# Crandall Independent School District

# Compass Academy

# 2020-2021 Campus Improvement Plan



**Board Approval Date:** October 19, 2020

# Mission Statement

Crandall Independent School District will provide each student an exceptional education, in an inspiring environment, with caring people.

# Vision

To empower each student to positively impact the world.

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Crandall COMPASS Academy is a non-traditional, innovative, student-centered, alternative campus focused on student success for both the choice school (STARS) and the Disciplinary Alternative Education Program (DAEP). The majority of students that COMPASS serves are at-risk of not graduating due to being credit deficient or homelife issues, students with behavioral challenges, or students who desire to graduate early.

COMPASS Academy's level of success can be ascertained in two different ways:  looking at recidivism and trends with regards to DAEP and completion/graduation rates along with STAAR EOC test data for students choosing to participate in the STARS program. Philosophically, the mission of the staff of COMPASS Academy is to create a restorative and structured environment that will foster social relationships, integrity, and academic success. Through the guiding values of acceptance, accountability, honesty, relationships, and resiliency; we believe any student can be successful.

The campus is centrally located and easy to find. The size of COMPASS is a fluid one due to one of the components of the school being the districts' DAEP. Students placed in DAEP serve a set amount of time that is governed by the Texas Education Code and the Crandall Student Code of Conduct. The STARS program is a secondary choice school for students who have become credit deficient or choose to expedite graduation. STARS are accepted through an application process and must meet certain criteria to attend. STARS students are accepted every six weeks, and in special cases during the six weeks, therefore; the student population numbers change from the beginning to the end of the year.

| School Information | Number of Students Served |
|---|---|
| STARS grades served: | 9th grade – 12th grade (in their third year) |
| STARS population average: | 30 students – 50 students |
| DAEP grades served: | 3rd grade – 12th grade |
| DAEP population average: | 15 students – 30 students |

**Current Race/Ethnicity of COMPASS Academy STARS students** (October 2020):



Race/Ethnicity STARS students Fall 2020
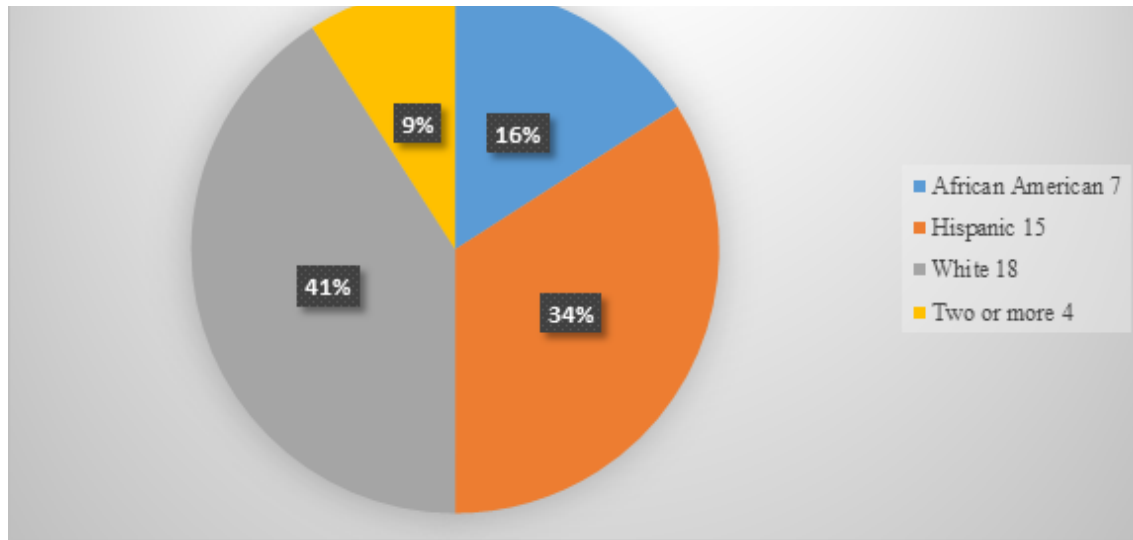
**Race/Ethnicity of COMPASS Academy STARS students** (PEIMS Fall 2019):
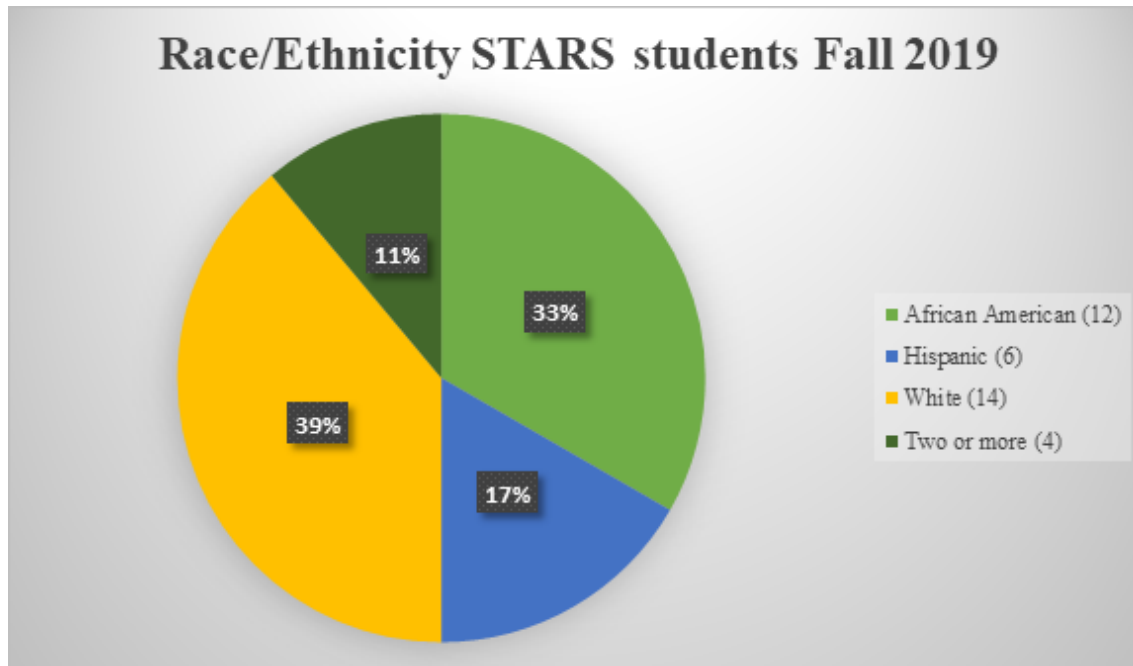
**Race/Ethnicity of COMPASS Academy STARS students** (PEIMS Fall 2018):
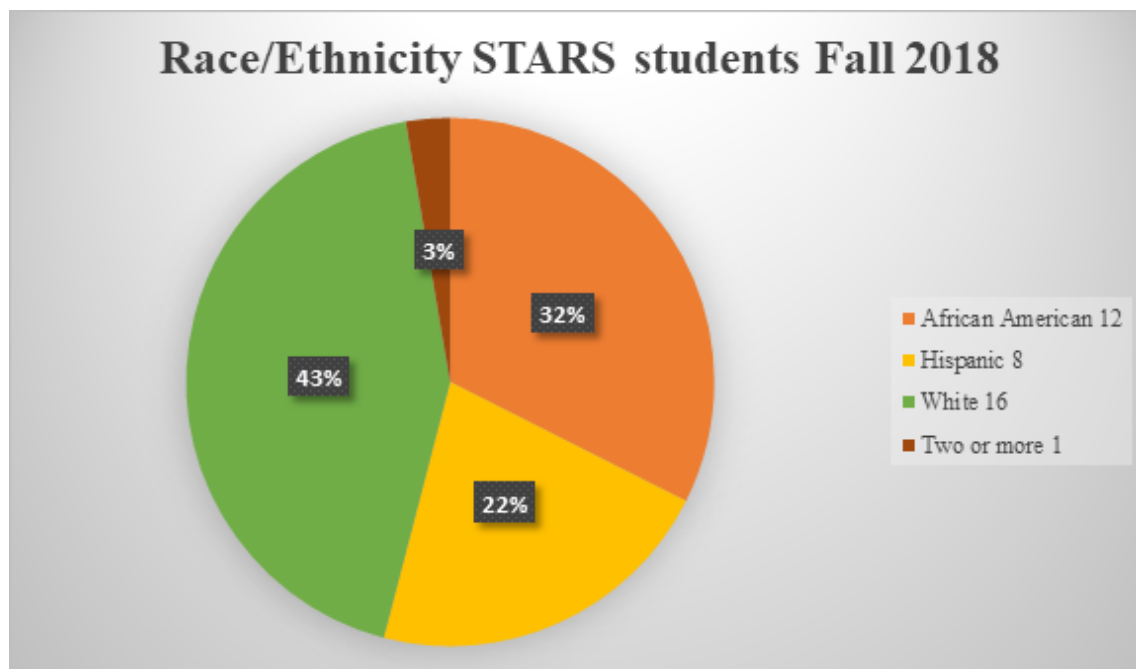
**Race/Ethnicity STARS students Fall 2018**

| | |
|---|---|
| 3% | |
| 32% | ■ African American 12 |
| 43% | ■ Hispanic 8 |
| 22% | ■ White 16 |
| | ■ Two or more 1 |

**Race/Ethnicity of Compass Academy STARS students** (PEIMS Fall 2017):

**Race/Ethnicity STARS students Fall 2017**

| | |
|---|---|
| 3% 14% | |
| 17% | ■ African American 5 |
| 66% | ■ Hispanic 6 |
| | ■ White 23 |
| | ■ Two or more 1 |

**Race/Ethnicity of Compass Academy STARS students** (PEIMS Fall 2016)

**Race/Ethnicity STARS students Fall 2016**

14%

14%

72%
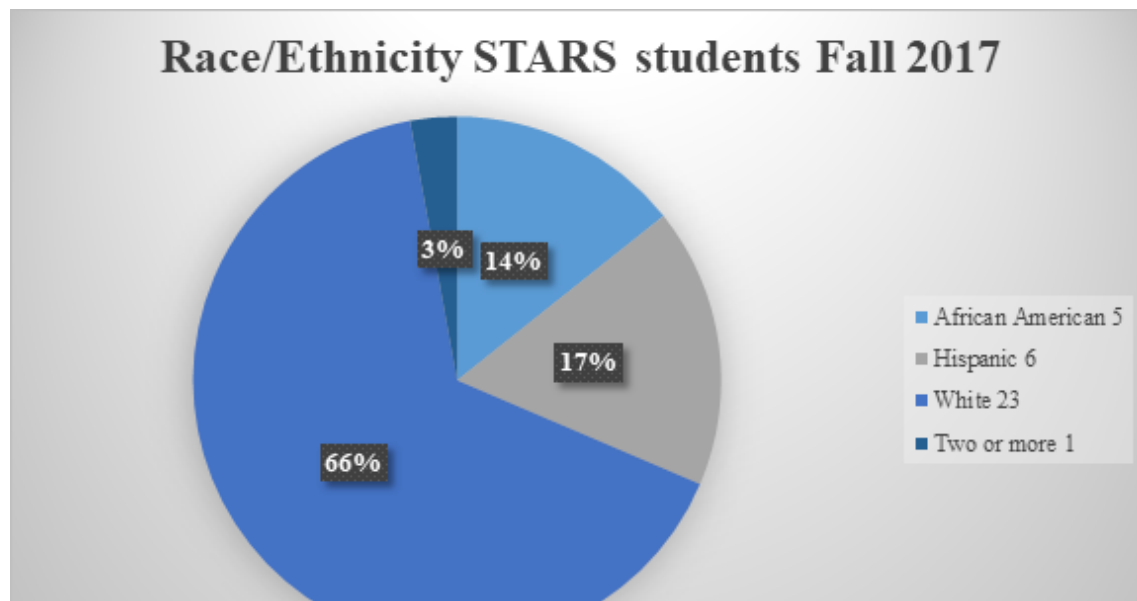
- African American 5
- Hispanic 5
- White 25
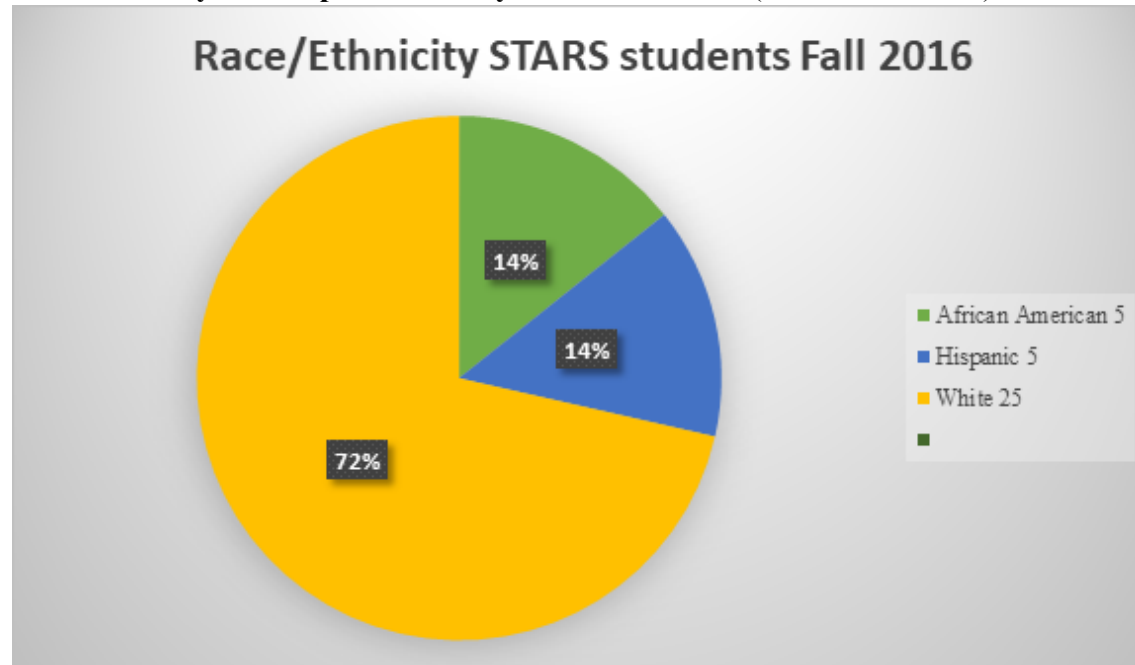
Over the past four years, not only has the student population grown, but it has also changed. African American and Hispanic student numbers have increased, while the white population has remained constant, which is consistent with the demographic changes districtwide.

With regard to the STARS population and demographic, a big issue is what data to use. If one uses only snapshot data, it is not a true representation of what the demographic is at the end of the school year. In order to ensure the most accurate data, both snapshot and end of the year data since 2017 are included, because that was the first year that the STARS program began their own graduation. It is evident that the program has grown since that time, as it was that year that students other than credit deficient were allowed to enroll in the program.

**Student Groups of COMPASS Academy STARS students** (PEIMS 2016 - 2020):

Compass Student Groups 2016-2020
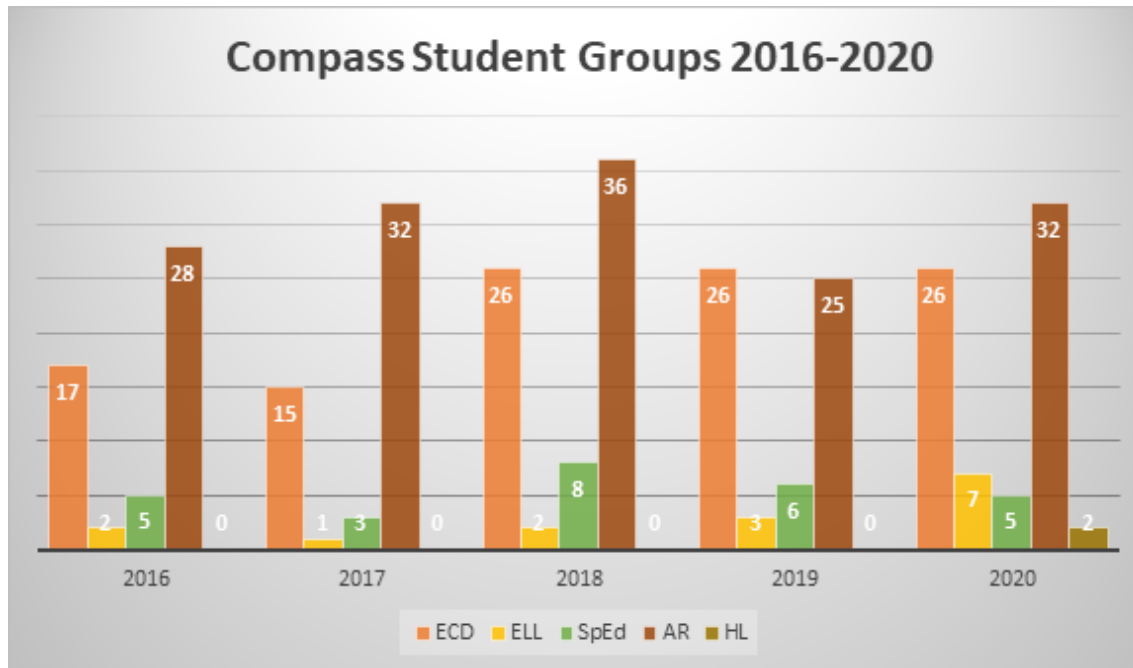
Looking at the student group population, for the most part it is just getting larger. As choice students are added, the at-risk population decreases, but the economically disadvantaged stayed relatively constant. LEP and special education numbers increased proportionately as numbers increased overall.

With regards to the other half of COMPASS students, DAEP numbers are indicative of a growing and demographically changing district.

**DAEP Placement Data for 2019 – 2020** (through March in person - virtual DAEP after COVID)**:**

# 2019 - 2020 DAEP Placement Data Schools



| | |
|---|---|
| ■ Total Placements 73 | |
| ■ CHS 53 | |
| ■ Compass 1 | |
| ■ CMS 13 | |
| ■ Elementary 5 | |
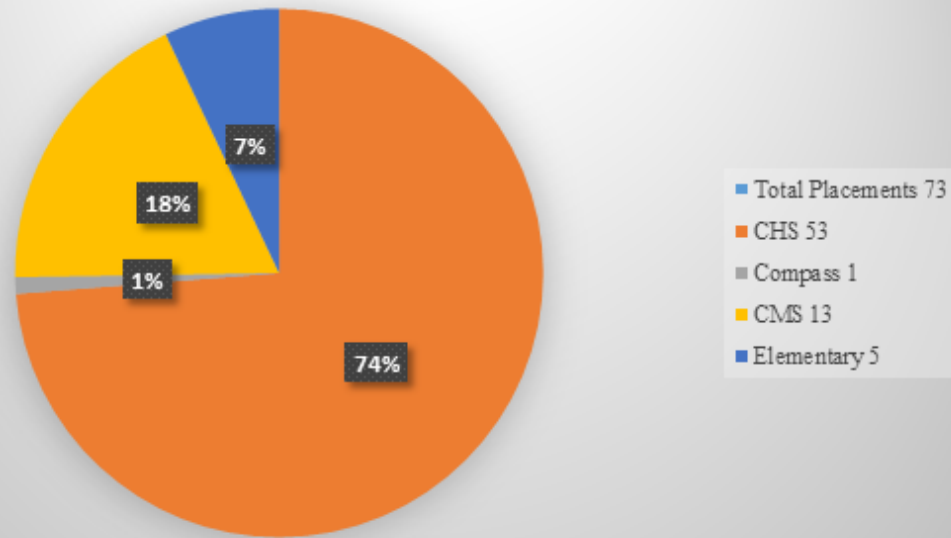
# 2019 - 2020 DAEP Placement Data Reasons



| | |
|---|---|
| ■ Total Placements 73 | |
| ■ Mandatory | |
| ■ Discretionary | |
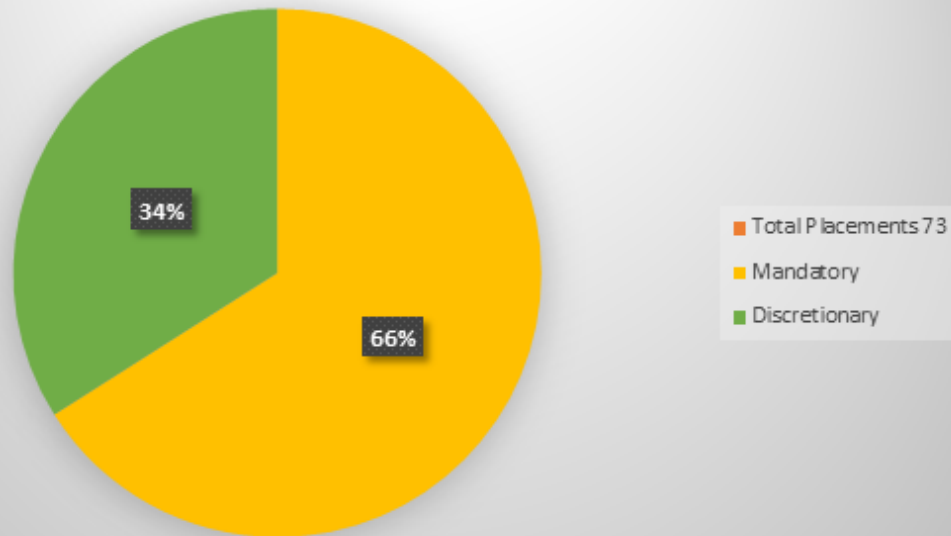
## 2019 - 2020 DAEP Mandatory Placement Demographics
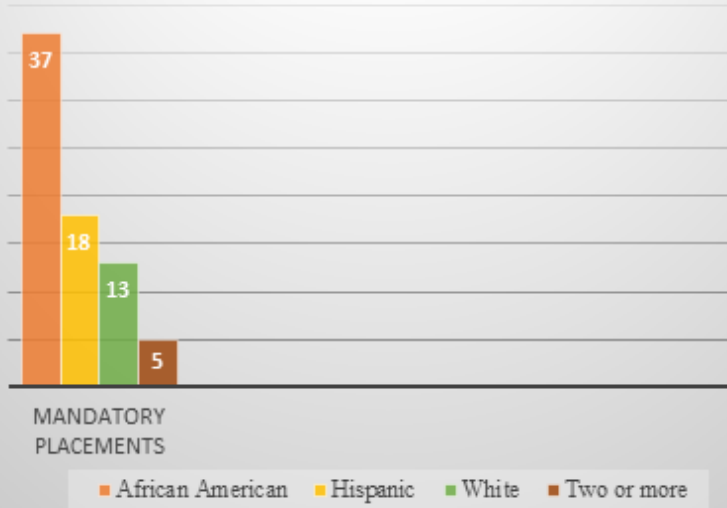


While students who attend DAEP are successful in finishing their placements and returning to their home campuses, the data for the past two years show us that there is a recidivism problem both in elementary and secondary schools. The data shows that recidivism was 20% in 2018 and 24% in 2019 respectfully, but additionally; of the total number of placements for both years (213 students) 26 of the students are repeat offenders and served one or more placements during both years. Something is needed to help the student alter their behavior and assist them in making better choices.

Staff data has changed as COMPASS has changed, but the most difference occurred in 2019 – 2020 as one certified and two instructional paraprofessionals were gained. Below are the staff data from 2016 – 2020. Additionally, not only has the number of staff members increased, the staff demographic has changed drastically. In 2016 – 2017, the staff was 87.5% white, and 12.5% Hispanic.

**COMPASS Staff Data for 2016 – 2020:**

2016 - 2020 Staff Demographics
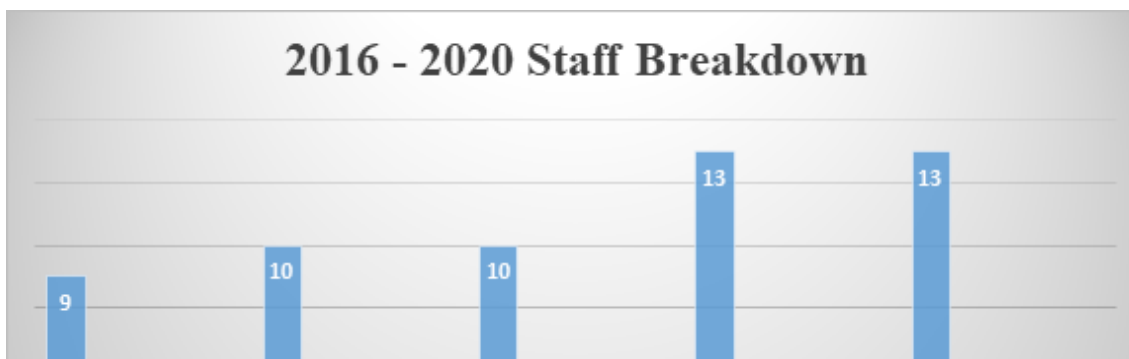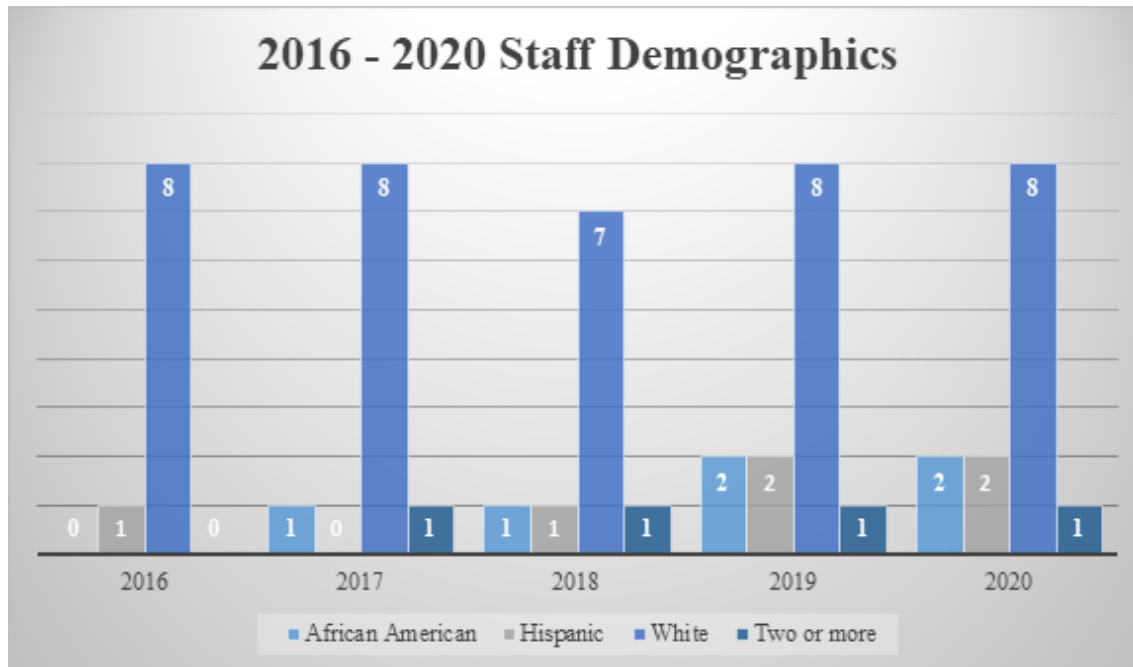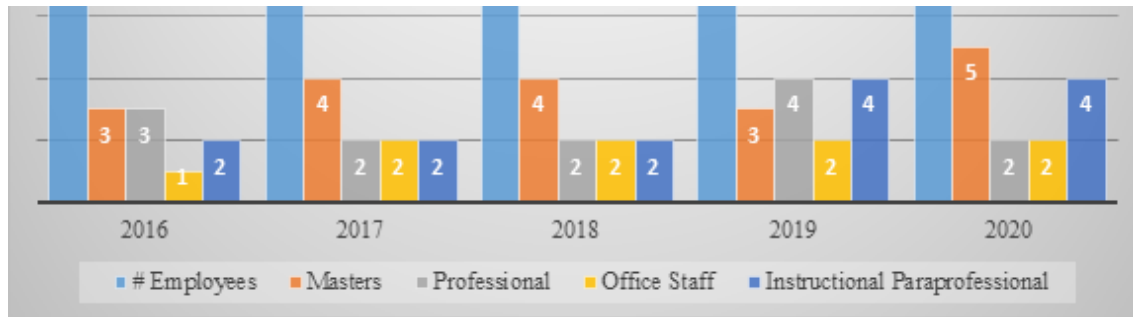
Crandall is a bedroom community that can be described as a rural suburb. Due to many different factors, there are not many businesses currently in Crandall itself, making much of the tax base from rooftops. The town is growing rapidly in two or three communities where homes are being built quickly. The Spanish speaking student population is increasing, as well as the number of students with disabilities.

**Demographics Strengths**

COMPASS Academy's level of success can be determined by looking toward the number of students who transfer to the STARS program and graduate. Many of the students with which we serve are not only at-risk, but they are also often burdened with other obstacles stemming from their lives beyond

school. Other students have holes in their education, causing them to fall behind in not only their understanding of the curriculum but in credits as well. If asked, the majority of these students would say that in the past they have had limited academic success, and the inability to pass state tests has left them daunted about the possibility of graduating. Challenging students are also often drawn to the STARS program or are placed in DAEP. The staff at COMPASS are relational and have the capacity to work with even the most difficult of students.

Due to the fact that the STARS program is a smaller, more structured environment with qualified teachers; most students gain confidence academically and emotionally because they are afforded the opportunity to work both one-on-one and in small groups in the courses where they are deficient. There have been students who have transferred needing to pass all five of the STAAR EOC tests and done just that. COMPASS has had five students in the past two years that have met course requirements but fallen short of passing their EOCs. Of those five, only two students have yet to pass but are currently attending tutorials to ensure their success.

While students who attend DAEP are successful in finishing their placements and returning to their home campuses, the data for the past two years show us that there is a recidivism problem both in elementary and secondary schools. The data shows that recidivism was 20% in 2018 and 24% in 2019 respectfully, but additionally; of the total number of placements for both years (213 students) 26 of the students are repeat offenders and served one or more placements during both years. Something is needed to help the student alter their behavior and assist them in making better choices.

Our strengths can be surmised as the following:  flexible, astute at identifying needs and creating ways to address them, individualized assistance, relationship-based, providers of hope and opportunity, and graduation success.


**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Edgenuity program has limited science and elective courses for STARS students, as well as limited endorsement options. **Root Cause:** Access to additional Edgenuity courses require additional purchase rights.

**Problem Statement 2 (Prioritized):** Students accepted into the STARS program often have needs beyond our capacity **Root Cause:** No academic qualifications to be accepted

**Problem Statement 3 (Prioritized):** DAEP recidivism 20%(+) **Root Cause:** Programs to address the 20% are needed

**Problem Statement 4 (Prioritized):** DAEP attendance, grades, and coursework **Root Cause:** Attendance errors, home campus grades not submitted, courses not in Edgenuity are hard to manage if home campus is not willing

**Problem Statement 5 (Prioritized):** Issues related to COVID 19 prevent some students from being successful **Root Cause:** Attendance, internet issues, sick family members, etc..

# Student Learning

**Student Learning Summary**

## Student Achievement Outcomes and Performance

STARS - Testing data is done a little bit differently at COMPASS Academy. Due to not have the same student population from one year to the next, the only domain rating we can do is student achievement. Another noteworthy thing is that we have a smaller number at snapshot then we do at the end of the year, so even though we help many students pass the test in the spring; they do not count toward our accountability.

An overall view of student achievement is that historically COMPASS STARS students test well in algebra 1, biology, and US history, but are not as successful in English I or English II. When students enter the STARS program, they have often taken all of their EOC exams with the exception of US history. In some circumstances, a student may have taken an English I EOC, for example, six times unsuccessfully – if they took advantage of every testing opportunity afforded to them. With limited testing success, COMPASS teachers frequently spend additional time encouraging/building up/convincing students that they are capable of passing the standardized test along with focusing on the material that is tested. COMPASS teachers have had success getting students to pass the tests but would like to have higher passing rates.

DAEP - Historically speaking, students who have served a placement in DAEP often score lower than students who do not serve a placement. However, it could be that some of those students may have scored poorly anyway, due to classroom disruptions, behaviors, and problems outside of the classroom. Students served at DAEP who are enrolled in tested subjects are provided with additional tutoring in those areas when applicable. Some students have scored higher on their standardized tests, because receiving tutoring in a smaller more structured environment was beneficial to them.

STARS data from the previous years - with spring and summer 2020 testing canceled due to COVID 19, data was taken from previous year's and examined through that lens. Currently (September 15) the STARS program has 44 students. Out of the 44, data was broken down into the following:
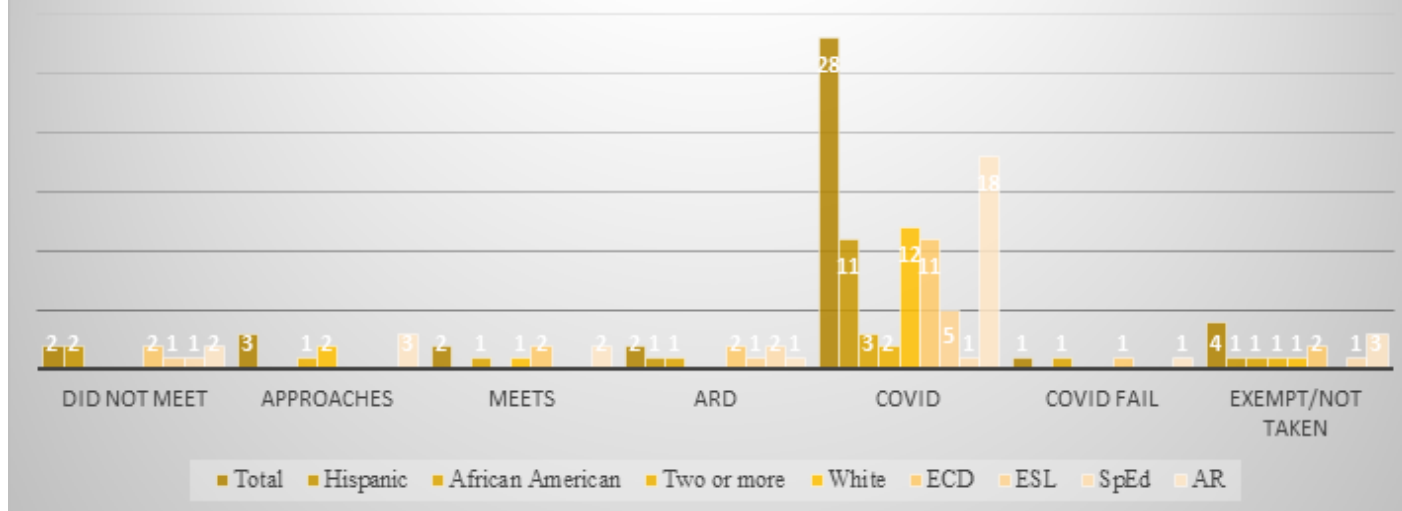
Total students:      44

## Algebra 1 STAAR EOC Demographics and Student Information

## Biology STAAR EOC Demographics and Student Information
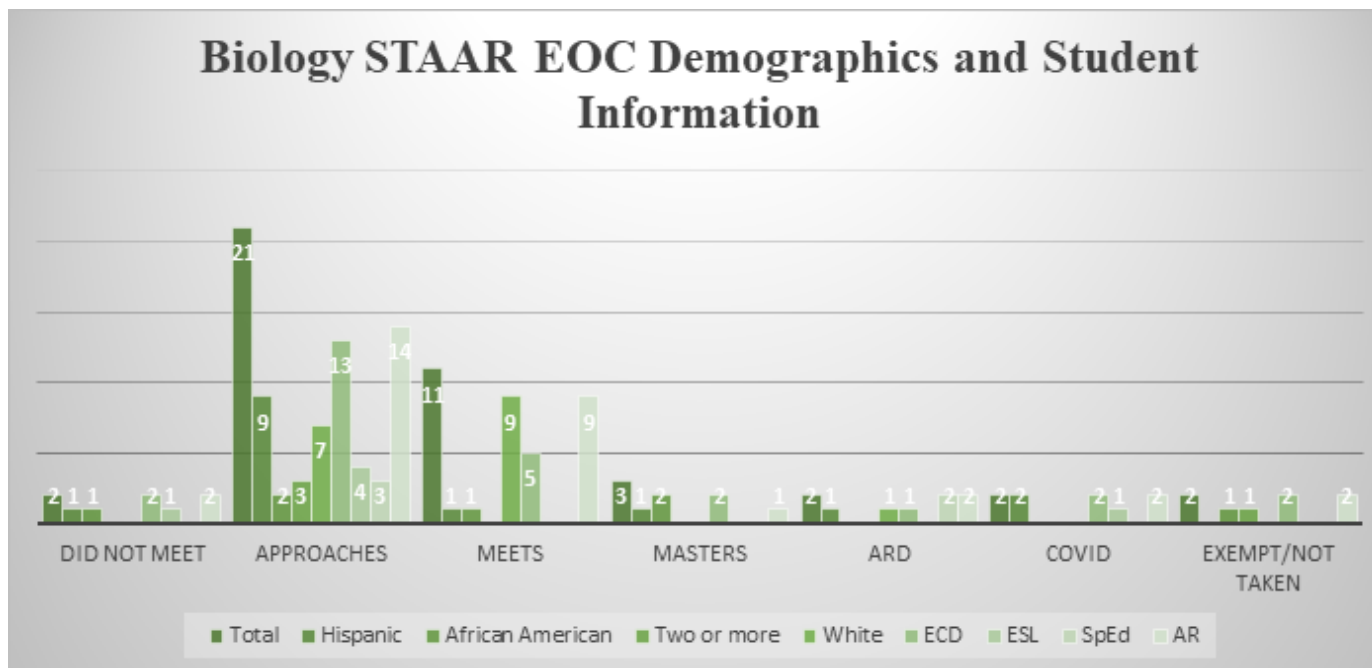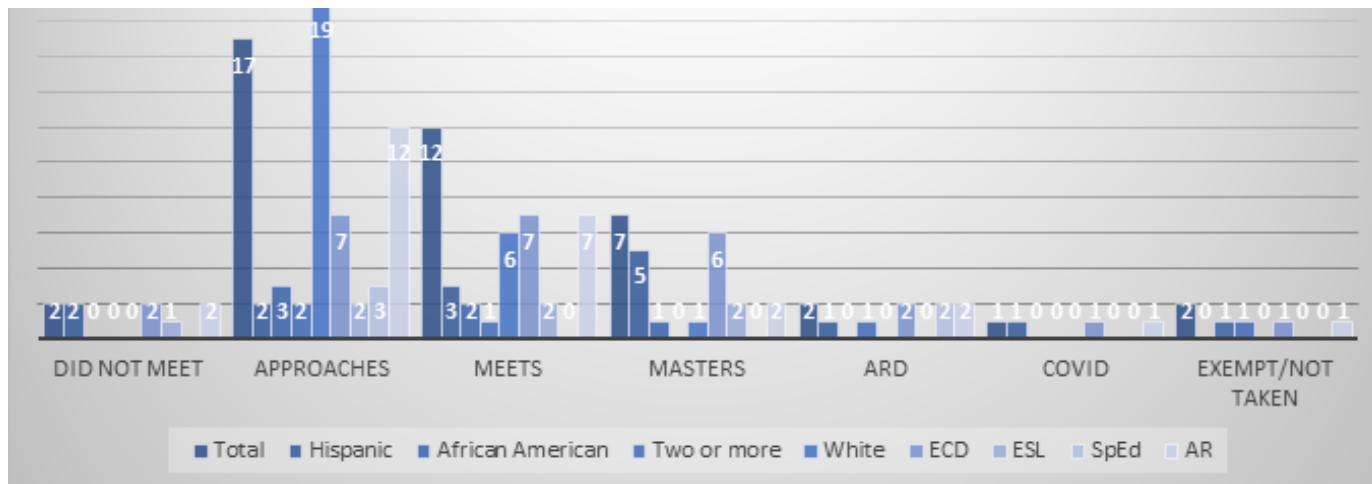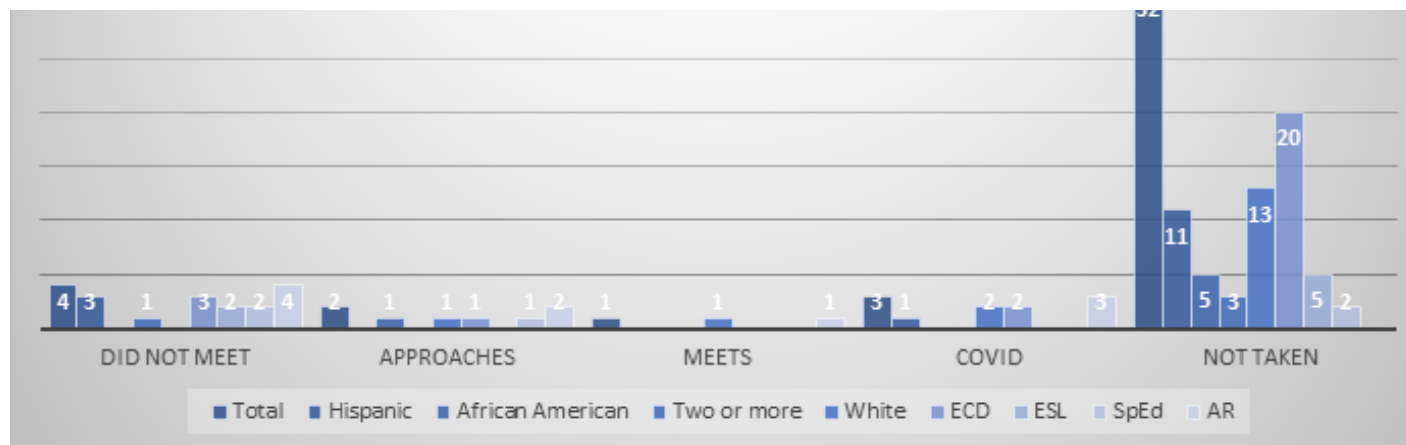


## English I STAAR EOC Demographics and Student Information
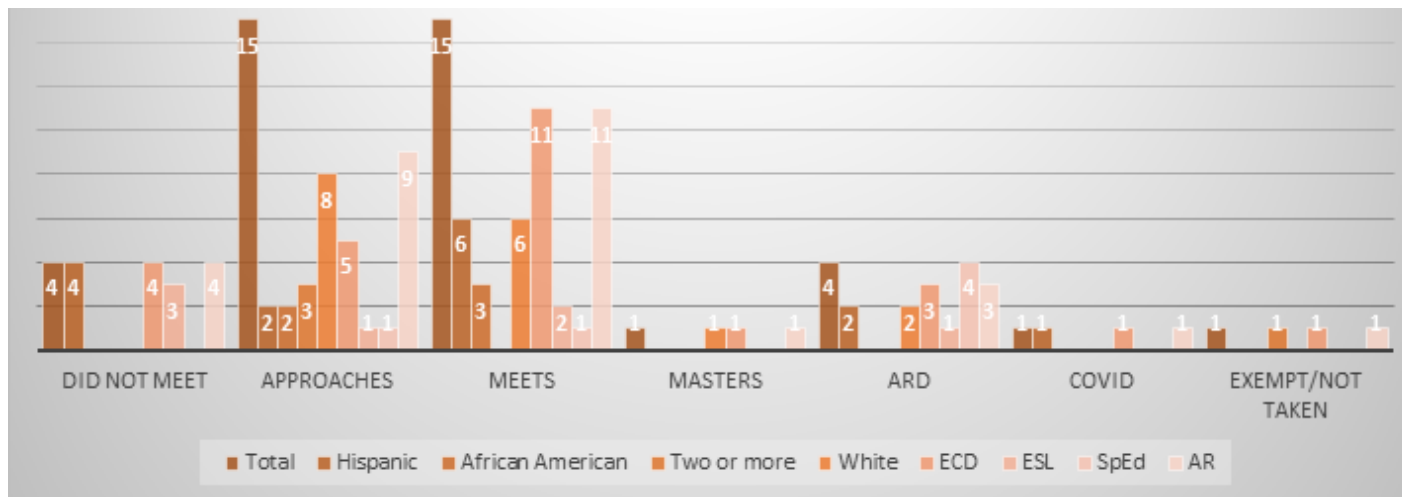
## English II STAAR EOC Demographics and Student Information



## US History STAAR EOC Demographics and Student Information

Chart categories: DID NOT MEET | APPROACHES | MEETS | COVID | NOT TAKEN

Legend: Total | Hispanic | African American | Two or more | White | ECD | ESL | SpEd | AR

(Visible data labels: 52, 20, 13, 11, 5, 3, 5, 2, 4, 3, 1, 3, 2, 2, 4, 2, 1, 1, 1, 1, 2, 1, 1, 1, 3, 1, 2, 2, 3)

## Student Pass/Fail Information by Subject:

**Abbreviations =**

H = Hispanic          AA = African American      2+ = 2 or more          W = White

EcD = eco dis         504 = 504      ESL = ESL    SpEd = Spec Ed       AR = At-Risk    Ret = Retained

P = Pass       C = COVID      A = ARD      F = Fail          NT = Not Tested      OOS = out of state

| Student Group | Math | Science | English 1 | English 2 | US History |
|---|---|---|---|---|---|
| Hispanic | 11P 1C 1A 2F | 11P 1F 1C 1A | 8P 2A 1 C 1F | 2F 1C 1NT 1 A | 11NT 3F 1C |
| African Am. | 6P 1OOS | 4P 1F 1NT | 5P 1OOS | 3C 1NT 1F | 5NT 1P |
| 2 or More | 3P 1NT | 3P 1NT | 3P 1NT | 1P 2C 1NT | 1F 3NT |
| White | 16P 1A | 16P 1A | 14P 2A | 4P 12C 1NT | 2P 2C 13NT |
|  |  |  |  |  |  |
| Eco Dis | 20P 2F 2A 1C | 20P 2F 1A 2C | 17P 4F 3A 1C | 1P 3F 2A 18C | 1P 3F 2C |
| ESL | 6P 1F | 4P 1F 1C 1A | 3P 3F 1A | 1F 5C 1A | 2F 5NT |
| SpEd | 3P 2A | 3P 2A | 1P 4A | 1F 2 A 1C 1NT | 1P 1F 2NT |
| 504 | 7P | 6P 1F | 7P | 1P 1F 5C | 1F 6NT |
| At-Risk | 24P 2F 2A 1C 1NT 1OOS | 24P 2F 1A 2C 2NT | 21P 4F 3A 1C 1NT 1OOS | 5P 3F 1A 18C 3NT 1OOS | 3P 3F 3C 22NT |

With regards to other testing, STARS students take the TSI test upon entry to Compass Academy. Most students do well on the writing and essay portion the first time around, and are able to pass math and reading after they are tutored. The 'does not meet' student group seems to be the ESL students. Strategies need to be put into place to help them acquire language acquisition skills. We have tried numerous strategies to aid them, but when it comes to content-specific vocabulary, they seem to really struggle.

Because Compass is a smaller campus, we are able to target students not passing in each subject very fluidly, however; historically we have had difficulty with the ESL population & various interventions are implemented in order to ensure success on the STAAR. We are struggling to find the interventions that truly work.

Generally speaking, STARS students seem to score better on the STAAR test than on the district benchmarks except for a few outliers. We examined the outliers and determined that their success on benchmarks in relation to state tests could be an anxiety about STAAR or an academic dishonesty situation.

Achievement rates of special education students are poor and often the students are ARD'ed out of testing after three attempts to pass. After breaking down various case studies, it seems more likely that the students are suffering from learned helplessness rather than cognitive ability. Social emotional support for special education students needs to begin at elementary level so that they don't "give up" later in their academic career. They know that if they fail, their failure will be "fixed" by the system.

504 students appear to be more successful on formal assessments than their special education peers. They still have to pass the tests in order to move on to the next grade, so maybe psychologically they try harder because they do not have a "crutch" to depend on. While the 504 student doesn't always pass it the first time, nine times out of ten they can pass it after targeted tutoring.

Compass' ESL students are often unsuccessful and there are not a lot of supports or interventions that work for them. Methods tried in the past have proven to be unsuccessful, and interventions seem to be limited as a whole.

Interventions and the RTI process are often used at Compass Academy and have proven to be successful with the exception of the LEP students. Student interventions are text-to-speech, oral administration, and extra time. The procedures are effective and referrals are timely.

Most committee decisions with regard to students are appropriate, but our ESL population is indeed suffering. They need help assimilating and acquiring the language and vocabulary to pass the state assessments. Additionally many need help with understanding and valuing the importance of education and how it can improve the quality of their lives.

Because of the population of STARS being the third year of high school, most students who need RTI have already been identified. There are exceptions to the rule, but it is a rarity for us to need to go through the initial identification process. With that being said, our staff has gone through the referral process several times for students who have served placements in DAEP and more often than not, after evaluation is completed; the student was identified as special education, emotionally disturbed, or 504.

Due to the nature of our campus the course failure rate is minimal, but due to COVID, this year there was a small retention rate due to students being unsuccessful working from home. Their inability to complete their courses ranged from poor internet service, lack of motivation to finish – even when contacted by teachers daily – and the need to work for family reasons.

We often have students who were unsuccessful at the high school due to high absenteeism. Compass has a process in place to deal with such students, but occasionally there is that student or two that just will not come to school. In these situations we do our best to partner with the parents or find a more viable solution for them.

**Student Learning Strengths**

STARS - students who come to Compass Academy to enroll in the STARS program have often had limited success with regards to academics. In the last three years, the campus has seen many students who thrive in the environment due to the relationships formed between teacher and student, along with individualized instruction and tutorials that we are able to provide. In many cases, it takes much more than tutoring to help the students we serve. It takes time, repeated encouragement, small successes, and extreme patience. STARS students are often resilient, open to time and help, and more intelligent than they believe.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** STAAR scores for some STARS students need to increase in order to meet graduation requirements. **Root Cause:** holes in their learning, inability to understand content specific language, and essay writing

**Problem Statement 2:** English language learners are in need of assistance to help them pass the STAAR EOC exams. **Root Cause:** Subject specific vocabulary, language acquisition, and life priorities.

**Problem Statement 3:** Student accountability to own their own learning **Root Cause:** The culture created for them has been primarily adult driven

# School Processes & Programs

**School Processes & Programs Summary**

Processes and programs:

Compass Academy's personnel exist of the following:

**Office Staff**

Principal/Administrator

Intervention Specialist

Administrative Assistant

PEIMS Clerk

**Teaching Staff**

English Teacher

Math Teacher

Science Teacher

Social Studies Teacher

Special Education Teacher

**Instructional Paraprofessionals**

4 Instructional paraprofessionals with varying specialties

1 Instructional bilingual paraprofessional

The faculty and staff of Compass Academy are recruited a bit differently than that of a general education campus. The students served are often students with behavior issues, at-risk of not graduating, and have experienced minimal educational success, therefore; there are certain qualities that make some applicants better candidates than others. The leadership of Compass values faculty and staff members who are flexible, patient, fair, imperturbable, team-oriented, understanding, and genuine. Additionally, candidates should possess basic computer skills and have the ability to grasp the concepts of the online course program used quickly.

The teachers at Compass Academy are evaluated by the T-TESS system, and although the teachers do not direct teach daily per se, they do get to direct teach when tutoring students for the STAAR test and sometimes are afforded the privilege to direct teach on the DAEP side to assist with a lesson in google classroom. Due to the fact that the teachers assist students while they work in the online learning program Edgenuity, and do not write lesson plans or direct teach daily, completing walkthrough forms are often difficult even though leadership is in the classroom frequently. Formal observations, however, can be completed without issue but would benefit from some verbiage that fits specifically with the job tasks required at Compass.

Instructional paraprofessionals are assessed through an evaluation tool that was provided by CISD. The form was tweaked somewhat to better fit what the paras do on a daily basis. Of the instructional paraprofessionals at Compass, each one seems to have a specific skill set that is brought forth to create an amazing team.

Office staff at Compass are assessed through evaluation tools provided by CISD. Their evaluations are specific to the job they do in their position. The PEIMS clerk has a set of expectations that only that position holds, as does the administrative assistant.

With regard to professional practices, professional development is planned and designed by the current needs of the campus. As mentioned before, due to the students served; it is often necessary to collaborate and brainstorm a new procedure to better serve a specific group of students housed at the time. The leadership team at Compass the past three years has consisted of the principal, the intervention specialist, and the lead teacher, during this school year; however, two teachers both working on their administrator masters were added. All five members of the leadership team have or are working on classes to be administrators. Two of which completed the program, but never took the test. Additionally, the lead teacher meets with the teachers and instructional paras every Thursday to assist with issues arising on either side of campus, and the campus meets bi-weekly on Wednesday for Faculty meetings.

Compass Academy does provide individualized educational services for each student. The curriculum the STARS students follow is determined by their graduation plan and/or endorsement of choice. State standards are followed as detailed in the graduation requirements, and student needs such as 504, special education, and behavioral issues can be addressed through the Edgenuity program. Students who are English Language Learners are provided for, however, there needs to be more done for them. Edgenuity does not have accommodations for LEP students.

Students who graduate from Compass can graduate with an endorsement and be a distinguished graduate. The endorsements that students can currently earn are multi-disciplinary, business management, and arts and humanities. There are more courses that are offered by Edgenuity which would allow larger endorsement opportunities that are able to be purchased based on current enrollment. There are also programs that can be bought through CTE which would allow students to graduate with a certification, such as graphic design or HVAC.

Students receive information and assistance for college, career, and military guidance. Each student will be assisted with creating a FASFA account this year, and their will be a parent night that provides guidance for the parent to finish the process. As students enter the program,  TSI testing will be completed to determine student need and create a baseline of their knowledge. It is a goal this year to have every STARS student pass the TSI.  Military counseling and opportunities to contact the local recruiting branch are provided by the social studies teacher who is currently still serving in the US Army Reserve. The ASVAB is given at CHS every year and STARS students are able to test there, however, I would like for every STARS student to have the opportunity to take the ASVAB on their own campus.

Technology is integrated into learning daily due to the use of the Edgenuity program. Conditions for learning are flexible and instructional time is streamlined because students are in charge of their own learning. Teachers are present to assist, guide, and encourage students as they work. Grouping structures for STARS and DAEP are often changed based upon the cluster of students at the time. Flexibility in grouping allows for tutoring to occur and

impacts student disruptions and opportunities for students to be off-task.

Classroom management is extremely important to the success of Compass Academy. Structure and procedures must be in place for the school to function at an optimal level. Because Compass does house the discipline center, members of the faculty and staff need to know and understand how to manage difficult students. Many students with behavior issues flourish due to the structure and smaller environment.

**School Processes & Programs Strengths**

Compass Academy is a small cohesive campus, and our strengths lie in the fact that we can collaborate often on the status of the campus. If something is not working, we can take steps to alter our plan in order to fix it. We are inventive and insightful and use our varying personal strengths for the betterment of the campus.

The processes and programs that we have in place are ones which we have honed over the last three years. They provide a structure that we can adjust based upon the needs of the students at the time. The Compass Academy staff is flexible and although we have an alternative type of situation, the staff genuinely enjoys the job and will do whatever it takes to make students successful.

# Perceptions

**Perceptions Summary**

The STARS program attendance has traditionally been an issue that we have to stay on top of as a campus. We often acquire students from the high school with serious attendance issues, and it is up to us to try to get them to come to school. Although we do have processes in place, attendance historically has been an issue. This year with the COVID attendance rules, students are not being counted absent as much due to being present virtually, but then the problem becomes a work ethic situation. Many of the students who have decided to attend school virtually are logging on to google meets and Edgenuity, but their progress of getting anything done is lacking.

Due to DAEP being the discipline center and the fact that the student has to be 'in a seat' for the number of days issued, student attendance is good for the majority of students. As per usual, however; there are the exceptions to the rule who just do not come to school. In those cases, a 45 day placement may take a whole semester, and then the student is denied credit for any work that they did complete.

Due to COVID attendance and the option of working virtually, we have been fortunate so far with being able to contact students have them log in daily. Sadly, without them being face to face, some of them are being unsuccessful due to lack of engagement in the learning process.

In the past, the student population of STARS were often students with behavior issues, limited academic successes, or attendance issues. The population of students this year has changed however, and Compass has some AP students who intend on taking AP tests in the spring.

When a student enters the STARS program, they are paired by personality with a teacher mentor. Their mentor does activities with them throughout their time to help them find their ideal career, make decisions with regards to their career, assists them with creating accounts for FASFA, Apply Texas, or whatever direction they choose to pursue. The goal that we have for our STARS is to have a purpose and a direction for each student when they graduate and enter the real world. We design real-life activities for them so that they understand the processes for buying a car, getting a job, filing taxes, and many other things. Additionally, each student is required to take financial math, which is a math course that is real world applicable math - budgeting, finance, savings, etc...

In the last four years our turnover has been minimal. We have had two retire, one become a certified teacher and transferred to an elementary campus, two move, and one who returned to a job that she had been furloughed from. Our staff last year and this year is the same.

When a new person is added to the Compass Academy staff, he/she has a mentor for that calendar year. Any trainings that the staff wants to attend are highly encouraged, and often the staff collaborates to have a voice in what kind of training that is needed. The staff at Compass is always willing to share knowledge and it is not limited to a small scope of people. Everyone has a role or part on the campus

and the roles are determined based on the individual's strengths or areas with which they would like to be challenged or grow.

When speaking of parent engagement, we aspire to over communicate. It is an expectation to involve the parent in their students academic experience. Each Friday, every staff member writes a report that is sent to their mentees' parents/guardians' sharing their progress, or lack there of, for the week. It is an expectation to let them know both the good and the bad, but in order to share the bad; there must be a relationship that allows them to do so. If the parent is not aware of what is going on at school, then we cannot expect any support from them.

Effective safety protocols are in place, especially with the COVID design of this year. Staff members and students feel safe, as each student is checked in personally every day. Administration is often a few steps, walkie-talkie, or a phone call away.

Staff members are heard and allowed to offer suggestions to improve the quality of our campus. Because of our changing student on the DAEP side, we often have to shift gears and put new protocols in place based on the current population. One thing that is asked of the staff is that every problem must be presented with a plausible solution, otherwise it is just complaining.

**Perceptions Strengths**

The staff at Compass Academy are flexible, and able to readjust and change directions with ease. This is due to the changing students in both the DAEP program and the STARS program. In the past four years we have had our share of differing student populations, and we have found an alternative way to allow them to be successful every time.

We can identify the needs of our students, even when they do not recognize themselves what their needs are. Our program is individualized, and we can create a program for each that addresses the deficiencies he/she has. We provide acceptance and understanding for our STARS and DAEP students and while they are with us try to fill in their gaps in learning, along with their social emotional well-being. We try to instill in our DAEP students that every student makes mistakes, are not defined by them, and can use the mistake to make themselves better.

The best part about the Compass staff is the ability to create positive relationships with students. Our culture is built on relationships with students and with each other. We are here to provide direction, guidance, security, understanding, and so much more. Each student has a story, and we want that story to end in graduation with their own personal plan for the future.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Attendance for a percentage of students **Root Cause:** Priorities do not include receiving an education

# Priority Problem Statements

**Problem Statement 1**: Edgenuity program has limited science and elective courses for STARS students, as well as limited endorsement options.

**Root Cause 1**: Access to additional Edgenuity courses require additional purchase rights.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Students accepted into the STARS program often have needs beyond our capacity

**Root Cause 2**: No academic qualifications to be accepted

**Problem Statement 2 Areas**: Demographics

**Problem Statement 4**: DAEP recidivism 20%(+)

**Root Cause 4**: Programs to address the 20% are needed

**Problem Statement 4 Areas**: Demographics

**Problem Statement 5**: DAEP attendance, grades, and coursework

**Root Cause 5**: Attendance errors, home campus grades not submitted, courses not in Edgenuity are hard to manage if home campus is not willing

**Problem Statement 5 Areas**: Demographics

**Problem Statement 7**: Issues related to COVID 19 prevent some students from being successful

**Root Cause 7**: Attendance, internet issues, sick family members, etc..

**Problem Statement 7 Areas**: Demographics

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

**Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Communications data
- Study of best practices
- Other additional data

# Goals

**Revised/Approved: October 9, 2020**

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 1:** DAEP will align with the assigning home campus through google classroom when a student receives a placement.

**Evaluation Data Sources:** Student Grades
STAAR/EOC scores
CISD benchmarks

| Strategy 1: Utilizing google classroom, the DAEP teacher will be able to see the current lesson from the home campus and be able to reteach, remediate, and tutor for student learning. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Lesson the student impact of a disciplinary placement due to not receiving home campus instruction. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** All instructional staff. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 4 | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | | |

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 4**: DAEP attendance, grades, and coursework **Root Cause**: Attendance errors, home campus grades not submitted, courses not in Edgenuity are hard to manage if home campus is not willing |

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 2:** STARS students will have additional opportunities to earn endorsements through Edgenuity and will be post-secondary ready.

**Evaluation Data Sources:** Student Grades
STAAR/EOC scores
CISD Benchmarks
TSI scores
SAT/ACT/ASVAB scores

| Strategy 1: Edgenuity offers additional endorsement tracks that can be purchased by enrollment. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Additional endorsement tracks will help students to be ready for life after high school, and provide more high level courses. The endorsements currently offered through do not include specific science courses necessary to fulfill several different endorsements. | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** All teaching staff and administration | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue | | | | |

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 3:** Using past testing data, students in each program will be provided STAAR remediation and tutorials in subjects where they have historically struggled.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR and STAAR EOC data
TSI testing reports

| Strategy 1: 90(+)% of STARS students will achieve meets expectations on their STAAR EOC tests in winter and spring. 80(+)% of students who served placements in DAEP will meet expectations on their spring STAAR and STAAR EOC tests in the spring. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Teachers will target student deficiencies by disaggregating past data to help students fill gaps in their learning. **Staff Responsible for Monitoring:** Administrators and teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | | |

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 4:** STARS students will have more opportunities to complete CTE programs by adding additional courses through Edgenuity and providing various certifications upon graduation.

**Evaluation Data Sources:** STARS student endorsement audits done during orientation to the program.
Post-secondary goal setting during first week at STARS.
Complete various career assessments to determine the right path for each student.
TSI test students upon entry to STARS to assess student strengths and weaknesses.

| Strategy 1: Post-secondary planning and activities designed for students entering the STARS program. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Determine student's direction in life and allow for growth and research in that area. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Assist student by helping them plan and meet the criteria necessary for their future goals. **Staff Responsible for Monitoring:** Instructional staff and campus leadership **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

| Strategy 2: TSI test each student upon entry to the STARS program if the student has not taken and passed it previously. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Helping students pass the TSI while they are still in high school and still know that concepts. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Allows for acceptance into junior college. Provides data for teachers to accurately address students' strengths and weaknesses. **Staff Responsible for Monitoring:** Instructional Staff and Campus Leadership **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 5:** All limited English Language Learners (ELL) will become proficient in Reading and English to successfully meet TELPAS targets and pass STAAR EOC requirements for graduation.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TSI, STAAR EOC, TELPAS, and Edgenuity performance data sources.

| Strategy 1: Ask and receive Read Write program training for teachers to implement on the Compass campus. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Help ELL students to make connections and receive targeted, relative tutoring. | Formative | | | Summative |
| **Staff Responsible for Monitoring:** Instructional staff | **Nov** | **Jan** | **Mar** | **June** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| 0% No Progress     100% Accomplished     Continue/Modify     ✖ Discontinue | | | | |

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 6:** All students will graduate from STARS with college, career, and military readiness (CCMR) skills.

**Evaluation Data Sources:** Four year cohort graduation rates
AP, SAT, and ACT scores
TSI passing rates
Military Acceptance
CTE certifications
College predatory classes
College Application Enrollment

| Strategy 1: Campus administration collaborates with Director of College and Career Readiness to develop individual plans to acquire the CCMR skill. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** 100% of Compass students will achieve a CCMR point before graduating. | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administration, Director of College and Career Readiness, Compass Staff <br> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | 0% | 0% | 0% | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue | | | | |

**Goal 1:** Offer strong educational programs by equipping staff and students with tools and support to prepare each CISD learner to be a lifelong learner and productive citizen.

**Performance Objective 7:** Offer strong educational programs by equipping students with tools and support to prepare each student to be a productive member of society.

**Evaluation Data Sources:** Surveys to follow up on student plans.

| Strategy 1: Spend time developing personal graduation plans that include one year after graduation. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Successful implementation of personal graduation plans. | Formative | | | Summative |
| **Staff Responsible for Monitoring:** Compass Staff and Administrators | Nov | Jan | Mar | June |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | | |

**Goal 2:** Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

**Performance Objective 1:** Administration will survey and provide professional development that aids the staff with varying needs.

**Evaluation Data Sources:** Staff needs/challenges surveys/discussions
Changes in state and district expectations or procedures (COVID)

| Strategy 1: Provide timely and relevant professional development that ensures the success of the staff through intentional planning. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Cultivate staff culture by listening to their needs and planning relevant trainings that help them.<br>Staff members who are valued are more productive.<br>**Staff Responsible for Monitoring:** Administration and campus leadership<br>**Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction | **Nov** | **Jan** | **Mar** | **June** |
| | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue | | | | |

**Goal 2:** Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

**Performance Objective 2:** All staff will be trained in the importance of students graduating from STARS with college, career, and military readiness (CCMR) skills.

**HB3 Goal**

**Evaluation Data Sources:** Four year cohort graduation rates
AP, SAT, and ACT scores
TSI passing rates
Military Acceptance
CTE certifications
College predatory classes
College Application Enrollment

| Strategy 1: The Director of College and Career Readiness will train the staff on the CCMR skills required from seniors to graduate from high school. | Reviews | | | |
| --- | --- | --- | --- | --- |
| | Formative | | | Summative |
| **Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Nov | Jan | Mar | June |
| | 0% | 0% | 0% | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue | | | | |

**Goal 2:** Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

**Performance Objective 3:** The campus will assist teachers in integrating social emotional learning concepts throughout the curriculum to improve communication and problem solving skills of our students.

**Evaluation Data Sources:** Analysis of student, teacher, and parent surveys
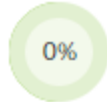Decrease in outcries across the district
Decrease in numbers of fights
Mediation sessions

| Strategy 1: Implement the Seven Mindsets program in both programs at Compass Academy to address social emotional learning and restorative practices concepts.. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Assist with student social emotional growth and confidence. Restore relationships and help resolve conflicts in a positive manner. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** All staff | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | | |

**Goal 2:** Train, support, and retain staff who are vested in educating all students through teamwork, resourcefulness, and problem solving.

**Performance Objective 4:** Offer strong educational programs by equipping staff with tools and support to prepare each student to be a productive member of society.

| **Strategy 1:** Request staff development from directors to present to faculty and staff based on research based practices on instructional strategies for students at risk. | **Reviews** | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase campus common knowledge of instructional practices | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administrative team <br><br> **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | 0% | 0% | 0% | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | | |

**Goal 3:** Provide an inclusive, safe, and secure environment where staff and students thrive with Pirate Pride.

**Performance Objective 1:** We will restructure DAEP intake/outtake and STARS students arrival/departure and create new processes and procedures that allow for easy recall.

**Evaluation Data Sources:** Daily intake/outtake logs for DAEP
Daily arrival/departure logs for STARS
Processes for how students enter and exit the building
Drill logs (fire, weather, lock down etc..)
Hallway, restroom, lunch procedures
Security walks each hour

| Strategy 1: During STARS orientation and DAEP intake, parents and students will be trained in arrival and dismissal procedures to promote school safety. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Keep programs separate for safety purposes in regards to contact tracing for COVID-19 and limited interactions between the two student populations. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administrators and Staff | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |
| 0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue | | | | |

**Goal 4:** Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

**Performance Objective 1:** We will utilize social media platforms more readily to communicate the positive aspects of our campus.

**Evaluation Data Sources:** Social media feeds
Stakeholder feedback
Change in public beliefs

| Strategy 1: Campus will generate news feed for students and parents on a weekly basis. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Strengthened communication with staff and students. | Formative | | | Summative |
| **Staff Responsible for Monitoring:** Administration team | Nov | Jan | Mar | June |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture | 0% | 0% | 0% | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

**Goal 4:** Foster respectful, compassionate, and honest communication between staff, students, parents, and community to unify our school district.

**Performance Objective 2:** We will utilize social media platforms more readily to communicate the positive aspects of our campus.

**Evaluation Data Sources:** Social media feeds
Smores Account
Stakeholder feedback
Change in public beliefs

| Strategy 1: Create and maintain social media platforms such as Twitter, Instagram, YouTube, and a monthly Smores newsletter. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Branding Compass Academy to promote healthy and safe instruction for students, as well as promoting the STARS program in a positive light. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** All staff | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |
| 0% No Progress      100% Accomplished      ➡ Continue/Modify      ❌ Discontinue | | | | |

**Goal 5:** Allocate funds to develop all students to achieve the CISD Learner Profile.

**Performance Objective 1:** Leadership will create a new document to balance the budget and collaborate with the administrative assistant when needed to be briefed on fiscal management and COVID necessities.

**Evaluation Data Sources:** Find and share new budget procedures with Mrs. Merciers
Document meeting times
Hyper-analyze each PO to ensure every item needed is included
Create and keep running inventory of necessary items
Monitor what is bought closely
Ask questions when uncertain

| Strategy 1: Monitor and evaluate the spending of campus funds. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** 85% of budget would be spent on instructional needs and health and safety protocol supplies necessary for campus use. **Staff Responsible for Monitoring:** Principal and administrative assistant. **ESF Levers:** Lever 1: Strong School Leadership and Planning | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| | | | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

# Addendums