

La Porte Independent School District
The Academy Of Viola DeWalt High School
2019-2020 Improvement Plan

Accountability Rating: B



Mission Statement

The Academy of the Viola DeWalt High School will ensure that each student develops self-confidence, sets and achieves academic and social goals, and becomes a responsible, contributing member of a global society.

Vision

A La Porte ISD graduate is:

Bulldog Proud...

Possesses confidence about the future
Values the total educational experience - academic, extra-curricular, and social
Stays connected to the LPISD family
Commits to lifelong support of LPISD programs

Prepared...

Possesses academic and technological proficiencies
Transitions to college and/or career equipped with the skills, goals, and plans for success
Values honesty and integrity
Demonstrates effective communication and collaboration skills

A Citizen...

Participates in the democratic process
Exhibits environmental responsibility
Respects cultural diversity
Recognizes and responds to community needs

An Explorer...

Thinks critically
Embraces productive membership in the global community
Values lifelong learning
Welcomes challenge and innovation

A Producer...

Recognizes the importance of systems thinking
Utilizes data and analysis to pragmatically solve problems
Exhibits courage to take risks and make tough decisions
Balances achievement and growth in both personal professional life

Value Statement

In ourselves our future lies....

From here, it's possible

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Academy of Viola DeWalt High School will serve as the LPISD school of choice designed to serve the needs of the at-risk student population through a unique educational environment. To enroll at The Academy, you must complete an application process and a personal interview with campus administration.

With a maximum student enrollment of 200 students in grades 9-12, The Academy is able to provide smaller class sizes, excellent teachers, innovative instruction, extra tutoring, opportunities for remedial work and credit recovery, less distractions, and a specialized support system to help with other issues that can make the school years difficult. The Academy will offer programs which lead to job certifications in the areas of health science, maritime, and process technology to name a few. Through individualized attention, students will feel connected to an academic community that emphasizes success as its top priority. The Academy of Viola DeWalt High School is a place where it's possible.

The Academy utilizes a shuttle system for students that need certain classes only offered at LPHS. For the 2018-2019 school year, The Academy shuttled 26 students. For 2019-2020, The Academy will shuttle 75 students for LPHS classes and 4 students for dual enrollment classes including a student at the San Jacinto Maritime Center.

The Academy will continue to offer an active student council. The Academy also offers a yearbook class as well as several clubs and organizations for students to be involved in including robotics, gaming, and film history.

Students - as of 8/30/2019, The Academy has 200 students enrolled.

At-Risk	90%
SPED	18.5%
504	14%
LEP	6%
White	81%
African American	11%
Hispanic	29%

STAFF

Administration	Certified Staff	Certified Elective Staff	Paraprofessionals
Principal - 1	ELA - 3	Art - 1	Secretary/Attendance Clerk/Registrar - 1
Counselor - 1	Math – 2	CTE – 1.4* (Nurse teaches 4 health classes)	Instructional - OPEN
Assistant Principal - 1	Social Studies – 2	Spanish - 1 (2 .5s)	Custodian - 1
Nurse - 1*	Science - 3	Edgenuity/CL - 2	Cafeteria - 2
		Special Education - 2	Grant-Funded Counselor Clerk - .5
		Physical Education - 1	

Demographics Strengths

Our demographic strengths include the following:

- Student interest in school involvement as evidenced by the student council numbers;
- The variety of programs offered this year that allow for more student choice; and
- A teacher to student ratio of 1:15 in most classes.

Student Academic Achievement

Student Academic Achievement Summary

- As evidenced in our 2019 EOC STAAR scores, the Academy increased from 57% Approaches to 70% Approaches in Algebra I.
- Our ELA I and II Approaches scores remained about the same and our Biology and US History scores decreased.
- While overall, the accountability rating for 2019 was a B, we have significant work to do for the Closing the Gap domain.
- The students in All Students, White, and Economically Disadvantaged missed the Federal Academic target in Reading and Math.
- The students in the All Students category missed the School Quality CCMR Federal Academic target.
- For this school year, our student population has increased which will add the Hispanic and Special Education subpopulation to the Closing the Gaps domain.
- The Academy needs to continue working with students to support them in receiving industry certificates. We anticipate our certificates to increase within the next 2 school years. Students that transfer to the Academy from La Porte High School are generally behind in credits and have not successfully passed their STAAR EOCs which increase the difficulty of having enough time and opportunity to take college classes. Students that began at the Academy are not behind in credits and will have increased opportunities for certifications and dual enrollment beginning next year as they become juniors.
- The Academy needs to plan meaningful remediation for students that are in need of retesting in an EOC area.

		2017		2018		2019	
	#	Approaches	Meets #	Approaches	Meets #	Approaches	Meets
English 1	38	37%	31	42%	31	41%	20%
English 2	33	66%	34	44%	45	42%	21%
Algebra 1	33	58%	23	57%	22	70%	4%
Biology	30	63%	23	78%	21	68%	26%
US History	5	100%	32	84%	42	78%	38%

ELA 1 2019

	#	Approaches	Meets
Eco Dis	12	33%	17%
African American	1	100%	100%
Hispanic	6	33%	0%
White	24	38%	29%

ELA 1 2019

LEP	0		
Special Education	6	50%	17%

ELA 2 2019

	#	Approaches	Meets
Eco Dis	23	48%	22%
African American	1	100%	100%
Hispanic	12	33%	25%
White	30	47%	20%
LEP	1	100%	0%
Special Education	3	0%	0%

Algebra I 2019

	#	Approaches	Meets
Eco Dis	9	56%	11%
African American	1	100%	0%
Hispanic	6	67%	0%
White	15	60%	20%
LEP	1	100%	0%
Special Education	6	33%	0%

Biology 2019

	#	Approaches	Meets
Eco Dis	9	56%	11%
African American	0		
Hispanic	6	50%	0%
White	15	67%	40%
LEP	0		
Special Education	6	67%	17%

US History 2019

	#	Approaches	Meets
Eco Dis	18	83%	39%
African American	2	50%	50%
Hispanic	12	75%	50%
White	26	81%	42%
LEP	2	100%	0%
Special Education	3	67%	0%

Student Academic Achievement Strengths

- Increased Algebra I Approaches scores from 57% to 70%.
- We have increased our dual enrollment students from 2 in 2018-2019 to 4 in 2019-2020.
- We have 1 student enrolled in the San Jacinto College Maritime program.
- We are working to become a certified testing site for Microsoft for our students to become Microsoft certified.
- The Academy had a 92.5% graduation rate for 2019 which did meet the Federal Academic Target.
- The Academy continues to have students regain credits previously lost and students take initial credit classes in order to graduate early.
- This year the Academy is expecting 75 graduates throughout the school year.

School Processes & Programs

School Processes & Programs Summary

For the 2019-2020 school year, The Academy continues to expand our campus by almost doubling our number of students this year to 200. Students have options currently to work through a more traditional instructional setting or work in Edgenuity for credit recovery and initial credit. As we continue to progress the program, we will offer more opportunities for personalized instruction and project-based learning. Students are able to recover previous credits lost and in many cases, work to graduate high school early.

We offer all of our core classes on campus and some electives - Art, Spanish, Foundation CTE classes, and Yearbook for this school year. We have 4 students in dual enrollment this year and are also offering all graduation plans instead of only offering the foundation plan.

Every teacher has multiple preps in their content area. We offer an enrichment time during the day - LEAD time - in which twice a week, students may choose an activity/club to attend such as robotics, gaming, meditation, student council, edgenuity, or library time.

We were fortunate this year to house a Community Youth Services counselor to provide services to all of our students.

School Processes & Programs Strengths

According to a staff survey, our strengths include the following:

- Students learn in an environment that is physically and emotionally safe.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Students are able to recover credits and graduate on time or early as needed.

Perceptions

Perceptions Summary

The Academy of Viola DeWalt High School believes that each child is unique and deserves a learning environment that recognizes that individuality. As we continue to build our program, students will have additional opportunities for personalized learning.

All staff members at The Academy recognize that students have various social and emotional needs that require support services as well and are equipped to work with the at-risk students that we serve.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 1: Provide support services to meet all students' academic, social, and emotional learning needs.

Evaluation Data Source(s) 1: LEAD Time
 Student Goal-Setting; Reflection Folder Documents
 EOC Scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Targeted Support Strategy</p> <p>1) Individual student success meetings will be held each six weeks or more if needed, to reflect on strengths and weaknesses in academics, attendance, and social and emotional learning.</p>	Principal LEAD Advisory Teachers Counselor CYS	Students will take ownership of their learning which will lead to increased accountability through academics, social and emotional learning.
<p>2) Provide counseling services on an as-needed basis for all students to discuss a variety of topics including personal and academic needs.</p>	Principal Counselor CYS	Students will have a safe environment to express their needs.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 2: Increase the performance of all student groups in all subjects on 2020 STAAR EOC by 10% or higher at Meets and Masters grade level.

Evaluation Data Source(s) 2: Unit Assessments

Benchmark

EOC

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Targeted Support Strategy 1) Utilize research-based instructional strategies to increase student achievement including Edgenuity, Blended Learning, Personalized Learning, Project/Problem-Based Learning, Marzano, and Lead4Ward.	Principal Teachers	Students will increase academic knowledge and increase EOC scores.
Targeted Support Strategy 2) Follow the district scope and sequence allowing for individualized needs to support Tier I instruction and target specific student interventions based on student academic needs.	Principal Teachers	Student achievement gains on STAAR data.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 3: Provide all students options to enroll in a 2-year, 4-year, technical, or military post-secondary institution.

Evaluation Data Source(s) 3: Degree Plans, Naviance

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide students with the opportunity to graduate on a 26+ degree plan.	Principal Counselor	Students have the option to attend a 4-year university.
2) Partner with San Jacinto College to provide opportunities for students to receive certificate-based industry education.	Principal CTE Teacher Counselor	Increase in the number of students receiving industry based certifications.
3) Implement Naviance software for students and parents to track their post-secondary goals.	Principal Counselor	Students will take ownership of post-secondary goals.
<p style="text-align: center;">Targeted Support Strategy</p> 4) Provide opportunities for students to hear directly from and visit 4-year colleges.	Principal Counselor	Students will expand their post-secondary opportunities.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 4: Increase the number of students involved in extra-curricular activities either at The Academy or at LPHS to 50%.

Evaluation Data Source(s) 4: Sign-in sheets

Class Choice

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Partner with La Porte High School for options for extra-curricular activities such as ROTC, Fine Arts, Athletics.	Principal Counselor	Students will have increased achievement through engagement in the school environment.
2) Create and implement options on campus for student extra-curricular activities such as Student Council, Yearbook, and others such as robotics, gaming, etc.	Principal Counselor Teachers	Students will be involved and engaged in campus activities that will enrich their academics.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 5: Increase the attendance rate from 85% to 92% for the entire campus.

Evaluation Data Source(s) 5: Attendance logs

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Organize and communicate attendance incentives each 6 weeks.	Principal Student Council Sponsor	Students will attend school on a regular basis to decrease credit loss.
2) Collaborate with Truancy Officer to conduct home visits for frequent attendance issues.	Principal Attendance Clerk	Students will decrease attendance issues.
3) Communicate with parents regarding absenteeism daily.	Principal Attendance Clerk	Students will increase credit recovery, initial credit, and instructional knowledge.

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 6: Assist LEP students with academic needs such as credit recovery, initial credit issuance, and EOC assessment tutorials and practice.

Evaluation Data Source(s) 6: EOC scores
Transcripts

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Targeted Support Strategy 1) Through monitoring and targeted practice and remediation instruction, LEP students will recover credits and increase scores on EOC assessments.	Principal Counselor Teachers	LEP students will be on track to graduate on time with appropriate academic knowledge.
Funding Sources: 263 Title III, LEP - 321.00		

Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities

Performance Objective 7: Increase passing percentage of EOC retesters by 10% on the 2020 STAAR EOC.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Targeted Support Strategy 1) Provide remediation tutorials for retesters through enrichment time.	Principal Teachers	Students will successfully pass the EOCs needed for timely graduation.

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 1: Using the Restorative Justice practice, decrease major discipline referrals to 0%.

Evaluation Data Source(s) 1: Behavior Referrals

Student/Staff Surveys

Student Goal-Setting & Reflection Data

End of Year Naviance Completion Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) LEAD enrichment time will be used twice per week to conduct check in and check out restorative circles.	Principal Teachers	Students will have an opportunity to address concerns and needs.
2) One time per week will be a student choice activity during LEAD enrichment time that includes various student interest organizations as well as an opportunity to meet with CYS and interventionist.	Principal	Students have an opportunity to get involved in a hobby or interest to increase their self-confidence and social-emotional well-being.
3) Provide students an opportunity to communicate and solve problems through restorative conversations.	Principal Teachers	Students will have a place to feel valued and heard and an opportunity to address any concerns.

Goal 2: Provide a safe, secure and disciplined learning environment

Performance Objective 2: Campus processes and procedures will be implemented to ensure and maintain a safe and orderly environment conducive to student learning.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Conduct 1 fire drill each month.	Principal	Students and staff will be prepared for fire hazard situations.
2) Per district policy, complete each safety drill once per semester or as otherwise directed.	Principal	Staff and students will be prepared for safety situations.

Goal 3: Attract, develop and retain excellent staff

Performance Objective 1: Provide research-based professional development for campus teachers 1 time per six weeks designed to improve understanding and implementation of personalized learning and at-risk student needs.

Evaluation Data Source(s) 1: Walk-Throughs

- Observations
- Sign-In Sheets
- Power Walks

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Introduce personalized learning and model this instruction through professional development.	Principal	Staff will become more familiar with personalized learning.
2) Each staff member will plan for at least 2 personalized learning units for each of the 6 weeks during this school year.	Principal	Staff will become familiar with implementing personalized learning. Students will be more engaged in instruction.

Goal 3: Attract, develop and retain excellent staff

Performance Objective 2: Through the use of Power Walks, ensure that all staff has 100% implementation of the Fundamental 5 components.

Evaluation Data Source(s) 2: Power Walks

Walk-Throughs

Observations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Staff will implement the Fundamental 5 in all of their instruction.	Principal	Students will have multiple opportunities to be academically engaged and successful.

Goal 4: Promote family engagement and active involvement of the community in the education of our students

Performance Objective 1: Provide two parent involvement activities throughout the school year.

Evaluation Data Source(s) 1: Sign In Sheets
Newsletter

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Parents are involved in initial interviews for acceptance into The Academy.	Principal	Parents are mindful of the expectations of The Academy to increase the success of their student.
2) A parent newsletter will be mailed each 6 weeks with report cards.	Principal Assistant Principal	Parents will be kept up to date regarding events and information at The Academy.
3) During the Spring semester, host an Academy Showcase for current and prospective families.	Principal	Prospective students will have an opportunity to visit the Academy to assist them in their choice of high schools.
4) Conduct an orientation night for parents and students.	Principal	Students and parents will feel comfortable with the environment and begin establishing relationships with the staff.

Goal 4: Promote family engagement and active involvement of the community in the education of our students

Performance Objective 2: Provide two opportunities for students to be involved in community outreach and service.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement a mentor program between our 11th and 12th grade students and the Baker 6th grade campus students.	Principal Counselor	Students will have an opportunity to provide mentor services to at-risk 6th graders through tutorials and peer-peer relationships.
2) Schedule community service with various organizations such as Habitat For Humanity, Houston Food Bank, La Porte Animal Shelter, nursing homes, etc.	Principal Assistant Principal Counselor	Students will have the opportunity to expand their knowledge about community needs and becoming a good global citizen.
3) Host a career day.	Principal Counselor	Students will have the opportunity to interact with persons in the work force for various careers that they may be interested in pursuing after high school.

Goal 5: Ensure and demonstrate efficient and effective use of district resources

Performance Objective 1: Offer various district services to our students one time per week including CYS, Mr. Odom, and Ms. Smith.

Evaluation Data Source(s) 1: Master Schedule, Sign-In Sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) One time per week, various services will meet with students at The Academy.	Principal	Students will have an opportunity to problem solve.

Goal 5: Ensure and demonstrate efficient and effective use of district resources

Performance Objective 2: Partner with LPHS daily to provide students a variety of electives and CTE courses.

Evaluation Data Source(s) 2: Master Schedule, 4 year plans

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) The Academy students will attend elective and CTE classes at the LPHS campus.	Principal	Students will be offered a variety of class offerings to suit their interests and career pathways.

Goal 5: Ensure and demonstrate efficient and effective use of district resources

Performance Objective 3: Technology will be embedded in every course for personalized learning.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Students will utilize 1:1 technology for class assignments and personalized learning initiative.	Principal Teachers	Students will have opportunities to personalize learning and learn 21st century skills.

Plan Notes

Optional space. Use for minutes, take notes among each other if there are multiple users, a sharing space. You can chose to print on CIP or not (with or without notes).

Campus Funding Summary

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Tutorial Supplies; Reading Materials;		\$321.00
				Sub-Total	\$321.00
				Grand Total	\$321.00