

Red Lick Middle School Campus Improvement Plan 2024/2025

Preparing and Empowering for a Changing Tomorrow



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Date Approved:

Red Lick ISD School Board Members

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Emilee Kitchens: Secretary; Place 4

Charles Crook: Place 3

Laura Ethridge: Place 2

John Floyd: Place 5

Monica Harrison: Place 7

Red Lick Middle School

Mission

The mission of the Red Lick Independent School District is to provide students with an enthusiastic learning experience that is exceptional; to anticipate and prepare for growth; to welcome parental and community involvement; to embrace the diversity of our students' learning abilities; to inspire optimism in all students so they may realize their full potential; to be proactive in providing teachers and students with current technology, training and support; and to be relentless in the pursuit of these principles for the benefit of our students.

Vision

District: The Red Lick Independent School District will prepare and empower students to succeed in a changing tomorrow.

Campus: Red Lick Middle School will provide a stimulating and safe learning environment with innovative, responsive, and rigorous teaching across the curriculum. We aim to maximize the student's individual potential and through our core values, ensure all students are empowered to become lifelong learners as they meet the challenges of education, work and life in a rapidly changing world.

Nondiscrimination Notice

Red Lick Middle School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

2024-2025 Comprehensive Needs Assessment Narrative for
Red Lick Middle School

School Profile

Currently, RLMS has 232 students enrolled in grades 5-8. Demographically, 87.4% of these students are White, 3.2% African American, 3.6% Hispanic/Latino, 4.5% two or more races, 1% Asian, and 0.5% American Indian/Alaskan Native. By gender, the campus is equally divided. Special Education students represent 7.2% of our campus population. The Economically Disadvantaged (EcD) percentage is 11.7%. We have no migrant students, and we have one student who is considered homeless. The campus dropout rate is 0%. We have one ESL (English as a Second Language) student on the campus. We have 43 Gifted and Talented students making up 19.4% of our student enrollment. They are served through the daily advisory period. Our professional staff is comprised of 24 members, 4 of which hold Master’s degrees with no one teaching out of field. Our teacher/student ratio for 23-24 was 1 to _____. At the end of the 2024 school year, we had 2 teachers to resign/retire and added a new paraprofessional position. New hires were made for these positions. Each teacher hired has brought a wealth of teaching experience with them to RLMS.

Strengths: With several retirements/resignations, we have been able to maintain high quality staff teaching within their certified fields and paraprofessionals who have added value to our campus goals.

Needs: Identify growth areas for students who scored Does Not Meet on last years’ STAAR exams.

Conclusions/Priorities: Provide additional instruction based on identified areas of growth to close the gap in student learning.

Student Achievement

Student achievement data comes from the STAAR tests and various other data sources. The goal is for all students to show growth.

2024	Approaches	Meets	Masters
5 th Grade Reading	98	85	65
5 th Grade Math	89	56	20
5 th Grade Science	81	54	26
6 th Grade Reading	94	79	35
6 th Grade Math	75	29	1
7 th Grade Reading	89	82	53
7 th Grade Math	63	37	0
8 th Grade Reading	94	85	58
8 th Grade Math	82	61	24
8 th Grade Social Studies	85	65	46
8 th Grade Science	85	65	28
8 th Grade Algebra I	100	89	84

Strengths: Students are continuing to show mastery of content in the eighth grade.

Needs: There are obvious gaps in learning in lower grade levels that will need to be addressed through diagnostic testing and individualized intervention.

Conclusions/Priorities: Based on students' individualized areas of growth, they will receive a comprehensive reteach/intervention geared toward mastering the particular concepts that were previously missed to close gaps in the students' learning. Student progress will be monitored by advisory teachers and content teachers, providing a dual approach to ensuring students are approaching and attaining content mastery.

Culture and Climate

For the 2023-2024 school year, the campus had 0 violent incidents. Total attendance for the year was calculated to be 95.9%. Overall, stakeholders report they are proud of our campus and the safety it offers to students. It is believed that there are high expectations for everyone, and our students and staff are aligned to this concept.

Strengths: Red Lick Middle School is a place where students and families feel safe.

Needs: Improved attendance has proven itself to be needed as rates have declined.

Conclusions/Priorities: Student attendance will be a focus of the school year, encouraging students to attend school. Additionally, there have been ideas put together on a district level to strategize ways to deter poor attendance habits.

Professional Development

Staff at RLMS attend high quality professional development at the Region 8 ESC and other locations, including conferences, to build their skills and knowledge. The campus has "single instructors," meaning each subject has only a single teacher who plans and teaches that subject. As such, there can be no horizontal planning but grade level meetings do take place. The campus (and district) does offer vertical planning opportunities throughout the year.

Strengths: Staff and administrators identify areas of professional growth and are comfortable seeking opportunities to learn new strategies.

Needs: Professional development that will directly impact low performers on state assessments.

Conclusions/Priorities: Professional development tools that include data interpretation and identification of growth areas for students should be in place to ensure student academic needs are being addressed through data driven decision making.

Curriculum, Instruction, and Assessment

Our campus uses the TEKS Resource system that offers instructional focus documents (IFD), the year-at-a-glance (YAG) document, and other subject-relevant guiding documents. Vertical alignment documents are reviewed each year in subject area meetings. Three benchmarks are given per year to track students' growth on a macro-level in preparation for extra intervention as testing nears. Micro-tracking

consists of both pre- and post- unit tests to track student performance on specific SEs in each subject. Data from each of the above-mentioned methods is disaggregated to assist teachers in monitoring and targeting identified students as well as help the campus sort students into areas of need during the weekly enrichment period.

Strengths: Teachers at RLMS have demonstrated mastery of their individual content areas and use resources at their disposal to enhance their classroom.

Needs: Additional vertical alignment has been identified as a continued need.

Conclusions/Priorities: PLC meetings that include instructional strategies and data review to inform classroom learning and gaps in student education will continue to be a focus of the campus.

Partner Involvement

Our annual “Meet the Teacher” event was attended with 100% of students having parent/family participation, evidenced by the completed enrollment packets and student schedules that were picked up by students. The School health and Advisory Committee is attended well. The campus uses an online grade portal for parents to continuously be aware of the students’ performance, sends regular newsletters to families via email, and the district provides and maintains several digital means of communication including an active website, mobile app, social media accounts and roadside marquees.

Strengths: Parent and family engagement is exceptional.

Needs: More community/business partnerships are needed and will be a focus to have representation present during site-based meetings.

Conclusions/Priorities: An increased focus on business relations with these entities having an educational interest in our campus.

Technology

Teachers have many resources available at their disposal to enhance the educational experience for students. Teacher devices, student devices to include 1:1 Chromebooks, TVs or projectors in each classroom, and access to document cameras and other supplemental technologies give staff a variety of technological resources to build lessons and content that is value added through the use of technology.

Strengths: Teachers are encouraged to find, practice, and use new resources as they deem appropriate for their specific content areas.

Needs: Continue to replace technology resources as new tools become available.

Conclusions/Priorities: The campus will maintain an inventory of resources assigned to the campus, including cost, date of acquisition, and anticipated life expectancy. This will be done to attempt to ensure a campus technology replacement plan is in place.

Red Lick Middle School

Goal 1. (Student Achievement) Red Lick Middle School will provide a high-quality instructional program for all students including those in special education and other special needs programs.

Objective 1. (Academic Growth) All students, including special needs populations, will demonstrate growth on assessments given.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. F1: A comprehensive needs assessment will be conducted by the campus to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Supplies to support all needs (including curriculum) and functions of the school will be purchased. (Title I TA: 4,8) (Target Group: All) (ESF: 3)</p>	Principal(s)	October, February	(S)Local Funds	Criteria: Formative: CNA Narrative Summative: STAAR Results
<p>2. Our campus is identified as a Title I Targeted Assistance campus, meaning that less than 40% of our student population is economically disadvantaged. The student eligibility criterion to receive Title I services on our campus relate to those students who are "not meeting or at risk of not meeting the passing standard on state assessments in current or prior years." A less than proficient score on any of the following shall be considered in identifying a student for Title I services: (1) STAAR scores from prior year(s), (2) Beginning of Year progress monitoring testing, and (3) progress report grades or student report card grades for the current or prior year. (Title I TA: 2) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)</p>	Counselor(s), Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Title I Student List Summative: STAAR results
<p>3. S4: Progress monitoring assessments will be given at the beginning, middle, and end of the year to all students to determine their current levels of understanding and overall growth by grade level content standard. Teachers will be trained on the selected progress monitoring tool, data analysis, and differentiation strategies using the data collected. (Title I TA: 1) (Target Group: All)</p>	Principal(s), Teacher(s)	October, January, May	(S)Local Funds	Criteria: Formative: BOY, MOY, and EOY Test results Summative: STAAR Results

Red Lick Middle School

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Objective 1. (Academic Growth) All students, including special needs populations, will demonstrate growth on assessments given.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 4,5)				
4. S6 & F6: The campus will identify all students scoring below standards, create a plan for intervention, and implement the plan for each student; Accelerated Learning Plans and additional accelerated learning will be assigned to students as their individual learning gaps are assessed and determined by content standards. (Title I TA: 2) (Target Group: All) (ESF: 5.3)	Principal(s), Teacher(s)	Each 3 weeks	(S)Local Funds	Criteria: Formative: Plans for Intervention Summative: STAAR Results
5. S4 & F6: The campus will assess the academic achievement for each student and then identify students who fall under HB1416; small-group, targeted interventions during advisory period will provided by teachers and interventionists. (Title I TA: 1) (Target Group: 5th,6th,7th ,8th)	Counselor(s), Principal(s), Teacher(s)	Each 6 weeks	(F)Title I	Criteria: Formative: STAAR Benchmarks Summative- State Assessment Performance
6. F6: To address the needs of those at risk of not meeting the challenging state academic standards, interventionists will provide accelerated instruction for students assigned to Tier 2. (Title I TA: 1) (Target Group: AtRisk) (ESF: 2,5)	Principal(s), Teacher(s)	Each 6 weeks	(F)Title I	Criteria: Formative: Intervention logs Summative: STAAR Results
7. F3: To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom settings and, where needed, supply personal care for students. (Title I TA: 1) (Target Group: All)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: STAAR Benchmarks Summatove: STAAR Results
8. F4 & F6: To increase the amount and quality of learning time and to address the needs of those at risk of not meeting the challenging state academic standards, tutorials given by paraprofessionals and teachers will be provided for struggling students. Summer	Principal(s), Teacher(s)	Each semester; June	(S)Local Funds, (S)State Compensatory	Criteria: Formative: Tutoring Logs Summative: STAAR Results

Red Lick Middle School

Goal 1. (Student Achievement) Red Lick Middle School will provide a high-quality instructional program for all students including those in special education and other special needs programs.

Objective 1. (Academic Growth) All students, including special needs populations, will demonstrate growth on assessments given.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
school will be offered for students who are still struggling academically at the end of the school year. (Title I TA: 1) (Target Group: AtRisk)				
9. To provide opportunities to extend learning beyond the classroom and improve performance on state assessments, the campus will urge students to participate in the following: UIL Academics; UIL One Act play; Robotics; eSports; Yearbook; Band; UIL Athletics; Student Council; and Career Exploration programs for 8th graders, and will bring in community guidance through the BASE law enforcement program for 5th grade. (Title I TA: 2) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal(s)	Each semester	(L)Local Districts	Criteria: Formative: student participation in organizations Summative: STAAR Results
10. The campus will provide opportunities for students to learn Spanish and earn a Spanish I credit in 8th grade toward their high school transcript. (Title I TA: 2) (Target Group: 5th,6th,7th ,8th)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Class rolls Summative: Percentage of students successfully completing the Spanish course
11. The campus will integrate STEM/STEAM principles into the regular curriculum and will actively use an outdoor classroom for additional STEM/STEAM activities. (Title I TA: 1,2) (Target Group: All)	Principal(s), Teacher(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Lesson Plans Summative: STAAR Results

Red Lick Middle School

Goal 1. (Student Achievement) Red Lick Middle School will provide a high-quality instructional program for all students including those in special education and other special needs programs.

Objective 2. (Special Education) S5: All Special Education students and 504 students will show academic growth each year; the Special Education subpop STAAR Reading scores will increase by 5% and STAAR Math by 5% from the previous year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A co-teach inclusion model will be in place at the Middle School where Special Education students are in a regular classroom setting assisted by a Special Education Aide or Special Education Teacher. (Title I TA: 1) (Target Group: SPED) (Strategic Priorities: 2)	Diagnostician, Principal(s)	Each 6 weeks	(L)Local Districts, (S)Special Education	Criteria: Formative: STAAR Benchmark Results Summative: STAAR Results
2. F3 & S5: To provide opportunities for all students to meet the challenging state academic standards, modified instruction, accommodations/accessibilities, tutorial, and intervention classes will be provided for special education students and other struggling students (including 504) in need of intervention. (Title I TA: 1) (Target Group: SPED,504) (Strategic Priorities: 2)	Diagnostician, Principal(s)	Each 6 weeks	(S)Special Education	Criteria: Formative: STAAR Benchmark Results Summative: STAAR Results Summative - ARD Meeting Minutes; 3-week reports; Report Cards; Progress on Individual Education Plans; Lesson Plans; Schedules; State Assessment Progress.
3. S3: The use of supplementary aids in the classroom will be in place to ensure all students' needs are met in the Least Restrictive Environment. (Title I TA: 4) (Target Group: SPED) (Strategic Priorities: 2)	Principal(s)	Each 6 weeks	(S)Special Education	Criteria: Formative: IEPs Summative: STAAR Results

Red Lick Middle School

Goal 1. (Student Achievement) Red Lick Middle School will provide a high-quality instructional program for all students including those in special education and other special needs programs.

Objective 3. (Special Programs) An educational program that meets the unique and diverse needs of all students will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S5: The Dyslexia Program will include instruction for students using the Scottish Rite and Reading by Design programs, and provide education to parents, sharing resources and program information to support academic achievement. (Title I TA: 2,3,4) (Target Group: Dys) (Strategic Priorities: 2)	Dyslexia specialist, Principal(s)	Each 6 weeks	(S)Dyslexia	Criteria: Formative: STAAR benchmarks, Report Card Grades Summative: STAAR Results
2. S5: Identified gifted and talented (GT) students will be served through a daily advisory time; a GT Night will be provided for parents of GT students to better inform them about services received through the program, and testing request forms will be made available to families. (Title I TA: 1) (Target Group: GT)	Principal(s)	October, Each 6 weeks	(S)Gifted and Talented	Criteria: Formative: STAAR Benchmarks Summative: STAAR Results, GT Project
3. S5: Using sheltered instruction by certified ESL teachers, the ESL program will immerse students in the English language by use of materials and experiences, both oral and written. (Title I TA: 1) (Target Group: ESL,EB)	Principal(s)	Each 6 weeks	(S)Bilingual/ESL	Criteria: Formative: STAAR Benchmarks Summative: STAAR Results
4. F8: Homeless students will receive academic assistance, emotional assistance through counseling, and physical assistance through hygiene products, clothing, or other items. (Title I TA: 1) (Target Group: HS)	Principal(s)	Each 6 weeks	(F)Title I	Criteria: Formative: Report Card Grades; STAAR Benchmarks Summative: STAAR Results
5. F5: To provide each eighth grade student with an effective transition to high school, all eighth graders will attend an informational meeting for help in high school course selection and a guided tour of the high school feeder campus. To promote awareness of post-secondary career opportunities, CTE classes (Robotics, Intro to Journalism, and TechApps) will be offered at the Middle School. (Title I TA: 1) (Target Group: 8th)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: CTE class enrollment; High School Student Plans Summative: Percentage of students successfully completing CTE classes

Red Lick Middle School

Goal 1. (Student Achievement) Red Lick Middle School will provide a high-quality instructional program for all students including those in special education and other special needs programs.

Objective 4. (Appropriately Certified and Trained Staff) 100% of Red Lick Middle School teachers and paraprofessionals will be appropriately certified, and sufficient campus personnel for all school functions will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will actively seek, hire, and retain appropriately certified teachers and paraprofessionals by posting job openings on Red Lick ISD website, Region 8 website, and on all campuses. Principals will use T-TESS to evaluate instructional staff. (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1)	Principal(s), Superintendent	Each semester	(F)Title I, (S)Local Funds, (S)State Compensatory	Criteria: Formative: Job Postings Summative: Staff Records; Staff Evaluations
2. All paraprofessionals will receive training to obtain and/or maintain Highly Qualified Status. (Title I TA: 6) (Target Group: All)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Staff development records Summative: Certification records
3. F3: Staff will receive required and needed Professional Development (according to the District Professional Development Plan) by attending ESC workshops and completing online staff development including Canvas Courses on multiple aspects of SPED. (Title I TA: 6) (Target Group: All)	Principal(s)	Each semester	(F)Title IIA, (S)Local Funds	Criteria: Formative: Attendance Records for staff development; Lesson plans Summative: STAAR Results
4. S3: Specialized professional development will be as follows: GT training for all teachers will be provided through the district GT coordinator, dyslexia training will be through Region 8 online modules and an onsite dyslexia therapist, SPED training will be through online modules, and 504 and ESL training will be onsite and/or through Region 8. (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1)	Principal(s)	Each semester	(F)Title IIA, (S)Local Funds	Criteria: Formative: PD certificates Summative: STAAR results

Red Lick Middle School

Goal 2. (Attendance) The Red Lick Middle student attendance rate will be maintained at 98% or above.

Objective 1. (Coordinated Efforts) Through the coordinated efforts of school staff and parents, Red Lick Middle School will maintain a 98% attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who achieve perfect attendance for the school year will receive a Perfect Attendance Trophy at the end-of-year awards ceremony. (Title I TA: 1) (Target Group: All)	Principal(s)	May	(S)Local Funds	Criteria: Formative: Attendance records Summative: End-of-year Attendance Reports
2. RLMS will create value-added time for student socialization, including time for clubs and other organizations to meet throughout the school year. (Title I TA: 1) (Target Group: All)	Counselor(s), Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Attendance rates Summative: End-of-year Attendance Records
3. The campus will implement highly-effective Truancy Prevention Measures (TPM) with students/families struggling with attendance, including individualized behavior improvement plans and school-based community service. (Title I TA: 7) (Target Group: All)	Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: 6-week attendance rates Summative: EOY Attendance Reports

Red Lick Middle School

Goal 2. (Attendance) The Red Lick Middle student attendance rate will be maintained at 98% or above.

Objective 2. (Staff Commitment) On every school day, attendance will be monitored by teachers and administrators

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will be contacted parents on a regular basis regarding absences. Letters will be sent to parents each 3 weeks for students with 3 or more absences. Letters will also be sent to parents about tardies each 3-week period. (Title I TA: 1) (Target Group: 5th,6th,7th ,8th)	Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Attendance contact log Summative: End-of-Year Attendance reports
2. To maintain accuracy, online attendance will be tracked through Ascender. (Title I TA: 1) (Target Group: All)	Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Attendance Rates Summative: End-of-year Attendance Reports
3. The campus police officer and principal will follow up on excessive absences and make home visits for truancy issues. (Title I TA: 1) (Target Group: All)	Police Chief, Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Police log Summative: Yearly attendance reports

Red Lick Middle School

Goal 3. (School Culture and Climate) Red Lick Middle School will provide a safe, secure environment in which all children can learn.

Objective 1. (Discipline) Red Lick Middle School will maintain consistent discipline and be proactive in addressing negative student behaviors to decrease discipline referrals by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Online staff development will be provided in these areas: Bullying prevention, Sexual Harassment, Child Abuse in Texas, FERPA, Internet Safety, and Suicide Prevention. (Target Group: All)	Principal(s)	Each year	(S)Local Funds	Criteria: Formative: PD Certificates Summative: Discipline Records
2. Training will be provided for students concerning internet safety and social media appropriateness. (Target Group: All)	Police Chief, Principal(s)	Each year	(S)Local Funds	Criteria: Formative: Student registration records Summative: Discipline Reports
3. S11: To reduce the threat of student violence, bullying, verbal/sexual harassment, and suicide, a comprehensive school counseling program will be in place with a guidance plan (regularly updated) to teach conflict resolution, honesty, and concern for others. (Target Group: All)	Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Counseling logs & session schedules Summative: Discipline Reports
4. For students removed from the classroom for severe disciplinary infractions, a disciplinary alternative education program (DAEP) will be provided. Students assigned to DAEP will continue to receive on-grade-level instruction. In-school suspension program (ISS) and lunch detention will be used as discipline interventions for less severe disciplinary infractions. (Target Group: AtRisk)	Principal(s)	Each 6 weeks	(S)State Compensatory	Criteria: Formative: DAEP records Summative: Yearly Discipline Reports

Red Lick Middle School

Goal 3. (School Culture and Climate) Red Lick Middle School will provide a safe, secure environment in which all children can learn.

Objective 2. (Health Care) To ensure a healthful environment, wellness protocol will be in place for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A district full-time certified nurse will regularly administer health screenings for students and staff and provide first aid care when needed. (Target Group: 5th,6th,7th ,8th)	Principal(s), Superintendent	Each 6 weeks	(S)Local Funds	Criteria: Formative: Health screening records; nurse log Summative: Final Health and Wellness Reports
2. SHAC (School Health Advisory Council) and Concussion Team will provide recommendations for the promotion of health and safety policies and practices. (Target Group: All)	Nurse, Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Meeting agendas, minutes, sign-in sheets Summative: Health care policies
3. Online training relating to health care services will be provided through Public School Works. (Target Group: All)	Principal(s)	Each year	(S)Local Funds	Criteria: Formative: PD Certificates Summative: Health and Safety Records
4. "Stop the Bleed" training will be provided to staff. (Title I TA: 6) (Target Group: All)	Nurse	August	(S)Local Funds	Criteria: Formative: PD certificates Summative: Health & Safety Reports Summative - Completion of course by staff members.

Red Lick Middle School

Goal 3. (School Culture and Climate) Red Lick Middle School will provide a safe, secure environment in which all children can learn.

Objective 3. (Safety) All staff and students will be informed of and trained on safety protocols within the District.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Emergency Operation Plan will include safety drills for Fire, Reverse Evacuation, Active Shooter, and Tornado (or other bad weather). (Target Group: All)	Police Chief, Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Record of drills Summative: Safety reports
2. F2: A District Police Chief will assist in the maintenance of a safe learning environment and will coordinate with state and federal agencies when necessary. (Title I TA: 8) (Target Group: All)	Police Chief, Principal(s)	Each semester	(F)SRSA Grant, (F)Title IV, (S)Local Funds	Criteria: Formative: Police Chief Contract Summative: Safety records
3. 3. "Securing the Campuses" training for staff will be conducted by the District Police Chief. (Target Group: All)	Police Chief, Principal(s)	August	(S)Local Funds	Criteria: Formative: PD certificates Summative: Safety records
4. Monthly campus security audits to ensure safety of staff and students will be conducted. (Target Group: All)	Police Chief, Principal(s)	Monthly	(S)Local Funds	Criteria: Formative: Audit results Summative: Safety records

Red Lick Middle School

Goal 4. (Technology) Red Lick Middle School will provide all students, teachers, and administrators with access to technological tools and training that enhance instruction, improve student achievement and meet established educational goals.

Objective 1. (Infrastructure) Technology infrastructure, including devices, as identified in the needs assessments will be available for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology infrastructure and devices to meet state requirements will be maintained, and purchases will be made when necessary; Google Apps for Education will be utilized. (Title I TA: 1) (Target Group: All)	Director of Technology, Principal(s)	Each year	(F)SRSA Grant, (S)Local Funds	Criteria: Formative: Technology inventory; lesson plans Summative: STAAR results
2. Technology devices for students (5th - 8th grades) will be available for check out if needed to complete work away from school. (Title I TA: 1) (Target Group: All)	Director of Technology, Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Technology checkout log Summative: STAAR Results
3. Robust, fast internet with more than adequate bandwidth will be in place to support online instruction and support services. (Title I TA: 1) (Target Group: All)	Director of Technology, Superintendent	Each year	(S)Local Funds	Criteria: Formative: Technology speeds Summative: Technology reports

Red Lick Middle School

Goal 4. (Technology) Red Lick Middle School will provide all students, teachers, and administrators with access to technological tools and training that enhance instruction, improve student achievement and meet established educational goals.

Objective 2. (Technology Staff Development) Staff development to assist all instructional staff in the use of technology will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ongoing staff development in integrating technology into classroom instruction will be provided. (Title I TA: 6) (Target Group: All)	Principal(s)	Each year	(S)Local Funds	Criteria: Formative: PD Certificates Summative: STAAR Results
2. New teachers and interventionists will be trained on the use of online assessments and progress monitoring tools and to allow for more effective use of instructional time. (Title I TA: 6) (Target Group: All)	Principal(s)	Each year	(S)Local Funds	Criteria: Formative: PD Training Records Summative: STAAR Results
3. Technology training for each new software program implemented will be provided. (Title I TA: 6) (Target Group: All)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: PD Certificates Summative: STAAR Results

Red Lick Middle School

Goal 4. (Technology) Red Lick Middle School will provide all students, teachers, and administrators with access to technological tools and training that enhance instruction, improve student achievement and meet established educational goals.

Objective 3. (Technology Integration) Red Lick Middle School will integrate technology into all areas of the organization.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be required to develop technology informational products, utilizing slideshow presentations, mathematical spreadsheets, word processing documents, etc., which demonstrate entry-level employment level thinking skills. (Title I TA: 1) (Target Group: All)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Informational Technology Presentation Summative: STAAR Results
2. Interactive software programs that support reading, language arts, science, social studies and math will be utilized in all educational settings. (Title I TA: 1) (Target Group: All)	Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Software Program Reports Summative: STAAR Results
3. Teacher lesson plans will incorporate technology resources. (Title I TA: 1) (Target Group: All)	Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Teacher lesson plans Summative: STAAR results
4. Technology TEKS in each subject area will be taught, and students will be evaluated on their subject area required technology skills. (Title I TA: 1) (Target Group: All)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Lesson Plans; Student Evaluations Summative: STAAR Results

Red Lick Middle School

Goal 5. (Parent and Community Engagement) Red Lick Middle School will increase parent and community engagement by 10% from the previous year.

Objective 1. (Parent and Family Engagement) S12: Red Lick Middle School will ensure that 100% of parents receive communications from the school at least once per six weeks and also ensure that 100% of parents are provided multiple opportunities to participate as educational stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will have online access to their child's grades and attendance through the Parent Portal. (Title I TA: 7) (Target Group: 5th,6th,7th ,8th)	Principal(s)	Each year	(S)Local Funds	Criteria: Formative: Online gradebook reports Summative: Extent of Parent Engagement Summative - Grades entered in a timely manner and entered accurately.
2. The Middle School Campus Calendar of Events will be maintained on the district's website and social media. (Title I TA: 1) (Target Group: All)	Director of Technology, Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Social Media Postings Summative: Extent of Parental Engagement
3. The campus will send out school messages through Remind, Thrillshare, and the parent notification system to inform parents of emergencies, schedule changes, or other events/announcements. (Title I TA: 7) (Target Group: All)	Director of Technology, Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Parent Notification Reports Summative: Extent of Parent Engagement 10/19/21 - Pending (S)
4. A regular newsletter to parents with key dates, important information from classes and clubs, and important "need-to-knows" will be distributed. (Title I TA: 7) (Target Group: All)	Principal(s)	Weekly	(S)Local Funds	Criteria: Formative: Weekly newsletters Summative: Extent of parental enagement
5. The campus will host two parent workshops during the school year. (Title I TA: 7) (Target Group: All)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Parent Sign-In Sheets Summative: Percentage of Parents Participating
6. Parents will be included as educational stakeholders through membership on the DOI	Principal(s)	Each year	(S)Local Funds	Criteria: Formative: DOI meeting sign-in sheets

Red Lick Middle School

Goal 5. (Parent and Community Engagement) Red Lick Middle School will increase parent and community engagement by 10% from the previous year.

Objective 1. (Parent and Family Engagement) S12: Red Lick Middle School will ensure that 100% of parents receive communications from the school at least once per six weeks and also ensure that 100% of parents are provided multiple opportunities to participate as educational stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
committee. (Title I TA: 7) (Target Group: All)				Summative: Extent of Parent Engagement
7. Teacher-Parent Conferences in which the School-Parent Compact is discussed will be held to better inform parents of their child's progress and encourage their participation as educational stakeholders. (Title I TA: 7) (Target Group: All)	Principal(s)	Each 6 weeks	(S)Local Funds	Criteria: Formative: Teacher logs of conferences Summative: Extent of Parent Engagement
8. A Title I meeting will be held annually and flexible meeting times and days will be scheduled (i.e, Monday at 9:00 AM and Tuesday at 7:00 PM). At this meeting, the current year Campus Parent and Family Engagement Policy will be evaluated, and the one for the upcoming year developed. The current year Campus School-Parent Compact will be evaluated, and the one for the upcoming year developed. The new PFE policy will be distributed to parents. (Title I TA: 7) (Target Group: All)	Principal(s)	Annually	(S)Local Funds	Criteria: Formative: TI Meeting Sign-in Sheet Summative: Extent of Parent Engagement

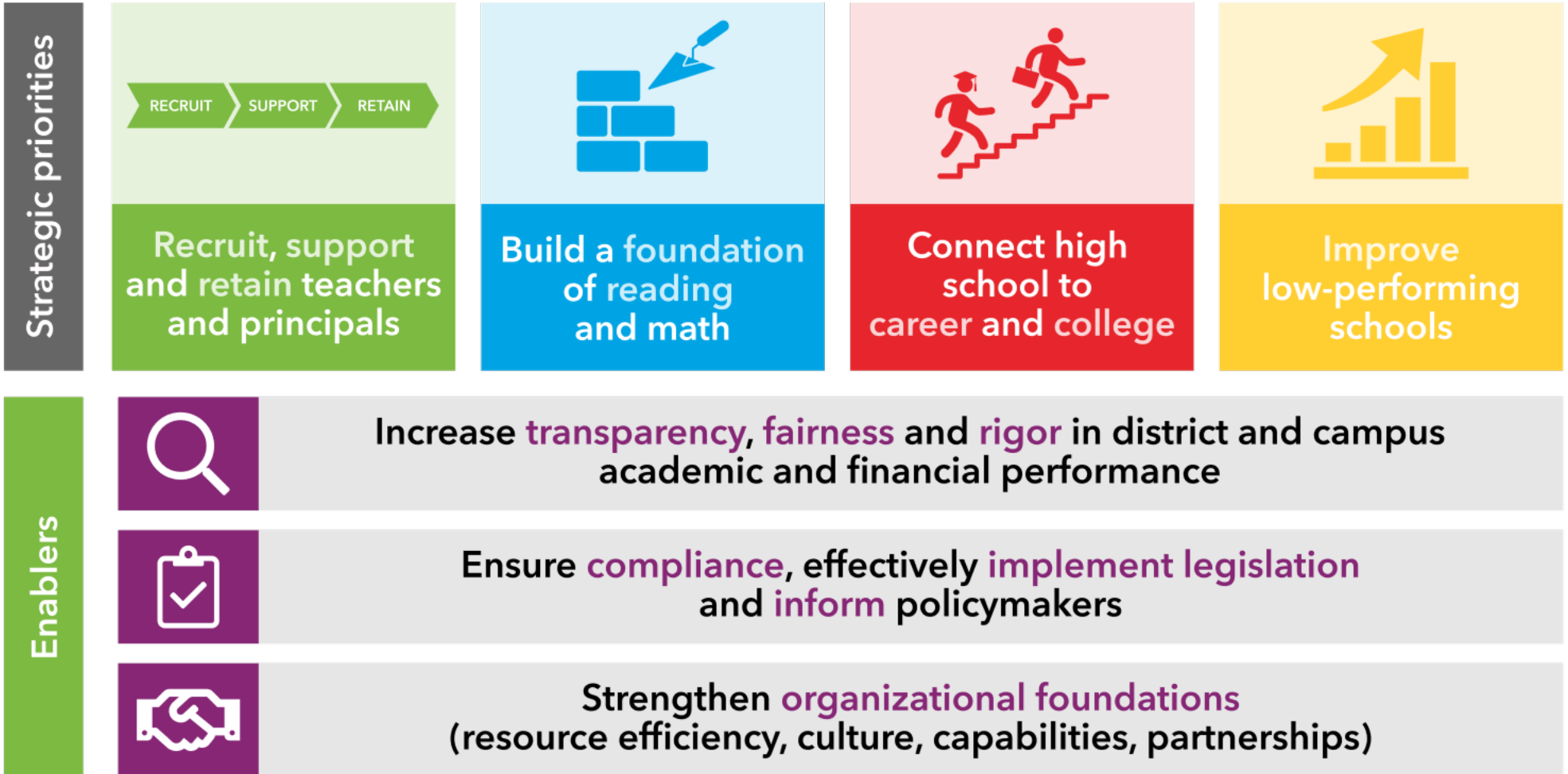
Red Lick Middle School

Goal 5. (Parent and Community Engagement) Red Lick Middle School will increase parent and community engagement by 10% from the previous year.

Objective 2. (Community Engagement) Red Lick Middle School will increase community engagement by 10% from the previous year

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Middle School will solicit community/parent volunteer organization members to serve on committees for school events including the Fall Festival, Thanksgiving Feast, Special Olympics, Christmas Tree Lighting, and Spring Fling. (Title I TA: 1) (Target Group: All)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Organizational Meeting sign-in sheets Summative: Extent of Community Engagement
2. Community individuals will be invited to serve as educational stakeholders on the DOI committee. (Title I TA: 7) (Target Group: All)	Principal(s)	Each year	(S)Local Funds	Criteria: Formative: DOI Meeting Sign-In Sheets Summative: Extent of Community Engagement
3. The community will be invited to attend school fine arts performances and student project displays. (Title I TA: 7) (Target Group: All)	Principal(s)	Each semester	(S)Local Funds	Criteria: Formative: Event Sign-In Sheets Summative: Extent of Community Engagement

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*



Red Lick Independent School District

***District of Innovation
Plan***

March 2017 - December 2021

Renewed

December 2021 – December 2026

INTRODUCTION

HB 1842 was passed during the 84th Texas legislative Session in Spring 2015, and provides Texas public school districts the opportunity to be designated as a District of Innovation. To access these flexibilities, a school district must adopt an innovation plan, as set forth in Texas Education Code Chapter 12A.

Districts of Innovation may be exempted from a number of state statutes and will have:

- Greater local control as the decision makers over the educational and instructional model for students;
- Increased freedom and flexibility, with accountability, relative to state mandates that govern educational programming; and
- Empowerment to innovate and think differently

Districts are not exempt from statutes including curriculum and graduation requirements and academic and financial accountability.

PROCESS

On December 13, 2016 the Red Lick Independent School District's Board of Trustees initiated the process by passing a Resolution to Adopt a District of Innovation in order to support innovation and local initiatives to improve student learning.

The Board of Trustees conducted a public hearing the same evening of December 13, 2016 for public discussion on whether the District should develop a local innovation plan from the designation of the District as a District of Innovation. With there being no objection from the hearing, the Board of Trustees appointed the District of Innovation Planning Committee to discuss and draft this Local Innovation Plan. This committee represents various stakeholders across the district, including teachers, parents, campus administration, district administration and local business owners. The committee met initially January 2, 2017, to discuss and develop the plan. The Plan was finalized January 2, 2017.

The plan was posted on the District website January 3, 2017 before being presented to the District Advisory Committee, February 20, 2017 and to the Board of Trustees for final approval February 21st.

In January 2020, the District of Innovation Committee amended the plan to reflect a new waiver in regards to alternative health care options and added language to the waiver on transfers. The website was updated, TASB legal was notified, as well as the Commissioner of Education.

Renewal: On September 21, 2021, the DOIC met and voted to move forward with renewing the plan. The plan was posted on the website on September 27, 2021. On September 28, 2021 the Board of Trustees voted to move forward with renewing the plan. The Commissioner of Education was notified of the intent to renew on September 29, 2021. On October 26, 2021 the DOIC held a public meeting for the discussion and vote of the final version of the plan. Later that evening, the Board of Trustees voted to adopt the renewal of the District of



Innovation Plan. The next day, October 27, the district notified the Commissioner of Education of the adoption of the plan renewal.

On August 31, 2022, the DOIC met and voted to remove the waiver §22.004 Group Health Care Benefits For School Employees. This waiver was made obsolete by the 87th Legislative Session. However, the waiver could not be removed until this fall because outside health care benefits were being offered to district employees through the 2021-2022 school year. On September 27, 2022, the Red Lick Board of Trustees voted to accepted the District of Innovation Plan as presented. The plan was updated on the district website on September 28, 2022.

TERM

The District of Innovation Plan will become effective in March 2017 and will remain in effect for five years through December 2021, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The District of Innovation Committee will monitor the effectiveness of the Plan and recommend to the Board of Trustees any suggested modifications to the Plan.

Renewal: The District of Innovation Plan will become effective in December 2021 and will remain in effect for five years through December 2026, unless terminated or amended earlier by the Board of Trustees in accordance with the law. The District of Innovation Committee will monitor the effectiveness of the Plan and recommend to the Board of Trustees any suggested modifications to the Plan.

TIMELINE

Timeline	Activity/Task
December 13, 2016	Board of Trustees passed Resolution to Initiate District of Innovation Plan
December 13, 2016	Board of Trustees held public hearing and appointed DOIC to draft Plan
January 2, 2017	Notified Commissioner of intent to submit plan to be designated as District of Innovation
January 2, 2017	DOIC met to develop plan and prepare for posting on district website
January 3, 2017	Posted District of Innovation Plan on RLISD website
February 13, 2017	District of Innovation Plan Committee voted on District Innovation Plan
February 13, 2017	District of Innovation Plan submitted to the Commissioner of Education
February 21, 2017	Board of Trustees voted on District of Innovation Plan



January 15, 2020	District of Innovation Plan Committee voted on amending District of Innovation Plan
January 21, 2020	Board of Trustees voted on amended District of Innovation Plan
January 22, 2020	Amended District of Innovation Plan is updated on website, sent to TASB legal, and the Commissioner of Education is notified of the amendment
2021	Process to Renew District of Innovation Plan
September 21, 2021	DOIC voted to move forward with renewing the District of Innovation Plan
September 27, 2021	Posted District of Innovation Plan on RLISD website (updated dates and committee members)
September 28, 2021	Board of Trustees voted to move forward with renewing the District of Innovation Plan
September 29, 2021	Notified Commissioner of intent to renew District of Innovation Plan
October 26, 2021	DOIC held a public meeting of the final version of the plan and approved to renew the plan
October 26, 2021	Board of Trustees voted to renew the District of Innovation Plan
October 27, 2021	Notified Commissioner of the Board of Trustees' adoption of renewed District of Innovation Plan
2022	Removal of Waiver
August 31, 2022	DOIC voted to remove waiver §22.004 Group Health Care Benefits For School Employees
September 27, 2022	Board of Trustees voted to accept the District of Innovation Plan as presented

ORIGINAL PLANNING COMMITTEE

First Name	Last Name	Member Category
Bob	Aikin	Business Member 1
Jay	Strickland	Business Member 2



Johnny	Ross	Parent 1
Nicole	Raley	Parent 2
Kelsey	Coleman	Community Person 1
Vicky	Boozer	Community Person 2
Heather	Barnett	Community Person 3
Jaclyn	West	District Level Professional
Jackie	Cope	Elementary Teacher 1
Brandy	Farrar	Elementary Teacher 2
Sheri	Green	Elementary Teacher 3
Doug	Parr	Secondary Teacher 1
Leigh Ann	Haley	Secondary Teacher 2
Shelley	Krobot	Secondary Teacher 3
Crystal	Roach	Non-Teacher / Counselor
Melissa	Whitecotton	Special Populations Teacher
Debbie	Cooper	Non-Teacher / Elementary Administrator
Jason	Dempsey	Non-Teacher / Secondary Administrator

EXEMPTIONS

§25.0811 Uniform School Start Date

A district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year- round system. A district may not receive a waiver for this requirement.

Proposed

This flexibility of start date allows the district to determine locally, on an annual basis, what best meets the needs of the students and local community. It also offers the below opportunities.



*A minimum of two of the schools accepting 9th-12th graders from Red Lick ISD are becoming District of Innovation Schools. Being a District of Innovation school will allow the students to be on a common calendar with other districts in the area.

*An early start date permits students to have an additional week of instruction prior to state assessments.

*Creates flexibility for the District to pursue other calendar options for special populations (Cooperatives).

Local Guidelines

The district will determine, on an annual basis, when each school year will begin.

§25.112 Class Size and Notice of Class Size

Texas Education Code 25.112 limits the number of students in grades Kindergarten through 4th grade to 22. While the maximum number of students in K-4 classrooms may be addressed by a state waiver, the waivers must be applied for annually. Texas Education Code 25.113 requires districts to notify each parent in the class section that exceeds the 22:1 ratio, and inform them the waiver has been submitted.

Proposed

By seeking an exception from TEC 25.112, the District would have flexibility for all campuses and classrooms for the duration of the District of Innovation designation and would not be required to seek waivers annually. While the District intends to remain within the guidelines of the current education code as much as possible, the District seeks flexibility to provide the best learning environment for our K-4 students, including more flexibility when teaching, creative ways of delivering instruction, and ability to manage increases in class sizes. Research shows it is the teacher in the classroom that has the greatest impact on student learning and not the absolute class size. Small class sizes may have a positive effect in the classroom, but must be balanced with the timing of adding staff, the qualifications of staff available, the makeup and chemistry of the classroom and other classroom influences.

Local Guidelines

In the event a classroom exceeds the 22:1 ratio in grades K-4, the class sizes will be reviewed by appropriate district and campus administration. The Board of Trustees will be informed of K-4 classes that exceed 22:1. TEA waivers for class sizes exceeding 22 will not be required. An exemption from TEC 25.113 is also requested.



§25.036 Inter-district Transfers

Under TEC 25.036, a transfer is interpreted to be for a period of one school year.

Proposed

Red Lick ISD maintains a transfer policy under FDA (Local) requiring nonresident students wishing to transfer to file a transfer application each school year. In approving transfer requests, the availability of space and instructional staff, availability of programs and services, the student's disciplinary records, work habits, and attendance records are evaluated. Transfer students are expected to maintain academic performance approved by campus administration, follow the attendance requirements, and adhere to the rules/regulations of the District. TEC 25.036 has been interpreted to establish the acceptance of a transfer as a one-year commitment by the District. The District is seeking to eliminate the provision of a one-year commitment in accepting transfer applicants. On rare occasions, student behavior warrants suspension (in or out of school), placement in a disciplinary alternative program, or expulsion. In addition, student attendance may fall below the TEA truancy standard, and/or their academic performance does not meet standard. In these rare cases, Red Lick ISD seeks exemption from the one-year transfer commitment.

Local Guidelines

While Red Lick ISD is very generous in accepting interdistrict transfers, nonresident students who have been accepted as an interdistrict transfer may have such transfer status revoked by the Superintendent at any time during the year if the student is assigned discipline consequences of suspension (in or out of school), placement in a disciplinary alternative program, or expulsion. In addition, students not meeting the State's 90% attendance standard or not meeting academic performance standards may also be subject to immediate revocation of the transfer status.

§21.002 Employment Contracts

Currently, experienced teachers new to the district have a probationary period that may not exceed one year if the person has been employed as a teacher in public education for at least five of the previous eight years.

Proposed

Under current guidelines, probationary periods for newly hired teachers and counselors who have been in public education for at least five of the previous eight years cannot exceed one year. This limited time period is insufficient in some cases to fully determine the staff member's effectiveness. Relief from Texas Education Code 21.102 will permit the district the option to issue a probationary contract for a period of up to two years for experienced teachers and counselors newly hired in Red Lick ISD.



Local Guidelines

At the time of contract recommendation consideration, newly hired teachers and counselors with the district, who have been employed in public education for at least five of the eight previous years and have completed their first probationary year with the district, may receive a probationary contract for the second year in order to continue to evaluate staff members effectiveness.

§21.003 Certification

TEC 21.003(a) states a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B. TEC21.057 requires districts to provide written notice to parents when an inappropriately certified or uncertified teacher is assigned to the same classroom for more than 30 consecutive instructional days during the same school year.

Proposed

In order to best serve Red Lick ISD students, decisions on certification will be handled locally. With the current teacher shortage, this exemption from teacher certification requirements will enable greater flexibility in staffing and will enrich applicant pools in specific areas of need. With the innovative ideas of increasing foreign language and coding at lower levels, the district's exemption from TEC 21.003 would allow the district to consider part time professionals to teach courses. Out of state certified teachers could be considered for positions upon a local review of experience, education and credentials. Often there are experienced certified teachers that could teach a course outside of their certification area due to their education, background and/or experience. Local decisions outside of state certification requirements would allow innovation and flexibility in scheduling to meet student needs.

Local Guidelines

- a) The campus principal may submit to the superintendent a request to allow a certified teacher to teach a subject and/or grade level out of their field. The principal must specify the reason for the request and document what credentials the certified teacher possesses qualifying this individual to teach the subject.
- b) The superintendent will approve or deny requests for local certification.

§11.253 Campus Planning and Site-Based Decision Making

Texas Education Code 11.253 requires the District to establish campus-level planning and decision-making committees as provided in by Sections 11.251(b)-(e).



Proposed

Red Lick ISD is a small town consisting of 1008 residents. The District has an enrollment of 499 students (K-8). Resources for persons serving as members of the District Planning Committee and the Campus Planning Committees are limited without asking the same people to serve on several. The campuses are located across the N FM 2148 and communication between the superintendent and principal of each campus occurs on a daily basis. The proposal to allow the Campus Planning Committee to become synonymous with the District Level Planning Committee to be known as the District of Innovation Committee with the same duties as required in law of the District Planning Committee. Red Lick ISD would be able develop a more cohesive plan that establishes continuity of programs and performance through grades K-8.

Local Guidelines

Red Lick ISD will use one committee, the District of Innovation Committee, to develop one plan for the District/Campus and integrate the District Plan of Innovation into the District/Campus Plan. Membership of the committee would consist of parent(s), community patron(s), business person(s) non-teaching professionals, and equal number of teachers from each campus.



Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.

- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling**.]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at 903-838-8230 for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**.]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: Parent Teacher Community Organization, PTCO.
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. [For further information, see policies at BQA and BQB, and contact the Principal or Superintendent.]
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction and other wellness issues. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. The board meeting schedule can be accessed at www.redlickisd.com.

Texas Education Agency
2022 Accountability Ratings Overall Summary
RED LICK MIDDLE (019911041) - RED LICK ISD - BOWIE COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		92	A
STAAR Performance	67	92	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	82	91	A
Relative Performance (Eco Dis: 13.1%)	67	75	C
Closing the Gaps	100	100	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading**
- X Mathematics**
- X Science**
- X Social Studies**
- X Comparative Academic Growth**
- X Postsecondary Readiness**
- ✓ Comparative Closing the Gaps**