

**Birdville Independent School District**  
**Collegiate Academy Of Birdville**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

*The Collegiate Academy equips students for success in rigorous college courses through positive relationships, innovative instruction, personal responsibility, and cognitive support.*

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	6
School Processes & Programs .....	8
Perceptions .....	9
Priority Problem Statements .....	10
Goals .....	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. ....	11
Goal 2: Utilize efficient and effective operations to support and improve the learning organization. ....	19
Goal 3: All students and staff will learn and work in a safe and responsive environment. ....	21

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

High School graduation rate is 100%.

<b>Total Students</b>	<b>235</b>
9th grade	68
10th grade	62
11th grade	50
12th grade	55
Economically Disadvantaged	153
Emergent Bilingual	39
At Risk	61
Hispanic	126
White	53
Hawaiian/ Pacific Islander	1
Black/ African American	35
Asian	18
American Indian/ Alaskan Native	1

### Demographics Strengths

By using a weighted lottery process, the CAB is able to select students whose demographics match that of the district and meet the requirements for our Early College High School Distinguished status.

100 percent of our teachers returned for the 2024-2025 school year.

100 percent of seniors graduated from high school in 2024. 42 students also earned their Associate's Degree.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Applications and therefore population is dominated by schools from the Haltom cluster.

**Root Cause:** Differences in presentations offered and received at middle schools create an imbalance of applications.

# Student Learning

## Student Learning Summary

The Collegiate Academy is rated using Outcomes-Based Measures (OBMs), which include attainment and achievement metrics.

Attainment OBMs assess whether students are meeting benchmarks to earn their Associate Degree within four years. This includes having 86 percent of sophomores earn nine college credit hours by the end of the year (with a target for distinction at 50 percent), 98 percent of graduates achieving at least 15 college credit hours (with a target for distinction at 80 percent), and 81 percent of students obtaining a postsecondary degree by high school graduation (with a target for distinction at 50 percent). Additionally, CAB had 100 percent of seniors graduate from high school in four years, and over 98 percent of graduates were accepted into a four-year institution.

Achievement OBMs evaluate whether students are prepared for college, career, or military service.

In addition to the OBM achievements from last year, our seniors were offered over \$3.8 million in scholarships. In 2024, we had seven College Board National Recognition Program Scholars, one National Merit Commended Scholar, and one Dell Scholar. Furthermore, 43 students graduated in 2024 with an Associate Degree from TCC.

### 2024 STAAR Results

	Did Not Meet	Approaches	Meets	Masters
<b>Algebra 1</b>	23%	77%	35%	16%
<b>Biology</b>	0%	100%	93%	41%
<b>English I</b>	2%	98%	95%	31%
<b>English II</b>	2%	98%	92%	17%
<b>US History</b>	0%	100%	87%	36%

## Student Learning Strengths

The CAB had 86 percent of sophomores earning nine college hours by the end of the year (the target for distinction is 50 percent)

98 percent of graduates earning at least 15 college hours (target for distinction is 80 percent)

81 percent of students earned a postsecondary degree by high school graduation (the target for distinction is 50 percent).

CAB also had 100 percent of seniors graduating high school in four years and over 98 percent of graduates have been accepted into a four-year institution.

CAB had 93 percent of graduates who passed both Math and Reading TSI, earning CCMR points for each of these students.

CAB Students scored above district and state average on all EOC exams.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Some students arrive at CAB with deficits in basic math understanding.

**Root Cause:** Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.

**Problem Statement 2 (Prioritized):** Some students arrive at CAB with deficits in writing ability and reading comprehension skills.

**Root Cause:** Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

# School Processes & Programs

## School Processes & Programs Summary

CAB is an Early College High School (ECHS) set up as a school-within-a-school. Our first- and second-year students attend classes at Haltom High School, and our juniors and seniors attend classes primarily at Tarrant County College (TCC) North East Campus. We serve approximately 60 students per grade level, and our goal is to have all our graduates complete an Associate Degree at TCC while completing their high school graduation requirements.

An ECHS is rated using Outcomes Based Measures (OBMs). Our program is in its sixth year and is a Designated ECHS. There are three categories for OBMs: Access Measures, Attainment Measures, and Achievement Measures.

Students in the CAB are scheduled into blocked classes during 9th and 10th grade.

Students take AVID for all four years of high school.

Students are provided accelerated instruction and remediation in both classes and to prepare for assessments, such as TSI.

## School Processes & Programs Strengths

CAB has consistently met the goals for Access each year by implementing a weighted lottery by the district's Enterprise Systems team and a multi-step recruitment process conducted by the CAB staff. We have exceeded our yearly target for at-risk, economically disadvantaged, emergent bilingual students, and students with disabilities.

Attainment OBMs measure whether students are hitting benchmarks to lead them to reach their Associate Degree in four years. To earn distinction, 85 percent of students who enter the program must remain enrolled. Highlights include 86 percent of sophomores earning nine college hours by the end of the year, 98 percent of graduates earning at least 15 college hours (target for distinction is 80 percent), and 81 percent of students earn a postsecondary degree by high school graduation (target for distinction is 50 percent).

Achievement OBMs measure whether students are emerging from the program ready for college, career, or military. To earn the distinction, 80 percent of students must pass the Texas Success Initiative Assessment 2.0 (TSIA2) Reading and Writing, and 75 percent must pass the TSIA2 in Math. The CAB had 93 percent of graduates who passed both, earning CCMR points for each of these students.

# Perceptions

## Perceptions Summary

CAB is dedicated to academic excellence, offering a rigorous and challenging curriculum designed to prepare all students for future success. Our strong collaboration with Tarrant County College (TCC) enhances this commitment by providing students with diverse pathways to earn their Associate's Degree through well-established crosswalk programs. This partnership not only broadens educational opportunities but also ensures that students are well-prepared for higher education. Additionally, while parent volunteerism is currently limited, we are actively working to expand and strengthen this involvement in the coming year. By fostering a more inclusive and engaged school community, CAB aims to enhance both student support and overall school performance.

## Perceptions Strengths

The culture at CAB is firmly centered on academic achievement, a focus that is reflected in the impressive number of students earning college credits. This commitment to academics is further supported by a low rate of disciplinary referrals and high student attendance, indicating a positive and productive learning environment. Additionally, CAB boasts an exceptional retention rate among its faculty, with 100% of teachers choosing to return for another year. This continuity in staff underscores the school's dedication to maintaining a stable and effective educational atmosphere.

# Priority Problem Statements

**Problem Statement 1:** Some students arrive at CAB with deficits in writing ability and reading comprehension skills.

**Root Cause 1:** Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Some students arrive at CAB with deficits in basic math understanding.

**Root Cause 2:** Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.

**Problem Statement 2 Areas:** Student Learning

# Goals





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

















**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics by the end of the school year. Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would, in turn, increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

**Evaluation Data Sources:** STAAR EOC testing data  
Individual student data monitoring forms

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to increase the number of students scoring at the meets and masters level.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.</p> <p><b>Actions:</b> Implement AVID best practices on a regular basis SIOP protocol implemented when working with EB students Questioning strategies are used to increase student participation and level of rigor Use close reading to engage students in text and promote thinking at higher levels Student will read, write, think, and discuss every day Students will utilize planners for organization Students will support all reading with text evidence using ACE model UPSC will be used for problem solving</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and all teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attend training on data analysis, progress monitoring, and data-driven decision making to inform instruction and responsive teaching.</p> <p><b>Actions:</b> Conduct weekly classroom observations, providing feedback focused on data-driven instructional priorities aligned with Tier 1 goals. Utilize student data folders to help students set Smart Goals and develop personal PDSA plans in each class. Provide additional tutoring and support through accelerated instruction classes, after school tutorials, and additional learning opportunities assigned through Canvas courses. Analyze student data to identify math deficits, and develop targeted lessons with Renaissance, Khan Academy, and IXL. Based on data analysis, teachers will plan and implement a targeted response utilizing re-teach strategies to address learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and all teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Establish the PDSA process as a standard operating procedure for improving instruction, data analysis, and student growth.</p> <p><b>Actions:</b> Use the PDSA process to analyze data and inform instructional decisions. Students will utilize data tracking notebooks and develop personal PDSAs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and all teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.</p> <p><b>Actions:</b> a) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission. b) Attend training using OnDataSuite (ODS) to monitor at-risk indicators. c) Implement PEIMS submission time-lines which will include all applicable stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
<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>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** Some students arrive at CAB with deficits in basic math understanding. **Root Cause:** Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.













**Problem Statement 2:** Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause:** Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue with social emotional lessons.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the district curriculum for social and character development (SCD).  <b>Actions:</b> a) Follow the plan for implementing SCD curriculum (Character Strong).                      b) Attend professional learning on the SCD program.  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the SCD component contained in the district Comprehensive Counseling Plan.  <b>Actions:</b> a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices.                      b) Conduct surveys to determine the needs of families in crisis.                      c) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community.                      d) Implement Trust Based Relational Interventions (TBRI) for trauma-informed practices.  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Some students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.</p>

## Student Learning





**Problem Statement 2:** Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause:** Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.


**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


**Performance Objective 3:** Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3 who end up in a disciplinary placement.


**Summative Evaluation:** Met Objective


**Next Year's Recommendation:** Continue to focus on PBIS and decreasing discipline placements.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement with fidelity the behavioral MTSS plan.</p> <p><b>Actions:</b> a) Train staff on the implementation of the behavioral MTSS plan with established procedures.                      b) Utilize CHAMPs as the behavior management system.                      c) Use Focus to input behavioral MTSS student plans and then use the data for the assignment of students to DAEP.                      d) Provide Tier 1 behavior management training for teachers to avoid escalation to Tier 2 and Tier 3.                      e) Ensure appropriate interventions are in place to support student behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Some students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.</p>
<p><b>Problem Statement 2:</b> Some students arrive at CAB with deficits in writing ability and reading comprehension skills. <b>Root Cause:</b> Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.</p>

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.









**Performance Objective 4:** Increase the number of students meeting college, career, and military readiness (CCMR) requirements in grades 9-12 through establishing yearly progress monitoring targets in alignment with the new state standards. This will, in turn, increase the percent of students meeting CCMR requirements which will impact all domains for high school accountability.





a) All freshmen will pass the Texas Success Initiative Assessment 2 (TSIA2) Reading and Writing exam by the end of freshman year.





b) All juniors will pass the TSIA2 Math exam by the end of their junior year, and 60% of sophomores will pass by the end of their sophomore year.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to ensure all students pass TSIA and are able to take dual credit courses at TCC.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use student performance data on TSI assessments to evaluate academic growth of under-performing students.</p> <p><b>Actions:</b> Use TSIA2 Diagnostics to develop individualized learning plans in Renaissance and Khan Include TSI test prep as a component of AVID with monitored progress. Offer targeted TSI tutorial sessions throughout the year Provide multiple opportunities for students to take the TSIA2</p> <p><b>Staff Responsible for Monitoring:</b> Administrator and teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Collegiate Academy students will take AVID for four years and will be exposed to college and military opportunities on an ongoing basis.</p> <p><b>Actions:</b> a) Utilize the AVID curriculum to prepare seniors for post-secondary life. Students will have mock interviews, college application support, scholarship searches, and post-secondary exploration projects. b) AVID seniors will participate in face-to-face or virtual college visits. c) AVID teachers will ensure that students fulfill all college entry requirements. d) Invite representatives from various colleges, recruiters, business professionals, and Haltom alumni to speak with AVID.</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will identify and provide early interventions for seniors in danger of not graduating.</p> <p><b>Actions:</b> a) Conduct an early analysis of academic records at the beginning of the school year to identify seniors who are credit deficient or at risk of not graduating.  b) Enroll credit-deficient students in credit recovery programs to help them make up missing credits.  c) Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed  d) Provide access to tutoring, study sessions, and academic support tailored to the needs of at-risk seniors.  e) Offer counseling or social-emotional support services to address non-academic barriers to graduation, such as stress, family issues, or mental health concerns.  f) Conduct mid-semester reviews of each at-risk senior's progress to determine if additional interventions or changes to their graduation plan are necessary.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselor</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Some students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.</p> <p><b>Problem Statement 2:</b> Some students arrive at CAB with deficits in writing ability and reading comprehension skills. <b>Root Cause:</b> Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.</p>

**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.









**Performance Objective 1:** Increase the annual total average daily attendance (ADA) by 10% as compared to the prior school year, through improved monitoring and counseling for issues of student retention, recruitment, and days in attendance.

**High Priority**

**Evaluation Data Sources:** daily/weekly/six week attendance; TCC attendance report

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Develop better systems for tracking student attendance now that we will be located at TCC full time.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district plan to improve and address student attendance, social needs that interfere with attendance.</p> <p><b>Actions:</b> a) provide attendance incentives                      b) monitor student attendance to review effectiveness of incentives                      c) work with truancy officer to develop plans for students with attendance concerns                      d) work with the attendance tribunal to support student attendance efforts</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levels:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Some students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.</p> <p><b>Problem Statement 2:</b> Some students arrive at CAB with deficits in writing ability and reading comprehension skills. <b>Root Cause:</b> Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.</p>









**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Collaborate with TCC and BISD leadership to implement all elements required by the ECHS Blueprint.

**Evaluation Data Sources:** Meeting notes

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** The collegiate academy received distinguished ratings on Outcome Based Measures from TEA.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold quarterly meetings with all stakeholders to determine best practices for ECHS.</p> <p><b>Actions:</b> Schedule meetings with Associate Superintendent and TCC representatives Work with CCRSM (College &amp; Career Readiness School Model) Coach to develop campus plans</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
<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>				





**Performance Objective 2 Problem Statements:**

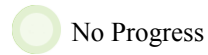
Student Learning
<p><b>Problem Statement 1:</b> Some students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.</p> <p><b>Problem Statement 2:</b> Some students arrive at CAB with deficits in writing ability and reading comprehension skills. <b>Root Cause:</b> Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.</p>

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Attain a 10% annual increase in participation on a school safety survey that is administered to students, staff, and parents.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns.                      b) Conduct safety audits to identify security issues.                      c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.                      d) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and counselor</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**









Student Learning
<p><b>Problem Statement 1:</b> Some students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.</p>
<p><b>Problem Statement 2:</b> Some students arrive at CAB with deficits in writing ability and reading comprehension skills. <b>Root Cause:</b> Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.</p>

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue to focus on reducing accidents.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Complete mandatory safety training sessions. b) Participate in Safety Committee meetings c) Review and report claim information to decision makers. d) Perform campus/building safety walk-throughs.</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Some students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.</p> <p><b>Problem Statement 2:</b> Some students arrive at CAB with deficits in writing ability and reading comprehension skills. <b>Root Cause:</b> Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.</p>