

Carrollton-Farmers Branch Independent School District

Ranchview High School

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Community and Demographics

Ranchview High School has a total student enrollment of **950** for the 2025-2026 school year. The school's gender breakdown is **53% male** and **47% female**.

The racial and ethnic composition of the student body is as follows:

- **African American:** 39.03%
- **Hispanic:** 26.68%
- **Asian:** 19.63%
- **White:** 9.48%
- **Two or More Races:** 5.07%
- **American Indian:** 0.11%

53.25% of students are considered economically disadvantaged, and **13.23%** have limited English proficiency. The school's mobility rate is 20.59%.

CCMR

College, Career and Military Readiness (TEA) for 2023 - 2024		
	Count/Credit	Percent
Total		
Total Graduates	192	96%
Total Credit for CCMR Criteria	191	99.5%
Texas Success Initiative (TSI) Criteria		
Met TSI in both ELA/Reading and Math	178	89%
ELA/Reading		
Met TSI criteria for at least one indicator	180	90%
Met TSI assessment criteria	50	25%
Met TSI ACT criteria	9	5%
Met TSI SAT criteria	122	61%
Earned credit for a college prep course	63	32%
Math		
Met TSI criteria for at least on indicator	178	89%
Met TSI assessment criteria	75	38%
Met TSI ACT criteria	8	4%
Met TSI SAT criteria	70	35%
Earned credit for a college prep course	89	45%
AP/IB Examination		
Met criterion score on AP/IB exam in any subject	63	32%
Dual Course Credit		
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	2	1%
Industry Based Credit		
Earned and industry-based certification from approved list	35	18%
Level I or Level II Cert		
Earn a Level I or Level II certificate (from THECB)	0	0%
Associate's Degree		
Earned and associates degree while in high school	0	0%
OnRamps		
Complete an OnRamps course and earn three hours of college credit	36	18%
Military Indicator		
Enlist in the Armed Forces or Texas National Guard	1	1%
Graduated with Completed IEP and Workforce Readiness		
Received graduation type code of 04,05,54, or 55	0	0%
Advanced Grad Plan & Sped		
Graduate under an advanced degree plan and be identified as a current special education student	23	12%

Special Programs

- **Special Education: 13.34%** of students were enrolled in special education programs.

- **Gifted & Talented:** 13.45% of students were enrolled in Gifted & Talented programs.
- **Bilingual:** 12.79% of students were in bilingual programs.

Teacher Demographics and Experience

The school had 75.47 full-time equivalent teachers for the 2024-2025 school year. The average teacher experience is 9.2 years. The distribution of teacher experience is:

- **1-5 years:** 24 teachers
- **6-10 years:** 15 teachers
- **10-20 years:** 16 teachers
- **20-30 years:** 10 teachers
- **Over 30 years:** 1 teacher

The **teacher retention rate** for the district for the 2022-2023 school year was 87.2%, meaning 12.8% of teachers did not return to the district.

Demographics Strengths

Ranchview, in partnership with PTSA has been working hard to form community partnerships with businesses and organizations in our area.

Staff Belonging and Well Being is 86% favorable, and Satisfaction and Purpose is 84% favorable on the 2024 Upbeat data report.

Feeling of appreciation among the teachers is 77% favorable on the 2024 Upbeat data report.

Principal/Teacher Trust is 94% favorable and Instructional Leadership is 93% favorable on the 2024 Upbeat data report.

The perception of Safety by the staff is 58% favorable on the 2024 Upbeat data report.

Range of staffing is 91% favorable on the 2024 Upbeat data report.

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

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

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

Algebra 1 EOC Spring 2024

	Approaches	Meets	Masters
State	79%	45%	25%
District	77.1%	41.3%	17.3%
All Students RHS	70.8%	25.8%	7.9%
Eco Dis.	67.7%	23.1%	6.2%
LEP	59.1%	27.3%	0%

	Approaches	Meets	Masters
SpEd	53.3%	13.3%	0%

English EOC Spring 2024

English 1

	Approaches	Meets	Masters
State	67%	54%	17%
District	60.6%	46.4%	13.7%
All Students RHS	75.6%	67.0%	23.4%
Eco Dis.	67%	56.0%	14.7%
LEP	51.3%	35.9%	5.1%
SpEd	30%	20%	5%

English 2

	Approaches	Meets	Masters
State	74%	60%	9%
District	67%	53.5%	7.1%
All Students RHS	82.5%	71.3%	7.5%
Eco Dis.	76.6%	63.1%	5.4%
LEP	48.4%	35.5%	0%
SpEd	54.2%	37.4%	4.2%

Biology

	Approaches	Meets	Masters
State	91%	57%	19%
District	89.0%	53.3%	17.4%
All Students RHS	92.5%	66.1%	20.4%

	Approaches	Meets	Masters
Eco Dis.	88%	51%	10%
LEP	82.1%	42.9%	14.3%
SpEd	62.5%	18.8%	6.3%

US History

	Approaches	Meets	Masters
State	95%	69%	37%
District	94.9%	54.4%	31.9%
All Students RHS	97.6%	79.3%	54.9%
Eco Dis.	94.9%	67.1%	36.7%
LEP	94.4%	33.3%	5.6%
SpEd	84.6%	38.5%	23.1%



Ranchview High School

Testing Year 2023 Compared to 2024



Courses Offered	Total Course Enrollment		# Students Taking AP Test		# Qualifying Score 3, 4, 5	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
2-D Art and Design	11	6	9	5	5 (55.6%)	5 (100%)
Music Theory	4	13	3	11	2 (66.7%)	4 (36.4%)
English Language	79	91	74	84	31 (41.9%)	37 (44%)
English Literature	66	64	52	60	36 (69.2%)	38 (63.3%)
Human Geography	34	53	34	50	18 (52.9%)	32 (64%)
Macroeconomics	40	30	31	23	11 (35.5%)	13 (50%)
Psychology	73	32	66	28	19 (28.8%)	20 (71.4%)

College Enrollment Data for Cohort 2024:

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

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

Student Learning Strengths

Based on MAP scores from the 2023-2024 school year, every tested subject either got close to meeting or did meet the SMART goals established by each department.

Based on the preliminary EOC STAAR test results from Spring of 2024, the performance from students on our campus exceeded the district, state, and region at the approaches level in algebra 1, biology, English 1 and English 2 and were only short by two percentage points in US History. Ranchview's scores are very comparable at the Meets and Masters levels in all of the subject areas to the district, state and region as well.

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The lowest performing sub populations on the MAP and STAAR EOC tests were Economically Disadvantaged, Emergent Bilingual (EBs) and Special Education.

Root Cause: Teachers are resistant to using the resources provided. The lack of consistency on co-teach pairings and assignments prohibits the growth necessary for strong implementation of the Co-Teach model.

Problem Statement 2: Students are not meeting the college readiness standards based on the meets level of performance.

Root Cause: Students do not see a purpose or value in repeated testing. Graduation is tied to passing versus high levels of mastery.

School Processes & Programs

School Processes & Programs Summary

Throughout the year RHS focuses on enhancing instructional practices, curriculum, personnel support and training, organizational leadership and social emotional support programs. In the area of instruction, the administration completes T-TESS observations and provides feedback to teachers to improve instruction. We have a campus-wide Instructional Plan that focuses on speaking, reading, writing, and critical thinking within all classrooms. Campus leadership also provides an orientation and mentorship program for all new hire staff, an Induction Teacher Clinic for all new teachers, as well as consistent Professional Development opportunities focusing on classroom instruction. In the area of curriculum, our core departments, CTE, LOTE, Special Education, Fine Arts, and PE/Athletics have department managers and/or instructional facilitators that guide teachers in delivering engaging instruction that is aligned to state and district standards. Ranchview implemented the RHS Instructional Plan in the 24-25 school year to clarify the instructional strategies that were expected to be used in classrooms. Teachers completed teacher to teacher observations around these Instructional Strategies. These individuals also work with district office departmental leaders.

The teacher Upbeat Survey reported a 64% favorable response on Professional Development for our staff. Teachers reported with only 55% favorable response on the question, "The professional development available to me helps me improve my teaching" and only 52% favorable response on the question, "The professional development available to me is a good use of my time." Our teachers use bell-to-bell instruction and data-driven instructional practices. In the area of personnel, department leaders work with administrators to seek out and interview high quality teaching candidates. Department leaderships along with T-TESS observations assess professional needs. In the area of organization, meetings are conducted with the campus leadership team, discipline committee, attendance committee, Campus Improvement Committee (CIC), and graduation team. The departments also meet weekly for PLC to engage in answering the four PLC questions. In the area of social/emotional support, the teachers and staff are using restorative practices as part of their Fresh Start discipline to meet the students' social and emotional needs, including access to the restorative center and peace room. Staff uses the the Raptor Alert system to alert and communicate with teachers during campus emergencies and provide a system for accounting for all staff and students. The counseling team provides staff with "Red Basket" snack bags to help battle food insecurity.

School Processes & Programs Strengths

1. Ranchview has a comprehensive academic program that includes AP courses, OnRamps courses, P-TECH dual credit courses through our

ITA, and multiple CTE pathways towards industry-based certification (IBCs) through our culinary and hospitality program as well as our floral design program.

2. Our geographic location among thriving industry, as well as our new Information Technology Academy, provides us with a robust set of teaching candidates and community partnership opportunities. In 2023-2024, 34 businesses and organizations donated time, money, or resources to support our students, staff, and school.

3. Our administrative team treats our instructional staff as the experts in the classroom and allows flexibility and teacher autonomy to best fit the needs of individual students.

4. Many Ranchview staff members have attended Professional Development trainings targeting our campus focus groups. 49 core and LOTE teachers attended full day Seidlitz Trainings and we had multiple PLC training sessions for core teachers to address the needs of our Emergent Bi-Lingual students. We had 21 teachers and counselors attend a 2-day Restorative Practices training to meet the social/emotional needs of our students.

5. We provide both a New Hire Program, which includes a mentorship program, and an Induction Teacher program to help support both New Hires and teachers who are brand new to the teaching profession.

6. Numerous awards and/or championships earned by staff and students across multiple programs including CTE, athletics and fine arts.

7. Ranchview embraces the multicultural and social needs of our student body by offering many school-sponsored clubs and organizations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Both parental and community involvement is lacking at RHS.

Root Cause: Time and communication. A lot of different avenues for communication and the time for follow-through is often lacking.

Problem Statement 2: Teachers have dedicated PLC time, but SpEd staff is not as involved in the planning and learning process of creating curriculum for students.

Root Cause: The role of the SpEd teacher is not always well-defined, and there is not always a productive professional relationship between classroom-teachers and SpEd staff.

Problem Statement 3: Teachers do not always feel like professional development opportunities are a valuable use of their time.

Root Cause: PD opportunities are often "one-size fits all" and are dictated at the district level without teacher input.

Perceptions

Perceptions Summary

RHS's goal as a campus is to graduate every student college and career ready without remediation. As a campus RHS is guided by the “5 that drive,” which are made of culture, data, observation and feedback, MTSS and restorative practices. Each of those categories are supported by professional learning communities and CFB interdepartmental support. One or more college applications were completed by 96.3% of seniors, 89% have completed their FAFSA forms, and 95.9% completed Dallas County Promise Pledge. Each year teachers complete the Upbeat Survey to provide feedback on school culture and work environment. Strengths of the survey include: principal/teacher trust (94%, +11%), instructional leadership (93%, +6%), range of staffing (91%, -1%), collaboration (87%, n/c), autonomy (87%, +4%), self-efficacy (87%, -4%), belonging & wellbeing (86%, n/c), including all staff and students (86%, -4%), evaluation (85%, +3%), resources & facilities (85%, -1%), satisfaction & purpose (84%, -4%), care & commitment (82%, -10%), and recruitment, hiring & onboarding (81%, -3%). The students completed the Panorama survey and the strongest areas rated by the students include: teacher pedagogical effectiveness – 74%, classroom climate – 73%, and rigorous classroom expectations – 72%. In the area of bullying: 80% of students feel they are not bullied on campus, 82% feel they feel they can get help from an adult if bullied, 86% feel they have one adult they could go to for help. The lower areas rated by the students include classroom teacher-student relationships - 69% percent and classroom engagement – 57%.

Additionally, Ranchview sends out a weekly email communication to parents, teachers, and students; posts on multiple social media platforms; and hosts Meet the Teacher, Open House Night, and Parent/Teacher Conferences throughout the year. Ranchview has had over 34 (+13) area businesses donate products or services to our school this year. We also had 155 PTSA memberships (including 10 students) this year.

In the 2023-2024 school year, there were 5593 direct Parent Square messages with 2261 thread conversations. Of the 1048 parents with email addresses, 1020 (89%) of the parents opted to receive email messages. Of the 1116 parents with phone numbers, 174 (15%) opted to receive text messages and 453 (39%) of parents receive messages through the Parent Square App.

Perceptions Strengths

On the Upbeat **teacher** survey taken in the spring of 2024:

- “principal/teacher trust” was 94%; strong and a significant increase of 11%
- “instructional leadership” was 93%; strong and a moderate increase of 6%
- “range of staffing” was 91%; still strong, but a slight decrease of 1%
- “collaboration,” “autonomy,” and “self-efficacy” were at 87%; yet ‘collaboration’ did not change, ‘autonomy’ increased by 4%, and ‘self-efficacy’ decreased by 4%

→ “belonging & wellbeing” and “ including all staff and students” were both at 86%, and although ‘belonging & wellbeing’ did not change, ‘including all staff and students’ decreased by 4%
→ finally, “evaluation” and “resources & facilities” were both at 85%, although ‘evaluation’ increased by 3%, yet ‘resources & facilities’ decreased marginally by 1%.

On the Panorama Survey by students taken in the Fall of 2023:

*Classroom climate was 73% favorable.

*Classroom rigorous expectations - 71% favorable.

*Teacher pedagogical effectiveness - 74% favorable.

*Lower categories include classroom teacher-student relationships - 69%, and classroom engagement – 57%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not feel connected to the Ranchview community.

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

Problem Statement 2: Teachers do not feel that the professional development is a good use of their time.

Root Cause: Lack of dialogue between district and campus admins to identify areas of need for professional development.

Priority Problem Statements

Problem Statement 1: The lowest performing sub populations on the MAP and STAAR EOC tests were Economically Disadvantaged, Emergent Bilingual (EBs) and Special Education.

Root Cause 1: Teachers are resistant to using the resources provided. The lack of consistency on co-teach pairings and assignments prohibits the growth necessary for strong implementation of the Co-Teach model.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a perception by the teachers that school safety needs improvement due to the inconsistent enforcement of campus rules in individual classrooms.

Root Cause 2: We lack a system of accountability for all staff implementation of the campus behavioral expectations.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By August 2026, the percentage of graduates who meet CCMR college-ready criteria will increase from 87% to 90%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Testing results from SAT, ACT, AP, TSIA ,completion rates for College Prep English and Math Courses through TCB, AP exams, dual credit courses, IBCs or Level I or II certificate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase opportunities for SAT/TSIA prep sessions. (IE - SAT summer school sessions, boot camp sessions) We will provide teacher training to better prepare students for TSIA. Strategy's Expected Result/Impact: Students will be college ready on SAT/TSIA assessments. Staff Responsible for Monitoring: Principal and CCMR Dean</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage students and parents in college readiness conversations by reviewing scores on the SAT, PSAT, and MAP testing and assist students in developing an individual plan to help them achieve the college readiness standard by graduation. Meetings will also be held to explain the college going process to parents/families. Strategy's Expected Result/Impact: Students will be knowledgeable about how they performed and will have access to resources so they can work toward college readiness standards. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Engage students in the college-going process by completing a college day which will include: college admissions speaker, a virtual college visit, and a presentation with the steps to college acceptance with the junior class.</p> <p>Strategy's Expected Result/Impact: Bring awareness of the college going process and show the process of how to apply to college.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of summer 2026, we will increase the percentage of students earning the "Meets" level for End-of-Course (EOC) assessments in Domain 1 of the Texas Accountability System in English 1, English 2, Algebra 1, Biology and US History as follows:

- In English 1, we will increase the percentage from 62% to 72%.
- In English 2, we will increase the percentage from 67% to 77%.
- In Algebra 1, we will increase the percentage from 43% to 53%.
- In Biology, we will increase the percentage from 63% to 73%.
- In US History, we will increase the percentage from 73% to 83%.

High Priority

HB3 Guiding Objective

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold SNAP meetings for 9th-11th graders three times a year during PD periods to monitor students' progress in English 1 & 2, Algebra 1, Biology, and US History. Students who fall in the sub pops of Economically Disadvantaged, Emergent Bilingual, and Special Education will be the primary focus.</p> <p>Strategy's Expected Result/Impact: Increase student performance on college readiness testing</p> <p>Staff Responsible for Monitoring: Principal and Instructional Facilitator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Core PD teams will unpack essential standards and complete intentional, data-driven unit plans for each 9 weeks.</p> <p>Strategy's Expected Result/Impact: Students will grow in their knowledge and performance on EOC tested subjects.</p> <p>Staff Responsible for Monitoring: Principal and Instructional Facilitator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing interventions throughout the school year to all students who did not pass the EOC reading or math assessment.</p> <p>Strategy's Expected Result/Impact: All students will pass the EOC tests for English and math at least the Approaches Level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental intervention and support for at-risk students - 199-SCE State Comp Ed (SCE) - \$271,800</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Train teachers on Seidlitz instructional strategies, prioritize 2-3 Seidlitz strategies for the campus, establish classroom observation schedule around the Seidlitz strategies, and design PD sessions for staff based on classroom observation data around the campus strategies focusing specifically on Emergent Bilingual Students, strategies, and learning outcomes.</p> <p>Strategy's Expected Result/Impact: Increase teacher efficacy of Seidlitz strategies which result in an increase use of the strategies in the classroom. This will result in an increase in student achievement for EB students.</p> <p>Staff Responsible for Monitoring: Instructional Facilitator and Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide tutorial sessions for students after school hours to receive extra support in their academic subjects.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students passing his/her classes and receiving credit for courses.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Pay for teachers to provide tutorials after hours. - 211 Title I - 211-11-6117-00-007-30-000 - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to best support Emergent Bilingual students. Strategy's Expected Result/Impact: Increased language proficiency, academic outcomes and growth on TELPAS Staff Responsible for Monitoring: LPAC Coordinator, Administration	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: RHS will increase the percentage of students by 10% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP.

Evaluation Data Sources: Math MAP assessments-analysis of the following subgroups:

- Dyslexia
- Special Ed
- GT
- By Ethnicity
- By Cohort
- By Grade

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development on differentiated interventions based on MAP Math reports. Strategy's Expected Result/Impact: Increase in students meeting growth measures on MAP. Staff Responsible for Monitoring: Administration, Instructional Facilitator</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: RHS will increase the percentage of students by 10% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

Evaluation Data Sources: MAP Assessment-analysis of the following subgroups:

- Dyslexia
- Special Ed
- GT
- By Ethnicity
- By Cohort
- By Grade

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development on differentiated interventions based on MAP Reading reports. Strategy's Expected Result/Impact: Increased % of students meeting growth measures Staff Responsible for Monitoring: Administration, Instructional Facilitator	Formative			Summative
	Oct	Jan	Mar	June
				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By the end of the 2025-2026 school year, RHS will increase the four-year graduation rate by 1%.

Evaluation Data Sources: Previous year's graduation rate

Strategy 1 Details	Reviews			
Strategy 1: Quarterly Grad team meetings to ensure students are on track. Strategy's Expected Result/Impact: Increase in graduation percentage Staff Responsible for Monitoring: Administration, Counseling & CCMR	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By the end of the 2025-2026 school year, RHS will increase in high school student enrollment in advanced academic courses that are aligned to the Texas Course Curriculum by 5%.

Evaluation Data Sources: Students enrolled in one or more Advanced Placement courses aligned to the Texas Core Curriculum
 Students enrolled in one or more Dual Credit courses to the Texas Core curriculum
 Students enrolled in one or more On-Ramps courses to the Texas Core Curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide student and parent informational sessions regarding the benefits of advanced courses.</p> <p>Strategy's Expected Result/Impact: Increase in enrollment for advanced courses</p> <p>Staff Responsible for Monitoring: Administration, Counseling, Advanced Academics</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: By the end of the 2025-2026 school year, RHS will increase in advanced academic courses that are aligned to the Texas Core Curriculum total by 5%.

Evaluation Data Sources: Advanced Placement: 3 or higher aligned to Texas Core Curriculum
 Dual Credit: college credit earned aligned to Texas Core Curriculum
 On-ramps: college credit earned aligned to Texas Core Curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide student and parent informational sessions regarding strategies to be successful in advanced and dual credit courses.</p> <p>Strategy's Expected Result/Impact: Increase in student success percentage.</p> <p>Staff Responsible for Monitoring: Administration, Counseling, Advanced Academics</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 1: By Spring of 2026 Ranchview's Teacher Upbeat Survey will show an increase from 55% to 75% favorable responses on the School Safety and Order questions.

High Priority

Evaluation Data Sources: Upbeat Survey for Teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin and Department Managers will walk through classrooms at least once a week using a campus behavioral non-negotiable checklist that is fair for both students and teachers.</p> <p>Strategy's Expected Result/Impact: Greater consistency with campus expectations by teachers and administrators.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Survey the students and the staff in the fall and spring semester as to their perception of safety on campus and solicit ideas to improve school safety.</p> <p>Strategy's Expected Result/Impact: Knowing the perceptions of students and staff early in the year will give us an opportunity to make adjustments to our safety procedures for a safer campus.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Goal 2: By Spring of 2026 Ranchview's Teacher Upbeat Survey will show an increase from 34% to 55% favorable responses regarding rules for student behavior are consistently enforced by teachers in the school and teachers classrooms.

High Priority

Evaluation Data Sources: Upbeat Survey and Admin and Department Managers will walk through classrooms at least once a week using a campus behavioral non-negotiable checklist that is fair for both students and teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a digital hall pass system, Smart Pass, to account for student locations throughout the school day.</p> <p>Strategy's Expected Result/Impact: Utilizing the hall pass system will allow for admin and staff to ensure students are in their assigned locations throughout the day. Data can be utilized to monitor students time out of class as well as ensure a limited amount of students are out of class at once.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 3: RHS will reduce the number of discipline referrals by 5% during the 2025-2026 school year by utilizing Smart Pass campus-wide.

Evaluation Data Sources: Smart Pass functionality and data

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze student discipline data weekly and provide interventions through Smart Pass to ensure a safe and secure environment.</p> <p>Strategy's Expected Result/Impact: Lessen student altercations, keep students in an instructional setting, provide proactive interventions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Smart Pass Hall Pass Program - 211 Title I - 211-11-6399-00-007-30-000 - \$2,900</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By Spring of 2026 Ranchview's community involvement will increase as evidenced by growth in our PTA membership from 55 to 75 members. Additionally, Ranchview will partner with at least 30 businesses in our community throughout the year.

High Priority

Evaluation Data Sources: PTSA membership roster; Community partnership log

Strategy 1 Details	Reviews			
<p>Strategy 1: Incentivize parent and student recruitment of new members for Ranchview's PTSA.</p> <p>Strategy's Expected Result/Impact: With more PTSA members, there will be a greater number of people attending school events and activities.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Target 9th grade parents at a fall parent meeting to share information regarding Ranchview and how to help their student be successful in high school.</p> <p>Strategy's Expected Result/Impact: By providing information to the 9th grade parents, we will help the parents feel connected to Ranchview and learn tools to help their student be successful.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Books for parents - 211 Title I - 211-61-6329-00-007-30-000 - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June

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

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

Goal 1: By Spring of 2026, we will strive for full staff engagement in restorative practices to reduce the number of referrals for inappropriate and insubordinate behaviors in the classroom.

High Priority

Evaluation Data Sources: Restorative Staff training and Discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Wellness Wednesday announcements and social media posts to highlight programs and services available to students to connect them to the Ranchview community.</p> <p>Strategy's Expected Result/Impact: Students will be knowledgeable about clubs, organizations, and resources available to them at Ranchview.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highlight the the diverse contributions of the different cultural groups throughout the year. IE - Holidays, Celebrations, and Recognitions, etc.</p> <p>Strategy's Expected Result/Impact: Students will learn about cultures that may or may not be like their own and be respectful of each.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a SEL question of the week for teachers to use with their classes to build a feeling of belonging between the teachers and the students.</p> <p>Strategy's Expected Result/Impact: Staff and students will learn more about each other and be able to see commonalities and connections between them.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue training teachers in Restorative Practices and utilize restorative strategies and circles monthly in classes.</p> <p>Strategy's Expected Result/Impact: Students will know their classmates and teachers better and feel connected to the Ranchview community.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By Spring of 2026, Ranchview will increase the percentage of favorable responses on the Professional Development questions of the Upbeat Survey from 64% to 75% among teachers, as a result of implementing the Professional Learning Community (PLC) process.

High Priority

Evaluation Data Sources: Upbeat Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus PLC team conversations using the Essential Skill Plan template four times a year. Content instructional coaches will be in Professional Development Periods at least once a week to support the core instructional teams.</p> <p>Strategy's Expected Result/Impact: Focused conversations and just in time instructional support will result in teacher efficacy and student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Facilitators and Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Instructional Coach - 211 Title I - 211-13-6119-00-007-30-000 - \$39,587</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a staff development training for general education and Special Education staff who co-teach on best practices for planning and instruction. Implement follow up sessions for these teachers four times a year.</p> <p>Strategy's Expected Result/Impact: Teacher efficacy on implementation of co-teach model of instruction and improved student achievement.</p> <p>Staff Responsible for Monitoring: Principal and SpEd Dept. Leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: Form a partnership with EB students, parents and teachers to better support EB students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide translation for parent/teacher/student conferences and translate campus documents. Strategy's Expected Result/Impact: Support provided for our increasing number of Spanish speaking families. Staff Responsible for Monitoring: Principal, Associate Principal Funding Sources: Staff Translation - 211 Title I - 211-61-6117-00-007-30-000 - \$613</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide bilingual summer translation to onboard new families and support with enrollment. Strategy's Expected Result/Impact: Ensure families are supported in the enrollment process. Staff Responsible for Monitoring: Ashley Chavez, Ingrid Salazar</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Ranchview High School

Total SCE Funds: \$271,800.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The CNA was conducted with input from parents, teachers, administrators, and community members via surveys and meetings. It included a review of demographics, student achievement, perceptions, and school processes. The CNA focused on academic achievement, equity, college readiness, and subgroup performance. It was **revised and approved in July 2025 based on feedback from the final CIC in May 2025**.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was developed post-CNA approval (May 2025), and will be monitored throughout the year, being revised quarterly with a summative evaluation. The timeline for 2025 will include quarterly meetings with a summative evaluation by May 2026.

2.2: Stakeholders 1114(b)(2)

The CIP includes input from a diverse group of stakeholders, including teachers, administrators, parents, and community representatives. CIC membership and roles are documented.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The plan is available on the district and campus websites with translation features. ParentSquare communication and flyers are bilingual (English and Spanish).

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Services are coordinated across Title I, State Comp Ed, SPED, EB, AVID, and CTE programs. Intervention support, SEL initiatives, and PLC structures guide coordination.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

CIP includes:

- Academic supports (TSIA/SAT prep, tutorials, targeted intervention)

- Increased learning time (summer boot camps, extended day)
- Support for EB, SPED, and at-risk students (Seidlitz strategies, co-teach training)
- Family and community engagement (PTSA drives, parent night, community pep rallies & events, bilingual onboarding)
- Professional development (PLC, Seidlitz, restorative practices)
- SEL and safety programs

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is evaluated annually and reviewed quarterly. Evidence sources include STAAR, MAP, TSIA, EOC, surveys, attendance, and discipline data. SNAP meetings and CIC reviews support evaluation and adjustment.

Campus Improvement Committee

Committee Role	Name	Position
Community Partner	Stephanie Smith	Business
Counselor	Wynter Nash	Lead Counselor
Teacher	John Zercher	ITE Facilitator
Teacher	Meason Kolkhurst	Engineering Facilitator
Parent	Tasha Martin	Parent
Teacher	Beth Cordes	ELA
Parent	Meredith Blackman	Parent
Community Partner	Austen Garcia	Business
Parent	Delia Gonzalez	Parent
Staff/Teacher	Marquis O'Banner	Sped Teacher
Administrator	Staci Jackson	Assistant Principal
Administrator	Sean Walker	Assistant Principal
Administrator	Ashley Davidson	Associate Principal
Administrator	Kara Miller	Principal
Community Representative	Destiny Lowrey	Business

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplemental intervention and support for at-risk students		\$271,800.00
Sub-Total					\$271,800.00
Budgeted Fund Source Amount					\$271,800.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	2	5	Pay for teachers to provide tutorials after hours.	211-11-6117-00-007-30-000	\$1,200.00
2	3	1	Smart Pass Hall Pass Program	211-11-6399-00-007-30-000	\$2,900.00
3	1	2	Books for parents	211-61-6329-00-007-30-000	\$300.00
5	1	1	Title I Instructional Coach	211-13-6119-00-007-30-000	\$39,587.00
5	2	1	Staff Translation	211-61-6117-00-007-30-000	\$613.00
Sub-Total					\$44,600.00
Budgeted Fund Source Amount					\$44,600.00
+/- Difference					\$0.00
Grand Total Budgeted					\$316,400.00
Grand Total Spent					\$316,400.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025