Pottsboro Independent School District

Pottsboro High School

2023-2024 Improvement Plan

Mission Statement

Pottsboro Independent School District will provide an education program characterized by quality, equity, and accountability that will help our students build essential academic skills necessary for lifelong learning. By developing the ability to think logically, independently, and creatively, each student will achieve a feeling of self-worth and the confidence required to conquer the challenges of our ever-changing world environment.

Vision

Exceptional By Choice

Value Statement

WE believe all individuals deserve an environment that is conducive to mental, physical, and spiritual growth.

WE believe the quality of our school district is a direct reflection of our community.

WE believe community support is essential to the success of our students and staff.

WE believe an effective staff member has a positive influence on students.

WE believe the learning environment extends well beyond the classroom.

WE believe excellence requires commitment.

WE believe each student has values.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pottsboro High School is estimated to have around 487 students for the 2023-2024 school year. According to the TAPR and the School Report Card, the ethnic distribution of Pottsboro High School is 2.67% American Indian, .62% Asian, .21%

African American, 8.62% Hispanic, 81.11% White, and 6.78% two or more races. The percentage of students who qualify as Economically Disadvantaged is

26.9%. PHS ended the 2022-2023 school year with an attendance rate of 93.8%, which indicated no change from 2021-2022. PHS is dedicated to

improving the attendance rate significantly.

Student-teacher ratio at PHS for the 23-24 school year will be approximately 15 to 1. The number of At-Risk students on campus is 39.63%. The number of

students with disabilities is 44. We have 7 ESL students, 25 GT students, and 42 Dyslexic students.

Demographics Strengths

Pottsboro High School strives to meet the diverse needs of all students. Some demographic strengths include--

- The dropout rate is 0% which is below the current state average
- The average student class size is 16 students in our core subject areas of Math, Science, Social Studies, English, and Foreign Language.
- Students are involved in multiple extracurriculars

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Pottsboro High School had an attendance rate of 93.80% ending the 22-23 school year, which is below the targeted average of 97%   **Root Cause:** Lack of immediate incentive and/or consequences. Seniors continue to have the lowest attendance rate of 93.41% although all classes were under targeted average.

Student Learning

Student Learning Summary

Report Card Data will be delayed for the 2023-2024, per TEA.

All schools in Texas must meet standards in three accountability areas. For the 2021-2022 school year, which is the latest data due to COVID, Pottsboro High School received these ratings:

State Report Card

	Component Score	Scaled Score	Rating
Overall		**87**	**B**
StudentAchievement		**90**	**A**
STAAR Performance	54	82	
College, Career and Military Readiness	77	94	
Graduation Rate	100	100	
SchoolProgress		**82**	**B**
Academic Growth	60	66	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 26.9%)	66	82	B
Closing the Gaps	**69**	**80**	**B**

Relative Performance Summary

Year	%Economically Disadvantaged	STAAR Score	CCMR Score	Relative Performance Raw Score	Relative Performance Percentile
013	27.2	52		52	92
014	31.3	55		55	87
015	32.1	55		55	74
016	32.1	57		57	91
017	31.4	53		53	50
018	30.8	55	54	55	51
019	29.7	57	54	56	8

Year	%Economically Disadvantaged	STAAR Score	CCMR Score	Relative Performance Raw Score	Relative Performance Percentile
021	27.7	54	68	61	41
022	26.9	54	77	66	54

These scores result in Pottsboro High School receiving a Texas Accountability Rating of Met Standard. Pottsboro High School earned an overall score of 87.

Although there were increases in some areas, there is still room for improvement.

Student Learning Strengths

Students outperformed the state percentage on EOCs and improved scores by the following amounts:

Algebra 1 - 12% increase

English 1 - 8% increase

English 2 - 8% increase

Biology - 5% increase

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a gap between on-level student performance on state assessments and SPED student performance.   **Root Cause:** General education instructors and inclusion support staff need inclusion training on how to better meet the needs of SPED students.

Problem Statement 2 (Prioritized): EOC scores need to improve in Approaches, Meets and Masters levels.   **Root Cause:** Teacher training on new TEKS with TRS support. More effective interventions are needed. Students are using assistive technology as a workaround for completing and showing work on their assignments, which is leading to decreased learning and scores on assessments.

Problem Statement 3 (Prioritized): SAT/ACT/EOC/PSAT/AP/TSI scores all need to be improved.   **Root Cause:** Teachers need instruction in formative assessment and the gradual release model, as well as time for alignment for honors and advanced courses. Teachers also need training and materials for SAT/ACT/EOC/PSAT/AP/TSI in their subject area.

School Processes & Programs

School Processes & Programs Summary

Personnel Needs:

- Develop more targeted recruiting practices and focus on the strength of our peer culture at PHS for retention.

Professional Practices Needed:

- Continue intentional PLC's to identify what our actual tangible needs are for next year.
- Develop a curriculum to guide goal setting for PLC's
- Identify information to input in AWARE for data driven assessment.
- Identify our students' strengths and weaknesses in our academic subject areas and use data to drive instruction.

Programs and Opportunities for Students

- Use PLC's to evaluate special services (special education, IEP, 504's)
- Give students access to different career paths and create a culture of possibilities.
- Administration making recommendations to increase student performance and then evaluating the actual impact of those procedures in the PLC's.
- Continue social/emotional learning initiative.

Procedures

- Student Development Needs: setting clear expectations for the use of classroom time/routines, identifying student's needs and being intentional about meeting their needs, developing transitional activities to help students with study skills, time management, coping with stress, and social and emotional development
- Classroom Management/Technology Implementation Needs: Identify the basic expectations that every teacher needs to be consistent with, create a structure where teachers have the freedom to choose their own classroom management techniques, but are equally supported by the administration.

School Processes & Programs Strengths

Personnel

- Our camaraderie as a staff is our best retention tool.

Professional Practices

- Most of the staff is proactive in finding their own professional development.
- Teacher willingness to collaborate with their colleagues for professional development.
- Scheduled Professional Learning Communities

Programs and Opportunities for Students

- Expand courses and clubs offering students more diversified choices than they've had in prior years.
- Spike of community involvement showing their willingness to support creative course offerings.

Procedures

- Safety procedures and expectations have been clearly communicated and practiced monthly.
- Improvement in response from administration to teacher concerns regarding At-risk students
- All classrooms/school spaces receiving access to PA systems
- Additional radios provided for office staff.
- Fire doors repaired to shut fully

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A lack of alignment in 9-12 curriculum.   **Root Cause:** Lack of inter-campus collaboration and vertical alignment.

Problem Statement 2 (Prioritized): Advisory period is no longer offered during the school day   **Root Cause:** It becomes difficult to address remediation needs with upperclassmen who are off campus and underclassmen who don't have room in their schedule.

Perceptions

Perceptions Summary

Student Engagement Summary

PHS follows the District Code of Conduct that has been approved by the PISD school board. PHS follows a common disciplinary matrix to remain consistent with all students for discipline consequences. A large number of students are involved in a wide range of extracurricular activities. PHS offers a wide variety of student activities for involvement and has worked hard the last three years to implement a social/emotional development curriculum.

Staff Engagement Summary

PHS consistently communicates with their faculty and staff through weekly newsletters, planned PLC meetings, campus calendar, scheduled staff meetings, and Teacher of the Month recognitions.

100% of PHS staff members are considered highly qualified in their subjects. 21% of PHS staff holds a Master's Degree, and the average year of teaching experience at the High School is 12.8%.

Parent/Guardian Engagement Summary

There is a vast amount of community involvement and communication with Pottsboro High School. We have a Veterans Day Program, College Fair, Course Information Night, art shows, band concerts, choir concerts, dual credit information night, and personal graduation planning with students. We also involve parents in all 504 and ARD meetings on campus, site-based teams, and school board meetings. Parents have access to parent portal.

PHS partners with Grayson College, Caterpillar, Graham Trucking, Fisher, and many more local businesses to ensure our students are future-ready.

Perceptions Strengths

Student Engagement

- Students see staff as helping prepare for life skills.
- Students are offered a wide variety of extra-curricular activities.
- Cardinal Camp is offered as a new student orientation for 9th-graders and any new to PHS students.
- High expectations for both academic and behavioral skills
- Increase in community involvement and support
- Student Recognition
  - Weekly Student Shout Out
    - Cardinal Chronicle
    - Social Media
  - Student of the Month

- Increase in CTE endorsements and certifications
- Student Council sends out a survey each September evaluating student involvement and their wants/needs for organizations.
- Student Council sends out a survey each April evaluating organizations and activities for the year.
- Offer one period a day for RTI, enrichment, and SEL

Staff Engagement

- Teacher of the Month
    - Breakfast
- Teacher of the Year
- PTO support
- Community Support
- Communication
    - Weekly Newsletter
    - Campus Calendar
    - PLC
    - Staff Meetings

Parent/Guardian Engagement

- Booster Clubs
- Education Foundation
- Course Information Nights (AP and Dual Credit)
- College Fair
- School Volunteers in many areas (door greeters, etc.)
- PTO involvement
- Social Media Updates
- Parent/Teacher Contact/Communication
- Classes utilizing community members/businesses as an extension of the curriculum
- Teacher of the Month (community supported)
- Parent Portal Access

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Not all students are engaged and/or involved in organizations or extracurricular activities. **Root Cause:** Lack of interest; nothing offered they are interested in; lack of time

Problem Statement 2 (Prioritized): Lack of consistency among staff members with teaching SEL. **Root Cause:** Some teachers don't buy into teaching SEL: results in forcing, lack of creativity, students don't buy in.

Priority Problem Statements

Problem Statement 1: Pottsboro High School had an attendance rate of 93.80% ending the 22-23 school year, which is below the targeted average of 97%

Root Cause 1: Lack of immediate incentive and/or consequences. Seniors continue to have the lowest attendance rate of 93.41% although all classes were under targeted average.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Advisory period is no longer offered during the school day

Root Cause 2: It becomes difficult to address remediation needs with upperclassmen who are off campus and underclassmen who don't have room in their schedule.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a gap between on-level student performance on state assessments and SPED student performance.

Root Cause 3: General education instructors and inclusion support staff need inclusion training on how to better meet the needs of SPED students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: EOC scores need to improve in Approaches, Meets and Masters levels.

Root Cause 4: Teacher training on new TEKS with TRS support. More effective interventions are needed. Students are using assistive technology as a workaround for completing and showing work on their assignments, which is leading to decreased learning and scores on assessments.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: A lack of alignment in 9-12 curriculum.

Root Cause 5: Lack of inter-campus collaboration and vertical alignment.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: SAT/ACT/EOC/PSAT/AP/TSI scores all need to be improved.

Root Cause 6: Teachers need instruction in formative assessment and the gradual release model, as well as time for alignment for honors and advanced courses. Teachers also need training and materials for SAT/ACT/EOC/PSAT/AP/TSI in their subject area.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Not all students are engaged and/or involved in organizations or extracurricular activities.

Root Cause 7: Lack of interest; nothing offered they are interested in; lack of time

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of consistency among staff members with teaching SEL.

Root Cause 8: Some teachers don't buy into teaching SEL: results in forcing, lack of creativity, students don't buy in.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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-TESS data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: STUDENT ACHIEVEMENT Every teacher at Pottsboro High School will provide quality learning experiences for ALL students to be future-ready.

Performance Objective 1: During the 2023-24 school year, the attendance rate will be at least 95% and the graduation rate will remain 100%.

    Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives for students with perfect attendance and apply disciplinary measures for truancy.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate behaviors that support academic success. Attendance for all sub groups will remain high or increase.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Staff				
Funding Sources: Incentive Items/Prizes - Campus Activity				

Strategy 2 Details	Reviews			
Strategy 2: Emphasize effective communication with parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Report Cards, Attendance Letters, daily call out for unexcused absences, Parent Portal access	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Principals and Staff				

Strategy 3 Details	Reviews			
Strategy 3: Use attendance committee effectively. Truant students will be assigned DMC and Saturday School to make up hours and will receive counseling for truancy prevention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Implement make up hours as needed to comply with 90% attendance laws.				
Staff Responsible for Monitoring: Campus Principals				

Strategy 4 Details	Reviews			
Strategy 4: Provide remediation and/or course credit through PLATO online learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Allow students the opportunity for credit recovery to gain credits lost due to attendance.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Principals, Counselor, Technology Staff				
Funding Sources: Edmentum: Plato Curriculum for Credit Recovery - 199 General Fund - $4,700				

Strategy 5 Details	Reviews			
Strategy 5: Utilize truancy measures effectively.	Formative			Summative
Strategy's Expected Result/Impact: Attendance Reports, Truancy Contracts, Truancy Court	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Campus Principals				

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

Goal 1: STUDENT ACHIEVEMENT Every teacher at Pottsboro High School will provide quality learning experiences for ALL students to be future-ready.

Performance Objective 2: Students will successfully improve their Meets, and Master's levels on the STAAR EOC exams. This performance objective will be considered met if the following percentages in each area are achieved:

English I exam participants will increase by 10% from Approaches to Meets, and increase 5% from Meets to Masters.
English II exam participants will increase by 10% from Approaches to Meets, and increase 5% from Meets to Masters.
Algebra I exam participants will increase 10% from Approaches to Meets, and increase 5% from Meets to Masters.
Biology I exam participants will increase 10% from Approaches to Meets, and increase 5% from Meets to Masters.
US History exam participants will increase 10% from Approaches to Meets, and increase 5% from Meets to Masters.

Evaluation Data Sources: 2022/23 STAAR EOC exam results

Strategy 1 Details	Reviews			
Strategy 1: Students who receive instruction in advanced classes (Honors/AP) will work towards mastery level on the EOC through rigorous and differentiated instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive master level on their respective EOC exams.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administration, Testing Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize differentiated instruction and blended learning to meet all students needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Faster response to targeted learners for remediation and advanced practice resulting in improved EOC scores.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Core Teachers, Special Ed. staff and ALL staff members				

Strategy 3 Details	Reviews			
Strategy 3: Utilize data from Aware test results to target instruction more timely to students. Evaluate data for analysis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Faster response to targeted learners for remediation and advanced practice resulting in improved EOC scores.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, Core teachers, Special Ed. staff and ALL staff members				

Strategy 4 Details		Reviews			
Strategy 4: Develop and implement a curriculum calendar for all classes based on the TEKS student expectations and sound research to meet student needs.		Formative			Summative
Strategy's Expected Result/Impact: Curriculum calendar for each course taught submitted to campus principal. **Staff Responsible for Monitoring:** Superintendent, Curriculum and Federal programs director, campus principals and staff		Nov	Jan	Mar	May

Strategy 5 Details		Reviews			
Strategy 5: For summer re-takes, disaggregate data for all subgroups based on EOC results.		Formative			Summative
Strategy's Expected Result/Impact: Reports using data from Aware, TAMS, and other State sources; disaggregation reports presented to principals. **Staff Responsible for Monitoring:** Superintendent, Curriculum and Federal programs director, campus principals and staff		Nov	Jan	Mar	May

Strategy 6 Details		Reviews			
Strategy 6: Analyze student performance in Algebra, Biology, English I, English II, and US History to determine gaps in student learning for all students, including at-risk learners and special education students		Formative			Summative
Strategy's Expected Result/Impact: Intervention and remediation for struggling students **Staff Responsible for Monitoring:** Campus Principal and Core Staff		Nov	Jan	Mar	May

Strategy 7 Details		Reviews			
Strategy 7: Implementation of ongoing, cumulative assessment through AWARE of EOC test material and BOY testing.		Formative			Summative
Strategy's Expected Result/Impact: Increased percentage of students achieving advanced level on EOC. **Staff Responsible for Monitoring:** Core Teachers		Nov	Jan	Mar	May

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 1: STUDENT ACHIEVEMENT Every teacher at Pottsboro High School will provide quality learning experiences for ALL students to be future-ready.

Performance Objective 3: Pottsboro High School will have 10% increased participation in PSAT 9, PSAT 10, PSAT/NMSQT, SAT School Day, and ACT School Day, respectively.

Evaluation Data Sources: College Board K-12 Reporting Portal
ACT Score Reports

Strategy 1 Details			Reviews			
Strategy 1: Students will be provided with opportunities to practice for College Board and ACT exams prior to the exams being administered. This will include SAT/ACT workshops, student guides, Khan Academy practice, etc.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Results should include increased College Board exam scores (PSAT, SAT) and ACT exam scores.
    Staff Responsible for Monitoring: Teachers, Counselors
 	
    Funding Sources: Naviance - 199 General Fund - $8,000						

0% No Progress	100% Accomplished	Continue/Modify		Discontinue		

Goal 1: STUDENT ACHIEVEMENT Every teacher at Pottsboro High School will provide quality learning experiences for ALL students to be future-ready.

Performance Objective 4: 80% of the total students enrolled in AP courses (i.e. AP Human Geography, AP English 3, AP US History, AP English 4, and AP Calculus) will take their respective AP exam in May. Of the students taking the exam, 60% of them will score a 3 or higher on the AP exam.

    Evaluation Data Sources: AP Classroom
AP Coordinator Data
AP Exam Results

Strategy 1 Details	Reviews			

Strategy 1: Students will receive information about the importance of taking the AP Exam and the benefits of those exams for post-secondary readiness. This will include access to the AP Student Bulletin for both students and parents.
    Strategy's Expected Result/Impact: AP Exam enrollment increase
    Staff Responsible for Monitoring: Teachers, AP Coordinator
	Formative			**Summative**

	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			

Strategy 2: Students will receive high-level instruction that will include access to AP Classroom for instructional aids and rigorous curriculum that will help prepare them for the AP exam.
    Strategy's Expected Result/Impact: Increased AP exam scores.
    Staff Responsible for Monitoring: Teachers, AP Coordinator, Administration
	Formative			**Summative**

	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			

Strategy 3: All AP teachers will attend AP summer institute training.
    Strategy's Expected Result/Impact: Increased teacher effectiveness.
    Staff Responsible for Monitoring: Curriculum Director, Principals, AP teachers
 	
    Funding Sources: AP Summer Institute Training - Title 11 - $3,500
	Formative			**Summative**

	Nov	Jan	Mar	May

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

Goal 1: STUDENT ACHIEVEMENT Every teacher at Pottsboro High School will provide quality learning experiences for ALL students to be future-ready.

Performance Objective 5: Continue Response to Intervention program that provides both intervention and enrichment opportunities for all students.

Strategy 1 Details		Reviews			
Strategy 1: Implement research-based interventions and universal screeners to determine student proficiency levels, such as BOY testing and No Red Ink.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in effective intervention, better data sources, increased student proficiency. **Staff Responsible for Monitoring:** Campus Principals, Interventionist, Teachers **Funding Sources:** BOY testing - 199 General Fund - $5,000		**Nov**	**Jan**	**Mar**	**May**

Strategy 2 Details		Reviews			
Strategy 2: Promote the importance of learning about diverse cultures and languages by procuring Spanish language curriculum tools, Spanish language books, magazines and video materials, and language labs to provide a more hands-on environment.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Better understanding of the Spanish language because of a wider variety of tools to utilize. **Staff Responsible for Monitoring:** Assistant Superintendent, Campus Principals, and Foreign Language Teachers					

Strategy 3 Details		Reviews			
Strategy 3: For enrichment, students will have opportunities for internships, specialized projects through the CTE program, and many other collaborative structures to encourage problem-solving skills.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Specialized options for high-achieving students. **Staff Responsible for Monitoring:** Tier 1 teachers, Principals, Counselors					

Strategy 4 Details		Reviews			
Strategy 4: PLCs during Instructional Design Center days will use assessment data to create tiered groups in order to reteach/enrich student learning outcomes through RtI.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased collaboration and targeted student instruction. **Staff Responsible for Monitoring:** PLCs, Teachers, Principals					

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

Goal 1: STUDENT ACHIEVEMENT Every teacher at Pottsboro High School will provide quality learning experiences for ALL students to be future-ready.

Performance Objective 6: Provide students with increased opportunities to earn industry certifications within CTE Courses. 80% of PHS students who take these exams will achieve passing rate.

    Evaluation Data Sources: Industry-based certification results

Strategy 1 Details	Reviews			
Strategy 1: Increased awareness of opportunities provided through CTE courses to earn certifications.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase participation of industry-based certifications	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Principals, Counselors, CTE Teachers, CTE Director				

Strategy 2 Details	Reviews			
Strategy 2: Train all CTE teachers on CTE certification test information (costs of tests, location of resources, requirements and pre-reqs., etc.).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved knowledge of CTE certification test requirements.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: CTE Coordinator, Principals, Counselors				

Strategy 3 Details	Reviews			
Strategy 3: Increase certification test options beyond Business, Marketing, Finance (Intuit QuickBooks Certified User-QBCU), Business Information Management (Microsoft Office Specialist Word& EXCEL), Educational Practices (Educational Aide I), Welding (AWS), and Culinary (ServSafe Manager), Health Science (EKG).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in CTE certifications.
    Staff Responsible for Monitoring: CTE Coordinator, Principal, Counselors, CTE Teachers
 	
    Funding Sources: CTE Certification Tests - 199 General Fund - $18,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1: STUDENT ACHIEVEMENT Every teacher at Pottsboro High School will provide quality learning experiences for ALL students to be future-ready.

Performance Objective 7: The percentage of graduates that meet the criteria for CCMR will increase from 55% to 90% by August 2024.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities to attend career days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of student opportunities and number of students attending increases.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus principals, Counselors				
Strategy 2 Details	Reviews			
Strategy 2: Students at PHS will increase the "scored at or above the college ready level on SAT, ACT, TSI, AP exam or earned credit in a Dual Credit Course" by 15%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in CCM readiness score.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselors Administration				
Strategy 3 Details	Reviews			
Strategy 3: Students at PHS who are enrolled in a CTE class will increase, "earned an industry based certification" by 20%	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in CCM readiness score.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: CTE Teachers Administration Counselors CTE Director				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: STUDENT ACHIEVEMENT Every teacher at Pottsboro High School will provide quality learning experiences for ALL students to be future-ready.

Performance Objective 8: Provide intensive, accelerated curriculum designed to enhance educational opportunities for identified at-risk students and to meet HB1416 requirements for all students that did not pass an EOC exam.

Strategy 1 Details	Reviews			
Strategy 1: Credit recovery for students not on-track to graduate on time will be offered through Plato.	**Formative**			**Summative**
Strategy's Expected Result/Impact: At-risk students will be able to graduate. **Staff Responsible for Monitoring:** Campus Principals, Counselors	Nov	Jan	Mar	May
Strategy 2 Details	**Reviews**			
Strategy 2: Offer additional student support through morning tutorial period, RtI program/intervention, after-school tutoring and Saturday School.	**Formative**			**Summative**
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Student placement/Individualized instruction will keep at risk students from falling below expectations. **Staff Responsible for Monitoring:** Campus Principals, Staff				

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

Goal 2: STUDENT ENVIRONMENT: Pottsboro High School will maintain a challenging, positive, safe, and drug-free environment conducive to student learning.

Performance Objective 1: Pottsboro High School will provide a safe, secure, and positive environment for all students.

    Evaluation Data Sources: Safety Drills, Security Checks

Strategy 1 Details		Reviews			
Strategy 1: Law enforcement, serving as School Resource Officers, will engage with students and staff during lunch periods, before and after school, and at athletic events.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff and students will feel safe on campus. Students will learn how to properly interact with law enforcement officers.					

Strategy 2 Details		Reviews			
Strategy 2: Implement and consistently practice a comprehensive safety plan for students and staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students and staff will know evacuation, storm, and lock down procedures thoroughly. Ensure the student spaces have active communication systems (PA).		**Nov**	**Jan**	**Mar**	**May**

Strategy 3 Details		Reviews			
Strategy 3: All staff will be required to attend CPR/AED training		**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain on-going certifications		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Professional Development Coordinator					

Strategy 4 Details		Reviews			
Strategy 4: Continue Year 3 implementation plan for a Social/Emotional Learning Curriculum/Program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Create a positive school environment for students with a focus on social skill development.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Curriculum Coordinator, Principals, Teachers, Counselors					

Strategy 5 Details		Reviews			
Strategy 5: Auxiliary doors will be monitored and secured from unauthorized entry.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Insure the safety of faculty and students.		**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administration and Facilities Staff					

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

Goal 2: STUDENT ENVIRONMENT: Pottsboro High School will maintain a challenging, positive, safe, and drug-free environment conducive to student learning.

Performance Objective 2: Increase student involvement/engagement in clubs, organizations, and extracurriculars.

Strategy 1 Details		Reviews			

Strategy 1: Student Council will send out a survey each September evaluating student involvement and their wants/needs for organizations.
    Strategy's Expected Result/Impact: Increase student involvement.
    Staff Responsible for Monitoring: Student Council
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**May**
Strategy 2 Details		**Reviews**			

Strategy 2: Student Council sends out a survey each April evaluating organizations and activities for the year.
    Strategy's Expected Result/Impact: Increase student involvement and interest
    Staff Responsible for Monitoring: Student Council and organization sponsor
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 3: STUDENT ENVIRONMENT: Pottsboro High School will continue to develop and implement a robust plan to incorporate social and emotional development standards as part of a campus-wide initiative.

Performance Objective 1: Begin to incorporate social and emotional learning curriculum in social studies classes.

Strategy 1 Details			Reviews			
Strategy 1: Students will practice social-awareness and interpersonal skills to establish and maintain positive relationships.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased social-awareness and interpersonal skills.			**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Teachers, Counselors						

Strategy 2 Details			Reviews			
Strategy 2: Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased decision-making skills and responsible behaviors. **Staff Responsible for Monitoring:** Principal, Teachers, Counselors						

Strategy 3 Details			Reviews			
Strategy 3: Periodic incentives (parties, prizes, recognition, etc.) provided for students and teachers that demonstrate the social awareness, self-management, relationship skills, and responsible decision making.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved social/emotional behaviors **Staff Responsible for Monitoring:** Principals, PTO President, Teachers **Funding Sources:** Incentives - Activity Account - PTO Account - $2,000						
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Goal 3: STUDENT ENVIRONMENT: Pottsboro High School will continue to develop and implement a robust plan to incorporate social and emotional development standards as part of a campus-wide initiative.

Performance Objective 2: Recognize students for exhibiting characteristics of healthy social and emotional learning.

Strategy 1 Details		Reviews			
Strategy 1: Consistent and intentional recognitions per grading period for students who have shown exemplar character academically and/or behaviorally.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have time-sensitive, meaningful rewards that will incentivize future positive choices. **Staff Responsible for Monitoring:** Principals, Teachers **Targeted Support Strategy** **Funding Sources:** - Activity Account - $2,500					

Strategy 2 Details		Reviews			
Strategy 2: Departmental recognitions for students who display significant improvement and/or work ethic with the department/program.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will connect positive choices with positive outcomes. **Staff Responsible for Monitoring:** Principals, Teachers, Coaches, Sponsors					

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

Goal 4: COMMUNICATION AND PARENTAL INVOLVEMENT: Pottsboro High School will provide effective communication with our staff, students, parents and community concerning the education of students, as well as provide events that involve parents in the academic, social and emotional support of their child(ren).

Performance Objective 1: Pottsboro High School will develop relationships with students, parents, staff, and the community by implementing systems that engage and inform.

Strategy 1 Details				Reviews			
Strategy 1: Maintain an accurate and up-to-date campus calendar.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will be informed and be able to accurately plan classroom activities.				**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details				**Reviews**			
Strategy 2: Use social media, Remind and the Cardinal Chronicle to share student successes and campus events.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Community will be aware of student successes				**Nov**	**Jan**	**Mar**	**May**
Community will be informed of upcoming events and have an opportunity to support students Students and staff will be able to be praised for the outstanding achievements							
Strategy 3 Details				**Reviews**			
Strategy 3: Use Canvas, BlackBoard and Parent Portal to communicate academic needs and expectations.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will have access to and be aware of students current grades and assignments.				**Nov**	**Jan**	**Mar**	**May**
Parents will be able to take a more active role in their student's success.							
Strategy 4 Details				**Reviews**			
Strategy 4: Continue weekly newsletter to staff to help communicate weekly events.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will have a more details on initiatives and events and be able to communicate those details to parents and students.				**Nov**	**Jan**	**Mar**	**May**
Funding Sources: SMORE Newsletter Software - 199 General Fund - $80							
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 5: IMPROVED CURRICULUM AND INSTRUCTION: Pottsboro High School will engage in rigorous and relevant curriculum using creative and innovative instruction and technology to prepare students for graduation and post-secondary success.

Performance Objective 1: Teachers will align all subject coursework to the district approved curriculum, TEKS Resource System by 2024.

    Evaluation Data Sources: Syllabi, Lesson Plans, Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide all teachers with professional development on TRS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Aligned curriculum K-12	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Curriculum Director, Principals, Teacher leaders.				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will submit weekly lesson plans and six weeks syllabi that aligns to the TRS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased accountability for aligned curriculum.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Curriculum Director, Principals				

Strategy 3 Details	Reviews			
Strategy 3: Provide relevant professional development for teachers and support staff on current TEKS, instructional best practice, differentiation, and classroom management.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instructional strategies with aligned curriculum.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will be provided with resources to align curriculum with other campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instructional strategies with aligned curriculum.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: District Administration and Campus Principals				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: IMPROVED CURRICULUM AND INSTRUCTION: Pottsboro High School will engage in rigorous and relevant curriculum using creative and innovative instruction and technology to prepare students for graduation and post-secondary success.

Performance Objective 2: Continuing PLC implementation will allow teacher teams and collaborative groups to regularly interact in order to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Strategy 1 Details	Reviews			
Strategy 1: Provide specialized training on the PLC structure to ensure implementation of PLCs is effective.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved knowledge of PLC processes.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals				

Strategy 2 Details	Reviews			
Strategy 2: The master schedule will be collaboratively created to ensure instructional and planning time is maximized.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased in time allotted for collaboration during the school day.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, counselors, PEIMS coordinator				

Strategy 3 Details	Reviews			
Strategy 3: Each PLC (during IDC days) will use data to evaluate student performance, and as a PLC, determine how to adjust instructional strategies to improve learning outcomes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Teachers				

Strategy 4 Details	Reviews			
Strategy 4: A leadership team PLC will be implemented and will meet weekly to collaborate on campus needs and student performance levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved use of the PLC structure to determine student progress on academic measures in order to intervene or provide enrichment in a timely manner.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Counselors, Teachers				

Strategy 5 Details	Reviews			
Strategy 5: All PLCs will submit weekly PLC notes that include data set used, research-based instructional strategies, RTI recommendations, and an agenda for the meeting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication and accountability	**Nov**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Principals, Teachers

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: IMPROVED CURRICULUM AND INSTRUCTION: Pottsboro High School will engage in rigorous and relevant curriculum using creative and innovative instruction and technology to prepare students for graduation and post-secondary success.

Performance Objective 3: Curriculum and instruction will be improved in order to increase all student performance levels using the 3 domains of the state accountability metric, student achievement, school progress, and closing the gaps as the metric.

    Evaluation Data Sources: Txschools.gov, STAAR Remediation

Strategy 1 Details	Reviews			
Strategy 1: All student performance is monitored through progress reports, report cards, benchmarks, teacher observations, and PLC notes and curriculum pacing is adjusted as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: On-going progress monitoring to ensure targeted instruction.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principals, Curriculum Director, Teachers, Counselors				

Strategy 2 Details	Reviews			
Strategy 2: Reports are analyzed after all benchmarks to measure the number of students attaining Meets standard.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in the number of students attaining Meets or Masters passing standard.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principals				

Strategy 3 Details	Reviews			
Strategy 3: PLCs will increase pedagogical skills through individualized, mentor, or group coaching in order to improve student achievement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased collaboration and coaching	Nov	Jan	Mar	May
Staff Responsible for Monitoring: PLCs, Principals				

Strategy 4 Details	Reviews			
Strategy 4: PHS will monitor Special Education student progress closely and provide all services as indicated in IEPs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance on all three indicators.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal, Special Education Teacher and support staff, Diagnostician				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize AWARE assessments or other programs for testing and benchmarking as applicable.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in SAT/ACT/EOC/PSAT/AP/TSI scores.	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Administrators.				

Strategy 6 Details	Reviews			
Strategy 6: Teachers will be trained in instruction in formative assessment and the gradual release model, as well as for SAT/ACT/EOC/PSAT/AP/TSI in their subject area where applicable. **Strategy's Expected Result/Impact:** Increase in SAT/ACT/EOC/PSAT/AP/TSI scores. **Staff Responsible for Monitoring:** Administrators.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

Goal 6: PROCESSES AND PROGRAMS: Pottsboro High School will recruit, employ, develop, and retain staff that proactively engages students for success.

Performance Objective 1: Pottsboro High School will have collaborative systems in place to improve the efficiency and effectiveness of all staff.

Strategy 1 Details	Reviews			

Strategy 1: Communicate through STRIVE, pre-conference, observations, post-conference and summatives to review teacher goal progress.
    Strategy's Expected Result/Impact: Teachers will be more aware of performance and PD opportunities.
    Staff Responsible for Monitoring: Campus Principals
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			

Strategy 2: Staff will attend professional development that is aligned to teacher TTESS goals that are specific to their areas of refinement.
    Strategy's Expected Result/Impact: Improved teacher performance.
    Staff Responsible for Monitoring: Principals, Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			

Strategy 3: Faculty will attend regular staff meetings.
    Strategy's Expected Result/Impact: Improved communication, morale, and collaboration.
    Staff Responsible for Monitoring: Principals, Staff
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			

Strategy 4: Dress code will meet community expectations.
    Strategy's Expected Result/Impact: Consistent dress code enforcement will increase student and staff morale.
    Staff Responsible for Monitoring: Principals and Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**May**

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

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Jackie Deen	Band Director
Classroom Teacher	Erin Thorpe	CTE Teacher
Counselor	Tandee Hughes	Counselor
Classroom Teacher	Phil Shope	Social Studies Teacher/Coach
Administrator	Kensie Woods	Principal
Classroom Teacher	Ashlee Dyer	CTE Teacher
Parent	Heather McLaren	Parent
Classroom Teacher	Marina Jarvis	Biology Teacher
Classroom Teacher	Cody Patterson	Special Education Teacher
Classroom Teacher	Sharon Kennedy	Special Education Teacher
Classroom Teacher	Vivianne Wesley	English Teacher

Campus Funding Summary

			199 General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Edmentum: Plato Curriculum for Credit Recovery		$4,700.00
1	3	1	Naviance		$8,000.00
1	5	1	BOY testing		$5,000.00
1	6	3	CTE Certification Tests		$18,000.00
4	1	4	SMORE Newsletter Software		$80.00
				Sub-Total	$35,780.00
			Title 11		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	AP Summer Institute Training		$3,500.00
				Sub-Total	$3,500.00
			Campus Activity		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Incentive Items/Prizes		$0.00
				Sub-Total	$0.00
			Activity Account		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Incentives	PTO Account	$2,000.00
3	2	1			$2,500.00
				Sub-Total	$4,500.00

Addendums

Texas Education Agency
2021-22 Relative Performance History
POTTSBORO H S (091913001) - POTTSBORO ISD - GRAYSON COUNTY
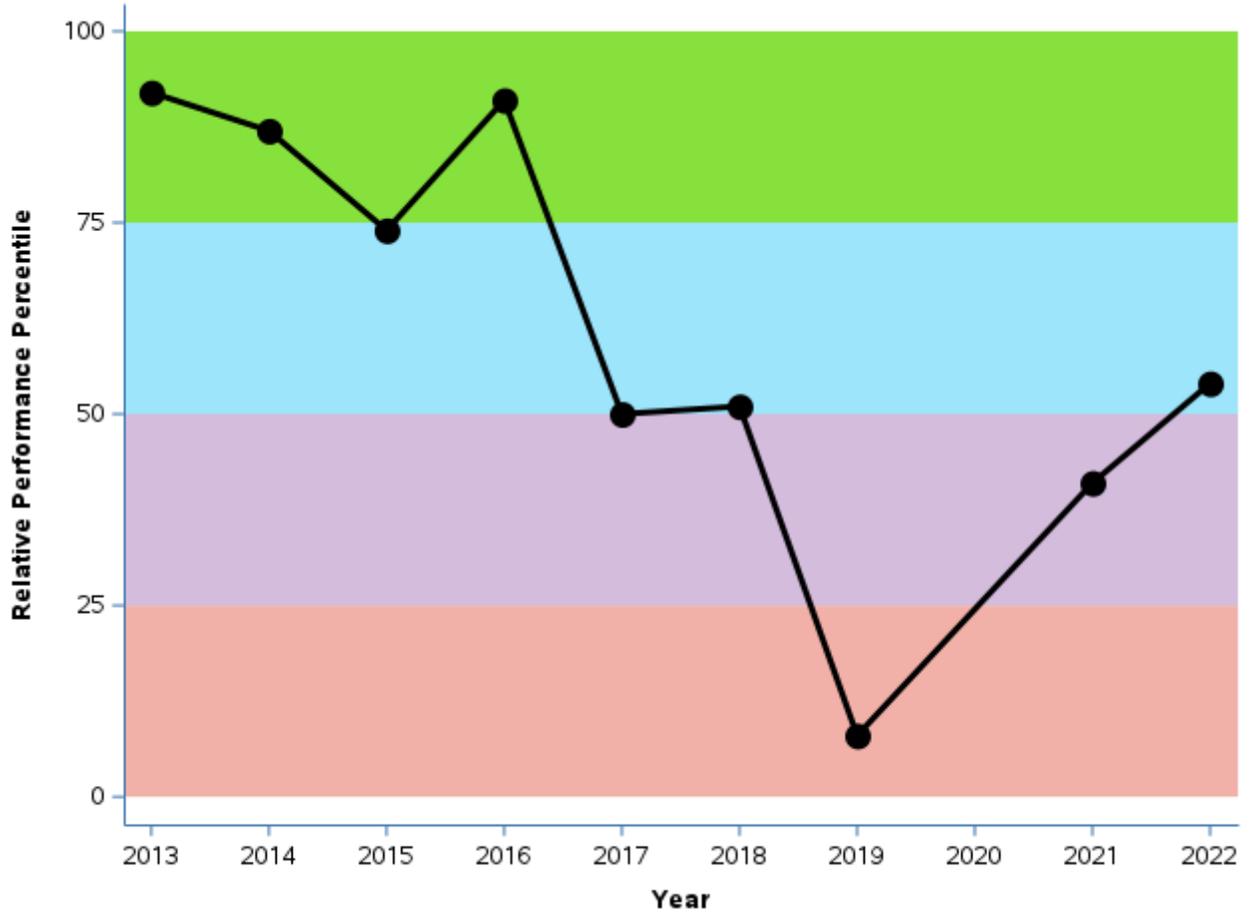
Year	% Economically Disadvantaged	STAAR Score	CCMR Score	Relative Performance Raw Score	Relative Performance Percentile
2013	27.2	52		52	92
2014	31.3	55		55	87
2015	32.1	55		55	74
2016	32.1	57		57	91
2017	31.4	53		53	50
2018	30.8	55	54	55	51
2019	29.7	57	54	56	8
2021	27.7	54	68	61	41
2022	26.9	54	77	66	54

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 Accountability Ratings Overall Summary
POTTSBORO H S (091913001) - POTTSBORO ISD - GRAYSON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**87**	B
Student Achievement		**90**	A
STAAR Performance	54	82	
College, Career and Military Readiness	77	94	
Graduation Rate	100	100	
School Progress		**82**	B
Academic Growth	60	66	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 26.9%)	66	82	B
Closing the Gaps	**69**	**80**	B

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less th

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

✗ **ELA/Reading**

✗ **Mathematics**

✗ **Science**

✗ **Social Studies**

✗ **Comparative Academic Growth**

✗ **Postsecondary Readiness**

✗ **Comparative Closing the Gaps**

Released August 2022   **TEA | School Programs | Assessment and Reporting |**
Performance Reporting