACT, AP, TSIA or Texas College Bridge will increase from 51.6% to 55%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Testing results from SAT, ACT, AP, TSIA and completion rates for College Prep English and Math Courses

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase opportunities for SAT/TSIA prep sessions. (IE - SAT summer school sessions, boot camp sessions) We will provide teacher training to better prepare students for TSIA.</p> <p>Strategy's Expected Result/Impact: Students will be college ready on SAT/TSIA assessments.</p> <p>Staff Responsible for Monitoring: Principal and CCMR Dean</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Substitutes when teachers attend training - 211 Title I - 211-11-6112-00-007-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Engage students and parents in college readiness conversations by reviewing scores on the SAT, PSAT, and MAP testing and assist students in developing an individual plan to help them achieve the college readiness standard by graduation. Meetings will also be held to explain the college going process to parents/families.</p> <p>Strategy's Expected Result/Impact: Students will be knowledgeable about how they performed and will have access to resources so they can work toward college readiness standards.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Counselor time to prepare college presentations and meet with families. - 211 Title I - 211-31-6117-00-007-30-000 - \$190</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
Strategy 3 Details	Reviews			
<p>Strategy 3: Engage students in the college-going process by completing a college day which will include: college admissions speaker, a virtual college visit, and a presentation with the steps to college acceptance with the junior class.</p> <p>Strategy's Expected Result/Impact: Bring awareness of the college going process and show the process of how to apply to college.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Transportation for College visit - 211 Title I - 211-11-6412-00-007-99-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
	 5%	 5%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not engaged in the school process and their courses, which results in students not passing and earning the correct number of credits each semester. Root Cause: Classroom instruction is not engaging and meeting the needs of the students.</p>

Student Learning

Problem Statement 3: Students are not meeting the college readiness standards based on the meets level of performance. **Root Cause:** Graduation is tied to passing versus high levels of mastery.

Guiding Objective 1: Optimize Engaging and Diverse Learning



Goal 2: By the end of summer 2024, we will increase the percentage of students earning the "Meets" level for End-of-Course (EOC) assessments in Domain 1 of the Texas Accountability System in English 1, English 2, Algebra 1, Biology and US History as follows:






- In English 1, we will increase the percentage from 55% to 60%.
- In English 2, we will increase the percentage from 58% to 63%.
- In Algebra 1, we will increase the percentage from 31% to 40%.
- In Biology, we will increase the percentage from 62% to 67%.
- In US History, we will increase the percentage from 68% to 74%.



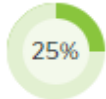

High Priority








HB3 Guiding Objective

Evaluation Data Sources: MAP assessments, District Benchmark Assessments, Classroom Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold SNAP meetings for 9th-11th graders three times a year during PD periods to monitor students' progress in English 1 & 2, Algebra 1, Biology, and US History. Students who fall in the sub pops of Economically Disadvantaged, Emergent Bilingual, and Special Education will be the primary focus.</p> <p>Strategy's Expected Result/Impact: Increase student performance on college readiness testing</p> <p>Staff Responsible for Monitoring: Principal and Instructional Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Core PD teams will complete at least four Essential Skill Plans (1 each 9 weeks) with structured progress monitoring to know how students are growing toward the set Smart Goals for each plan.</p> <p>Strategy's Expected Result/Impact: Students will grow in their knowledge and performance on EOC tested subjects.</p> <p>Staff Responsible for Monitoring: Principal and Instructional Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 10%	 50%		
Strategy 3 Details	Reviews			
<p>Strategy 3: Schedule all students who did not pass the EOC reading or math assessment in a Tier 3 English or math course during the school year.</p> <p>Strategy's Expected Result/Impact: All students will pass the EOC tests for English and math at least the Approaches Level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Supplemental intervention and support for at-risk students - 199-SCE State Comp Ed (SCE) - \$271,800</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 85%	 100%	

Strategy 4 Details	Reviews			
<p>Strategy 4: Train teachers on Seidlitz instructional strategies, prioritize 2-3 Seidlitz strategies for the campus, establish classroom observation schedule around the Seidlitz strategies, and design PD sessions for staff based on classroom observation data around the campus strategies focusing specifically on Emergent Bilingual Students, strategies, and learning outcomes.</p> <p>Strategy's Expected Result/Impact: Increase teacher efficacy of Seidlitz strategies which result in an increase use of the strategies in the classroom. This will result in an increase in student achievement for EB students.</p> <p>Staff Responsible for Monitoring: Instructional Facilitator and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Substitutes when teachers are out for training - 211 Title I - 211-11-6112-00-007-30-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide tutorial sessions for students after school hours to receive extra support in their academic subjects.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing his/her classes and receiving credit for courses.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Pay for teachers to provide tutorials after hours. - 211 Title I - 211-11-6117-00-007-30-000 - \$3,275</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide computer programs/applications, equipment and materials for teachers to use in the classroom to increase student engagement with the content.</p> <p>Strategy's Expected Result/Impact: Increase student engagement with the content and improve student academic success.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Quizzez computer software - 211 Title I - 211-11-6299-00-007-99-000 - \$3,700</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide specialized headsets to be used in the ESL classroom to support instruction with communication skills, memory, reading fluency and comprehension. The ESL teacher will be provided training with demonstration to ensure appropriate use.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement of the content and increased speaking and reading confidence (fluency/decoding) for our EB students.</p> <p>Staff Responsible for Monitoring: ESL teacher and Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: ForBrain Headphones - 211 Title I - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:

Student Learning

Problem Statement 1: Students are not engaged in the school process and their courses, which results in students not passing and earning the correct number of credits each semester. **Root Cause:** Classroom instruction is not engaging and meeting the needs of the students.

Problem Statement 2: The lowest performing sub populations on the MAP and STAAR EOC tests were Economically Disadvantaged, Emergent Bilingual (EBs) and Special Education. **Root Cause:** There has been a significant influx of EBs and SpEd students the last few years without additional teachers added. Teachers may lack the skills and resources to support EB and SpEd learners effectively.

Problem Statement 3: Students are not meeting the college readiness standards based on the meets level of performance. **Root Cause:** Graduation is tied to passing versus high levels of mastery.

School Processes & Programs









Problem Statement 2: Teachers have dedicated PLC time, but SpEd Staff is not as involved in the planning and learning process of creating curriculum for students. **Root Cause:** SpEd teachers do not always have the knowledge about their role in the planning process and participation in delivering instruction.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By Spring of 2024 Ranchview's Teacher Upbeat Survey will show an increase from 60% to 75% favorable responses on the School Safety and Order questions, and the Spring 2024 Student Panorama Survey will show an increase from 45% to 48% favorable responses on the School Safety questions.

High Priority

Evaluation Data Sources: Upbeat Survey for Teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin and Department Managers will walk through classrooms at least once a week using a campus behavioral non-negotiable checklist that is fair for both students and teachers.</p> <p>Strategy's Expected Result/Impact: Greater consistency with campus expectations by teachers and administrators.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 65%		
Strategy 2 Details	Reviews			
<p>Strategy 2: Survey the students and the staff in the fall and spring semester as to their perception of safety on campus and solicit ideas to improve school safety.</p> <p>Strategy's Expected Result/Impact: Knowing the perceptions of students and staff early in the year will give us an opportunity to make adjustments to our safety procedures for a safer campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 50%	 65%		
<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 Problem Statements:

Perceptions

Problem Statement 1: There is a perception by the teachers that school safety needs improvement due to the inconsistent enforcement of campus rules in individual classrooms.






Root Cause: We lack a system of accountability for all staff for implementation of the campus behavioral expectations.








Guiding Objective 3: Optimize Community Engagement

Goal 1: By Spring of 2024 Ranchview's community involvement will increase as evidenced by growth in our PTA membership from 205 to 225 members. Additionally, Ranchview will partner with at least 15 businesses in our community throughout the year.

High Priority

Evaluation Data Sources: PTSA membership roster; Community partnership log

Strategy 1 Details	Reviews			
<p>Strategy 1: Incentivize parent and student recruitment of new members for Ranchview's PTSA.</p> <p>Strategy's Expected Result/Impact: With more PTSA members, there will be a greater number of people attending school events and activities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Target 9th grade parents at a fall Principal/Community Coffee to share information regarding Ranchview and how to help their student be successful in high school.</p> <p>Strategy's Expected Result/Impact: By providing information to the 9th grade parents, we will help the parents feel connected to Ranchview and learn tools to help their student be successful.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: PTSA leadership and CTE teachers will connect with local businesses and solicit partnerships between our school and our community.</p> <p>Strategy's Expected Result/Impact: Increased partnerships with local community businesses which will support our school in learning opportunities for our students as well as donations for the school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: The community involvement for Ranchview High school is lacking in that we have limited partnerships with local businesses. Root Cause: The time that Ranchview staff has to establish connections and relationships with business partners is limited for long-term relationships.</p>
Perceptions
<p>Problem Statement 3: Students do not feel connected to the Ranchview community. Root Cause: Students are uninformed about the organizations, activities, and resources of the school and district.</p>









Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By Spring of 2024, we will increase the favorable score of students' sense of belonging on our Panorama survey from 35% to 38%. Additionally, we will strive for full staff engagement in restorative practices.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Wellness Wednesday announcements and social media posts to highlight programs and services available to students to connect them to the Ranchview community.</p> <p>Strategy's Expected Result/Impact: Students will be knowledgeable about clubs, organizations, and resources available to them at Ranchview.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Highlight the the diverse contributions of the different cultural groups throughout the year. IE - Holidays, Celebrations, and Recognitions, etc.</p> <p>Strategy's Expected Result/Impact: Students will learn about cultures that may or may not be like their own and be respectful of each.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a SEL question of the week for teachers to use with their classes to build a feeling of belonging between the teachers and the students.</p> <p>Strategy's Expected Result/Impact: Staff and students will learn more about each other and be able to see commonalities and connections between them.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue training teachers in Restorative Practices and utilize restorative strategies and circles monthly in classes.</p> <p>Strategy's Expected Result/Impact: Students will know their classmates and teachers better and feel connected to the Ranchview community.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:



Perceptions
<p>Problem Statement 3: Students do not feel connected to the Ranchview community. Root Cause: Students are uninformed about the organizations, activities, and resources of the school and district.</p>







Guiding Objective 5: Optimize All Available Resources

Goal 1: By Spring of 2024, Ranchview will increase the percentage of favorable responses on the Professional Development questions of the Upbeat Survey from 70% to 80% among teachers, as a result of implementing the Professional Learning Community (PLC) process.

High Priority

Evaluation Data Sources: Upbeat Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus PLC team conversations using the Essential Skill Plan template four times a year. Content instructional coaches will be in Professional Development Periods at least once a week to support the core instructional teams.</p> <p>Strategy's Expected Result/Impact: Focused conversations and just in time instructional support will result in teacher efficacy and student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Facilitators and Principal</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Instructional Specialists - 211 Title I - 211-11-6119-00-007-30-000 - \$33,525</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a staff development training for general education and Special Education staff who co-teach on best practices for planning and instruction. Implement follow up sessions for these teachers four times a year.</p> <p>Strategy's Expected Result/Impact: Teacher efficacy on implementation of co-teach model of instruction and improved student achievement.</p> <p>Staff Responsible for Monitoring: Principal and SpEd Dept. Leadership</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are not engaged in the school process and their courses, which results in students not passing and earning the correct number of credits each semester. Root Cause: Classroom instruction is not engaging and meeting the needs of the students.</p>
<p>Problem Statement 2: The lowest performing sub populations on the MAP and STAAR EOC tests were Economically Disadvantaged, Emergent Bilingual (EBs) and Special Education. Root Cause: There has been a significant influx of EBs and SpEd students the last few years without additional teachers added. Teachers may lack the skills and resources to support EB and SpEd learners effectively.</p>
School Processes & Programs
<p>Problem Statement 2: Teachers have dedicated PLC time, but SpEd Staff is not as involved in the planning and learning process of creating curriculum for students. Root Cause: SpEd teachers do not always have the knowledge about their role in the planning process and participation in delivering instruction.</p>

State Compensatory

Budget for Ranchview High School

Total SCE Funds: \$271,800.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Ranchview's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring data including End of Course, Grades, and State and Local assessments, is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Ranchview's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Sherie Skruch	
Administrator	Bobbie Taylor	
Administrator	LaDacher Jackson	
Administrator	Malcolm Watson	
Classroom Teacher	Sean Walker	
Classroom Teacher	Cami Nixon	
Classroom Teacher	Beth Cordes	
Classroom Teacher	Brian Towndrow	
Classroom Teacher	Krisly Osegueda	
Classroom Teacher	Marquis O'Banner	
Classroom Teacher	Emily Hawthorne	
Parent	Lititia Walden	
Parent	Meredith Blackman	
Parent	Jennifer Olgin	
Community Representative	Urooj Usman	
Parent	Taidina Parson	
Community Representative	Destiny Lowrey	
Community Representative	Neaz Ahmed	
Classroom Teacher	Leslie Grisham	Classroom Teacher
Parent	Merger Ottley	Parent
Parent	Lisa Palmer	Parent