

Texarkana Independent School District
Options Academic Alternative High School
2019-2020 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Options Academic High School is a diverse campus with the following demographics:

African American-57.97%

Hispanic-8.7%

Two or more-2.9%

White-30.43%

Males-35

Females-34

Total Enrollment-69

Economically Disadvantaged-72.4%

At-Risk-81.2%

OPTIONS enrollment has remained consistent since moving to the Texarkana College campus. Our maximum capacity is 90 students. Student attendance rate is 90%.

OPTIONS staff is composed of five certified and highly qualified teachers in the classrooms as well as two certified and highly qualified homebound teachers. Our staff also includes a certified counselor, administrative assistant, and an instructional aid. OPTIONS Academic teaching staff is composed of two males and three females with all the teachers being Caucasian.

Parental involvement is a need for OPTIONS, and we strive to work directly with parents/guardians to help ensure the attendance and academic success of our students.

Demographics Strengths

OPTIONS embraces the diversity of our campus and believes we provide our students with real world experiences before, during, and after their high school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to student age and personal independence of the typical OPTIONS student, we have a lack of parental involvement by a majority of our parents. Although we may experience a lack of parental involvement, we do not lack in parental support. We at OPTIONS strive to keep parents informed of the educational progress of their student(s). **Root Cause:** Student age and personal circumstances contribute to lack of parental involvement. Some students live independently of their parents.

Student Academic Achievement

Student Academic Achievement Summary

The environment in which students learn is critical and must be conducive to the educational process. For this reason, we carefully evaluated the strengths that enhance this process and the needs that detract from it. Based on the Campus Quality Improvement Committee, State and Federal Assessment Data, and the Texas Assessment Performance Report (TAPR) data.

2019 STAAR Scores: (December 2018 and Spring 2019)

Tested Approaches Meets Masters

English I: 29 8 1 0

English II: 36 7 2 1

Algebra I: 11 2 0 0

Biology: 13 10 2 0

US History: 31 20 6 1

Student growth was able to be seen at the campus level with students. Students improved their scores by 200-300 points.

CNA from Campus Leadership Team for Targeted Improvement in Domain 2

Student Academic Achievement Strengths

Students are able to earn credits at a faster rate than they could in a traditional high school setting. In a traditional setting, a student may average of 9-11 days to earn a semester credit.

Number of Students Completing Courses by Pass/Fail Indicator				
2018-2019	2017-2018	2016-2017	2015-2016	
1562	1392	1,664	1,980	
Days in Membership				
2018-2019	2017-2018	2016-2017	2015-2016	

Number of Students Completing Courses by Pass/Fail Indicator				
11,850		10,725	13368.5	15318.5
Avg # of Days to complete one semester credit				
7.586428		7.704741379	8.033954327	7.736616162

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: How do we increase student achievement on STAAR English I and II, Algebra I EOC? **Root Cause:** Class sizes-grouping students with similar needs, target specific areas and have students master specific skill sets, build relationships, increase literacy skills.

Problem Statement 2: Students have been academically unsuccessful on the English I / English II and Algebra I EOC. **Root Cause:** Students that have been unsuccessful on their EOC testing have come to OPTIONS with deficits in their basic reading and math skills.skills

School Processes & Programs

School Processes & Programs Summary

OPTIONS Academic High School is a alternative education program which allows students to work at an individual pace and receive individualized instruction using online curriculum. OPTIONS has a core team of five certified and highly qualifed teachers in the areas of Math, Science, Social Studies, English Language Arts, and Special Education. OPTIONS also serves TISD students who are in need of homebound services. Those teachers are both highly qualified and certified to serve the needs of those students. OPTIONS staff is completed by a Principal, Administrative Assistant, Counselor, and an Instructional Aide.

OPTIONS Academic High School uses the Fuel Education as its curriculum. The curriculum aligns to the TEKS, and has built in supports for Special Education students, struggling learners, and English Language Learners. Students individual needs within Fuel Education are met with multiple levels of courses offered.

Acceptance to OPTIONS Academic High School is done by application. Students must fill out an application, reside in TISD, and be in good standing with attendance and discipline to be accepted by a review committee. The review committee is composed of two representatives of OPTIONS, two representatives of Texas High, and our PIEMS Coordinator. Upon acceptance to OPTIONS, the student and parent / guardian must attend an orientation with the OPTIONS counselor to review their academic history, courses to be taken, and OPTIONS rules.

School Processes & Programs Strengths

Through the use of online curriculum and individual pacing, students are able to accomplish their personal academic goals. Students can chose to get on track, stay on track, or advance for early graduation. Students receive individualized instruction to meet their academic needs within the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With students working at their own pace, it is vital for us to monitor progress and help students reach their full potential. **Root Cause:** Students have a tendency to be distracted by the use of the internet.

Perceptions

Perceptions Summary

OPTIONS Academic High School is the home campus to a diverse group of students. Students must apply to enroll at OPTIONS. A committee of five people, review students academic history, attendance, and discipline records to verify if OPTIONS is the most appropriate place for a student to become academically successful. No two students have the same story of why they chose to apply to attend OPTIONS.

OPTIONS provide an alternative time schedule for students to attend. Juniors and Seniors are given the option of attending class from 8:15-12:30 or 11:20-3:35. While Sophomores and students that were not academically successful their Freshman year are required to attend the 11:20-3:35 session. Students may change sessions if they are reclassified to Junior status.

Perceptions Strengths

Since relocating to the Physical Science Building on the Texarkana College campus, OPTIONS has had an increase in the number of students attending and completing dual credit classes while in high school. Once these students graduate, we are seeing more of them continuing into the adult workforce programs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: OPTIONS is by many perceived as the campus for students with discipline problems or seeking a GED. **Root Cause:** The lack of accurate information of what an academic alternative education program does to support the learning of its students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 1: Increase the number of college level courses taken and completed by students at OPTIONS.





Evaluation Data Source(s) 1: Number students enrolled in the Fall 2019:

Number of students successfully completing: Fall 2019

Number of students enrolled Spring 2020

Number of students successfully completing Spring 2020

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 1) OPTIONS will work with the students, family, Texarkana College, and Partners in Education to ensure that financial obligations are not a hindrance.</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 2: Increase student progress to approaches standard or meets standard on state assessments by 5%.

Evaluation Data Source(s) 2: STAAR EOC Results from June 2019, December 2019 and Spring 2020

Summative Evaluation 2:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Integrated EOC prep as well as ACT Prep with daily instruction.</p> <p>Grading Period Progress reports are being and Local Unit Assessments will be used to maintain and support student success.</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 1: OPTIONS will reduce the achievement gap by 5% among student groups in ELAR and Math.

Evaluation Data Source(s) 1: STAAR Results June 2019, December 2019, and Spring 2020

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) OPTIONS will implement local unit assessments to monitor Progress in English and Algebra EOC Prep.</p> <p>RTI Diagnostic Testing will be used to target specific learning needs of students.</p> <p>Interim Assessments will be used to increase scores and progress monitoring.</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 2: OPTIONS will produce a grading period report to either mail or email to the parent / guardian to inform of progress or lack of progress students are making.

Evaluation Data Source(s) 2: We will archive the mail and / or email sent home to parents. We will also create homeroom binders with Grading period progress reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Attendance and Participation will EOC Prep will be monitored using Google Sheets. Progress in Fuel Ed. will be tracked within the system.						

Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 1: OPTIONS staff will attend all required district professional development.

Evaluation Data Source(s) 1: Sign in sheets and Eduphoria!

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Maintain a record of attendance.	Principal					





Goal 4: Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 1: OPTIONS Academic High School will increase the number of parent / community learning opportunities to support student learning.

Evaluation Data Source(s) 1: Fall and Spring Parent Meeting for Academic Support

Spring workshop for returning students to create interest in the Workforce Classes at Texarkana College

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>1) Spring and Fall Academic meetings will be set up for October and February to share with parents strategies of how to support their students learning and academic success.</p> <p>Spring workforce workshop will be held to inform parents of potential skills their students can acquire to further their future earning ability.</p>	Counselor					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Amy Doss	Principal
Business Representative	Valerie Depriest	Member
Parent	Amanda Hernandez	Parent
Classroom Teacher	Heather Barron	Teacher
Classroom Teacher	Tina Hitchcock	Teacher
Classroom Teacher	Randy Jennings	Teacher
Classroom Teacher	Ed Bilbo	Teacher
Classroom Teacher	Jo Cochran	Teacher
Parent	Mark Banks	Parent
Community Representative	Heath Coston	Community Representative
Business Representative	Denisa Schultz	Business Representative
Community Representative	Jordan Graves	Community Representative
Non-classroom Professional	Thelma Black	Extra Support Teacher

Campus Leadership Team

Committee Role	Name	Position
Administrator	Amy Doss	Principal
Non-classroom Professional	Deborah Mayfield	Counselor
Classroom Teacher	Heather Barron	Classroom Teacher
Classroom Teacher	Tina Hitchcock	Special Education Teacher
Classroom Teacher	Randy Jennings	Math Teacher
Classroom Teacher	Ed Bilbo	Classroom Teacher
Classroom Teacher	Jo Cochran	English Teacher

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD’s ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jamie Friday	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	George Moore	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

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

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Autumn Thomas	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 			
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Shawn Davis	Board Policy DMA(Legal)
<p>15. Technology Integration in Instructional and Administrative Programs</p>	TEC 11.252(a)(3)(D) TEC 28.001	Holly Tucker	