

Italy Independent School District



Italy Jr. High-High School

**2025-2026
Campus
Improvement Plan**

Mission Statement

The Mission of Italy Independent School District is to maintain a safe and caring environment by partnering with families and the community to inspire lifelong learning for intellectual and personal success for all students.

Vision

Italy ISD will be a district that sees every child and creates a diverse learning environment to prepare them for an ever-changing world.

Value Statement

Motto:

Integrity

Tradition

Authentic

Leadership

You are our tomorrow....

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	10
Student Learning	13
School Processes & Programs	20
Perceptions	23
Priority Problem Statements	25
Data Documentation for CNA	28
Improvement Planning Data	29
Accountability Data	29
Student Data: Assessments	29
Student Data: Student Groups	30
Student Data: Behavior and Other Indicators	30
Employee Data	31
Parent/Community Data	31
Support Systems and Other Data	31
Goals	33
Goal 1 : Academic Achievement: Given high quality educational programs and instruction...	34
Goal 2 : Learning Environment: Italy JH-HS will provide all students with a safe, secure, n...	41
Goal 3 : Italy JH-HS will engage and connect with the community in a partnership to furt...	47
State Compensatory Education	49
Budget for Italy Jr. High-High School	50
Personnel for Italy Jr. High-High School	50
Title I Summary	51
Title I	52
Committees	53
Italy Junior High-High School Site-Based Decision Making Committee	54
Members	54
Funding Summary	55
Policies, Procedures, and Requirements	57



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Comprehensive Needs Assessment Process

Campus committee comprised stakeholders from all required areas usually chosen by nomination or volunteer. Committee serves as the committee for most required communication.

Three meetings are held a year to discuss needs, create surveys for feedback, analyze feedback, and establish plans based on feedback. The committee prioritizes district needs, which then drives the creation of programs and activities as well as requested budgets to support those programs. Data from the Comprehensive Needs Assessment is used in developing both the District Improvement Plan and each Campus Improvement Plan.

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

Conduct a comprehensive needs assessment – (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))

- Includes academic achievement of students.
- Needs of students who are failing, or are at-risk of failing, to meet State academic standards.
- Barriers for educators, students, and parents
- Demographics
- School culture and climate
- Staff quality, recruitment and retention
- Curriculum, instruction and assessment
- Family and community involvement
- School organization
- Technology.

Prepare a comprehensive schoolwide plan – (SWP CIP) Campus Improvement Plan. (Section 1114(b))

- Provide opportunities for all children to meet the challenging state academic standards.
- Use instructional strategies that strengthen the academic program in the school.
- Increase the amount and quality of learning time.
- Provide enriched and accelerated curriculum.
- Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
- Includes the involvement of parents, community members, teachers, principals, other school leaders, paraprofessionals, administrators, to the extent feasible, tribes and tribal organizations, and if appropriate, specialized instructional support

personnel, technical assistance providers, school staff, and students.

- Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Conduct an annual evaluation of the schoolwide plan – (SWP EPE) Evaluation of Program Effectiveness. (Section 1116(b)(3))

- Regular monitoring and revision as necessary based on student needs.
- Ensure all students are provided opportunities to meet the State academic standards.

Data Documentation

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

- Improvement Planning Data
 - District goals
 - Campus goals
 - HB3 Reading and math goals for PreK-3
 - HB3 CCMR goals
 - Performance Objectives with summative review (prior year)
 - Campus/District improvement plans (current and prior years)
 - State and federal planning requirements
- Accountability Data
 - Texas Academic Performance Report (TAPR) data
 - Student Achievement Domain
 - Student Progress Domain
 - Closing the Gaps Domain
 - Effective Schools Framework data
 - Accountability Distinction Designations
 - Federal Report Card and accountability data
 - RDA 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
 - STAAR released test questions
 - STAAR Emergent Bilingual (EB) progress measure data
 - Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
 - Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
 - Postsecondary college, career or military-ready graduates including enlisting in the U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
 - Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information TSIA2
 - Student failure and/or retention rates
 - Local diagnostic reading assessment data
 - Local benchmark or common assessments data
 - Observation Survey results
 - Texas approved PreK - 2nd grade assessment data
 - NWEA MAP BOY-MOY-EOY 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
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data
- Student Data: Behavior and Other Indicators
 - Completion rates and/or graduation rates data
 - Annual dropout rate data
 - Attendance data
 - Discipline records
 - Violence and/or violence prevention records
 - 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
 - Professional development needs assessment data
 - T-TESS data
 - T-PESS data
- Parent/Community Data
 - Parent surveys and/or other feedback
 - Community surveys and/or other feedback
- Support Systems and Other Data
 - Organizational structure data
 - Processes and procedures for teaching and learning, including program implementation
 - Communications data
 - Budgets/entitlements and expenditures data
 - Other additional data

State Compensatory Education Criteria

- If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
 - Grades 7 – 12: End of six/nine weeks/semester/year student grade reports
- If a student did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
 - Grades 3 – 8: State of Texas Assessments of Academic Readiness (STAAR)
 - Grades 9 – 12: STAAR End of Course (EOC)
- If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

- Prekindergarten:
- Kindergarten:
- Grade 1:
- Grade 2:
- Grade 3:
- If the student is pregnant or is a parent;
- If the student has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- If the student has been expelled in accordance with Section 37.007 during the preceding or current school year;
- If the student is currently on parole, probation, deferred prosecution, or other conditional release;
- If the student was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- If the student is an emergent bilingual student, as defined by TEC Section 29.052;
 - Grades PK – 12: Language Assessment System (LAS) Battery
- If the student is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- If the student is homeless;
- If the student resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
- If the student has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or
- If the student is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548; or
- Regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under Subchapter G, Chapter 12.
- In keeping with Texas Education Code Section 29.081. Compensatory, Intensive and Accelerated Instruction above, the local education agency will identify students performing below grade level in reading (reading in the content area) and mathematics to ensure compliance. Assessment instruments will include those listed above, as well as:

Local Criteria: Based on the results of the annual needs assessment and continuous formative evaluation results, the district and campus administrators, as

well as the District and Campus Site-Based Decision-Making Committees:

- Identify priorities and/or goals to alleviate the identified student needs;
- Identify available program(s), services, financial resources and support resources through which services can be delivered;
- Identify programs, services, strategies, and activities that need modifications based on formative and summative assessment data;
- Determine the strengths and needs of faculty members in meeting the identified student needs;
- Design the professional development program to ensure that faculty members receive prerequisite training to meet students' needs;
- Enlist parental and community support in meeting identified student needs;
- Train parents and community volunteers in methods for assisting students; and
- Develop the annual District/Campus Improvement Plan to include a process for ongoing monitoring of program effectiveness and redirection of services as needed.

Demographics

Summary

Overview

- Italy JH-HS is a 7th-12th grade Title I campus located in Italy, TX.
- Italy is a slow-growing rural community that is located south of Dallas and in the southernmost area of Ellis County.
- Italy has always been a farming community, but that image is beginning to shift as Italy is starting to become more of a bedroom community where residents commute to the metroplex or to one of the larger nearby cities of Dallas, Ennis, Waxahachie, or Hillsboro.
- Both campuses are located in the town and within 1- 2 miles of each other.
- There is strong community support for the students and the school district.
- Italy ISD is part of a shared service arrangement with Avalon ISD and Milford ISD for special education, DAEP and support services. Italy ISD serves as the fiscal agent and provides the instructional setting for DAEP and specialized special education classes.

Enrollment

- Student enrollment in the district has declined:
 - 2021-2022 TAPR = 310
 - 2022-2023 TPRS = 303
 - 2023-2024 TAPR = 298
 - 2024-2025 TAPR = 282
- Per the 2024-2025 TAPR, the district has three main student groups:
 - 11% African American
 - 34.8% Hispanic
 - 50.7% White.
- 46.8% are female students and 53.2% are male.

Attendance

- Attendance rates have remained lower than pre-COVID:
 - 2019-2020 TAPR Attendance = 98.3%
 - 2020-2021 TAPR Attendance = 93.5%.
 - 2021-2022 Performance Report = 92.5%
 - 2022-2023 Performance Report = 93.9%
 - 2023-2024 Performance Report = 92.5%

Student Groups

- Per the 2024-2025 TAPR Report, student groups are as follows:
 - 44.3% Economically Disadvantaged
 - 14.5% Section 504 Students
 - 12.1% Emerging Bilingual Students/English Learners
 - 13.8% Students with Dyslexia
 - 100.0% Title I.
 - 58.2% At-Risk
 - 24.5% Special Education rate
 - Annual dropout rate for Gr 7-8 were 0.0% in 2021-2022, 2022-2023, 2023-2024.
 - Annual dropout rate for Gr 9-12 were 0.0% in 2021-2022, 2022-2023 and 1% in 2023-2024

Graduation Rates, Mobility & CCMR

- The four year longitudinal graduation rate has been improving:
 - 97.4% (Class of 2020)
 - 88.6% (Class of 2021)
 - 92.9% (Class of 2022)

- 95.7% (Class of 2023)
- 97.9% (Class of 2024)
- The five year longitudinal graduation rate remains above 90% and higher than the state 2 out of 3 years.
 - 97.4 % (Class of 2020)
 - 90.9% (Class of 2021)
 - 94.7% (Class of 2022)
 - 95.7% (Class of 2023)
- The 2022-2023 mobility rate was 16.1% which was below the state rate.
- Of students in grades 9-12, 84.7% are provided instruction in a career and technology educational setting.
- 100% of the 2022-2023 graduates were CCMR recognized and 87.8% in 2023-2024

Staff: Italy JH-HS places a very high priority in employing high-quality, talented staff. The 2023-2024 TAPR Report showed:

- Our total staff is at 34.6
 - Professional staff makes up 82.6%
 - Educational aides 17.4%
- Years of teaching experience stands at:
 - 6.7% beginning teachers
 - 19.0% with 1-5 years experience
 - 19.7% with 6-10 years experience
 - 26.6% with 11-20 years
 - 24.2% with 21-30 years experience
 - 3.8% with over 30 years experience

Class Size

- Class size is also a high priority for the district.
- We have been able to continue to have class sizes smaller than the state average in all grades:
 - English Language Arts was 7.9
 - Foreign Languages was 11.0
 - Math was 10.2
 - Science was 12.7
 - Social Studies was 11.1

Strengths

Italy JH-HS has many strengths. Some of the most notable demographics strengths include:

- There is strong community support for the students and the school district. The community shows up at events to show their support and love for the district.
- Many Italy ISD graduates are now employees in the district. Our school board is made up of all Italy ISD graduates.
- Our CTE numbers are consistently improving and providing opportunities for our students.
- Our student-to-teacher ratios and our class sizes continue to be below the state average.
- More than 50% of our teachers have 11+ years of experience and our teacher turnover rate is lower than the state average.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Attendance rates have not averaged 96% or higher for many years.	As a result of COVID-19 and other factors, ADA has slowly increase but is inconsistent and the ramifications on education shows a need to decrease the turnover rate of teachers.

★ = Priority

Student Learning

Summary

Overview

- The 2024-2025 STAAR results include the performance levels of Approaching, Meets, and Masters Grade Level Performance. All three levels are considered to be passing.
 - The Approaches category indicates that students show some knowledge of course content but may be missing critical elements — the student may need additional support in the coming year.
 - The Meets category indicates the students have a strong knowledge of course content and students are prepared to progress to the next grade level or course.
 - The Master's category indicates that students are on track for college and career readiness.
- The goals for the district for 2024-2025 are 80% approaching, 50% meets, and 20% masters along with a 95% attendance rate, 75% of students show growth, and 70% of seniors earn CCMR indicator.

**Texas Education Agency
2024-25 STAAR Performance (TAPR)
ITALY H S (070907001) - ITALY ISD - ELLIS COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	63%	63%	38%	57%	70%	*	-	-	*	20%	*	55%	74%	68%	57%
	2024	74%	74%	74%	57%	74%	78%	*	-	-	*	38%	*	72%	80%	72%	89%
At Meets Grade Level or Above	2025	54%	40%	40%	13%	36%	48%	*	-	-	*	0%	*	41%	39%	45%	29%
	2024	54%	60%	60%	43%	63%	67%	*	-	-	*	25%	*	63%	53%	53%	78%
At Masters Grade Level	2025	27%	13%	13%	0%	7%	19%	*	-	-	*	0%	*	14%	13%	18%	0%
	2024	29%	26%	26%	29%	21%	28%	*	-	-	*	6%	*	25%	27%	22%	22%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	41%	41%	38%	55%	35%	*	-	-	*	21%	*	25%	58%	41%	71%
	2024	56%	49%	49%	40%	56%	45%	*	-	-	*	31%	*	54%	36%	44%	71%
At Meets Grade Level or Above	2025	33%	13%	13%	25%	18%	0%	*	-	-	*	14%	*	5%	21%	6%	29%
	2024	34%	26%	26%	20%	25%	27%	*	-	-	*	19%	*	25%	27%	22%	43%
At Masters Grade Level	2025	11%	3%	3%	0%	0%	0%	*	-	-	*	0%	*	0%	5%	6%	0%
	2024	11%	3%	3%	0%	0%	0%	*	-	-	*	6%	*	0%	9%	4%	0%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	93%	93%	86%	94%	95%	-	-	-	*	77%	*	92%	100%	85%	100%
	2024	81%	79%	79%	83%	78%	83%	-	-	-	*	40%	*	88%	67%	72%	90%
At Meets Grade Level or Above	2025	58%	78%	78%	43%	81%	85%	-	-	-	*	46%	*	78%	75%	70%	86%
	2024	56%	66%	66%	33%	70%	74%	-	-	-	*	27%	*	75%	52%	61%	80%
At Masters Grade Level	2025	32%	44%	44%	29%	44%	45%	-	-	-	*	15%	*	46%	38%	45%	43%
	2024	29%	40%	40%	0%	39%	52%	-	-	-	*	7%	*	44%	33%	31%	40%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	65%	65%	17%	69%	74%	-	-	-	*	36%	*	63%	73%	57%	80%
	2024	72%	78%	78%	50%	81%	87%	-	-	-	*	40%	*	80%	76%	73%	92%
At Meets Grade Level or Above	2025	47%	43%	43%	17%	31%	57%	-	-	-	*	14%	*	43%	45%	38%	60%
	2024	43%	49%	49%	25%	46%	60%	-	-	-	*	27%	*	50%	48%	44%	50%
At Masters Grade Level	2025	18%	9%	9%	0%	13%	4%	-	-	-	*	7%	*	6%	18%	10%	0%
	2024	16%	12%	12%	0%	12%	17%	-	-	-	*	0%	*	10%	16%	10%	17%
Grade 8 Science																	
	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2025	74%	73%	73%	71%	75%	70%	-	-	-	*	38%	*	76%	63%	70%	71%
	2024	70%	53%	53%	0%	57%	65%	-	-	-	*	20%	*	53%	52%	44%	60%

At Meets Grade Level or Above	2025	48%	42%	42%	14%	31%	55%	-	-	-	*	15%	*	41%	50%	35%	43%
	2024	44%	30%	30%	0%	30%	39%	-	-	-	*	20%	*	25%	38%	25%	20%

At Masters Grade Level	2025	19%	13%	13%	0%	6%	15%	-	-	-	*	8%	*	11%	25%	15%	0%
	2024	17%	6%	6%	0%	4%	9%	-	-	-	*	7%	*	6%	5%	6%	0%

Grade 8 Social Studies																	
-------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

At Approaches Grade Level or Above	2025	58%	64%	64%	43%	63%	70%	-	-	-	*	46%	*	65%	63%	60%	57%
	2024	60%	57%	57%	0%	70%	61%	-	-	-	*	33%	*	59%	52%	53%	60%
At Meets Grade Level or Above	2025	32%	29%	29%	14%	13%	40%	-	-	-	*	31%	*	24%	50%	30%	14%
	2024	33%	26%	26%	0%	26%	35%	-	-	-	*	20%	*	25%	29%	28%	20%
At Masters Grade Level	2025	17%	11%	11%	14%	6%	10%	-	-	-	*	8%	*	8%	25%	15%	0%
	2024	17%	6%	6%	0%	4%	9%	-	-	-	*	7%	*	3%	10%	8%	0%

End of Course English I																	
--------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

At Approaches Grade Level or Above	2025	69%	80%	80%	40%	77%	89%	-	-	-	-	50%	-	86%	55%	78%	80%
	2024	70%	63%	63%	40%	59%	75%	-	-	-	*	25%	*	65%	57%	53%	44%
At Meets Grade Level or Above	2025	49%	56%	56%	0%	55%	67%	-	-	-	-	22%	-	60%	36%	50%	60%
	2024	52%	37%	37%	10%	32%	55%	-	-	-	*	13%	*	38%	36%	25%	33%
At Masters Grade Level	2025	15%	20%	20%	0%	14%	30%	-	-	-	-	6%	-	23%	9%	16%	20%
	2024	16%	9%	9%	0%	5%	20%	-	-	-	*	0%	*	10%	7%	6%	0%

End of Course English II																	
---------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

At Approaches Grade Level or Above	2025	72%	65%	65%	43%	56%	79%	-	-	-	*	23%	-	69%	50%	56%	50%
	2024	75%	75%	75%	29%	68%	93%	-	-	-	*	17%	*	76%	73%	67%	44%
At Meets Grade Level or Above	2025	55%	51%	51%	14%	38%	74%	-	-	-	*	23%	-	54%	38%	33%	25%
	2024	58%	61%	61%	29%	52%	75%	-	-	-	*	8%	*	57%	73%	51%	33%
At Masters Grade Level	2025	8%	2%	2%	0%	0%	5%	-	-	-	*	-	0%	-	3%	0%	0%
	2024	9%	5%	5%	0%	0%	11%	-	-	-	*	0%	*	4%	7%	3%	11%

End of Course Algebra I																	
--------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

At Approaches Grade Level or Above	2025	78%	70%	70%	29%	70%	76%	-	-	-	*	21%	*	74%	45%	62%	83%
	2024	81%	59%	59%	25%	63%	68%	-	-	-	*	23%	*	56%	67%	48%	50%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2025	45%	42%	42%	14%	44%	44%	-	-	-	*	11%	*	45%	27%	36%	58%
	2024	43%	14%	14%	0%	6%	26%	-	-	-	*	0%	*	19%	0%	11%	0%
At Masters Grade Level	2025	27%	16%	16%	0%	19%	18%	-	-	-	*	5%	*	19%	0%	10%	25%
	2024	24%	2%	2%	0%	0%	5%	-	-	-	*	0%	*	3%	0%	4%	0%

End of Course Biology																	
------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

At Approaches Grade Level or Above	2025	92%	98%	98%	*	95%	100%	-	-	-	-	93%	-	100%	91%	100%	100%
	2024	91%	82%	82%	50%	81%	95%	-	-	-	*	62%	*	88%	67%	85%	83%
At Meets Grade Level or Above	2025	61%	55%	55%	*	57%	63%	-	-	-	-	20%	-	66%	18%	48%	50%
	2024	56%	27%	27%	0%	6%	53%	-	-	-	*	8%	*	25%	33%	19%	0%
At Masters Grade Level	2025	21%	12%	12%	*	10%	17%	-	-	-	-	7%	-	13%	9%	11%	20%
	2024	19%	5%	5%	0%	0%	11%	-	-	-	*	0%	*	6%	0%	7%	0%

End of Course U.S. History																	
-----------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

At Approaches Grade Level or Above	2025	95%	91%	91%	80%	85%	100%	-	-	-	*	60%	-	91%	92%	87%	82%
	2024	96%	93%	93%	80%	100%	92%	-	-	-	*	73%	-	92%	*	91%	*
At Meets Grade Level or Above	2025	68%	63%	63%	40%	48%	83%	-	-	-	*	0%	-	63%	62%	48%	27%
	2024	69%	63%	63%	40%	44%	75%	-	-	-	*	18%	-	61%	*	59%	*
At Masters Grade Level	2025	37%	32%	32%	20%	26%	39%	-	-	-	*	0%	-	35%	23%	32%	27%
	2024	37%	25%	25%	0%	11%	38%	-	-	-	*	0%	-	25%	*	27%	*

SAT/ACT All Subjects																	
-----------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

At Approaches Grade Level or Above	2025	89%	89%	89%	-	*	100%	-	-	-	-	-	-	89%	-	*	-
	2024	88%	67%	67%	-	60%	67%	*	-	-	-	-	-	64%	*	71%	*
At Meets Grade Level or Above	2025	59%	22%	22%	-	*	25%	-	-	-	-	-	-	22%	-	*	-
	2024	59%	25%	25%	-	0%	50%	*	-	-	-	-	-	27%	*	14%	*
At Masters Grade Level	2025	13%	0%	0%	-	*	0%	-	-	-	-	-	-	0%	-	*	-
	2024	12%	0%	0%	-	0%	0%	*	-	-	-	-	-	0%	*	0%	*

All Grades All Subjects																	
--------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

At Approaches Grade Level or Above	2025	75%	72%	74%	51%	74%	80%	*	-	*	92%	43%	90%	76%	69%	71%	77
------------------------------------	------	-----	-----	-----	-----	-----	-----	---	---	---	-----	-----	-----	-----	-----	-----	----

All Grades ELA/Reading																		
At Approaches Grade Level or Above	2025	76%	74%	75%	52%	72%	83%	*	-	*	*	42%	*	77%	70%	71%	72%	
	2024	76%	75%	73%	50%	70%	83%	*	-	*	80%	31%	86%	75%	69%	66%	68%	
At Meets Grade Level or Above	2025	54%	54%	56%	19%	53%	67%	*	-	*	*	22%	*	60%	44%	49%	50%	
	2024	54%	51%	56%	27%	54%	69%	*	-	*	40%	19%	86%	57%	54%	48%	57%	
At Masters Grade Level	2025	23%	20%	20%	7%	16%	25%	*	-	*	*	5%	*	22%	14%	18%	16%	
	2024	22%	18%	19%	7%	16%	27%	*	-	*	20%	3%	43%	19%	20%	15%	19%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2025	72%	66%	63%	29%	65%	70%	*	-	-	*	26%	*	64%	59%	56%	79%	
	2024	72%	69%	65%	38%	68%	73%	*	-	*	*	32%	83%	65%	65%	59%	73%	
At Meets Grade Level or Above	2025	45%	36%	34%	19%	35%	37%	*	-	*	*	13%	*	36%	29%	29%	50%	
	2024	43%	39%	32%	14%	27%	44%	*	-	*	*	16%	83%	33%	31%	27%	35%	
At Masters Grade Level	2025	20%	13%	10%	0%	13%	9%	*	-	-	*	4%	*	11%	7%	9%	13%	
	2024	17%	13%	6%	0%	5%	9%	*	-	*	*	2%	17%	5%	10%	6%	8%	
All Grades Science																		
At Approaches Grade Level or Above	2025	78%	79%	86%	82%	86%	86%	-	-	-	*	68%	*	88%	79%	87%	88%	
	2024	75%	62%	66%	29%	67%	79%	-	-	*	*	39%	*	70%	58%	62%	69%	
At Meets Grade Level or Above	2025	47%	44%	49%	9%	46%	59%	-	-	-	*	18%	*	53%	32%	43%	47%	
	2024	43%	26%	29%	0%	21%	45%	-	-	*	*	14%	*	25%	36%	22%	13%	
At Masters Grade Level	2025	17%	12%	13%	0%	8%	16%	-	-	-	*	7%	*	12%	16%	13%	12%	
	2024	16%	4%	5%	0%	3%	10%	-	-	*	*	4%	*	6%	3%	6%	0%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2025	77%	79%	79%	58%	77%	86%	-	-	-	*	52%	*	79%	81%	76%	72%	
	2024	78%	72%	72%	36%	78%	77%	-	-	-	*	50%	*	76%	60%	67%	69%	
At Meets Grade Level or Above	2025	50%	48%	48%	25%	35%	63%	-	-	-	*	17%	*	45%	57%	41%	22%	
	2024	51%	42%	42%	18%	31%	55%	-	-	-	*	19%	*	44%	36%	40%	15%	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL Current & Monitored
At Masters Grade Level	2025	27%	23%	23%	17%	19%	26%	-	-	-	*	4%	*	23%	24%	25%	17%
	2024	27%	14%	14%	0%	6%	23%	-	-	-	*	4%	*	15%	12%	16%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2025	36%	21%	21%	13%	14%	26%	*	-	-	*	0%	*	21%	22%	18%	14%
	2024	35%	30%	30%	43%	16%	39%	*	-	-	*	13%	*	25%	40%	22%	33%
Reading and Mathematics Including EOC	2025	38%	21%	21%	13%	14%	26%	*	-	-	*	0%	*	21%	22%	18%	14%
	2024	36%	30%	30%	43%	16%	39%	*	-	-	*	13%	*	25%	40%	22%	33%
Reading Including EOC	2025	54%	40%	40%	13%	36%	48%	*	-	-	*	0%	*	41%	39%	45%	29%
	2024	54%	60%	60%	43%	63%	67%	*	-	-	*	25%	*	63%	53%	53%	78%
Math Including EOC	2025	43%	25%	25%	25%	21%	26%	*	-	-	*	13%	*	24%	26%	18%	29%
	2024	40%	32%	32%	43%	21%	39%	*	-	-	*	19%	*	28%	40%	25%	33%
8th Graders																	
Reading and Mathematics	2025	30%	36%	36%	17%	31%	46%	-	-	-	*	15%	*	35%	43%	31%	60%
	2024	28%	45%	45%	0%	48%	57%	-	-	-	*	13%	*	50%	38%	39%	60%
Reading and Mathematics Including EOC	2025	44%	49%	49%	29%	44%	55%	-	-	-	*	15%	*	49%	50%	45%	71%
	2024	41%	45%	45%	0%	48%	57%	-	-	-	*	13%	*	50%	38%	39%	60%
Reading Including EOC	2025	59%	78%	78%	43%	81%	85%	-	-	-	*	46%	*	78%	75%	70%	86%
	2024	57%	66%	66%	33%	70%	74%	-	-	-	*	27%	*	75%	52%	61%	80%
Math Including EOC	2025	51%	49%	49%	29%	44%	55%	-	-	-	*	15%	*	49%	50%	45%	71%
	2024	49%	49%	49%	0%	52%	61%	-	-	-	*	27%	*	53%	43%	44%	60%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	32%	27%	14%	22%	33%	*	-	-	*	7%	*	27%	27%	24%	33%
	2024	36%	37%	38%	23%	33%	49%	*	-	-	*	13%	100%	38%	39%	31%	47%
Reading and Mathematics Including EOC	2025	40%	34%	34%	20%	30%	38%	*	-	-	*	7%	*	36%	29%	31%	43%
	2024	38%	37%	38%	23%	33%	49%	*	-	-	*	13%	100%	38%	39%	31%	47%
Reading Including EOC	2025	55%	54%	58%	27%	60%	64%	*	-	-	*	21%	*	62%	48%	57%	57%
	2024	54%	51%	63%	38%	67%	71%	*	-	-	*	26%	100%	69%	53%	57%	79%
Math Including EOC	2025	46%	37%	36%	27%	33%	38%	*	-	-	*	14%	*	38%	32%	31%	50%
	2024	45%	44%	41%	23%	38%	51%	*	-	-	*	23%	100%	41%	42%	35%	47%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Curriculum, Instruction, and Assessment

Summary of Strengths:

- The 2025 STAAR results include the performance levels of Approaching, Meets, and Masters Grade Level Performance. All three levels are considered to be passing.

- The Approaches category indicates that students show some knowledge of course content but may be missing critical elements — the student may need additional support in the coming year.
- The Meets category indicates the students have a strong knowledge of course content and students are prepared to progress to the next grade level or course.
- The Master's category indicates that students are on track for college and career readiness.
- The goals for the district for 2025-2026 are:
 - 80% approaching
 - 50% meets
 - 20% masters
 - 95% attendance rate
 - 75% of students show growth
 - 80% of seniors earn CCMR indicator.
- Italy ISD has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:
 - Prekindergarten Program for eligible students
 - Intervention Program for grades PK - 12
 - Individualized Instruction for grades PK - 12
 - After School Tutorials for grades 2 - 12
 - Friday School for grades 3 - 12
 - Summer School Program for grades PK - 12
 - Counseling Services for grades PK - 12
 - English Learners are supported by the ESL Program
 - Special Education services for eligible students
 - Dyslexia services for eligible students
 - 504 services for eligible students

Summary of Needs:

- Some teachers required additional training on the resources available to support aligned curriculum expectations
 - Bluebonnet ELAR (K-5)
 - Bluebonnet Math (K-5)
 - Carnegie Math (6-12)

Priorities:

- Training
- Identification
- Effectiveness Analyzation
- Identify Usage Frequency

Actions:

- Identify all resources available
- Provide professional development on effective usage of materials and resources available
- Evaluate teacher usage of resource in comparison to student performance
- Ensure materials used by teachers are state adopted materials
- Encourage teachers to utilize research-based effective strategies to support the use of curriculum during instruction
- Provide evidence-based activities including intervention, tutorials, and summer school

School Culture and Climate:

Summary of Strengths:

- High expectations are yielding high student performance outcomes.
- The schools/district are small, collaborate together well, and support the efforts of each other and the district.
- Low teacher-student class ratios provide opportunities for more individualized & small group student instruction.
- Consistency of administrative staff the past 4-5 school years.
- 4-Day Instructional Week Calendar year 3
- Faculty Committees for staff morale
- Experienced staff with continuity at the campuses
- Use of multiple communication methods
- Positive reputation with the community for support and services provided to students.

- Campus and district committees provide teachers and staff the opportunity to voice their concerns, ideas, and suggestions.

Summary of Needs:

- Lack of substitute teachers
- The curriculum materials, campus leadership and district leadership collaborate and identify the assessments used to measure student progress.
- Principals continue to work with class schedules to maximize planning opportunities within the school day.
- Integrate health and safety practices within everyday school activities
- Continuing mental health and support services to address the social, emotional, and mental health needs of all students

Priorities:

- Continuity of leadership and instructional support
- Instructional support plans at both campuses
- More counselor time for counseling, fewer administrative tasks
- Integrate health and safety practices within everyday school activities
- Mental health and support services to address the social, emotional, and mental health needs of all students

Actions:

- Continue to evaluate the school calendar and consider any options that would improve student achievement.
- Identify opportunities for more collaborative planning and discussion about instruction.
- Drug Testing Program
- Student CPR and First Aid Training
-

Staff Quality, Professional Development, Recruitment, and Retention

Summary of Strengths:

- Increase in hiring teachers with experience
- Decreasing retention rate of teachers

Summary of Needs:

- Retain fully certified staff and continue to employ existing staff

Priorities:

- Professional Development
- Retain fully certified staff and continue to employ existing staff

Actions:

- Professional Development
- Offer retention stipends once per year

Family and Community Involvement:

Summary of Strengths:

- Various parent and community engagement opportunities

Summary of Needs:

- Continue to grow high school information meeting opportunities (FAFSA night, NHS, etc.)

Priorities:

- Improve communication to families and community
- Find/post instructional supports for parents on Google classrooms

Actions:

- More posting and emails to community and parents

Strengths

Italy ISD has a population of hard-working, high-achieving students.

The district is proud of many different student achievement strengths as identified in the preliminary 2022-2023 charts above.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The campus percentages at the Meets level and the Masters level need to improve to 60% and 30%.	A difficult transition to emphasis on moving students to the meets and masters level and not just passing the test.
2 ★	All campus student groups need to improve to at least 90% approaching in all subject areas.	A transition to a more rigorous curriculum and better aligned assessments.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction

Italy JH-HS uses the TRS Scope and Sequence from Region 10. Highly qualified instructional materials also include Bluebonnet Math, SAVVAS RLA, Lowman Social Studies and Stemsscopes Science. The teachers follow the six weeks sequencing but have the academic freedom to rearrange the sequence based on student needs and the 4-day instructional week school calendar. The curriculum outlines what is taught but the teachers are in complete control as to how it is taught in their classrooms. All core teachers create their own quizzes and tests and their own mid-term and final exams. The district uses NWEA MAP assessments three times per year to monitor student progress. The district conducts benchmark/interim testing one to two times per school year depending on the subject and the needs of the students. All results from NWEA MAP, tests, mid-term, final, and benchmarks/interims are monitored by the district staff, campus administrators and instructional coaches.

Recruitment and Retention

Italy JH-HS will continue to be aggressive in recruiting new teachers and staff when vacancies occur. The district posts openings on the district website as well as the Region 10 Job Network site. All applications are screened by the campus administrators with support from the superintendent's office. The district has adopted multiple strategies to attract and retain teachers and staff including a retention bonus in December, increasing pay, decreasing the number of contracted work days, moving to a 4-day instructional week calendar and becoming a District of Innovation. The district participates in a teacher mentor program and offers other support with high quality and on going professional development.

Student Learning-Staff Working Environment

Italy JH-HS strives to provide a positive, safe and instructionally rigorous learning environment for our students and the same for our staff. Safety is a top priority as is evidenced by our district safety and security committee meetings 3 times a year, a developed and approved Emergency Operation Plan with multiple annexes, regular drills throughout the district, our partnership with the City of Italy Police Department and their canine member, as well as annual drug testing with random follow-up testing throughout the year. Bell-to-bell instruction is expected, monitored and recognized. The 4-day instructional calendar also contributes to the positive attitude, morale and endurance seen in our students and staff.

School Organization

Italy Junior High- High School is grades 7-12 and has a principal, a school counselor, an instructional coach, and a school nurse. Other buildings on the campus are an agricultural sciences building, a dome gymnasium, the maintenance and transportation complex, the DAEP and special education SSA (ECSSA) building as well as the football stadium, baseball & softball fields. District offices are also located within the main campus.

Technology

Italy JH-HS has state-of-the-art technology. Bandwidth and firewall infrastructure is solid for accommodating end-user clients. One-to-one devices are available for all students. Promethean boards are installed and working in all classrooms. A variety of instructional technology resources are available for teachers. Professional development is provided in groups and individually. There is an efficient and effective help desk to remedy issues in classrooms. Technology resources are available and used to meet different levels of student learning.

Strengths

The TRS scope and sequence is a proven curriculum with excellent results.

Teachers have the academic freedom in their classrooms to meet the needs of the students.

High quality instructional materials and researched based instructional strategies are used in our classrooms.

Italy JH-HS is aggressive in teacher recruitment and creative in teacher retention.

Italy JH-HS has state-of-the-art technology and excellent wireless capabilities.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Recruiting and retaining high quality teachers will continue to be an issue for Italy JH-HS.	Neighboring districts pay scale is higher.
2 ★	The learning and teaching environment is still challenged and directly impacted with social-emotional deficits, character education needs and endurance issues among its staff and students. Voluntary student extra-curricular drug-testing has also been identified as a need. Decreases in failure rates and office referrals, improved attendance and teacher retention rates are needed.	As a result of many societal issues, various student learning-staff working environmental issues have emerged.

★ = Priority

Perceptions

Summary

Italy JH-HS works diligently to create an inclusive family atmosphere.

Safety of our staff and students is of primary importance and the focus on this component is evident throughout the district.

Students can enter our hallways knowing that they will graduate with many options including a job skill, career and technical preparation toward an industry certification or college readiness.

Our students and our staff like being a part of Italy JH-HS, and they believe that it is an excellent school district and a great place to learn and work.

Italy JH-HS is committed to a feeling of family and this intangible quality is encouraged and exemplified on every campus.

- We actively work toward that goal in three areas:
 - Student/Teacher
 - Families/School
 - Staff/Staff.

Administrator, counselors, and teachers regularly work to create opportunities for parent involvement in student learning.

The culture of Italy JH-HS is carefully studied and monitored and new employees are carefully vetted to make sure they have the same commitment to our family atmosphere.

Many programs, services, and common courtesies are extended to make sure that walking into a campus feels as if one is part of the family.

Italy JH-HS is responsible with the use of Federal, State, and Local services programs and funds.

Strengths

Italy JH-HS is a great place to work and learn.

Teachers, staff, and students enjoy working and learning here in Italy.

There is definitely a feeling of family in Italy JH-HS

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students struggle with self-motivation and endurance to consistently perform at the level they are capable and achieve attendance expectations..	Previous expectations for academic, attendance and behavioral performance were not clearly defined and consistently reinforced and enforced..

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Attendance rates have not averaged 96% or higher for many years.

As a result of COVID-19 and other factors, ADA has slowly increase but is inconsistent and the ramifications on education shows a need to decrease the turnover rate of teachers.

2
★

The campus percentages at the Meets level and the Masters level need to improve to 60% and 30%.

A difficult transition to emphasis on moving students to the meets and masters level and not just passing the test.

3
★

All campus student groups need to improve to at least 90% approaching in all subject areas.

A transition to a more rigorous curriculum and better aligned assessments.

4
★

Recruiting and retaining high quality teachers will continue to be an issue for Italy JH-HS.

Neighboring districts pay scale is higher.

5
★

The learning and teaching environment is still challenged and directly impacted with social-emotional deficits, character education needs and endurance issues among its staff and students. Voluntary student extra-curricular drug-testing has also been identified as a need. Decreases in failure rates and office referrals, improved attendance and teacher retention rates are needed.

As a result of many societal issues, various student learning-staff working environmental issues have emerged.

6
★

Students struggle with self-motivation and endurance to consistently perform at the level they are capable and achieve attendance expectations..

Previous expectations for academic, attendance and behavioral performance were not clearly defined and consistently reinforced and enforced..



Data Documentation for CNA

Data Documentation for CNA

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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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
- 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
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data
- T-PESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

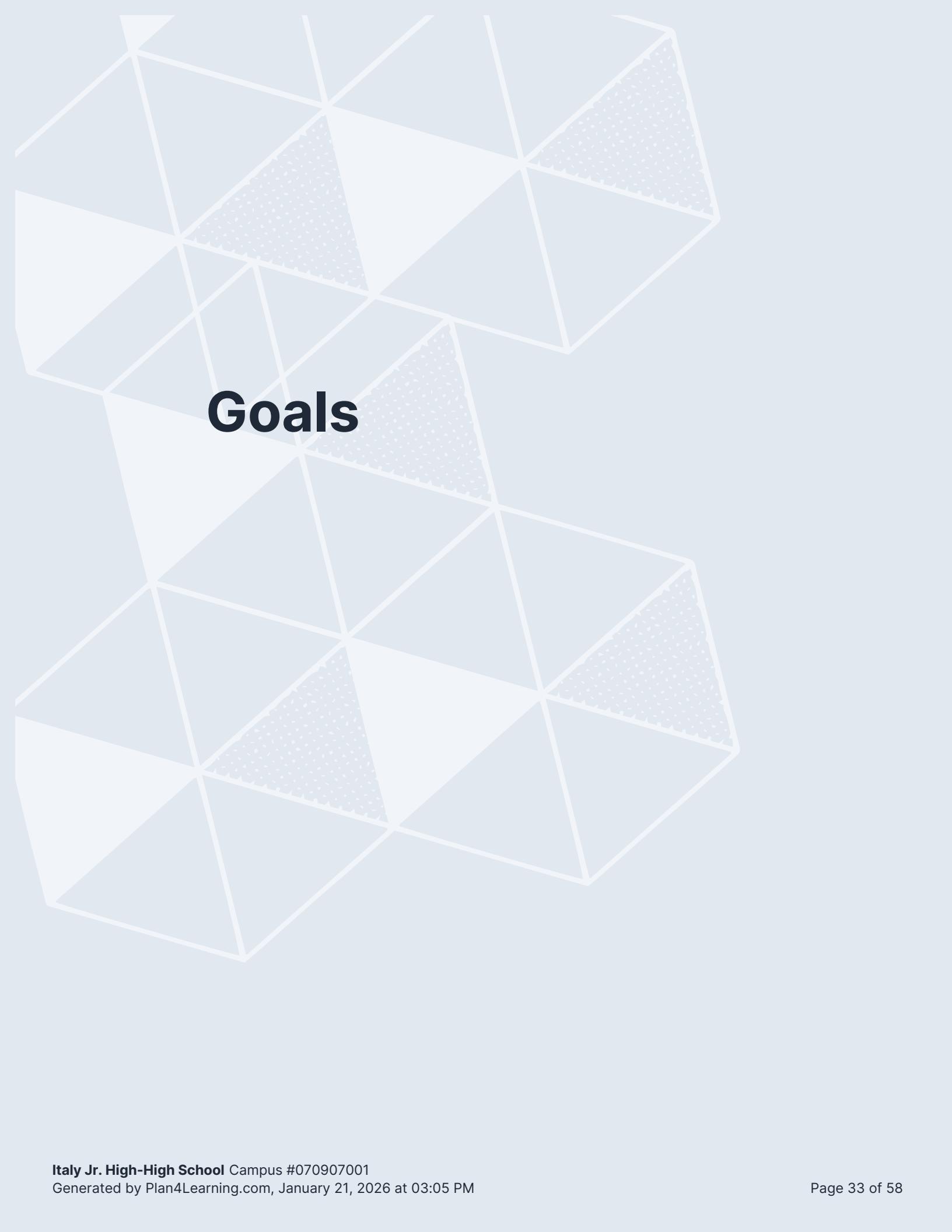
Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

Academic Achievement:

Given high quality educational programs and instructional materials that equip all students for high levels of academic achievement and continuous growth and development, Italy JH-HS will achieve the TEA accountability rating of "A".

Performance Objective 1 ✓ High Priority ✓ HB3 Goal

Instruction Given high quality instructional materials, Italy JH-HS instruction will provide students an engaging, yet rigorous learning experience where teachers use instructional strategies and are confident in how they integrate the TEKS-based curriculum.

Evaluation Data Source: STAAR results, RDA, TAPR, lesson plans, walkthroughs, assessments, interims and benchmarks

Strategy 1

Effective Tier 1 Instruction Italy JH-HS teachers will practice effective Tier 1 Instructional strategies including: - Increased student-to-student and student-to-teacher engagement related to TEKS being taught - Appropriate rigor levels - Use of research-based instructional strategies - Use of high quality instructional materials with consistency & fidelity - TEKS standards-based instruction

Strategy's Expected Result/Impact: Instruction that is aligned to the scope and sequence and instruction that is engaging.

Staff Responsible for Monitoring: Campus Administration and Instructional Coaches

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December

March

June

Strategy 2

Coaching & Feedback: Italy JH-HS will provide evidence-based coaching and feedback to instructional staff using: - Uniform Observation Tool - Consistent coaching and feedback schedule - Opportunities for modeling and practice - Providing teachers a voice and participation in growth

Strategy's Expected Result/Impact: Staff will be provided ongoing and relevant professional development that translates to student engagement and success

Staff Responsible for Monitoring: Campus Administration and Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December

March

June

Strategy 3

Personalized Learning: Italy JH-HS instruction will be focused on individual student needs based on measurable student achievement goals that are achieved through data driven instruction, high dosage tutorials and acceleration/intervention plans while working to eliminate any disparity in performance for each student who are educationally disadvantaged or at risk of dropping out of school [TEC 11.255].

Strategy's Expected Result/Impact: Italy JH-HS will evaluate and monitor the academic performance of every student on their campus and will implement supplemental intensive and/or accelerated compensatory instructional programs and services designed to eliminate disparity in sub-populations academic performance.

Staff Responsible for Monitoring: Campus Administration and Instructional Coaches

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December

March

June

Strategy 4

Graduation: Italy JH-HS will prepare our graduates to be successful after high school by: - Encouraging students to graduate in four years at a 96.0% rate or higher - Providing information about higher education admissions and financial aid opportunities [TEC 11.252(a)(4)(A-D)] - Increase the percentage of graduates that meet the criteria for CCMR according to the targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate. (HB3) - Execute dropout prevention strategies to limit the number of students leaving school so that the dropout rate is 0.0% [TEC 11.255]. - Providing eligible high school students opportunities for dual credit courses and college credit.

Strategy's Expected Result/Impact: Students graduate in four years at a 96.0% rate or higher with CCMR opportunities

Staff Responsible for Monitoring: Campus Administration & School Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

December

March

June

Performance Objective 2 High Priority

Curriculum & Instructional Resources: Italy JH-HS curriculum and instructional resources will align to the state-mandated Texas Essential Knowledge and Skills (TEKS) and support high levels of academic achievement and continuous growth and development for students.

Evaluation Data Source: Comprehensive Needs Assessment, STAAR results, NWEA MAP results, Response to intervention, RDA, TAPR, all CCMR data indicators such as dual credit, TSI, SAT, ACT, Military, CTE classes with certifications, students passing the College Prep classes, etc.

Strategy 1

HQIM: High Quality Instructional Materials: Italy ISD staff will utilize high quality instructional materials and support programs for teaching and engaging students, including but not limited to:

- Carnegie Math - Amplify RLA - SAVVAS RLA - Lowman Social Studies - Stemsscopes Science

Strategy's Expected Result/Impact: An increase in effective teaching practices by ensuring the curriculum objectives are taught and at a high level by conducting walkthroughs, checking lesson plans, and checking coverage of TEKS.

Staff Responsible for Monitoring: Campus Administration and Instructional Coaches

Funding Sources: Instructional Supplies and Materials 211 - Title 1, Part A-Improving Basic Prog., \$17,500

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December

March

June

Strategy 2

Instructional Technology: Italy JH-HS will continue to integrate and use technology in the instructional process and will expand as needs are identified [TEC 11.252(a)(3)(D)].

Strategy's Expected Result/Impact: To make sure the district and campuses stay up to date and operational at all times, achieve a 1:1 for grades 7-12 with enough student computers available for quality instruction at all grade levels in order to improve students' use of and understanding of technology in their current and future lives.

Staff Responsible for Monitoring: Executive Director of Technology and Campus Administration

TEA Priorities: Connect high school to career and college

Formative Reviews

December

March

June

Strategy 3

Intervention, Support & Differentiated Enrichment Programs: Italy ISD will provide supplemental intensive or accelerated compensatory instructional programs and services as well as differentiated enrichment programs designed to ensure that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills as well as fulfill requirements of HB1416 (formerly HB 4545). - GT - Dyslexia [TEC 11.252(a)(3)(B)(iv)] - ELL - Special Education - Multi-Tiered System of Supports

Strategy's Expected Result/Impact: Be able to determine the effectiveness of all subjects, courses, programs, and services and to monitor and react to any gaps in performance.

Staff Responsible for Monitoring: Director of ECSSA and Campus Administration

Funding Sources: Intervention & Support Supplies and Materials 211 - Title 1, Part A-Improving Basic Prog., \$17,500, ELL Support Personnel and Materials 263 - Title III, Part A (ELL Region 10 ESC SSA), \$3,015, Homeless Resources 211 - Title 1, Part A-Improving Basic Prog., \$1,000, Dyslexia Allotment Dyslexia Allotment, \$8,624

Formative Reviews

December

March

June

Strategy 4

Career and Technology Education: Italy JH-HS will provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)] as well as ensure information about higher education admissions and financial aid opportunities will be provided at the Junior High-High School [TEC 11.252(a)(4)(A-D)].

Strategy's Expected Result/Impact: Increase from prior year by 2% or more of graduating students will be CCMR and students will be better prepared for college and/or careers..

Staff Responsible for Monitoring: High school administration, High school counselor, and PEIMS coordinator

TEA Priorities: Connect high school to career and college

Formative Reviews

December

March

June

Performance Objective 3 High Priority HB3 Goal

Assessment: Italy JH-HS will monitor student academic progress in all grades and establish an annual testing calendar to strategically administer assessments required at the local and state level.

Evaluation Data Source: STAAR, End-of-Course (EOC) Assessments, STAAR Alt2, TELPAS and other required state assessments

Strategy 1

State Assessments: Italy JH-HS will monitor student academic progress in all grades using STAAR, End-of-Course (EOC) Assessments, STAAR Alt2, TELPAS and other required state assessments while striving for STAAR excellence with: - 90% approaching, 60% meets, and 30% masters - Individual student growth on STAAR will be 75% Targets will be revised as appropriate. (HB3)

Strategy's Expected Result/Impact: Consistent improvement in student performance on STAAR in all areas and subgroups.

Staff Responsible for Monitoring: Campus Administration and Instructional Coach

Formative Reviews

December

March

June

Strategy 2

District Assessments: Italy JH-HS will monitor student academic progress in all grades by administering locally defined assessments as outlined in the district testing calendar. Testing dates will coordinate with the state testing calendar and include: - NWEA MAP Assessments - Interim Assessments

Strategy's Expected Result/Impact: Consistent improvement in student performance on all locally determined assessments.

Staff Responsible for Monitoring: Campus Administration and Instructional Coach

Formative Reviews

December

March

June

Strategy 3

CCMR: College, Career & Military Readiness: Italy JH-HS will increase the percentage of graduates that meet the criteria for CCMR by completion of Industry-based certifications, opportunities to take the TSIA2, ACT & ASVAB on campus and College Bridge courses for

remedial support with the TSIA2.

Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for CCMR according to the targets established of 5 percent per year with the overall goal of a 20 percent increase over 5 years. Targets will be revised as appropriate. (HB3)

Staff Responsible for Monitoring: High school administration, High school counselor, and PEIMS coordinator

TEA Priorities: Connect high school to career and college

Formative Reviews

December

March

June

Performance Objective 4

Personnel: Italy JH-HS will recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Source: Turnover Rate, Salary Schedules, Benefits available, Recruitment Strategies,

Strategy 1

Recruit & Retain Highly Qualified Staff: Italy JH-HS will continue to prioritize recruiting, hiring, and retaining the highest quality of certified teachers and support staff, with attention to critical need areas.

Strategy's Expected Result/Impact: Italy JH-HS will be able to better attract teaching candidates and also be able to retain current teachers.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December

March

June

Strategy 2

Coaching & Feedback: Italy JH-HS will continuously monitor and develop staff to provide the highest quality and effectiveness of curriculum, instruction, and assessment throughout the campus. This will include using instructional coaching, walk through data, lesson plan monitoring, mentoring, performance evaluations, etc...

Strategy's Expected Result/Impact: Italy JH-HS will participate in local mentoring opportunities as well as services through BUILD Consulting Group to help the district in training and retaining new teachers to the profession.

Staff Responsible for Monitoring: Campus Administration

Funding Sources: Contracted Services for Professional Development 255 - Title II, Part A Prof Develop, \$4,728, Contracted Services for Professional Development and Mentoring 211 - Title 1, Part A-Improving Basic Prog., \$17,500

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December

March

June

Strategy 3

Professional Development: Italy JH-HS will provide orientation and training for new staff and provide high quality staff development for all staff

Strategy's Expected Result/Impact: Italy JH-HS will provide orientation and training for new staff and provide high quality staff development for current staff

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December

March

June

Goal 2

Learning Environment:
Italy JH-HS will provide all students with a safe, secure, nurturing and positive learning environment that cultivates character and high expectations.

Performance Objective 1

School Calendar: Italy JH-HS, in coordination with Italy ISD and the district and campus site-based decision making committees, follow a 4-day instructional week calendar to retain and attract quality teachers and staff, provide stability and quality instruction for students, boost student and staff well-being, maintain strong student attendance and give time back to students and staff to improve overall performance and quality of life.

Evaluation Data Source: Turnover Rate and Recruitment Strategies

Performance Objective 2

Safety & Security: Italy JH-HS will implement a comprehensive crisis management plan.

Evaluation Data Source: Number and types of drills performed on campus, results of safety audit

Strategy 1

Safety Plans, Audits and Assessments (Crisis Management Plans): Italy JH-HS works within the framework of Italy ISD's comprehensive crisis management plan which includes completion of regular audits and assessments (including threat assessments) as well as the development and ongoing review and revision of Emergency Operation Plans and Annexes as guided by the District Safe Schools and Security Committee.

Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure

Staff Responsible for Monitoring: Superintendent, District Emergency Management Coordinator, & Campus Administration

Formative Reviews

December

March

June

Strategy 2

School Resource Officer per campus: Per HB 3 of the 88th Texas legislature, Italy JH-HS will have an armed police officer, arranged through a memorandum of understanding with the city of Italy police department, present on campus during regular school hours.

Strategy's Expected Result/Impact: An armed police officer, arranged through a memorandum of understanding with the city of Italy police department, present on campus during regular school hours

Staff Responsible for Monitoring: Superintendent, District Emergency Management Coordinator, & Campus Administration

Funding Sources: School Police Officer 199 - General Fund, \$49,201

Formative Reviews

December

March

June

Strategy 3

TEA School Safety Standards and Upgrades: Italy JH-HS will comply with all TEA mandates related to school safety standards and annually assess other upgrades needed to maintain and improve the safety components of our facilities and property.

Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure

Staff Responsible for Monitoring: Superintendent, District Emergency Management Coordinator, & Campus Administration

Formative Reviews

December

March

June

Strategy 4

Safety Week and Monthly Drills: Italy ISD will hold two safety weeks per year and comply with all the required drills each year including drills during non-instructional settings throughout the day.

Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure

Staff Responsible for Monitoring: District Emergency Management Coordinator, & Campus Administration

Formative Reviews

December

March

June

Strategy 5

Facilities maintenance Italy JH-HS will maintain and improve our facilities for a safe, secure, nurturing and positive learning environment.

Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure

Staff Responsible for Monitoring: Director of Operations, District Emergency Management Coordinator, & Campus Administration

Formative Reviews

December

March

June

Performance Objective 3 High Priority

Attendance: Italy JH-HS will continue to encourage students on each campus to attend school so that the overall attendance for the district and each campus is 97% or greater.

Evaluation Data Source: Daily, weekly & 6-weeks attendance reports, TAPR, Accountability Summaries

Strategy 1

Attendance Incentives: Italy JH-HS will each implement appropriate incentives for attendance and promote the importance of good attendance.

Strategy's Expected Result/Impact: Overall attendance for the district and each campus is 97% or greater.

Staff Responsible for Monitoring: Campus Administration, Registrar and Attendance Clerk

Formative Reviews

December

March

June

Strategy 2

Attendance Counseling: Italy JH-HS will each implement strategies to counsel parents, guardians, and students who have excessive absences.

Strategy's Expected Result/Impact: Overall attendance for the district and each campus is 97% or greater.

Staff Responsible for Monitoring: Campus Administration & School Counselor

Formative Reviews

December

March

June

Strategy 3

Attendance Recovery Italy JH-HS, along with the campus attendance committee, will develop and implement opportunities for students to make-up missed assignments, to recover credit, and to recover days missed from school.

Strategy's Expected Result/Impact: Reduced retention/credit recovery rates and increased attendance percentage

Staff Responsible for Monitoring: Campus Administration & School Counselor

Formative Reviews

December

March

June

Performance Objective 4

Student Behavior Management - Positive Behavioral Supports: Italy JH-HS will utilize a variety of models and methods to maintain a safe, positive and a supportive learning environment for all students.

Evaluation Data Source: Discipline records, RDA

Strategy 1

Discipline Management Plan and BIPs: Italy JH-HS will follow a discipline management plan that complies with all federal and state laws and supports the Student Code of Conduct, including compliance with individualized 504 and special education Behavior Intervention Plans as well as appropriate use of DAEP, ISS, OSS and other intervention placements.

Strategy's Expected Result/Impact: Follow a discipline management plan that complies with all federal and state laws and supports the Student Code of Conduct with the goal of reducing the number of disciplinary actions.

Staff Responsible for Monitoring: Director of ECSSA & Campus Administration

Formative Reviews

December

March

June

Strategy 2

Positive Behavior Programs and Supports: Italy JH-HS will provide positive behavior programs and supports that teach and encourage positive social behaviors for success after high school [TEC 11.252(3)(E)].

Strategy's Expected Result/Impact: Create schools that are safe and orderly

Staff Responsible for Monitoring: Campus Administration and Counseling Staff

Formative Reviews

December

March

June

Performance Objective 5 High Priority

Social-Emotional Learning: Italy JH-HS will provide social-emotional learning opportunities and staff training to improve the support we provide students challenged with social-emotional issues.

Evaluation Data Source: School counselors training, TEA approved programs in trauma care delivered at campuses by counselors or by other providers. Training of all new employees and number of current staff trained.

Strategy 1

Comprehensive School Counseling Program: Italy JH-HS school counselor will work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association [TEC 11.252(a)(3)(I)], [TEC 33.005].

Strategy's Expected Result/Impact: School counseling program that provides the support students, staff and families need to assist students for overall success.

Staff Responsible for Monitoring: Campus Administration and Counseling staff

Formative Reviews

December

March

June

Strategy 2

Staff Training: Italy JH-HS will participate in district-provided staff training and support in the areas of: - Grief-informed and trauma-informed care (psychological first aid training) [TEC 38.036] - Suicide prevention and conflict resolution [TEC 11.252(3)(B)] - Prevention program of unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E)], [TEC 37.083(a)] - Dating violence and violence prevention [TEC 11.252(3)(B)(iii)] - Sexual abuse, sex trafficking, and other maltreatment of children [TEC 38.0041(a)] - Positive behavior supports and interventions

Strategy's Expected Result/Impact: Create schools, staff and students that are safe, healthy, aware and supportive of how to protect themselves and others against violent and traumatic incidents.

Staff Responsible for Monitoring: Campus Administration, and Counseling staff

Formative Reviews

December

March

June

Goal 3

Italy JH-HS will engage and connect with the community in a partnership to further the success of Italy JH-HS students that includes maintaining a communication system that facilitates an open exchange of information relating to student academic performance and safety between students, parents, and the citizens of Italy.

Performance Objective 1

Communication: Italy JH-HS will maintain a communication system that facilitates an open exchange of information relating to student academic performance and safety between students, parents, and the citizens of Italy.

Evaluation Data Source: Apptegy analytics of social media engagement and interaction. Number of website and Facebook views. Number of emails/alerts sent to parents.

Strategy 1

Website: Italy JH-HS will maintain, update and improve the website so that it functions effectively and allows for immediate and relevant information available to parents and the community.

Strategy's Expected Result/Impact: Create a website that functions effectively and allows for two-way communication between schools and parents/community

Staff Responsible for Monitoring: Executive Director of Technology & Campus Administration

Formative Reviews

December

March

June

Strategy 2

Parent Communication: Italy JH-HS will continue to offer the parent grade portal and a parent/student messaging system (Rooms, text messaging and emails) where the district, campus, and teachers can notify parents and students quickly of events as well as parents and students having immediate access to their grades and assignments.

Strategy's Expected Result/Impact: Parents and students will be more aware of their grades and assignments as well as campus and district notifications.

Staff Responsible for Monitoring: Executive Director of Technology & Campus Administration

Formative Reviews

December

March

June

Strategy 3

Social Media: Italy JH-HS will utilize social media outlets to convey information to the public on school events, activities, and updates

Strategy's Expected Result/Impact: Consistent flow of accurate and current information through social media sites

Staff Responsible for Monitoring: Executive Director of Technology & Campus Administration

Formative Reviews

December

March

June

Performance Objective 2

Community Partnerships: Italy JH-HS will engage and connect with the community in a partnership to further the success of Italy JH-HS students.

Evaluation Data Source: Number of opportunities to foster positive relationships between parents, community, and schools to include: Campus and District Site-Based Committees, SHAC Committee, School Safety and Security Committee, Open Houses, Homecoming Week community activities, volunteer opportunities, etc...

Strategy 1

Community Activities: Italy JH-HS will provide opportunities to foster positive relationships between parents, community, and schools to include: Campus and District Site-Based Committees, Booster Clubs, SHAC Committee, School Safety and Security Committee, Open Houses, Homecoming Week community activities, volunteer opportunities, etc...

Strategy's Expected Result/Impact: Local Partnerships, Increased number of community events and community/parent participation

Staff Responsible for Monitoring: Campus Administration and Organization Sponsors

Formative Reviews

December

March

June



State Compensatory Education

State Compensatory

Budget for Italy Jr. High-High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.5

Brief Description of SCE Services and/or Programs

See District Improvement Plan for specific information.

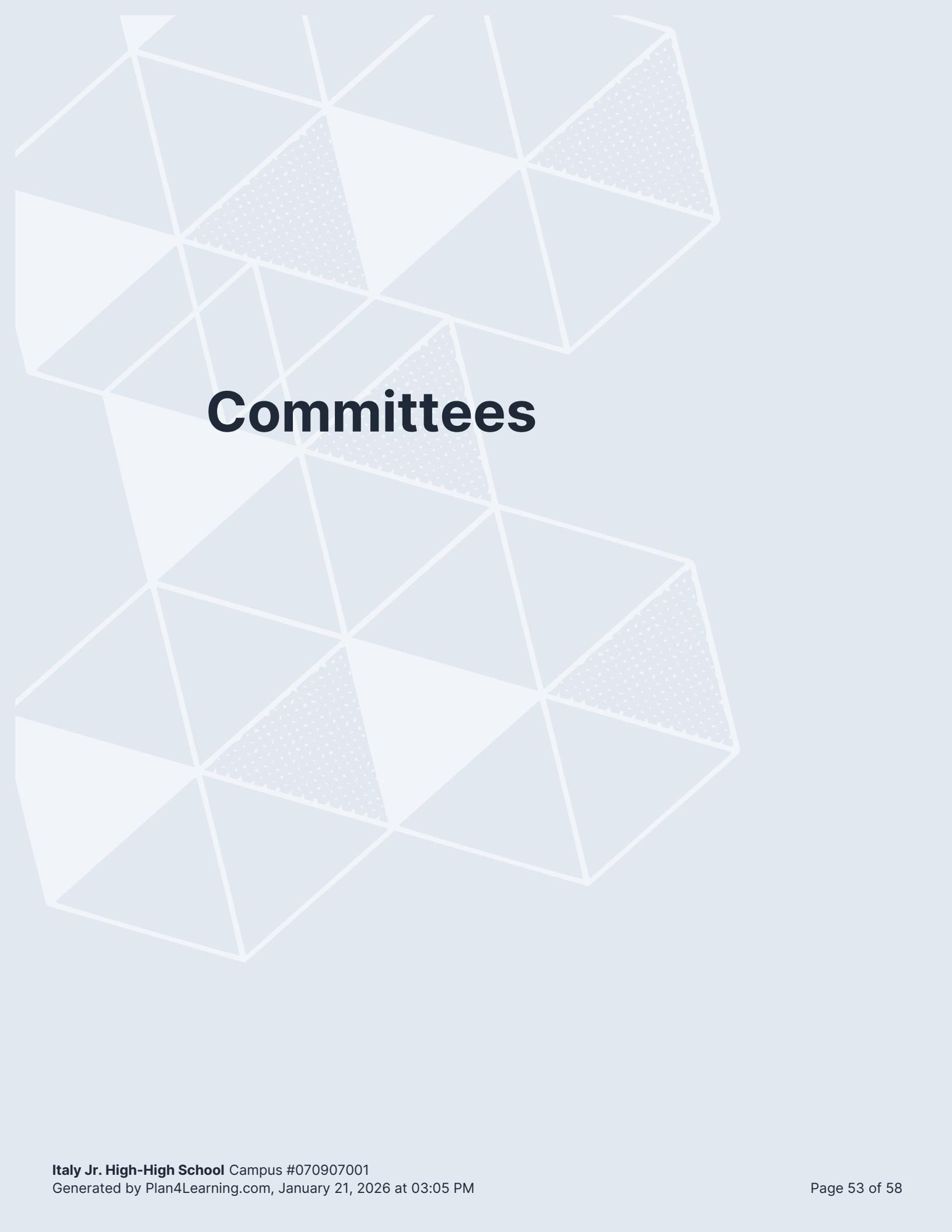
Personnel for Italy Jr. High-High School

Name	Position	FTE
Amber Simpson	Student Support Counselor (LPC)/LSSP	0.75
Angela Guidry	504 Coordinator	0.5
Angela Janek	Dyslexia Teacher	0.5
Christina Richards	504 Teacher	0.5
Kristi Cooley	JH-HS Paraprofessional	0.25
LaShandra Johnson	Paraprofessional	1



Title I Summary

Title I



Committees

Committees

Italy Junior High-High School Site-Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Shauna	Steinmetz	Classroom Teacher	Classroom Teacher
Sharon	Mitchell	Classroom Teacher	Classroom Teacher
Patrick	Carter	Italy JH-HS Teacher	Classroom Teacher
Anita	Lamar	ECSSA Administrative Assistant	Paraprofessional
Jeremiah	Glover	Classroom Teacher	Classroom Teacher
Lacy	Brown	Classroom Teacher	Classroom Teacher
Jay	Bundick	Classroom Teacher	Classroom Teacher
Michelle	Owen	Parent	Parent
Debbie	Garvin	Business Member	Business Representative
Sandra	Graves	Community Member	Community Representative
Natalie	Barrett	School Counselor	Non-classroom Professional
Holly	Bradley	Italy JH-HS Instructional Coach	Non-classroom Professional
Sharon	Graves	Italy JH-HS Principal	Administrator
Elizabeth	McDaniel	Director of ECSSA	Administrator



Funding Summary

Funding Summary



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Principals	7/24/2025	Rachel Kistner	1/9/2026
Child Abuse and Neglect	Superintendent	7/24/2025	Rachel Kistner	1/9/2026
Coordinated Health Program	District Nurse	7/24/2025	Rachel Kistner	1/9/2026
Disciplinary Alternative Education Program (DAEP)	Director of ECSSA	7/24/2025	Rachel Kistner	1/9/2026
Dropout Prevention	Campus Principals	1/5/2026	Rachel Kistner	1/9/2026
Dyslexia Treatment Program	Dyslexia Teacher	--	Rachel Kistner	1/9/2026
Pregnancy Related Services	PEIMS Coordinator	7/24/2025	Rachel Kistner	1/9/2026
Post-Secondary Preparedness	Campus Principal	--	Rachel Kistner	1/9/2026
Recruiting Teachers and Paraprofessionals	Superintendent & Campus Principals	--	Rachel Kistner	1/9/2026
Student Welfare: Discipline/Conflict/Violence Management	Campus Principals	7/24/2025	Rachel Kistner	1/9/2026
Technology Integration	Exec. Director of Technology	8/4/2025	Rachel Kistner	1/9/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Superintendent	9/1/2025	Rachel Kistner	1/9/2026