

Grand Prairie Independent School District



Crosswinds High School

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to nurture, mentor, and educate all students, especially those who have struggled in a traditional high school setting, in order to ensure their personal growth and success.

Crosswinds High School is a School of Choice offering accelerated instructional opportunities while meeting the needs of a diverse student population. The school day is comprised of three distinct sessions that provide flexible scheduling opportunities for students.

Crosswinds High School provides a barrier-free learning environment where students have the opportunity to be successful in attaining a high school diploma as defined by the Texas State Board of Education through innovative and technology-driven curricula. Crosswinds mainly focuses on juniors and seniors who are at risk of not graduating with their cohort year. Because Crosswinds is a TEA accredited academic alternative school, it can accelerate credit attainment for students who want to graduate early, or who are credit deficient.

Vision

Our vision for Crosswinds Accelerated High School is to be a campus in which a student's race, economic situation, language, or previous experiences do not predict or determine their future outcomes.

Value Statement

Crosswinds High School provides a barrier-free learning environment where students have the opportunity to be successful in attaining a high school diploma as defined by the Texas State Board of Education through innovative and technology-driven curricula. Crosswinds mainly focuses on juniors and seniors who are at risk of not graduating with their cohort year. Because Crosswinds is a TEA accredited academic alternative school, it can accelerate credit attainment for students who want to graduate early, or who are credit deficient.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Crosswinds Accelerated High School serves an at-risk population of students who need the smaller campus environment to be successful. Students come from various backgrounds and often need school to be a smaller part of their day to support their families at home. Here at Crosswinds, the teachers are all highly-qualified and serve all populations of special programs.

Demographics

Summary

Crosswinds Accelerated High School is a Grand Prairie ISD School of Choice and is a credit acceleration and recovery campus. The student body is comprised of 9th-12th graders who are overage for their grade level, credit deficient, and meet at least one of the thirteen at-risk indicators. Crosswinds offers continuous enrollment and averages 300 students at any given time. The student body demographics as of September 2025 are as follows: 74.37% Hispanic, 16.46% African American, 6.33% white, 1.58% two or more races, 0.32% Indian/Native, and 0.63% Asian. 86.81% of the student body is coded as "at-risk" of not graduating for one or more factors, 68.14% are economically disadvantaged, 36.9% are LEP, and 8.86% require special education services.

Crosswinds High School was rated as a B campus for the 2024-25 school year and recorded its largest graduating class since it opened by graduating 567 students. 85% of our graduates left Crosswinds college and career ready. Crosswinds confers a Texas high school diploma. Crosswinds had a 100% graduation rate for the class of 2025.

From the 2024-25 to 2025-26 school years, all but one of the teaching staff returned to Crosswinds AHS for a retention rate of 95% of teachers. All teachers on the campus are highly qualified and fully certified. There is very little disciplinary action taken at Crosswinds, as students are motivated to earn credits and graduate. Behavior trends are monitored and adjusted through connections and alternative methods. Because ISS and OSS aren't used, more time is spent in the classroom. Special programs are prominent on the campus and serve Special Education, Emergent Bilingual, Section 504, and RTI students.

Strengths

Students experience a smaller environment where they receive more individualized instruction which allows them to have more academic success.

Students are able to accelerate at a faster pace, and complete high school faster.

Many of the students have to work, and are able to maintain jobs to meet their economic needs without sacrificing their education.

We provide three session to accommodate our working students and students with families.

Campus wide credit tracking is in place for all students and tracked weekly to monitor progress of students earning credits.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Crosswinds is an accelerated credit recovery campus with a high mobility rate and a large at-risk population. As a result, many of the students are in danger of dropping out. Our goal is to prevent students from dropping out by offering small group instruction, individualized learning plans, career and college preparation, flexible scheduling, and social and emotional support.	Many of our students have not experienced success at traditional schools due to attendance, behavior, family hardships, or other circumstances. As a result, many of them are credit deficient, and in need of an accelerated curriculum to graduate with their cohort, or sooner than they could at their traditional campus.
2★	Students who attend Crosswinds often have had negative experiences with adults and their peers due to their inability to appropriately resolve conflict. Some of these experiences include, but not limited, to physical and verbal altercations, AEP placement, multiple suspensions, and conflict with the law.	Many of the students we serve have limited skills in appropriately resolving conflict. Whether it is peer to peer, or conflict with a person or individual in a position of authority.
3★	Many students arrive at Crosswinds High School with limited English proficiency and minimal prior emphasis on TELPAS testing, resulting in a lack of foundational language skills and motivation to demonstrate growth. This challenge impacts their ability to develop academic language proficiency, affecting both their TELPAS performance and overall academic success.	The root cause of this challenge is that many students have had interrupted or inconsistent language development, limited exposure to structured English language instruction, and a lack of understanding of the importance of TELPAS in measuring their progress. Additionally, previous educational experiences may not have emphasized language acquisition strategies or the long-term benefits of achievin
4★	Crosswinds High School is committed to maintaining a secure digital environment and protecting sensitive information. As cybersecurity threats continue to evolve, there is a need to further strengthen staff training and enhance data protection strategies to minimize risks and ensure compliance with best practices.	While Crosswinds has established strong security protocols, the rapid advancement of digital threats and the need for ongoing cybersecurity awareness highlight the importance of continuous staff training and proactive risk prevention measures. By further enhancing cybersecurity education and reinforcing best practices, the campus can ensure a safer and more secure digital environment.

★ = Priority

Student Learning

Summary

Crosswinds High School would have been rated as an 87 (B) for the 2024-25 school year as outlined by the TEA and graduated 578 students.

Graduating students in May 2025 were 86% CCMR Met.

Many of the students lack motivation and support due to home life issues, social emotional issues, etc. Crosswinds plans to encourage an improvement in behavior and attendance by using a reward system to recognize students for good attendance, acts of kindness, earning credits, etc.

Strengths

- Students passed more EOC tests than previous graduating classes. All EOC courses grew in percentage meeting standard.
- Crosswinds recorded 578 graduates which was the highest number of graduates in the history of the school.
- There has been an increase in the number of students enrolling in higher educational programs and enlisting in the military.
- EOC Bootcamps are made mandatory
- Mastery Prep is now embedded in junior level courses to help improve ACT scores.
- Smaller class sizes allow for students to feel comfortable and receive one on one help. Teachers are able to better build relationships with the students in comparison to a traditional campus with larger class sizes.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Many of our students have taken End of Course exams (EOCs) multiple times with no success. Failing these exams often slows down students' graduation progress, and could enhance the risk of the student giving up and dropping out of school. Our goal is to utilize data to create individualized learning plans, and graduation plans including IGCs leading to more graduates.	Students have a history of low performance on state exams. Many have lost valuable instructional time due to attendance and behavioral issues.
2★ Crosswinds is an accelerated credit recovery campus with a high mobility rate and a large at-risk population. As a result, many of the students are in danger of dropping out. Our goal is to prevent students from dropping out by offering small group instruction, individualized learning plans, career and college preparation, flexible scheduling, and social and emotional support.	Many of our students have not experienced success at traditional schools due to attendance, behavior, family hardships, or other circumstances. As a result, many of them are credit deficient, and in need of an accelerated curriculum to graduate with their cohort, or sooner than they could at their traditional campus.
3★ Students at Crosswinds are predominantly at risk to graduate. They enter into the school credit deficient.	Students who are at risk and attend traditional schools face issues such as truancy, discipline and a lack of willingness to graduate.

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School Processes & Programs

Summary

The needs assessment process identified the need for improvements in progress monitoring of students and quality instruction. The entire campus moved their curriculum and grade book to Canvas which allows students to receive instruction online, continuously work on their course work, and allow staff to more efficiently monitor student progress. Student credit tracking sheets are color coded by their cohort (graduation class). This will give staff instant information about the students academic status, and will provide more focused discussion between staff and students during academic conferences, graduation talks.

Crosswinds High School will adhere to hiring 100% Highly Qualified teachers as defined by federal and state law. Recruitment and hiring procedures will continue to include screening and preparation of teachers for the unique structure of Crosswinds.

Crosswinds will implement Human Capital's plan to maximize the effectiveness of classroom instruction. The Texas Teacher Evaluation and Support System (T-TESS) is used to improve teacher efficacy through targeted professional development that improves the quality of classroom instruction and enhances student achievement.

Crosswinds High School is a School of Choice within the Grand Prairie ISD that serves students in grades 9-12 who are identified to be at-risk of completing high school as determined by the 13 at-risk indicators defined by TEA. Our goal is to support all students by offering flexible attendance times over three distinct sessions and accelerated curriculum. Crosswinds provides a highly differentiated and individualized atmosphere that meets learners where they are and customizes the learning experience to get them where they need and want to be.

Crosswinds High School values the integration of technological application as a valid and necessary learning tool which is demonstrated by our implementation of Canvas. Our Current campus efforts are documented as successful and in compliance with the GPISD technology plan. Each student checks out a laptop at the beginning of their session and returns the device to the charging cart.

Crosswinds integrates the College Prep Reading and College Prep Math courses into students' senior year coursework in both courses, respectively. To comply with HB 1416 tutoring hours, teachers utilize the Exact Path program from Edmentum to guide the learning with students needed to obtain tutoring hours towards their EOC testing.

SmartPass is used as a hallway pass system to allow all staff in the building to know when students are allowed to be in the hallways. Several staff have approval rights to also deny students when spaces are occupied or they are otherwise unavailable.

Strengths

- Efficient and proactive tracking of student progress
- Graduation talks
- Efficient and Effective goal setting
- Annual certification audits
- 100% of teachers are highly qualified
- 100% of teachers participate in campus and district professional goals
- Effective implementation of Mentor Teacher program for new teachers
- Classroom instruction is built around individual student needs (Personalized Learning Plans)
- Flexible scheduling
- Increased teacher technology training
- One to one device ratio
- SmartPass system
- Edmentum's EXACT PATH software programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Students at Crosswinds are predominantly at risk to graduate. They enter into the school credit deficient.	Students who are at risk and attend traditional schools face issues such as truancy, discipline and a lack of willingness to graduate.
2 ★ Many of our students have taken End of Course exams (EOCs) multiple times with no success. Failing these exams often slows down students' graduation progress, and could enhance the risk of the student giving up and dropping out of school. Our goal is to utilize data to create individualized learning plans, and graduation plans including IGCs leading to more graduates.	Students have a history of low performance on state exams. Many have lost valuable instructional time due to attendance and behavioral issues.
3 ★ Despite the campus's strong commitment to safety protocols, occasional concerns still arise due to evolving threats, human error, and the need for continuous improvement. While the school has maintained a secure environment, there is always a need to reassess and adapt safety measures to ensure the highest level of protection for students and staff.	Even with well-established safety protocols, factors such as new security challenges, staff and student turnover, and the need for ongoing training can create gaps in campus safety. Additionally, external influences, such as community incidents or technological advancements, require continuous evaluation and updates to current safety practices.

★ = Priority

Perceptions

Summary

At Crosswinds, families are encouraged to be active participants in their children's learning process and educational experience. Parents and guardians are involved from the time they enroll their student to the day their student graduates. Family and community sessions are devised to familiarize all stake-holders with the differentiated and individualized approach to education Crosswinds takes. Parents and community members are contacted regularly to stay abreast of their child's progress and happenings at school, as well as asked to participate on committees and parent nights. All parents are invited to a minimum of 2 parent informational sessions, a Remind 101 line is available to all parents to receive important information regarding the school, and our staff is always available to provide support, resources, and answer questions that parents may have. Crosswinds is in constant communication with parents about school and district events and resources.

Our CIC is representative of our school staff, families we serve, and the community at large, with a high level of participation. Crosswinds offers a session of night classes from 5:00-7:30pm in which students 18 and older may attend to serve as their instructional day. Students have opportunities to regularly participate in community service activities such as volunteering at the Salvation Army, Prairie Paws, Adopt-A-Street clean up, Grand Prairie Special Olympics, tutoring students at local middle schools, and reading books to students at neighboring elementary schools.

A critical component to the make-up of Crosswinds is to develop a culture and climate that supports overage, at-risk learners in a positive, engaging, differentiated, and accelerated environment. Master scheduling is completed each summer based on teacher certifications, classes taught previously, and students need for graduation credit.

Crosswinds uses the restorative justice model to allow students to reflect on their behavior, learn new skills, build better relationships with the parties involved ultimately resolving the conflict. We also participate in the Rachel's Challenge program for continuous support of campus efforts to end bullying, and to provide an environment conducive to teaching and learning. Capturing Kids' Hearts is a supplemental program for classroom behavior/relational capacity and is implemented by students and staff.

Crosswinds also offers leadership and service opportunities such as Coyote Leadership Council, Special Olympics, World Vision, and the Salvation Army. All teachers and staff participate in the Handprints on Hearts mentoring program. Each staff member mentors a group of students to ensure their holistic success. Teachers and Administrators were carefully selected based on their knowledge and understanding of the needs of identified students and their willingness to support the concept of Crosswinds High School which is to provide flexible scheduling, and a safe, orderly, and engaging environment where students can accelerate their academic progress and graduate.

The student Panorama survey will be distributed to students on Wednesday, October 2nd. That same day staff will also be participating in a campus climate survey created by the administrators on campus.

Strengths

- Two way communication with parents frequently throughout the school year
- Feedback from stake-holders and applicable adjustments to improve the school
- Leadership opportunities for students
- Minimal discipline issues
- Students learn new skills to improve their social and emotional awareness through restorative justice, peer mentoring, mediation, and conflict resolution
- Staff responsibilities are delineated by employee handbook and district policy
- Hiring rubric that includes questioning about scenarios with difficult situations
- All teachers progress monitor at an individual student level to continually see their progression of coursework

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
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★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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Students at Crosswinds are predominantly at risk to graduate. They enter into the school credit deficient.

Students who are at risk and attend traditional schools face issues such as truancy, discipline and a lack of willingness to graduate.

5
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Despite the campus's strong commitment to safety protocols, occasional concerns still arise due to evolving threats, human error, and the need for continuous improvement. While the school has maintained a secure environment, there is always a need to reassess and adapt safety measures to ensure the highest level of protection for students and staff.

Even with well-established safety protocols, factors such as new security challenges, staff and student turnover, and the need for ongoing training can create gaps in campus safety. Additionally, external influences, such as community incidents or technological advancements, require continuous evaluation and updates to current safety practices.

6★

Many students arrive at Crosswinds High School with limited English proficiency and minimal prior emphasis on TELPAS testing, resulting in a lack of foundational language skills and motivation to demonstrate growth. This challenge impacts their ability to develop academic language proficiency, affecting both their TELPAS performance and overall academic success.

The root cause of this challenge is that many students have had interrupted or inconsistent language development, limited exposure to structured English language instruction, and a lack of understanding of the importance of TELPAS in measuring their progress. Additionally, previous educational experiences may not have emphasized language acquisition strategies or the long-term benefits of achieving

7★

Crosswinds High School is committed to maintaining a secure digital environment and protecting sensitive information. As cybersecurity threats continue to evolve, there is a need to further strengthen staff training and enhance data protection strategies to minimize risks and ensure compliance with best practices.

While Crosswinds has established strong security protocols, the rapid advancement of digital threats and the need for ongoing cybersecurity awareness highlight the importance of continuous staff training and proactive risk prevention measures. By further enhancing cybersecurity education and reinforcing best practices, the campus can ensure a safer and more secure digital environment.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals

Accountability Data

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

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Observation Survey results

Student Data: Student Groups

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Homeless data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Action research results



Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

N/A Applies to Early Childhood - Crosswinds serves High School students grades 9-12.

Formative Reviews

November

January

March

June

Measurable Objective 2 High Priority HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

N/A Applies to Early Childhood - Crosswinds serves High School students grades 9-12.

Formative Reviews

November

January

March

June

Measurable Objective 3 High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

N/A Applies to Early Childhood - Crosswinds serves High School students grades 9-12.

Formative Reviews

NovemberJanuaryMarchJune

Measurable Objective 4 High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Crosswinds High School will maintain its commitment to implementing Positive Behavioral Interventions and Supports (PBIS) strategies, aiming to achieve zero instances of In-School Suspension (ISS), Out-of-School Suspension (OSS), or discretionary DAEP placements.

Strategy's Expected Result/Impact: By June 2026, Crosswinds HS continue to not utilize in-school suspension (ISS from 0 to 0), Out of school suspension (OSS from 0 to 0), and discretionary Disciplinary Alternative Education Program placements (DAEP from 0 to 0) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Staff Responsible for Monitoring: Administration, PBIS Committee

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: PBIS Store Funding 199 - General Fund,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberJanuaryMarchJune

Measurable Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Students who attend Crosswinds often have had negative experiences with adults and their peers due to their inability to appropriately resolve conflict. Some of these experiences include, but not limited, to physical and verbal altercations, AEP placement, multiple suspensions, and conflict with the law.	Many of the students we serve have limited skills in appropriately resolving conflict. Whether it is peer to peer, or conflict with a person or individual in a position of authority.

Measurable Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
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Measurable Objective 5 High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Utilize BBComms communications to deliver consistent, multilingual updates, event invitations, and engagement opportunities, ensuring families stay informed and actively involved in the Crosswinds High School community.

Strategy's Expected Result/Impact: By June 2026, Crosswinds will increase overall family engagement participation by 20% (from 58 in attendance to 70) for district and campus events by implementing family engagement initiatives and strategies.

Staff Responsible for Monitoring: Principal, Dean, APs, Counselors

Problem Statements: Demographics 1, 2, 3 - Student Learning 2, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Meeting Supplies 199 - General Fund,

TEA Priorities: Connect high school to career and college

Formative Reviews

November

January

March

June

Measurable Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Crosswinds is an accelerated credit recovery campus with a high mobility rate and a large at-risk population. As a result, many of the students are in danger of dropping out. Our goal is to prevent students from dropping out by offering small group instruction, individualized learning plans, career and college preparation, flexible scheduling, and social and emotional support.

Many of our students have not experienced success at traditional schools due to attendance, behavior, family hardships, or other circumstances. As a result, many of them are credit deficient, and in need of an accelerated curriculum to graduate with their cohort, or sooner than they could at their traditional campus.

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Measurable Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Measurable Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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Measurable Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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Measurable Objective 6 High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Crosswinds will strengthen student engagement and attendance through personalized communication, attendance incentive programs, and proactive intervention systems, including consistent contact via BBComms, parent conferences, and counselor check-ins to address barriers impacting student attendance.

Strategy's Expected Result/Impact: Crosswinds will increase ADA from 76.7% (2024-25) to 80% (2025-26).

Staff Responsible for Monitoring: Administration Team

Problem Statements: Demographics 1, 2 - Student Learning 2, 3 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Attendance Incentives 199 - General Fund,

Formative Reviews

November

January

March

June

Measurable Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

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Measurable Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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Measurable Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

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Measurable Objective 6 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

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Many of the students we serve have limited skills in appropriately resolving conflict. Whether it is peer to peer, or conflict with a person or individual in a position of authority.

Measurable Objective 7 High Priority HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

Crosswinds will ensure all students complete Texas College Bridge coursework in ELA and Math, provide on-campus college registration events, and promote FAFSA completion as mandatory, while expanding partnerships with colleges, military recruiters, and workforce programs to create multiple pathways for postsecondary success.

Strategy's Expected Result/Impact: Crosswinds will increase from 85% to 90% CCMR (A-F Accountability).

Staff Responsible for Monitoring: Administration and Counselors

Problem Statements: Demographics 1, 2 - Student Learning 2 - Perceptions 1

Funding Sources: Teacher Training 199 - General Fund,

Formative Reviews

November

January

March

June

Measurable Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Crosswinds is an accelerated credit recovery campus with a high mobility rate and a large at-risk population. As a result, many of the students are in danger of dropping out. Our goal is to prevent students from dropping out by offering small group instruction, individualized learning plans, career and college preparation, flexible scheduling, and social and emotional support.	Many of our students have not experienced success at traditional schools due to attendance, behavior, family hardships, or other circumstances. As a result, many of them are credit deficient, and in need of an accelerated curriculum to graduate with their cohort, or sooner than they could at their traditional campus.
2	Students who attend Crosswinds often have had negative experiences with adults and their peers due to their inability to appropriately resolve conflict. Some of these experiences include, but not limited, to physical and verbal altercations, AEP placement, multiple suspensions, and conflict with the law.	Many of the students we serve have limited skills in appropriately resolving conflict. Whether it is peer to peer, or conflict with a person or individual in a position of authority.

Measurable Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Crosswinds is an accelerated credit recovery campus with a high mobility rate and a large at-risk population. As a result, many of the students are in danger of dropping out. Our goal is to prevent students from dropping out by offering small group instruction, individualized learning plans, career and college preparation, flexible scheduling, and social and emotional support.	Many of our students have not experienced success at traditional schools due to attendance, behavior, family hardships, or other circumstances. As a result, many of them are credit deficient, and in need of an accelerated curriculum to graduate with their cohort, or sooner than they could at their traditional campus.

Measurable Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students who attend Crosswinds often have had negative experiences with adults and their peers due to their inability to appropriately resolve conflict. Some of these experiences include, but not limited, to physical and verbal altercations, AEP placement, multiple suspensions, and conflict with the law.	Many of the students we serve have limited skills in appropriately resolving conflict. Whether it is peer to peer, or conflict with a person or individual in a position of authority.



State Compensatory Education

State Compensatory

Budget for Crosswinds High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Crosswinds High School

Name	Position	FTE
Tesmer, Karen A	Assistant Principal	1



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024