

**Texarkana Independent School District
Options Early Graduation High School
2024-2025 Campus Improvement Plan**



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.	11
Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.	13
Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.	14
Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.	15
Addendums	17

Comprehensive Needs Assessment

Demographics

Demographics Summary

Options Academic High School is a diverse campus with the following demographics:

African American-57.97%

Hispanic-8.7%

Two or more-2.9%

White-30.43%

Males-35

Females-34

Total Enrollment-69

Economically Disadvantaged-72.4%

At-Risk-81.2%

OPTIONS enrollment has remained consistent since moving to the Texarkana College campus. Our maximum capacity is 90 students. The student attendance rate goal is 90%.

OPTIONS staff is composed of five certified and highly qualified teachers in the classrooms as well as three certified and highly qualified homebound teachers. Our staff also includes a certified counselor, an administrative assistant, and an instructional aide (open position). OPTIONS full academic teaching staff is composed of one male and four females with all the teachers being Caucasian, as well as two male coaches that are part-time employees.

Parental involvement is a need for OPTIONS, and we strive to work directly with parents/guardians to help ensure the attendance and academic success of our students.

Demographics Strengths

OPTIONS embraces the diversity of our campus and believes we provide our students with real world experiences before, during, and after their high school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to student age and personal independence of the typical OPTIONS student, we have a lack of parental involvement by a majority of our parents. Although we may experience a lack of parental involvement, we do not lack in parental support. We at OPTIONS strive to keep parents informed of the educational progress of their student(s). **Root Cause:** Student age and personal circumstances contribute to lack of parental involvement. Some students live independently of their parents.

Student Learning

Student Learning Summary

The environment in which students learn is critical and must be conducive to the educational process. For this reason, we carefully evaluated the strengths that enhance this process and the needs that detract from it. Based on the Campus Quality Improvement Committee, State and Federal Assessment Data, and the Texas Assessment Performance Report (TAPR) data.

2023 STAAR EOC Results (Spring 2023)

Content Area	Tested	Approaches	Meets	Masters
English I	8	5	3	
English II	25	6	8	1
Algebra I	4	4		
Biology	11	9	2	
US History	23	11	4	4

Student growth was able to be seen at the campus level with students.

CNA from Campus Leadership Team for Targeted Improvement in Domain 2

Student Learning Strengths

Number of Students Completing Courses by Pass/Fail Indicator			
2019-2020	2018-2019	2017-2018	2016-2017
1386	1562	1392	1664
Days in Membership			

Number of Students Completing Courses by Pass/Fail Indicator			
2019-2020	2018-2019	2017-2018	2016-2017
9074	11,850	10,725	13368.5
Avg # of Days to complete one semester credit			
6.55	7.586428	7.704741379	8.033954327

Students are able to earn credits at a faster rate than they could in a traditional high school setting. In a traditional setting, a student may average of 9-11 days to earn a semester credit.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: How do we increase student achievement on STAAR English I and II, Algebra I EOC? **Root Cause:** Class sizes-grouping students with similar needs, target specific areas and have students master specific skill sets, build relationships, increase literacy skills.

Problem Statement 2: Students have been academically unsuccessful on the English I / English II and Algebra I EOC. **Root Cause:** Students that have been unsuccessful on their EOC testing have come to OPTIONS with deficits in their basic reading and math skills.

School Processes & Programs

School Processes & Programs Summary

OPTIONS Academic High School is an alternative education program which allows students to work at an individual pace and receive individualized instruction using online curriculum. OPTIONS has a core team of five certified and highly qualified teachers in the areas of Math, Science, Social Studies, English Language Arts, and Special Education. OPTIONS also serves TISD students who are in need of homebound services. Those teachers are both highly qualified and certified to serve the needs of those students. OPTIONS staff is completed by a Principal, Administrative Assistant, Counselor, and an Instructional Aide.

OPTIONS Academic High School uses the Fuel Education as its curriculum. The curriculum aligns to the TEKS, and has built in supports for Special Education students, struggling learners, and English Language Learners. Students' individual needs within Fuel Education are met with multiple levels of courses offered.

Acceptance to OPTIONS Academic High School is done by application. Students must fill out an application, reside in TISD, and be in good standing with attendance and discipline to be accepted by a review committee. The review committee is composed of two representatives of OPTIONS, two representatives of Texas High, and our PIEMS Coordinator. Upon acceptance to OPTIONS, the student and parent / guardian must attend an orientation with the OPTIONS counselor to review their academic history, courses to be taken, and OPTIONS rules.

School Processes & Programs Strengths

Through the use of online curriculum and individual pacing, students are able to accomplish their personal academic goals. Students can choose to get on track, stay on track, or advance for early graduation. Students receive individualized instruction to meet their academic needs within the classroom.

OPTIONS, along with all of TISD's Alternative Education Programs, has adopted a new curriculum, Edgenuity. Edgenuity is aligned more closely to the TEKS. OPTIONS piloted Edgenuity in the Spring of 2020. Students were able to successfully complete their classes in a timely manner and the curriculum had more rigor as well as alignment. Edgenuity also has lessons taught through videos with an instructor as opposed to the Fuel Education's use of powerpoints.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With students working at their own pace, it is vital for us to monitor progress and help students reach their full potential. **Root Cause:** Students have a tendency to be distracted by the use of the internet.

Perceptions

Perceptions Summary

OPTIONS Academic High School is the home campus to a diverse group of students. Students must apply to enroll at OPTIONS. A committee of five people, review students academic history, attendance, and discipline records to verify if OPTIONS is the most appropriate place for a student to become academically successful. No two students have the same story of why they chose to apply to attend OPTIONS.

OPTIONS provide an alternative time schedule for students to attend. Juniors and Seniors are given the option of attending class from 8:15-12:30 or 11:20-3:35. While Sophomores and students that were not academically successful their Freshman year are required to attend the 11:20-3:35 session. Students may change sessions if they are reclassified to Junior status.

Perceptions Strengths

Since relocating to the Physical Science Building on the Texarkana College campus, OPTIONS has had an increase in the number of students attending and completing dual credit classes while in high school. Once these students graduate, we are seeing more of them continuing into the adult workforce programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: OPTIONS is by many perceived as the campus for students with discipline problems or seeking a GED. **Root Cause:** The lack of accurate information of what an academic alternative education program does to support the learning of its students.

Priority Problem Statements

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 1: Provide an opportunity for all students to take part in the ACT WorkKeys Curriculum. Ten Students Complete the Applied Math, Graphic Literacy, and Workplace Documents portion of the course and earn an NCRC. Students will have an opportunity to gain a National Career Ready Certification (NCRC). Students will have an opportunity to earn one of four certification levels: Bronze, Silver, Gold, or Platinum.

Texas Employers:

<https://www.workreadycommunities.org/TX/businesses>

Bowie County:

https://www.workreadycommunities.org/TX/businesses?business_name=&county_id=2542


Miller County:


https://www.workreadycommunities.org/TX/businesses?business_name=&county_id=2542


High Priority


Evaluation Data Sources: ACT WorkKeys website and students' progress.

Strategy 1 Details	Reviews			
<p>Strategy 1: During New Student Orientation discuss college/career interests with parents and students. A Days in Mrs. Hitchcock's room will be designated work time for ACT WorkKeys. Study hall Enrichment time can be used too.</p> <p>Strategy's Expected Result/Impact: Garner student interest and support from parents</p> <p>Staff Responsible for Monitoring: Doss - enrollment Hitchcock progress monitoring assistance</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 2: Increase student ADA from 83% to 90%.

High Priority

HB3 Goal





Evaluation Data Sources: Attendance monitoring daily - Teams Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Celebrate Weekly Perfect Attendance and Grading Period 90% Students</p> <p>Strategy's Expected Result/Impact: Encourage students to Attend Regularly</p> <p>Staff Responsible for Monitoring: Doss - Incentives (Weekly) Jones - Attendance Reports and Grading Period Incentives (Lunch arrangements)</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be given attendance tracking sheets for their binders to utilize Leader in Me goal-setting and tracking strategies.</p> <p>Strategy's Expected Result/Impact: Students will be able to self-monitor and be more responsible for their own actions.</p> <p>Staff Responsible for Monitoring: Each day students will go to their homeroom teacher to have them acknowledge they are at school and receive words of encouragement. Th</p>	Formative			Summative
	Dec	Feb	Apr	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 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 1: OPTIONS will produce a grading period report to either mail or email to the parent / guardian to inform of progress or lack of progress students are making. Progress Conferences will be used in place of progress reports being mailed home. Students that are on-track or ahead will meet with their homeroom teacher. Students that are falling behind will have a goal-setting conference with Mrs. Mayfield and Ms. Doss.

Evaluation Data Sources: Google Folders will be used to store and track students' progress.

Strategy 1 Details	Reviews			
Strategy 1: Attendance and Participation will EOC Prep will be monitored using Google Sheets. Progress in Edgenuity. will be tracked within the system.	Formative			Summative
	Dec	Feb	Apr	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 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 1: OPTIONS staff will attend weekly "Who's New Wednesdays?" to familiarize themselves with the unique characteristics of accepted students from the Tuesday Review Committee Meetings.

High Priority

HB3 Goal

Evaluation Data Sources: Teachers sign in sheet.

Strategy 1 Details	Reviews			
Strategy 1: Maintain a record of attendance. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will document student attendance, behavior, and participation rates during enrichment time.	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 1: OPTIONS Early Graduation High School will increase the number of parent / community learning opportunities to support student learning.

Evaluation Data Sources: Fall and Spring Parent Meeting for Academic Support

Financial Aid Application Sessions.

We will be partnering with Texarkana College and the TRIO program to provide direct support for our students to complete their FAFSA and College applications.





-December

-February

-May

This will be in cooperation with Texarkana College and Texas High.

Spring 2025 workshop for returning students to create interest in the Workforce Classes at Texarkana College.

Strategy 1 Details	Reviews			
<p>Strategy 1: Spring and Fall Academic meetings will be set up for October and February to share with parents strategies of how to support their students learning and academic success.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Spring workforce workshop will be held to inform parents of potential skills their students can acquire to further their future earning ability.</p>	Formative			Summative
	Dec	Feb	Apr	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 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 2: Connect all Special Education and 504 students to the Texas Workforce Commission Vocational Rehabilitation Services.

High Priority

Evaluation Data Sources: Students will be given the following forms at their Orientation:

1. Request to Receive Pre-Employment Transition Services
2. Authorization for Release of Confidential Customer Records and Information
3. Permission to Collect Information
4. Notice and Consent for Disclosure of Personal Information

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide students and parents/guardians, who qualify for services, with the appropriate documents needed to connect with the Texas Workforce Commission.</p> <p>Strategy's Expected Result/Impact: Students will be connected to services that will help them be successful beyond their high school career.</p> <p>Staff Responsible for Monitoring: Counselor, Deborah Mayfield</p>	Formative			Summative
	Dec	Feb	Apr	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>				

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD's ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Holly Tucker	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> ● Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

5. Dropout Prevention	TEC 11.252		The school will follow Board Policy EHBC.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> ● Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> ● District-wide procedures for campuses, as applicable 		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid 	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<ul style="list-style-type: none"> • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Amy Nix	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

<ul style="list-style-type: none"> o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	TEC 37.001 Family Code 71.0021 TEC 37.0831		
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Shawn Davis	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Holly Tucker	
16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children <ul style="list-style-type: none"> • Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs; • Age-appropriate, research-based anti-victimization programs for students; • Actions that a child should take to obtain assistance and intervention; and • Available counseling options for affected students. 	Education code 38.0041	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
17. College and University Admissions and Financial Aid (All grade levels)	Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
18. Comprehensive School counseling Program that includes: <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's 	Education Code 33.005	Sherry Young	Board Policy BQ (H), FFEA(H)

continued educational, career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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