

# **Texarkana Independent School District**

## **Digital Academy of Texas**

### **2024-2025 Campus Improvement Plan**



# Table of Contents

|                                                                                                                                                                                                           |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                                                                      | 3  |
| Demographics .....                                                                                                                                                                                        | 3  |
| Student Achievement .....                                                                                                                                                                                 | 5  |
| District Culture and Climate .....                                                                                                                                                                        | 9  |
| Staff Quality, Recruitment, and Retention .....                                                                                                                                                           | 10 |
| Curriculum, Instruction, and Assessment .....                                                                                                                                                             | 11 |
| Family and Community Engagement .....                                                                                                                                                                     | 12 |
| Demographics .....                                                                                                                                                                                        | 14 |
| Student Learning .....                                                                                                                                                                                    | 17 |
| School Processes & Programs .....                                                                                                                                                                         | 25 |
| Perceptions .....                                                                                                                                                                                         | 27 |
| Priority Problem Statements .....                                                                                                                                                                         | 29 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                                                                   | 30 |
| Goals .....                                                                                                                                                                                               | 31 |
| 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 an individualized education. ....        | 31 |
| Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms. ....                                | 45 |
| 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. .... | 47 |
| Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs. ....                                          | 51 |
| Addendums .....                                                                                                                                                                                           | 54 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Digital Academy of Texas is in its second year of partnership with Stride K12. The school began the year with an increase in student population from 227 to 367, a 62% increase.

|              | #          | %   | Change from 22-23 |
|--------------|------------|-----|-------------------|
| 5            | 15         | 4%  | ↓ 4%              |
| 6            | 35         | 10% | ↑ 6%              |
| 7            | 21         | 6%  | ↓ 3%              |
| 8            | 87         | 24% | ↓ 5%              |
| 9            | 53         | 14% | ↑ 3%              |
| 10           | 46         | 13% | ↑ 3%              |
| 11           | 61         | 17% | ↑ 2%              |
| 12           | 49         | 13% | ↓ 2%              |
| <b>Total</b> | <b>367</b> |     |                   |

|                           | #   | %   | Change from 22-23 |
|---------------------------|-----|-----|-------------------|
| Asian                     | 7   | 2%  | ↑ 1%              |
| Black Or African American | 33  | 9%  | ↓ 4%              |
| Two Or More Races         | 139 | 38% | ↑ 34%             |

|       | #   | %   | Change from 22-23 |
|-------|-----|-----|-------------------|
| White | 141 | 38% | ↓6%               |

- 38% of students identified as Hispanic, similar to 37% of students in 22-23.
- The percentage of students identified as female increased to 68% from 63%.

In terms of Special Programs, students are continuing to be identified as records come in. Our current percentages are below.

| Special Program Participation |     |     |                   |
|-------------------------------|-----|-----|-------------------|
| Program                       | #   | %   | Change from 22-23 |
| Special Ed                    | 31  | 8%  | ↑1%               |
| 504                           | 30  | 8%  | 0%                |
| Emergent Bilingual            | 17  | 5%  | ↑5%               |
| Dyslexia                      | 11  | 3%  | ↓1%               |
| GT                            | 21  | 6%  | ↓1%               |
| MKV                           | 4   | 1%  | 0%                |
| At-Risk                       | 11  | 3%  | ↓3%               |
| Eco Dis                       | 100 | 25% | ↓33%              |

Our students live across the state in rural, suburban, and urban environments. There are hubs of students in the major metroplexes of Houston, San Antonio, and Dallas/Ft. Worth, with a smaller group in the Austin area.

Our teaching staff also lives across the state. We have at least one staff member in the major cities.

### Demographics Strengths

We have a diverse student body that has representatives from across the state. Students represent different races and different locations across the state, bringing their different experiences to class discussions. We have a diverse teaching staff who is committed to challenging our students and maintaining high rigor while also providing that real-world connection for students.

# Student Achievement

## Student Achievement Summary

For the 22-23 school year, nearly all students entered the school year having met standard on STAAR tests. There were 3 students who had failed 7th grade math and 2 who had failed 8th Social Studies. There were a higher percentage of students who did not meet standard in 5th grade and science and social studies in general in grades 5-8. While some students did not meet grade level standards for RLA, this subject had the highest percentages of students at Masters in both 5-8 and English I and II.

Overall 5-8 STAAR Snapshot data

|                    | DNM       |            | Appr      |            | Meets     |            | Masters   |            |
|--------------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
|                    | #         | %          | #         | %          | #         | %          | #         | %          |
| <b>M5</b>          | <b>6</b>  | <b>43%</b> | <b>5</b>  | <b>36%</b> | <b>3</b>  | <b>21%</b> |           | <b>0%</b>  |
| <b>R5</b>          | <b>4</b>  | <b>29%</b> | <b>6</b>  | <b>43%</b> | <b>3</b>  | <b>21%</b> | <b>1</b>  | <b>7%</b>  |
| <b>S5</b>          | <b>9</b>  | <b>64%</b> | <b>4</b>  | <b>29%</b> | <b>1</b>  | <b>7%</b>  |           | <b>0%</b>  |
| <b>M6</b>          |           | <b>0%</b>  | <b>4</b>  | <b>80%</b> | <b>1</b>  | <b>20%</b> |           | <b>0%</b>  |
| <b>R6</b>          |           | <b>0%</b>  | <b>1</b>  | <b>20%</b> | <b>3</b>  | <b>60%</b> | <b>1</b>  | <b>20%</b> |
| <b>M7</b>          | <b>3</b>  | <b>21%</b> | <b>8</b>  | <b>57%</b> | <b>2</b>  | <b>14%</b> | <b>1</b>  | <b>7%</b>  |
| <b>R7</b>          | <b>1</b>  | <b>7%</b>  | <b>2</b>  | <b>14%</b> | <b>5</b>  | <b>36%</b> | <b>6</b>  | <b>43%</b> |
| <b>M8</b>          | <b>5</b>  | <b>18%</b> | <b>20</b> | <b>71%</b> | <b>2</b>  | <b>7%</b>  | <b>1</b>  | <b>4%</b>  |
| <b>R8</b>          | <b>3</b>  | <b>8%</b>  | <b>12</b> | <b>32%</b> | <b>15</b> | <b>39%</b> | <b>8</b>  | <b>21%</b> |
| <b>S8</b>          | <b>12</b> | <b>32%</b> | <b>13</b> | <b>34%</b> | <b>11</b> | <b>29%</b> | <b>2</b>  | <b>5%</b>  |
| <b>H8</b>          | <b>17</b> | <b>44%</b> | <b>19</b> | <b>49%</b> | <b>3</b>  | <b>8%</b>  |           | <b>0%</b>  |
| <b>Grand Total</b> | <b>60</b> | <b>27%</b> | <b>94</b> | <b>42%</b> | <b>49</b> | <b>22%</b> | <b>20</b> | <b>9%</b>  |

Overall STAAR EOC Snapshot data

|           | DNM      |            | APPR      |            | MEETS     |            | MASTERS  |            |
|-----------|----------|------------|-----------|------------|-----------|------------|----------|------------|
|           | #        | %          | #         | %          | #         | %          | #        | %          |
| <b>A1</b> | <b>3</b> | <b>12%</b> | <b>6</b>  | <b>24%</b> | <b>9</b>  | <b>36%</b> | <b>7</b> | <b>28%</b> |
| <b>E1</b> | <b>2</b> | <b>10%</b> | <b>3</b>  | <b>14%</b> | <b>12</b> | <b>57%</b> | <b>4</b> | <b>19%</b> |
| <b>E2</b> | <b>1</b> | <b>4%</b>  | <b>4</b>  | <b>14%</b> | <b>23</b> | <b>82%</b> |          | <b>0%</b>  |
| <b>BI</b> | <b>1</b> | <b>4%</b>  | <b>6</b>  | <b>24%</b> | <b>16</b> | <b>64%</b> | <b>2</b> | <b>8%</b>  |
| <b>US</b> |          | <b>0%</b>  | <b>10</b> | <b>27%</b> | <b>21</b> | <b>57%</b> | <b>6</b> | <b>16%</b> |

|                    | DNM      |           | APPR      |            | MEETS     |            | MASTERS   |            |
|--------------------|----------|-----------|-----------|------------|-----------|------------|-----------|------------|
| <b>Grand Total</b> | <b>7</b> | <b>5%</b> | <b>29</b> | <b>21%</b> | <b>81</b> | <b>60%</b> | <b>19</b> | <b>14%</b> |

#### Combined STAAR and EOC

|                | DNM | Appr | Meets | Masters |
|----------------|-----|------|-------|---------|
| Math           | 20% | 50%  | 20%   | 11%     |
| Reading LA     | 9%  | 23%  | 51%   | 17%     |
| Science        | 29% | 30%  | 36%   | 5%      |
| Social Studies | 22% | 38%  | 32%   | 8%      |
| All            | 19% | 34%  | 36%   | 11%     |

While Reading Language Arts had a stronger performance in comparison to other subjects, especially at Meets, there were multiple students with a score of 0 for the essay.

#### Student Group Performance

Student groups for special ed, emergent bilingual and 504 programs were fairly small and one student can have a large impact on the performance percentages, especially for science and social studies because they do not test at every grade level.

- Sped: 38 snapshot tests
- EB: 12 snapshot tests
- 504: 39 snapshot tests
- Eco Dis: 227 snapshots tests, or 88% of snapshot tests

| Special Ed     |     |      |       |         |
|----------------|-----|------|-------|---------|
|                | DNM | Appr | Meets | Masters |
| Math           | 30% | 40%  | 20%   | 10%     |
| Reading LA     | 42% | 25%  | 25%   | 8%      |
| Science        | 22% | 33%  | 22%   | 22%     |
| Social Studies | 29% | 43%  | 29%   | 0%      |

| Emergent Bilingual |      |      |       |         |
|--------------------|------|------|-------|---------|
|                    | DNM  | Appr | Meets | Masters |
| Math               | 0%   | 100% | 0%    | 0%      |
| Reading LA         | 25%  | 0%   | 25%   | 50%     |
| Science            | 67%  | 33%  | 0%    | 0%      |
| Social Studies     | 100% | 0%   | 0%    | 0%      |

| Eco Dis        |     |      |       |         |
|----------------|-----|------|-------|---------|
|                | DNM | Appr | Meets | Masters |
| Math           | 21% | 51%  | 18%   | 11%     |
| Reading LA     | 10% | 25%  | 49%   | 16%     |
| Science        | 29% | 29%  | 39%   | 4%      |
| Social Studies | 25% | 43%  | 30%   | 2%      |

| 504            |     |      |       |         |
|----------------|-----|------|-------|---------|
|                | DNM | Appr | Meets | Masters |
| Math           | 20% | 30%  | 30%   | 20%     |
| Reading LA     | 14% | 21%  | 43%   | 21%     |
| Science        | 44% | 11%  | 33%   | 11%     |
| Social Studies | 17% | 17%  | 33%   | 33%     |

Likewise, the Two or More student groups is also very small (21 snapshot tests), which greatly impacts the performance of science and social studies that have fewer tests.

| White          |     |      |       |         |
|----------------|-----|------|-------|---------|
|                | DNM | Appr | Meets | Masters |
| Math           | 26% | 30%  | 33%   | 11%     |
| Reading LA     | 13% | 19%  | 49%   | 19%     |
| Science        | 28% | 32%  | 32%   | 8%      |
| Social Studies | 9%  | 38%  | 41%   | 13%     |

| Hispanic       |     |      |       |         |
|----------------|-----|------|-------|---------|
|                | DNM | Appr | Meets | Masters |
| Math           | 20% | 55%  | 15%   | 10%     |
| Reading LA     | 11% | 28%  | 46%   | 15%     |
| Science        | 29% | 24%  | 41%   | 6%      |
| Social Studies | 26% | 41%  | 26%   | 7%      |

| African American |     |      |       |         |
|------------------|-----|------|-------|---------|
|                  | DNM | Appr | Meets | Masters |
| Math             | 17% | 58%  | 17%   | 8%      |
| Reading LA       | 0%  | 24%  | 71%   | 6%      |
| Science          | 17% | 42%  | 42%   | 0%      |
| Social Studies   | 55% | 18%  | 27%   | 0%      |

| Two or More Races |     |      |       |         |
|-------------------|-----|------|-------|---------|
|                   | DNM | Appr | Meets | Masters |
| Math              | 0%  | 80%  | 0%    | 20%     |
| Reading LA        | 0%  | 29%  | 57%   | 14%     |
| Science           | 50% | 25%  | 25%   | 0%      |
| Social Studies    | 20% | 60%  | 20%   | 0%      |

## Graduation and CCMR for Class of 2023

About 97% of students graduated from DATX, with 1 student who was a dropout. There were 31 graduates, and an estimated 42% of students met CCMR: 23% met a career-ready indicator and 26% college-ready indicator. There were 2 students who met the ELAR requirement for TSIA but not math. Most students who were college ready met the TSI requirement, mostly with TSIA 2.0 tests. There were several students who came with dual credit or AP tests that met the CCMR requirement. DATX had no students enroll in dual credit or sign up to take an AP test, although 16% of graduates passed an IBC.

|                                          | Met CCMR |
|------------------------------------------|----------|
| African American                         | 60%      |
| Hispanic                                 | 33%      |
| Two or More Races ( <i>1 student</i> )   | 0%       |
| White                                    | 44%      |
| Sped ( <i>1 student</i> )                | 100%     |
| Emergent Bilingual ( <i>2 students</i> ) | 50%      |
| Eco Dis                                  | 47%      |

## TELPAS

The majority of students taking TELPAS were Advanced High in Listening, with about 50% of students Advanced High for Reading. About 50% of students were Advanced for Speaking and 67% were Advanced for Writing.

## Student Achievement Strengths

Students have hit performance standards in ELAR in both TSI and STAAR testing. Students performed well on EOCs, especially for English I and Algebra I at the Meets and Masters performance level. Students who were identified as Eco Dis performed similarly to all students in ELAR, science, and social studies. Black/African-American students performed better in math and science than the general student population and most student groups.

Students who are Emergent Bilingual are improving listening and reading skills, both of which students have more opportunities to practice in the online course and during teacher instruction.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Only 11% of students reached the Masters performance level for STAAR and STAAR EOC. **Root Cause:** Students were not challenged enough.

**Problem Statement 2 (Prioritized):** Very few students were enrolled in Dual Credit courses. **Root Cause:** Students were not provided with information in a timely manner to register for DC courses.

**Problem Statement 3 (Prioritized):** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

**Problem Statement 4 (Prioritized):** Enrollment in AP courses results in almost no AP test participation. **Root Cause:** Students do not feel like taking the test is beneficial.

# District Culture and Climate

## District Culture and Climate Summary

Teachers: Only one teacher who ended the year with DATX did not return. Only one new teacher was added. Teachers continue to teach multiple preps due to the size of our population.

Students: In response to surveys, students felt like they had someone at school who cared about them, but in grades 5-8, students did not feel like they had a friend at school. They did not feel like they were a part of the school, but they did feel like they were safe at school. High school students felt like they connected more with friends, but they also did not feel like they were a part of the school. They knew how to find information to prepare for college or career options. For surveys sent close to their start date, the majority of the students felt prepared. They were missing the in-person interaction or having clubs or social time.

Learning Coaches: with each new cohort, we have provided a learning coach orientation. We also have a Learning Coach Community where coaches can connect, ask questions, or get support. Learning coaches are able to post questions for each other in the Learning Coach Community app.

## District Culture and Climate Strengths

Our students feel safe and connected with staff.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Students do not feel connected to their school. **Root Cause:** There were minimal options for students to connect in clubs or other social gatherings.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

At DATX, we have 16 teachers - 12 core content teachers, 2 at-risk teachers, and 2 career prep teachers.

- We have 13 female teachers and 3 male teachers
- We have a racially/ethnically diverse staff, with African-America, Hispanic, and Asian ethnic groups represented. They also come from different areas of the state: large cities and small towns.
- Our teachers have a breadth of experience with an average of 11 years of teaching experience at the High School level, and 18 years of experience at the Middle School level
- Within our Science department, we have teachers who have had practical experience in a Scientific field

Only 1 teacher is completely new to Stride, although 2 teachers were only employed for around 3 months before the end of the prior school year.

We have 2 counselors and one Community Engagement Specialist.

## Staff Quality, Recruitment, and Retention Strengths

Our staff has varied experiences, both personally and professionally, that allows them to connect with students in different ways.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

All of our teachers are provided with an online course that encompasses all of the TEKS for their course. The lessons and assignments within the course are designed so that a student could work through them independently and are available for teachers to use as a supplement to their live class sessions. Our courses encompass a variety of learning experiences including close reading, annotation, graphing, essay writing, project based learning, and student-choice assessments. Teachers are trained on and expected to plan using the STRIDE instructional framework: Start, Target, Relate, Instruct, Deepen, and Exit. This should be the core structure of our online class sessions. Teachers are also equipped with training on the Big 4 Instructional Strategies: Evidence of Mastery, Academic Rigor, Student Choice, and Learning Experiences.

DATX is utilizing the platforms Measuring Up and the Texas Formative Assessment Resource for assignment and assessment creation. Both of these systems have a curated bank of STAAR released questions and activities that utilize the new question types on the STAAR. The goal is to expose students to the platform more regularly and prepare them to utilize their online tools and accommodations. This will also provide a reliable source of progress data to be able to provide more individualized support to each student. Teachers also use Classkick along with Newrow, our online interactive instruction platform, to provide students with learning activities and checks for understanding during class, with all of the content created in these programs being teacher-created.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** 13% of students scored in the Does Not Meet performance level on STAAR testing. **Root Cause:** Students need more practice with the content to gain mastery.

**Problem Statement 2:** More students are meeting TSI benchmarks in ELAR than they are in Math. **Root Cause:** Students do not receive cumulative instruction in Geometry, Algebra I, and Algebra II while reading and writing are consistently taught in all ELAR courses.

**Problem Statement 3:** Speaking portion of TELPAS reflected low performance last year. **Root Cause:** Students did not have as many opportunities to speak as they do for listening, reading, and writing.

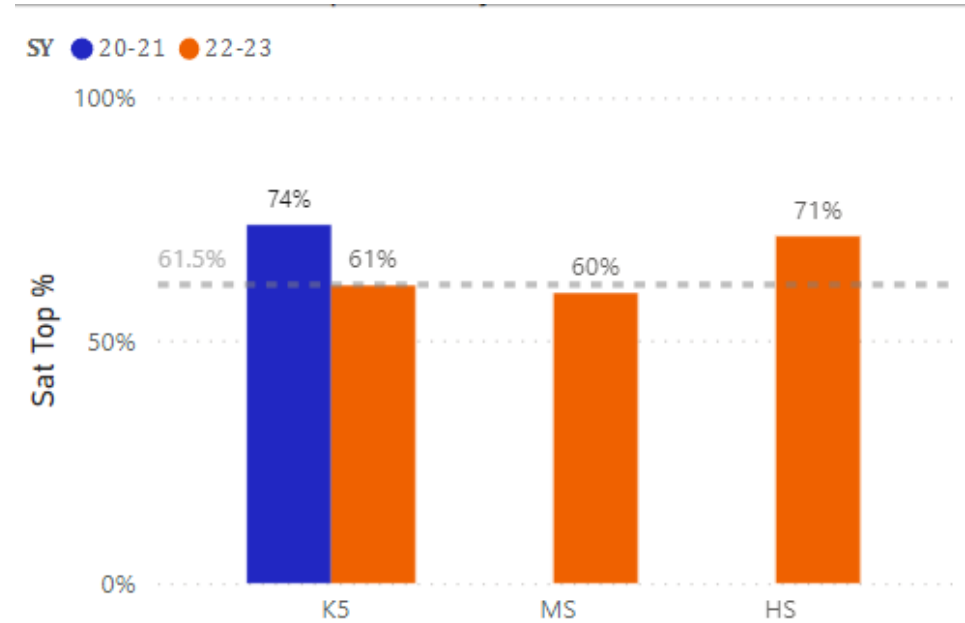
**Problem Statement 4 (Prioritized):** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

# Family and Community Engagement

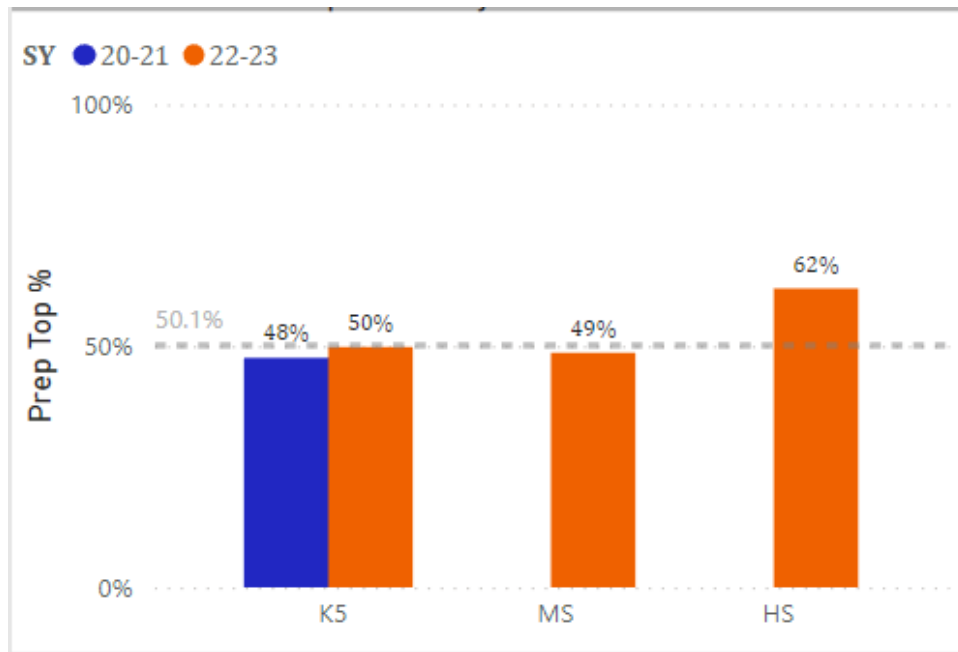
## Family and Community Engagement Summary

Upon completion of our enrollment and orientation process, families are given a survey seeking feedback on their experience. At this time, we did not have any open-ended comments or feedback, and had data for two questions regarding satisfaction and preparation.

How satisfied are you with your current school experience?



How well prepared for school do you feel at this point?



Prior to a student starting within our program, they complete 3 days of orientation and onboarding that encompasses live sessions presenting our systems, completion of an orientation course that teaches how to navigate their courses, as well as activities designed to identify their learning styles and strengths. Prior to the 3 days of student orientation, our learning coaches are provided with their own orientation. We also provide open office hours during that first week to answer any questions and provide technical support. 95% of our students attend orientation with 93% completing the online orientation course.

### Family and Community Engagement Strengths

Over 90% of our students are successfully meeting all of our strong start metrics including completion of the welcome call, attendance to orientation, completion of the introduction to online learning course, and logging in within the first three days of enrollment. We also have an average attendance rate of 87% placing us in the top 5 Stride powered schools in the nation. It is important to us that students are prepared for success in their classes and ready to start participating as soon as their onboarding is complete.

# Demographics

## Demographics Summary

The Digital Academy of Texas is entering it's 3rd school year and serves students in grades 3-12. In 22-23 and 23-24, 60% of enrolled students were enrolled in grades 9-12.

|                    | 22-23 | 23-24 |
|--------------------|-------|-------|
| 5th grade          | 8%    | 4%    |
| 6th grade          | 4%    | 9%    |
| 7th grade          | 9%    | 6%    |
| 8th grade          | 19%   | 21%   |
| 9th grade          | 11%   | 13%   |
| 10th grade         | 16%   | 14%   |
| 11th grade         | 19%   | 18%   |
| 12th grade         | 15%   | 15%   |
| Total No. Students | 227   | 411   |

Numbers below are snapshot numbers for 22-23 and 23-24.

|                  | 22-23 | 23-24 |
|------------------|-------|-------|
| African-American | 13%   | 10%   |
| Hispanic         | 37%   | 38%   |
| White            | 45%   | 43%   |
| Two or More      | 4%    | 6%    |
| Asian            | 1%    | 2%    |

|        | 22-23 | 23-24 |
|--------|-------|-------|
| Male   | 37%   | 39%   |
| Female | 63%   | 61%   |

Participation in special programs have remained steady aside from the increase in students identified as Emergent Bilingual at snapshot.

|                           | 22-23 | 23-24 |
|---------------------------|-------|-------|
| <b>Emergent Bilingual</b> | 0%    | 7%    |
| <b>Dyslexia</b>           | 4%    | 4%    |
| <b>Sped</b>               | 7%    | 7%    |
| <b>504</b>                | 8%    | 9%    |
| <b>GT</b>                 | 7%    | 6%    |

|         | 22-23 | 23-24 |
|---------|-------|-------|
| Eco Dis | 58%   | 55%   |

DATX began the year with 12 full-time core content teachers and 2 at-risk teachers. At the end of the year, there were 3 at-risk teachers. Electives and CTE teachers were shared teachers with another school.

- We had 12 female teachers and 2 male teachers
- We have a diverse staff including White, Black/African-America, Hispanic, Asian, and Pacific-Islander race/ethnic groups represented
- Our teachers have a breadth of experience with an average of 11 years of teaching experience at the High School level, and 18 years of experience at the Middle School level

Enrollment in Dual Credit courses increased from 0 enrollments in 22-23 to 8 in the fall of 2023 and 5 in the spring of 2024.

AP Course Enrollment

- Fall 2023: 52
  - Semester-only AP courses, such as AP Government, were only offered in the fall
- Spring 2023: 34

For 23-24, seniors included students in both cohort 2024 and cohort 2025, and 97% of seniors graduated. Only 2 students did not graduate with an endorsement.

- 7% of seniors graduated a semester early in December
- 10% of seniors graduated a year ahead of their cohort
- 95% of Cohort 2024 graduated on cohort

### **Demographics Strengths**

We have a diverse student body that has representatives from across the state. We have a diverse teaching staff who is committed to challenging our students and maintaining high rigor while also providing that real-world connection for students. We have a high percentage of students who graduated early while still graduating with endorsements.

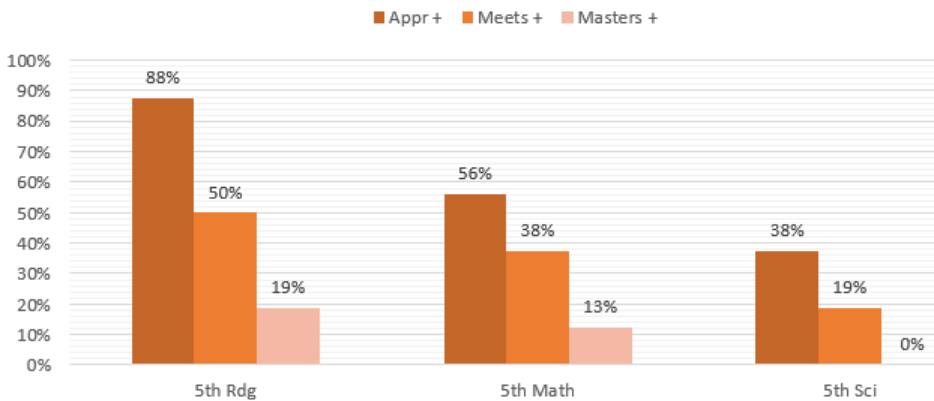
# Student Learning

## Student Learning Summary

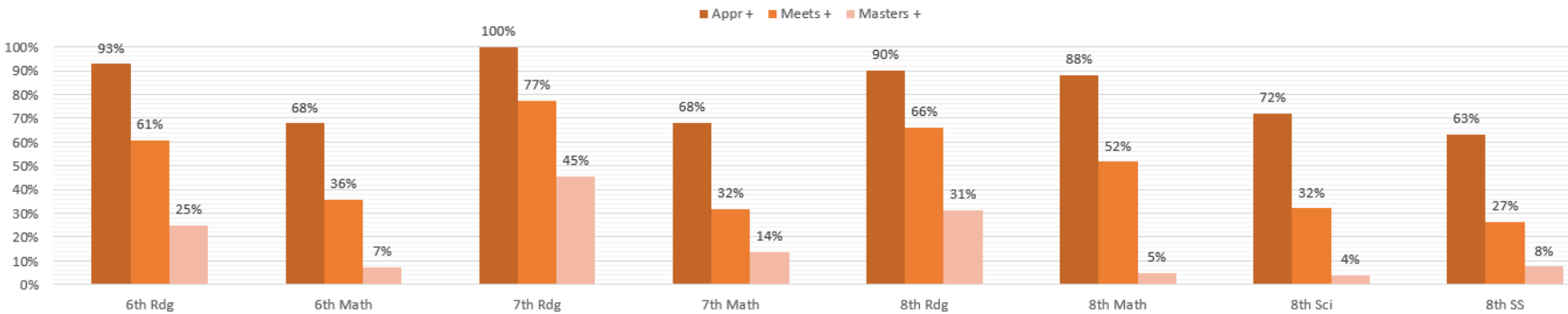
Students must meet enrollment criteria for STAAR tests. However, 2023 STAAR scores were not released until August 2023; therefore, students who enrolled during the 2023-2024 school year were enrolled based on 2023 scores. This resulted in an increase in the number of students who required HB4545/HB1416 instruction time during the school year. For 2024-2025, 2024 STAAR scores will be used for entrance criteria.

STAAR data for 2024 is projected data.

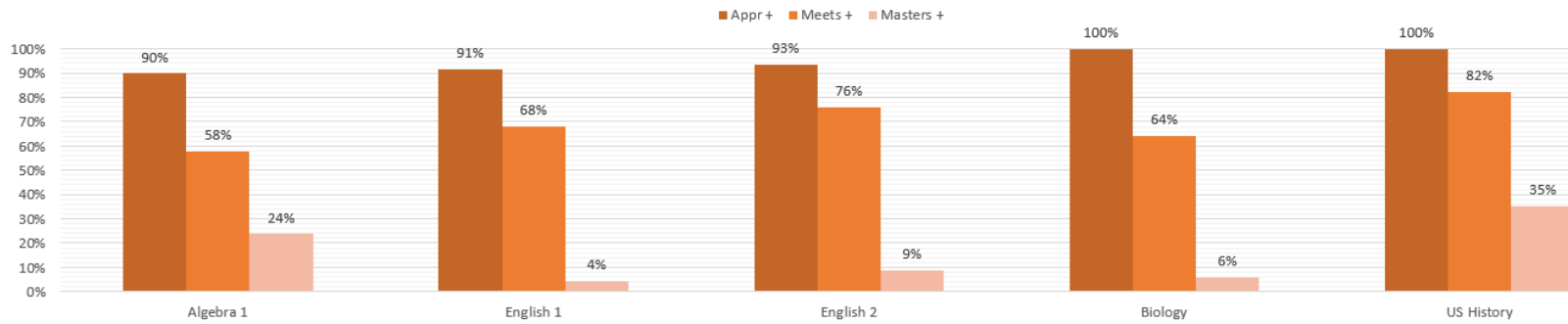
### Spring 2024 5th Grade



### Performance by Test 6-8

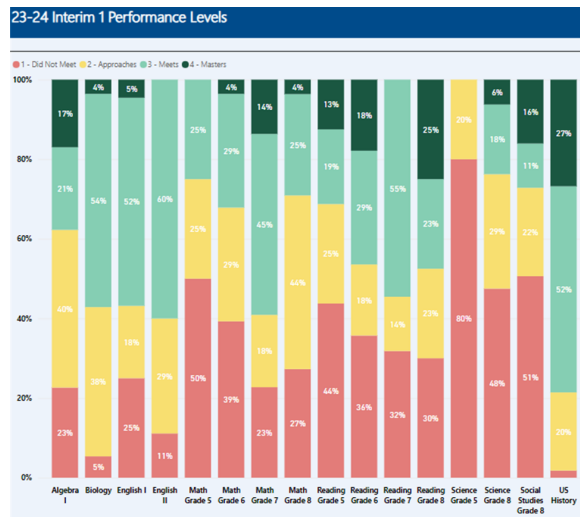


## Performance by Test EOC



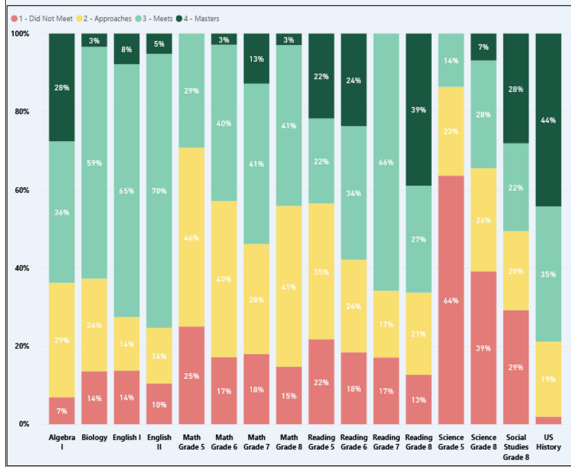
Note: Algebra I data includes **projected** SAT/ACT performance for Accelerated Testers.

Interim I:



Interim 2:

## 23-24 Interim 2 Performance Levels



## 2023 v 2024 comparison for Spring STAAR administration

| 5th Reading |      |    |     | 2023 | 23 Diff | 5th Math |     |    |     | 2023 | 23 Diff |
|-------------|------|----|-----|------|---------|----------|-----|----|-----|------|---------|
| Appr +      | 93%  | 14 | 76% | ▲    | 17%     | Appr +   | 60% | 9  | 64% | ▼    | -4%     |
| Meets +     | 53%  | 8  | 40% | ▲    | 13%     | Meets +  | 40% | 6  | 28% | ▲    | 12%     |
| Masters     | 20%  | 3  | 12% | ▲    | 8%      | Masters  | 13% | 2  | 0%  | ▲    | 13%     |
| 6th Reading |      |    |     | 2023 | 23 Diff | 6th Math |     |    |     | 2023 | 23 Diff |
| Appr +      | 93%  | 26 | 88% | ▲    | 5%      | Appr +   | 68% | 19 | 94% | ▼    | -26%    |
| Meets +     | 61%  | 17 | 56% | ▲    | 5%      | Meets +  | 36% | 10 | 38% | ▼    | -2%     |
| Masters     | 25%  | 7  | 31% | ▼    | -6%     | Masters  | 7%  | 2  | 13% | ▼    | -6%     |
| 7th Reading |      |    |     | 2023 | 23 Diff | 7th Math |     |    |     | 2023 | 23 Diff |
| Appr +      | 100% | 22 | 94% | ▲    | 6%      | Appr +   | 68% | 15 | 83% | ▼    | -15%    |
| Meets +     | 77%  | 17 | 71% | ▲    | 6%      | Meets +  | 32% | 7  | 33% | ▼    | -1%     |
| Masters     | 45%  | 10 | 40% | ▲    | 5%      | Masters  | 14% | 3  | 8%  | ▲    | 6%      |
| 8th Reading |      |    |     | 2023 | 23 Diff | 8th Math |     |    |     | 2023 | 23 Diff |
| Appr +      | 95%  | 72 | 93% | ▲    | 2%      | Appr +   | 95% | 53 | 78% | ▲    | 17%     |
| Meets +     | 70%  | 53 | 61% | ▲    | 9%      | Meets +  | 55% | 31 | 20% | ▲    | 35%     |
| Masters     | 33%  | 25 | 28% | ▲    | 5%      | Masters  | 5%  | 3  | 4%  | ▲    | 1%      |

|             |     |    |  |              |   |      |  |
|-------------|-----|----|--|--------------|---|------|--|
| 5th Science |     |    |  | 2023 23 Diff |   |      |  |
| Appr +      | 33% | 5  |  | 52%          | ▼ | -19% |  |
| Meets +     | 13% | 2  |  | 12%          | ▲ | 1%   |  |
| Masters     | 0%  | 0  |  | 0%           | □ | 0%   |  |
| 8th Science |     |    |  | 2023 23 Diff |   |      |  |
| Appr +      | 73% | 55 |  | 70%          | ▲ | 3%   |  |
| Meets +     | 33% | 25 |  | 35%          | ▼ | -2%  |  |
| Masters     | 4%  | 3  |  | 6%           | ▼ | -2%  |  |

|         |     |    |  |              |   |     |  |
|---------|-----|----|--|--------------|---|-----|--|
| 8th SS  |     |    |  | 2023 23 Diff |   |     |  |
| Appr +  | 68% | 50 |  | 60%          | ▲ | 8%  |  |
| Meets + | 28% | 21 |  | 9%           | ▲ | 19% |  |
| Masters | 8%  | 6  |  | 3%           | ▲ | 5%  |  |

|           |    |      |           |           |    |      |           |         |    |      |           |            |    |      |           |
|-----------|----|------|-----------|-----------|----|------|-----------|---------|----|------|-----------|------------|----|------|-----------|
| English 2 |    |      |           | Algebra I |    |      |           | Biology |    |      |           | US History |    |      |           |
| Appr +    | 41 | 95%  |           | Appr +    | 50 | 93%  |           | Appr +  | 51 | 100% |           | Appr +     | 56 | 100% |           |
| Meets +   | 34 | 79%  |           | Meets +   | 33 | 61%  |           | Meets + | 33 | 65%  |           | Meets +    | 46 | 82%  |           |
| Masters   | 4  | 9%   |           | Masters   | 13 | 24%  |           | Masters | 3  | 6%   |           | Masters    | 20 | 36%  |           |
|           |    |      |           |           |    |      |           |         |    |      |           |            |    |      |           |
|           |    | Diff | Interim 2 |           |    | Diff | Interim 2 |         |    | Diff | Interim 2 |            |    | Diff | Interim 2 |
| Appr +    | □  | 0%   | 95%       | Appr +    | □  | 0%   | 93%       | Appr +  | ▲  | 15%  | 85%       | Appr +     | ▲  | 3%   | 97%       |
| Meets +   | ▲  | 6%   | 73%       | Meets +   | ▼  | -8%  | 69%       | Meets + | □  | 0%   | 65%       | Meets +    | ▼  | -2%  | 84%       |
| Masters   | ▲  | 4%   | 5%        | Masters   | ▼  | -9%  | 33%       | Masters | ▲  | 3%   | 3%        | Masters    | ▼  | -16% | 52%       |

Reading Growth: Of the 6 students who needed HB1416 instruction and tested during the spring administration, 67% passed their RLA test in 2024.

|                     |                       |                                               |   |                      |                       |                   |                    |          |            |
|---------------------|-----------------------|-----------------------------------------------|---|----------------------|-----------------------|-------------------|--------------------|----------|------------|
|                     |                       | Red = 0 pts<br>Blue = 0.5 pts<br>Green = 1 pt |   | Low Does Not Meet GL | High Does Not Meet GL | Low Approaches GL | High Approaches GL | Meets GL | Masters GL |
|                     |                       |                                               |   | 1                    | 6                     | 19                | 35                 | 109      | 51         |
| STAAR - Spring 2023 | Low Does Not Meet GL  | 0                                             | 0 | 1                    | 0                     | 0                 | 0                  | 0        | 0          |
|                     | High Does Not Meet GL | 0                                             | 2 | 2                    | 1                     | 0                 | 0                  | 0        | 0          |
|                     | Low Approaches GL     | 1                                             | 1 | 3                    | 6                     | 2                 | 0                  | 0        | 0          |
|                     | High Approaches GL    | 0                                             | 3 | 5                    | 11                    | 18                | 1                  | 1        | 1          |
|                     | Meets GL              | 0                                             | 0 | 8                    | 15                    | 63                | 17                 | 17       | 17         |
|                     | Masters GL            | 0                                             | 0 | 0                    | 2                     | 26                | 33                 | 33       | 33         |

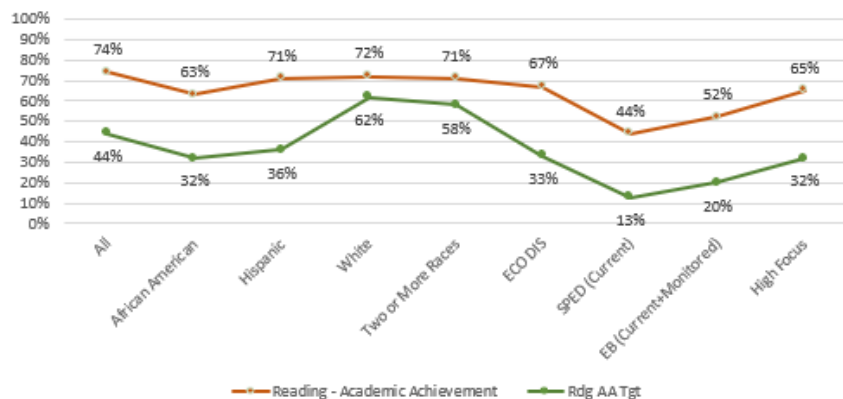
|                         |  |  |  |                                          |            |            |
|-------------------------|--|--|--|------------------------------------------|------------|------------|
| Academic Growth Summary |  |  |  | Transition Category                      | # of Tests | % of Total |
|                         |  |  |  | Red                                      | 62         | 28         |
|                         |  |  |  | Blue                                     | 16         | 7          |
|                         |  |  |  | Green                                    | 145        | 65         |
|                         |  |  |  | Annual Growth Points Earned              | 153.0      |            |
|                         |  |  |  | Accelerated Learning Bonus Points Earned | 1.0        |            |
|                         |  |  |  | Total RLA Growth Points                  | 154.0      |            |
|                         |  |  |  | Maximum RLA Points                       | 223        |            |
|                         |  |  |  | Overall RLA Growth %                     | 69.1%      |            |

Math Growth: Of the 16 students who needed HB1416 instruction and tested during the spring administration, 56% passed their math STAAR..

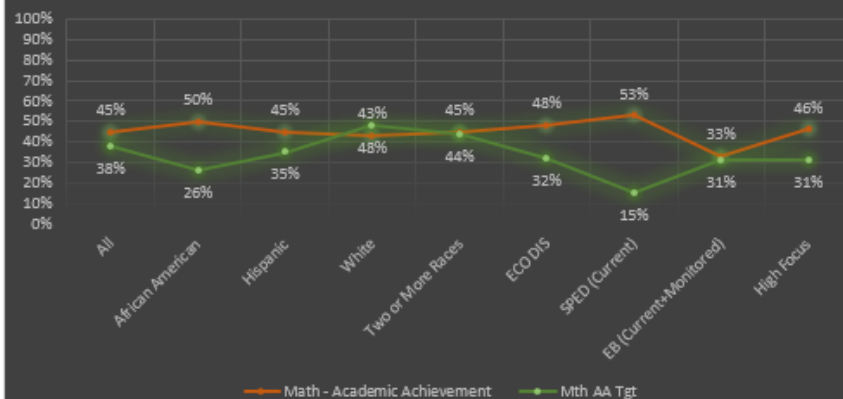
|                     |                             | Spring 2024             |                       |                   |                                          |                  |                 |
|---------------------|-----------------------------|-------------------------|-----------------------|-------------------|------------------------------------------|------------------|-----------------|
|                     |                             | Low Does Not Meet GL    | High Does Not Meet GL | Low Approaches GL | High Approaches GL                       | Meets GL         | Masters GL      |
|                     |                             | 8                       | 19                    | 17                | 37                                       | 62               | 24              |
| STAAR - Spring 2023 | Low Does Not Meet GL<br>3   | 0<br>[Group 26]         | 2<br>[Group 38]       | 0<br>[Group 24]   | 1<br>[Group 33]                          | 0<br>[Group 52]  | 0<br>[Group 21] |
|                     | High Does Not Meet GL<br>13 | 3<br>[Group 20]         | 2<br>[Group 29]       | 0<br>[Group 29]   | 6<br>[Group 27]                          | 2<br>[Group 26]  | 0<br>[Group 25] |
|                     | Low Approaches GL<br>34     | 2<br>[Group 24]         | 6<br>[Group 22]       | 7<br>[Group 22]   | 10<br>[Group 21]                         | 8<br>[Group 20]  | 1<br>[Group 19] |
|                     | High Approaches GL<br>39    | 2<br>[Group 16]         | 6<br>[Group 17]       | 5<br>[Group 16]   | 8<br>[Group 15]                          | 18<br>[Group 14] | 0<br>[Group 13] |
|                     | Meets GL<br>55              | 1<br>[Group 12]         | 3<br>[Group 11]       | 5<br>[Group 10]   | 10<br>[Group 9]                          | 26<br>[Group 8]  | 10<br>[Group 7] |
|                     | Masters GL<br>23            | 0<br>[Group 6]          | 0<br>[Group 5]        | 0<br>[Group 4]    | 2<br>[Group 3]                           | 8<br>[Group 2]   | 13<br>[Group 1] |
|                     |                             | Academic Growth Summary |                       |                   | Transition Category                      | # of Tests       | % of Total      |
|                     |                             |                         |                       |                   | Red                                      | 53               | 31              |
|                     |                             |                         |                       |                   | Blue                                     | 17               | 10              |
|                     |                             |                         |                       |                   | Green                                    | 99               | 59              |
|                     |                             |                         |                       |                   | Annual Growth Points Earned              | 107.5            |                 |
|                     |                             |                         |                       |                   | Accelerated Learning Bonus Points Earned | 2.25             |                 |
|                     |                             |                         |                       |                   | Total MTH Growth Points                  | 109.75           |                 |
|                     |                             |                         |                       |                   | Maximum MTH Points                       | 169              |                 |
|                     |                             |                         |                       |                   | Overall MTH Growth %                     | 64.9%            |                 |

Domain 3 Projected Data:

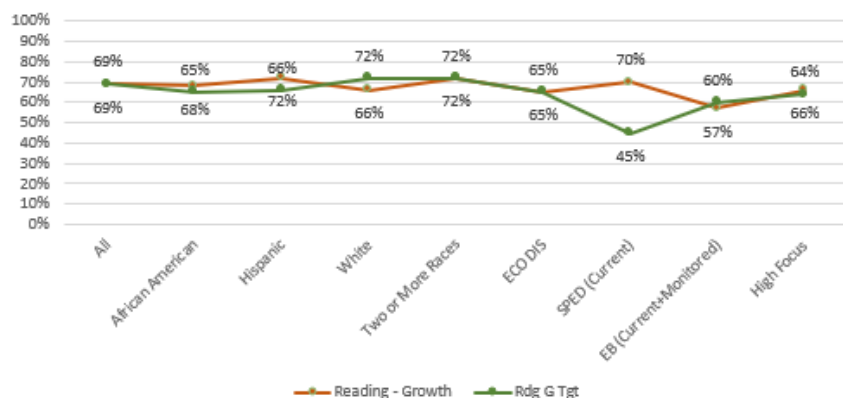
Reading Academic Achievement by Student Group



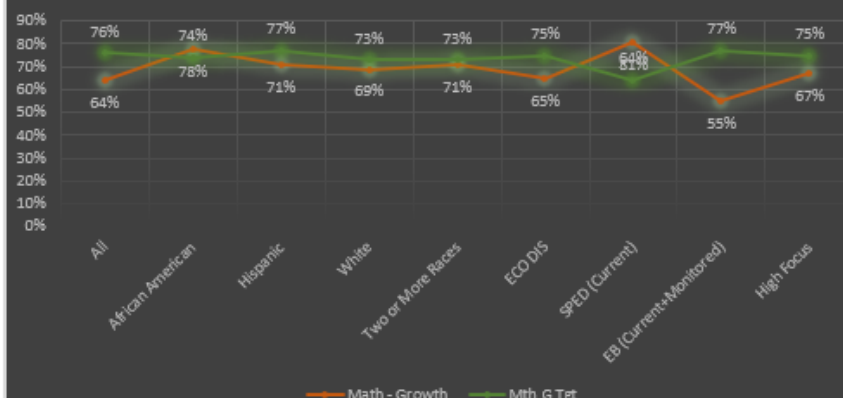
Math Academic Achievement by Student Group



Reading Growth by Student Group



Math Growth by Student Group



The distribution of scores for TELPAS indicate Speaking is the lowest performing. The 0 scores indicate students who did not test. Writing also has multiple students at Intermediate.

| Listening   |    | Speaking    |    |
|-------------|----|-------------|----|
| 0           | 2  | 0           | 2  |
| 2           | 3  | 1           | 3  |
| 3           | 11 | 2           | 14 |
| 4           | 17 | 3           | 9  |
| Grand Total | 33 | 4           | 5  |
|             |    | Grand Total | 33 |
| Writing     |    | Reading     |    |
| 0           | 2  | 0           | 2  |
| 2           | 13 | 2           | 5  |
| 3           | 11 | 3           | 10 |
| 4           | 7  | 4           | 16 |
| Grand Total | 33 | Grand Total | 33 |

CCMR greatly improved from 48% meeting CCMR for class 2023. For the class of 2023, 100% of seniors were new students. For 2024, roughly half of graduates were new students.

|   |     | Needed | Remaining |
|---|-----|--------|-----------|
| D | 51% | 30     | -10       |
| C | 64% | 38     | -2        |
| B | 78% | 46     | 6         |
| A | 88% | 52     | 12        |

|                    |    |       |
|--------------------|----|-------|
| Met                | 40 | 67.8% |
| Met TSIA ELA Only  | 20 | 33.9% |
| Met TSIA Math Only | 5  | 8.5%  |
| Dual Credit        | 6  | 10.2% |
| IBC                | 13 | 22.0% |

Only one student took an AP test, a freshman taking AP Human Geography.

## Student Learning Strengths

Students did well with reading in grades 5-8, with more than 50% of students score at Meets or higher. In general, students in both math and ELAR hit targets in most student groups for Academic Achievement in Domain 3.

For college entrance tests, students are meeting ELAR requirements at a higher rate than math. Students who met IBC requirements also improved from the prior year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 13% of students scored in the Does Not Meet performance level on STAAR testing. **Root Cause:** Students need more practice with the content to gain mastery.

**Problem Statement 2 (Prioritized):** 68% of students are projected to meet CCMR in 23-24 **Root Cause:** Targeted pushes for CCMR opportunities did not begin happening until January.

**Problem Statement 3:** More students are meeting TSI benchmarks in ELAR than they are in Math. **Root Cause:** Students do not receive cumulative instruction in Geometry, Algebra I, and Algebra II while reading and writing are consistently taught in all ELAR courses.

**Problem Statement 4:** Speaking portion of TELPAS reflected low performance last year. **Root Cause:** Students did not have as many opportunities to speak as they do for listening, reading, and writing.

**Problem Statement 5 (Prioritized):** Very few students were enrolled in Dual Credit courses. **Root Cause:** Students were not provided with information in a timely manner to register for DC courses.

**Problem Statement 6:** Only 11% of students reached the Masters performance level for STAAR and STAAR EOC. **Root Cause:** Students were not challenged enough.

**Problem Statement 7 (Prioritized):** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

# School Processes & Programs

## School Processes & Programs Summary

All of our teachers are provided with an online course that encompasses all of the TEKS for their course. The curriculum is approved through the VSN to meet requirements for TEA. The lessons and assignments within the course are designed so that a student could work through them independently and are available for teachers to use as a supplement to their live class sessions. Our courses encompass a variety of learning experiences including close reading, annotation, graphing, essay writing, project based learning, and student-choice assessments. Teachers are trained on and expected to plan using the STRIDE instructional framework: Start, Target, Relate, Instruct, Deepen, and Exit. This should be the core structure of our online class sessions. DATX also uses programs such as Progress Learning for supplemental instruction and practice, as well as the Texas Formative Assessment Resource for assignment and assessment creation.

Teachers begin the year with professional development for implementation of school initiatives and training for new programs. They received Depth & Complexity training to better support GT students. Teachers have access to professional development modules at any time through Stride PD, which was rolled out in January 2024. Staff also have resources for training on using systems through K12 training.

Students: During orientation week, students learn about DATX, our vision and values, and focus on their learning styles and strengths.

- 97% of students spoke with a teacher who completed a Connection Call to welcome back to school and start getting to know the student. The purpose is to establish a connection with the Homeroom Teacher so the student will know who to contact for help.
- 100% of students logged in within the first 3 days of their school start date. Some had technical issues that prevented the login on the first day.
- 96% of students completed their orientation course activities that helped prepare them for the school year.

The K12Zone was implemented at the beginning of the school year and allowed students time to socialize within grade bands (5-6, 7-8, and 9-12). Activities were held in the K12Zone toward the end of the year, and there were Pep Rallies held in Newrow in the spring. The student Lighthouse Team also held STAAR test anxiety support groups where students could get to know each other and talk through their concerns about testing.

Students in special programs are receiving support through both a case manager, the gen ed staff, and the counselor. Students in special Education have extra sessions with their case manager for additional tutoring and help teachers with implementing accommodations. If students require related services, qualified contractors are sent to the student to receive services as needed. If additional equipment is required, such as equipment to enlarge the screen for visual impairments, it is sent to the student. Students served by 504 have case managers that meet with them to help keep them on track and who work with teachers to support them. Students who are Emergent Bilingual also have access to Summit K12 curriculum to support reading, writing, listening, and speaking in addition to ELPS and strategies embedded into class.

Learning Coaches: with each new cohort, we have provided a learning coach orientation. We also have a Learning Coach Community where coaches can connect, ask questions, or get support.

## School Processes & Programs Strengths

We have had strong performance in our Strong Start metrics. Students logged in quickly and knew what to do initially. They started off in the K12Zone during orientation so they could make connections with students.

Teachers have access both to PD assigned based on campus needs and also through choice of their own.

## Problem Statements Identifying School Processes & Programs Needs

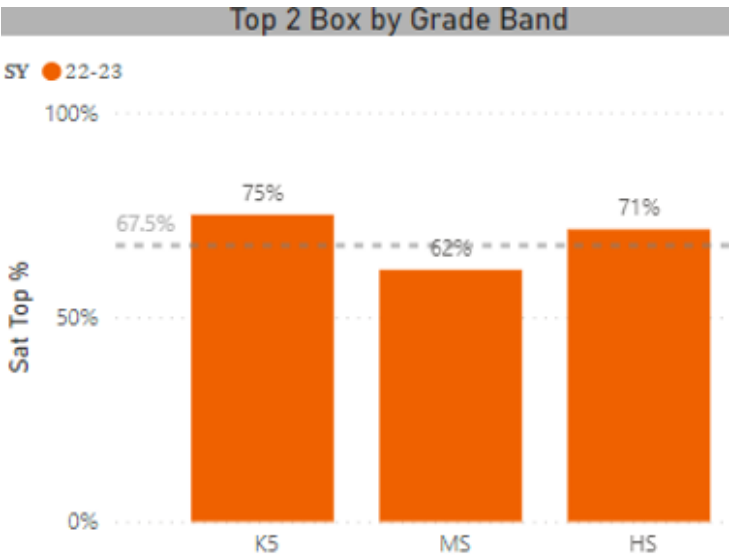
**Problem Statement 1 (Prioritized):** 68% of students are projected to meet CCMR in 23-24 **Root Cause:** Targeted pushes for CCMR opportunities did not begin happening until January.

# Perceptions

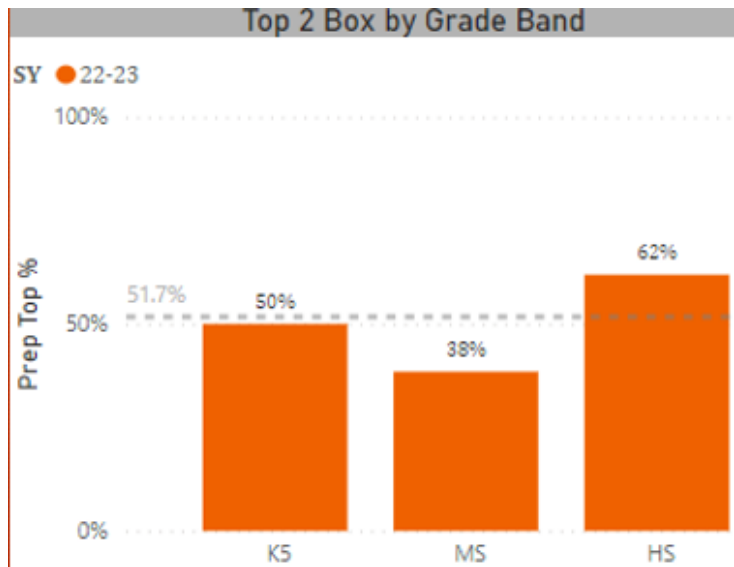
## Perceptions Summary

Upon completion of our enrollment and orientation process, families are given a survey seeking feedback on their experience. At this time, we did not have any open-ended comments or feedback, and had data for two questions regarding satisfaction and preparation.

How satisfied are you with your current school experience?



How well prepared for school do you feel at this point?



Prior to a student starting within our program, they complete 3 days of orientation and onboarding that encompasses live sessions presenting our systems, completion of an orientation course that teaches how to navigate their courses, as well as activities designed to identify their learning styles and strengths. Prior to the 3 days of student orientation, our learning coaches are provided with their own orientation. We also provide open office hours during that first week to answer any questions and provide technical support. 95% of our students attend orientation with 93% completing the online orientation course.

### Perceptions Strengths

Over 90% of our students are successfully meeting all of our strong start metrics including completion of the welcome call, attendance to orientation, completion of the introduction to online learning course, and logging in within the first three days of enrollment. We also have an average attendance rate of 87% placing us in the top 5 Stride powered schools in the nation. It is important to us that students are prepared for success in their classes and ready to start participating as soon as their onboarding is complete.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students do not feel connected to their school. **Root Cause:** There were minimal options for students to connect in clubs or other social gatherings.

# Priority Problem Statements

**Problem Statement 1:** 68% of students are projected to meet CCMR in 23-24

**Root Cause 1:** Targeted pushes for CCMR opportunities did not begin happening until January.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** 13% of students scored in the Does Not Meet performance level on STAAR testing.

**Root Cause 2:** Students need more practice with the content to gain mastery.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 3:** Very few students were enrolled in Dual Credit courses.

**Root Cause 3:** Students were not provided with information in a timely manner to register for DC courses.

**Problem Statement 3 Areas:** Student Achievement - Student Learning

**Problem Statement 4:** Students do not feel connected to their school.

**Root Cause 4:** There were minimal options for students to connect in clubs or other social gatherings.

**Problem Statement 4 Areas:** District Culture and Climate - Perceptions

**Problem Statement 5:** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests.

**Root Cause 5:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

**Problem Statement 5 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 6:** Enrollment in AP courses results in almost no AP test participation.

**Root Cause 6:** Students do not feel like taking the test is beneficial.

**Problem Statement 6 Areas:** Student Achievement

# 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)

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- State-developed online interim assessments

## 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dual-credit and/or college prep course completion data

## Employee Data

- State certified and high quality staff data
- Campus leadership data

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

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

# 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 an individualized education.

**Performance Objective 1:** By June 2025, 75% of all students will meet or exceed expected growth for grades 4-8 STAAR RLA, SLA, English I and English II EOC.

## High Priority

**Evaluation Data Sources:** STAAR Assessment Results  
District/Campus Benchmarks  
Performance Data in mathematics and Algebra

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                               |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Students will use an additional instructional platform to support their individualized learning needs twice a week for 20 minutes each.<br><b>Strategy's Expected Result/Impact:</b> Students will show mastery of 80% of skills practice<br><b>Staff Responsible for Monitoring:</b> Teachers, principal                                                                                                                                                                        | Formative                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec                                                                                   | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                               |     |     |           |
| <b>Strategy 2:</b> At-Risk students who are not mastering skills or did not meet standard on the prior year STAAR will meet with at-risk teachers for small group instruction.<br><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed growth on STAAR and show growth in interim assessments.<br><b>Staff Responsible for Monitoring:</b> teachers, at-risk teachers, principal<br><br><b>Problem Statements:</b> Student Learning 1 - Curriculum, Instruction, and Assessment 1 | Formative                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec                                                                                   | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                         |                                                                                       |     |     |           |

## Performance Objective 1 Problem Statements:

|                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Curriculum, Instruction, and Assessment</b>                                                                                                                                               |
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery. |
| <b>Student Learning</b>                                                                                                                                                                      |
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery. |

**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 an individualized education.

**Performance Objective 2:** By June 2025, 75% of all students will meet or exceed expected growth for grades 4-8 STAAR Mathematics and Algebra I EOC.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment Results  
District/Campus Benchmarks  
Performance Data in mathematics and Algebra

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                              |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Students will use an additional instructional platform to support their individualized learning needs twice a week for 20 minutes each.<br><b>Strategy's Expected Result/Impact:</b> Students will show mastery of 80% of skills practice<br><b>Staff Responsible for Monitoring:</b> Teachers, principal<br><b>Problem Statements:</b> Student Learning 1, 7 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1, 4                                                                       | Formative                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dec                                                                                  | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                              |     |     |           |
| <b>Strategy 2:</b> At-Risk students who are not mastering skills or did not meet standard on the prior year STAAR will meet with at-risk teachers for small group instruction.<br><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed growth on STAAR and show growth in interim assessments.<br><b>Staff Responsible for Monitoring:</b> teachers, at-risk teachers, principal<br><b>Problem Statements:</b> Student Learning 1, 7 - Student Achievement 3 - Curriculum, Instruction, and Assessment 1, 4 | Formative                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dec                                                                                  | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                  |                                                                                      |     |     |           |

**Performance Objective 2 Problem Statements:**

| Student Achievement                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 3:</b> 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. <b>Root Cause:</b> Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills. |

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** 13% of students scored in the Does Not Meet performance level on STAAR testing. **Root Cause:** Students need more practice with the content to gain mastery.

**Problem Statement 4:** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

### Student Learning

**Problem Statement 1:** 13% of students scored in the Does Not Meet performance level on STAAR testing. **Root Cause:** Students need more practice with the content to gain mastery.

**Problem Statement 7:** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

**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 an individualized education.

**Performance Objective 3:** By June 2025, 75% of all students will master 80% of the skills practiced in a supplementary platform for grades 3-8 science and Biology EOC.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment Results  
District/Campus Benchmarks  
Performance Data in mathematics and Algebra

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews                                                                             |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Students will use an additional instructional platform to support their individualized learning needs twice a week for 20 minutes each.<br><b>Strategy's Expected Result/Impact:</b> Students will show mastery of 80% of skills practice<br><b>Staff Responsible for Monitoring:</b> Teachers, principal<br><br><b>Problem Statements:</b> Student Learning 1 - Curriculum, Instruction, and Assessment 1                        | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                     |     |     |           |

**Performance Objective 3 Problem Statements:**

| Curriculum, Instruction, and Assessment                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery. |
| Student Learning                                                                                                                                                                             |
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery. |

**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 an individualized education.

**Performance Objective 4:** By June 2025, 75% of all students will master 80% of the skills practiced in a supplementary platform for grades 6-8 social studies and US History EOC.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment Results  
District/Campus Benchmarks  
Performance Data in mathematics and Algebra

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews                                                                             |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Students will use an additional instructional platform to support their individualized learning needs twice a week for 20 minutes each.<br><b>Strategy's Expected Result/Impact:</b> Students will show mastery of 80% of skills practice<br><b>Staff Responsible for Monitoring:</b> Teachers, principal<br><br><b>Problem Statements:</b> Student Learning 1 - Curriculum, Instruction, and Assessment 1                        | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |                                                                                     |     |     |           |

**Performance Objective 4 Problem Statements:**

| Curriculum, Instruction, and Assessment                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery. |
| Student Learning                                                                                                                                                                             |
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery. |

**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 an individualized education.

**Performance Objective 5:** By March 2025, all juniors and seniors will receive counseling on college, career, and military options with 100% identifying if they would pursue further education, employment, or military enlistment after graduation.

**High Priority**

**Evaluation Data Sources:** Counselor conference notes, 3E data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                              |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> During school year 23-24, monthly events will be hosted by the counseling team with a focus on college, career, and military readiness with 70% attendance for juniors and seniors.<br><b>Strategy's Expected Result/Impact:</b> Students and learning coaches will understand all of their options under CCMR for post-high school planning.<br><b>Staff Responsible for Monitoring:</b> School principal, counselor<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1                                                                                           | Formative                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                  | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                              |     |     |           |
| <b>Strategy 2:</b> Counselors will discuss education, employment, and enlistment (3E) options and provide resources to students to pursue their interest partnering with C&CP to advertise Industry chats, connect to resources, and by utilizing the Counselor Corner space in the OMHS.<br><b>Strategy's Expected Result/Impact:</b> Students will identify their post-secondary path<br><b>Staff Responsible for Monitoring:</b> School principal, counselor<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college<br><b>Problem Statements:</b> Student Learning 2, 5 - Student Achievement 2 - School Processes & Programs 1 | Formative                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                  | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                    |                                                                                      |     |     |           |

**Performance Objective 5 Problem Statements:**

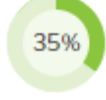
|                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Achievement</b>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Problem Statement 2:</b> Very few students were enrolled in Dual Credit courses. <b>Root Cause:</b> Students were not provided with information in a timely manner to register for DC courses.                                                                                                                                                                                     |
| <b>Student Learning</b>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 2:</b> 68% of students are projected to meet CCMR in 23-24 <b>Root Cause:</b> Targeted pushes for CCMR opportunities did not begin happening until January.<br><b>Problem Statement 5:</b> Very few students were enrolled in Dual Credit courses. <b>Root Cause:</b> Students were not provided with information in a timely manner to register for DC courses. |
| <b>School Processes &amp; Programs</b>                                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 1:</b> 68% of students are projected to meet CCMR in 23-24 <b>Root Cause:</b> Targeted pushes for CCMR opportunities did not begin happening until January.                                                                                                                                                                                                      |

**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 an individualized education.

**Performance Objective 6:** By May 2025, increase the number of seniors and juniors who meet a college-ready CCMR requirement by 10%.

**High Priority**

**Evaluation Data Sources:** college entrance test scores, dual credit grades, AP test scores

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                                                                                   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Monitor and support students enrolled in dual credit through weekly monitoring, tutoring, and meetings with students who are not successfully completing coursework.<br><b>Strategy's Expected Result/Impact:</b> 75% of enrolled students will successfully complete their dual credit course<br><b>Staff Responsible for Monitoring:</b> counselor, principal, career & college prep administrators<br><br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1                                             | Formative                                                                                 |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Dec                                                                                       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  5%    |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                                                                                   |     |     |           |
| <b>Strategy 2:</b> At the beginning of AP courses, outline the benefits of AP testing, an overview of the AP exam, and process of signing up for AP testing at schools near students with teacher support.<br><b>Strategy's Expected Result/Impact:</b> Increase the number of students taking AP tests from 0% to 15%.<br><b>Staff Responsible for Monitoring:</b> principal<br><br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1                                                                                        | Formative                                                                                 |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Dec                                                                                       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  35%   |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews                                                                                   |     |     |           |
| <b>Strategy 3:</b> Students in English 3 and Algebra 2 will take a TSIA 2 pre-test to identify areas of needed support and will be assigned practice based on results to prepare students for TSIA 2 testing in the spring.<br><b>Strategy's Expected Result/Impact:</b> Teachers will have data to plan instruction and students will improve in areas of opportunity before taking the TSIA 2 test<br><b>Staff Responsible for Monitoring:</b> Teachers, principal<br><br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1 | Formative                                                                                 |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Dec                                                                                       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  35% |     |     |           |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                      |                                                                                           |     |     |           |

Performance Objective 6 Problem Statements:

|                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Learning                                                                                                                                                      |
| Problem Statement 2: 68% of students are projected to meet CCMR in 23-24    Root Cause: Targeted pushes for CCMR opportunities did not begin happening until January. |
| School Processes & Programs                                                                                                                                           |
| Problem Statement 1: 68% of students are projected to meet CCMR in 23-24    Root Cause: Targeted pushes for CCMR opportunities did not begin happening until January. |

**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 an individualized education.

**Performance Objective 7:** By May 2025, increase College and Career Prep student attainment of industry-based certifications by 5% within their chosen program of study.

**High Priority**  
**Evaluation Data Sources:** Percentage of industry based certifications earned, list of students in programs of study

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                             |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Educate students on CTSO benefits and competition, provide reminders to students about CTSO (Career Technical Service Organization) meetings, share instructions for registering for CTSO's<br><b>Strategy's Expected Result/Impact:</b> Increase in number of completers and participants in CTSO<br><b>Staff Responsible for Monitoring:</b> Stride Career Prep teachers and school administration<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1 | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                             |     |     |           |
| <b>Strategy 2:</b> All CTE courses with an aligned IBC will assign a readiness test and provide targeted boot camps to prepare students for the aligned IBC.<br><b>Strategy's Expected Result/Impact:</b> Students will successfully complete their IBC exam,<br><b>Staff Responsible for Monitoring:</b> CTE teacher, C&CP admin, school principal<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1                                                                     | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | N/A                                                                                 |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                        |                                                                                     |     |     |           |

**Performance Objective 7 Problem Statements:**

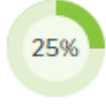
| Student Learning                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> 68% of students are projected to meet CCMR in 23-24 <b>Root Cause:</b> Targeted pushes for CCMR opportunities did not begin happening until January. |

|                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Processes &amp; Programs</b>                                                                                                                                           |
| <b>Problem Statement 1:</b> 68% of students are projected to meet CCMR in 23-24 <b>Root Cause:</b> Targeted pushes for CCMR opportunities did not begin happening until January. |

**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 an individualized education.

**Performance Objective 8:** Improve math scores by reducing students at Did Not Meets grade level from 16% to 13%, and increasing Meets and Masters from 51% to 55%.

**Evaluation Data Sources:** STAAR scores, interim scores

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                             |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Students who are at-risk and struggling in math will attend sessions with an at-risk math teacher for supplemental instruction.<br><b>Strategy's Expected Result/Impact:</b> Students will grow from 23-24 to 24-25.<br><b>Staff Responsible for Monitoring:</b> principal, at-risk teachers<br><br><b>Problem Statements:</b> Student Learning 7 - Student Achievement 3 - Curriculum, Instruction, and Assessment 4                                       | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                             |     |     |           |
| <b>Strategy 2:</b> Teachers will use readiness data, beginning of the year assessments, and interim data to create small groups to both challenge students and improve areas of weakness.<br><b>Strategy's Expected Result/Impact:</b> All students will have instruction to fit their mastery of the content<br><b>Staff Responsible for Monitoring:</b> principal, teachers<br><br><b>Problem Statements:</b> Student Learning 1 - Curriculum, Instruction, and Assessment 1 | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                 | Feb | Apr | June      |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                   |                                                                                     |     |     |           |

**Performance Objective 8 Problem Statements:**

| Student Achievement                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 3:</b> 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. <b>Root Cause:</b> Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills. |
| Curriculum, Instruction, and Assessment                                                                                                                                                                                                                                                                           |
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery.                                                                                                                      |

### Curriculum, Instruction, and Assessment

**Problem Statement 4:** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

### Student Learning

**Problem Statement 1:** 13% of students scored in the Does Not Meet performance level on STAAR testing. **Root Cause:** Students need more practice with the content to gain mastery.

**Problem Statement 7:** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

**Goal 2:** All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

**Performance Objective 1:** By May 2025, all students will participate monthly in focused sessions with our counseling team on specific Leader in Me curriculum areas and will create a student leadership portfolio.

**Evaluation Data Sources:** Attendance reports, Classkick

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                              |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Students in grades 9-12 will meet weekly with the SEL counselor to learn a LIM habit and receive continued instruction with their homeroom teacher following the secondary scope and sequence.<br><b>Strategy's Expected Result/Impact:</b> Students will use LIM strategies to stay on track in courses and plan post-secondary paths.<br><b>Staff Responsible for Monitoring:</b> School principal, counselor<br><br><b>TEA Priorities:</b><br>Connect high school to career and college | Formative                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dec                                                                                  | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews                                                                              |     |     |           |
| <b>Strategy 2:</b> Students will develop a leadership portfolio during homeroom and LEAD time to present to their learning coach by May 2025.                                                                                                                                                                                                                                                                                                                                                                 | Formative                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Dec                                                                                  | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 2:** By April 2025, the school counselor will visit all homeroom classes and create learning materials to deliver a comprehensive counseling curriculum to all students including a focus on social and emotional supports.

**Evaluation Data Sources:** Counselor documentation of guidance lessons delivered, completion of monthly counselor comprehensive plan activities

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The counseling team will use resources such as the Classkick to push out monthly activities and supports for study habits, goal setting, checklist creation, and other executive functioning skills.<br><b>Strategy's Expected Result/Impact:</b> Students will take ownership of their learning and success<br><b>Staff Responsible for Monitoring:</b> counselors, principal<br><br><b>Problem Statements:</b> District Culture and Climate 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | N/A       |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 2:</b> Homeroom teachers will support student use of leadership notebooks to create WIGs and track their data.                                                                                                                                                                                                                                                                                                                                                         | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | N/A       |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Culture and Climate                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Students do not feel connected to their school. <b>Root Cause:</b> There were minimal options for students to connect in clubs or other social gatherings. |
| Perceptions                                                                                                                                                                            |
| <b>Problem Statement 1:</b> Students do not feel connected to their school. <b>Root Cause:</b> There were minimal options for students to connect in clubs or other social gatherings. |

**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:** By May 2025, all student groups will show academic improvement through targeted professional development that supports effective curriculum delivery.

**Evaluation Data Sources:** PD sessions, student EOC performance, Interim assessment data, Standards for Success ratings

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                              |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Monthly mini-PD sessions will be given based upon trends in data and feedback from teachers that are aligned with the monthly focus area for informal observations and PLC meetings.<br><b>Strategy's Expected Result/Impact:</b> Students will receive instruction that is responsive to their instructional needs.<br><b>Staff Responsible for Monitoring:</b> School principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1 | Formative                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                  | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |   |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                              |     |     |           |
| <b>Strategy 2:</b> Teachers will collaborate with their PLC teams to fully integrate CER in ELA/SS/Science, and instructional strategies that promote deeper problem-solving in Math. PLC teams will also focus on standards mapping and review of small group performance data.<br><br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1                                                                                                                                                                                                                                           | Formative                                                                            |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                  | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                   |                                                                                      |     |     |           |

**Performance Objective 1 Problem Statements:**

| Curriculum, Instruction, and Assessment                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery. |

|                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Learning</b>                                                                                                                                                                      |
| <b>Problem Statement 1:</b> 13% of students scored in the Does Not Meet performance level on STAAR testing. <b>Root Cause:</b> Students need more practice with the content to gain mastery. |
| <b>Problem Statement 2:</b> 68% of students are projected to meet CCMR in 23-24 <b>Root Cause:</b> Targeted pushes for CCMR opportunities did not begin happening until January.             |
| <b>School Processes &amp; Programs</b>                                                                                                                                                       |
| <b>Problem Statement 1:</b> 68% of students are projected to meet CCMR in 23-24 <b>Root Cause:</b> Targeted pushes for CCMR opportunities did not begin happening until January.             |

**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 2:** By May 2025, at-risk students will be evaluated for targeted support, both academic and social-emotional, and have additional support staff assigned if needed.

**Evaluation Data Sources:** Course passing rates and attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                             |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> At-Risk Engagement Specialists will meet monthly at minimum with students and monitor their grades and attendance.<br><b>Strategy's Expected Result/Impact:</b> Improved attendance/engagement and improved course grades<br><b>Staff Responsible for Monitoring:</b> at-risk engagement specialist, MTSS coordinator, principal<br><br><b>Problem Statements:</b> Student Learning 1, 7 - Student Achievement 3 - District Culture and Climate 1 - Perceptions 1 - Curriculum, Instruction, and Assessment 1, 4 | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews                                                                             |     |     |           |
| <b>Strategy 2:</b> MTSS Coordinator will use at-risk data to monitor student engagement behaviors.<br><b>Strategy's Expected Result/Impact:</b> Identification of students who need additional support staff will improve achievement and engagement.<br><b>Staff Responsible for Monitoring:</b> MTSS Coordinator, principal                                                                                                                                                                                                       | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                        |                                                                                     |     |     |           |

**Performance Objective 2 Problem Statements:**

| Student Achievement                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 3:</b> 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. <b>Root Cause:</b> Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills. |
| School Culture and Climate                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> Students do not feel connected to their school. <b>Root Cause:</b> There were minimal options for students to connect in clubs or other social gatherings.                                                                                                                            |

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** 13% of students scored in the Does Not Meet performance level on STAAR testing. **Root Cause:** Students need more practice with the content to gain mastery.

**Problem Statement 4:** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

### Student Learning

**Problem Statement 1:** 13% of students scored in the Does Not Meet performance level on STAAR testing. **Root Cause:** Students need more practice with the content to gain mastery.

**Problem Statement 7:** 37% of 5th grade, 31% of 6th grade, and 30% of 7th grade snapshot students did not meet grade level on STAAR math tests. **Root Cause:** Instruction did not provide the necessary depth, interactivity, and repetition necessary for students to master math concepts and skills.

### Perceptions

**Problem Statement 1:** Students do not feel connected to their school. **Root Cause:** There were minimal options for students to connect in clubs or other social gatherings.

**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:** Each month, DATX will host an event to support parent involvement and connect students to resources.

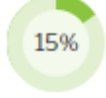
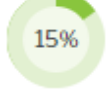
**Evaluation Data Sources:** Sign in sheets, LC Community Posts

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                             |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> DATX will hold parent events, such as Coffee with the Principal, each month in partnership with our parent community partners.<br><b>Strategy's Expected Result/Impact:</b> Parents will provide feedback on their school experience monthly.<br><b>Staff Responsible for Monitoring:</b> School principal, community engagement specialist                                                                                              | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews                                                                             |     |     |           |
| <b>Strategy 2:</b> DATX will provide a social media activity each month to engage learning coaches and students with our campus. These will be shared with students during campus LEAD time.<br><b>Strategy's Expected Result/Impact:</b> Learning coaches will connect with each other to build community and students will have a sense of belonging in the school.<br><b>Staff Responsible for Monitoring:</b> School principal, Career Learning Manager | Formative                                                                           |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Dec                                                                                 | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |     |     |           |
| <div>  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 2:** By May 2025, DATX will provide monthly opportunities to build community and student exploration of interests through engagement in the K12 Zone and club offerings.

**Evaluation Data Sources:** Class connect reports, student feedback surveys

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                               |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|-----|-----------|
| <b>Strategy 1:</b> Students will serve on the Student Lighthouse Team giving input and leadership to campus activities. By May of 2025, the Student Lighthouse Team will lead 2 projects on campus and partner with teachers to run student led clubs.<br><b>Strategy's Expected Result/Impact:</b> Students will improve leadership skills and learn how to serve their school community.<br><b>Staff Responsible for Monitoring:</b> Lighthouse coordinator<br><br><b>Problem Statements:</b> District Culture and Climate 1 - Perceptions 1 | Formative                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                   | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                               |     |     |           |
| <b>Strategy 2:</b> Students will have the opportunity to join socialization opportunities, such as student-led clubs, mentorships, and groups during campus LEAD time.<br><b>Strategy's Expected Result/Impact:</b> Students will have a sense of belonging by reading about their school.<br><b>Staff Responsible for Monitoring:</b> principal<br><br><b>Problem Statements:</b> District Culture and Climate 1 - Perceptions 1                                                                                                              | Formative                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                   | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews                                                                               |     |     |           |
| <b>Strategy 3:</b> By May 2025, 75% of students will have logged into the Zone at least once per month to connect with their peers.<br><b>Strategy's Expected Result/Impact:</b> Students will have ownership of a space where they engage with others in their school community.<br><b>Staff Responsible for Monitoring:</b> Principal, Community Engagement Specialist<br><br><b>Problem Statements:</b> District Culture and Climate 1 - Perceptions 1                                                                                      | Formative                                                                             |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Dec                                                                                   | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                    |                                                                                       |     |     |           |

**Performance Objective 2 Problem Statements:**

|                                                                             |                                                                                                            |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>School Culture and Climate</b>                                           |                                                                                                            |
| <b>Problem Statement 1:</b> Students do not feel connected to their school. | <b>Root Cause:</b> There were minimal options for students to connect in clubs or other social gatherings. |
| <b>Perceptions</b>                                                          |                                                                                                            |
| <b>Problem Statement 1:</b> Students do not feel connected to their school. | <b>Root Cause:</b> There were minimal options for students to connect in clubs or other social gatherings. |

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

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

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

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |  |
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| <p>continued educational, career, personal, or social development at risk;</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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.</li></ul> |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|