

Academic Career Center Campus Improvement Plan

2021-2022

Presented to the Board on June 11, 2019

Melodie R. McClarren, Principal

School Board Approval on _____



Mission Statement

The teachers, staff and administration of the Tuloso-Midway Academic Career Center believe it is our mission to provide a self-paced, accelerated, quality education to students who are at-risk of not graduating with their high school class. Students will be treated with dignity and respect and will leave our school with the necessary knowledge and skills to obtain a respectable job or pursue post-secondary education or military service.

Our Beliefs

We believe that each student at Tuloso-Midway deserves a learning environment that meets his or her unique situation.

We believe that parents are an integral part of the success of each student. We encourage parental involvement from intake to graduation.

We believe that students must have a future beyond graduation and we will consistently work on future goals through post-secondary education, skills training or military service.

We believe that the relationship we build with our students is the first step in fostering their success. We will strive to build a positive, nurturing relationship with each student as soon as they enroll in our school.

We believe it is our responsibility to provide academic, social and emotional support to students who are at-risk or dropping out of school.

We believe that the teaching of life skills such as the management of time, finances, personal health and employment are an important component of our school.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Joe Salinas	Math Teacher	
Alex Richards	Social Studies Teacher	
Melodie McClarren	Principal	
Laura Collins	Science Teacher	
Sharon Moore	English Teacher	
Tiffany Candela	English Teacher	
Iris Chapa	Asst. Principal	
Frances Baen	Counselor	
Rachel Salinas	Math	
Gloria Gallardo	Electives	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee from 7/20/20 to 5/20/21 .

Participants in Attendance	Data Sources Examined
Tiffany Candela	<div style="border: 1px solid black; padding: 5px;"> <p><i>AEIS</i> <i>Federal Accountability Data for AYP</i> <i>STAAR Data—disaggregated (i.e. AEIS IT)</i> <i>District PEIMS reports</i> <i>PBMAS reports</i> <i>Dropout and School Leaver data—disaggregated</i> <i>District retention data</i> <i>Parent, Community, Teacher, and /or Student surveys</i> <i>Student attendance data</i> <i>Referral percentages for students in Special Education</i> <i>Campus parent participation records</i> <i>SAT/ACT/AP/IB data</i> <i>Truancy data</i> <i>Homeless population analysis</i> <i>Teacher retention data</i> <i>FitnessGram Data</i> <i>Individual Student Interviews</i> <i>Completion Rates</i> <i>Teen Pregnancy statistics</i> <i>At-risk by category</i> <i>STAAR- multiple testing opportunities</i> <i>EOC test results</i> <i>Parent sign-in documentation</i></p> </div>
Joe Salinas	
Alex Richards	
Melodie McClarren	
Laura Collins	
Sharon Moore	
Iris Chapa	
Jennifer Wendland	
Christine Hay	
Rachel Salinas	
Sheryl Villere	
Jenna Serna	
Gloria Gallardo	

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>The trauma of Covid in the past year has affected our students in multiple ways.</i>	<i>Student scores on EOC tests Teacher concerns</i>
<i>A significant lack of vocabulary in the content areas hinders our students from performing well on classwork and STAAR.</i>	<i>STAAR results Teacher observation</i>
<i>Training for working with students who have faced trauma and are coming to us emotionally disturbed and mentally ill.</i>	<i>Number of special education students Students on medication for serious mental issues Need for intervention counselor regular visits</i>
<i>Individual student surveys indicate a strong need for values instruction and an intervention program to reinforce and build appropriate social behaviors.</i>	<i>Individual student interviews Observation of student behaviors</i>
<i>As Reading becomes more difficult on the STAAR test, our students need more practice and they need to develop daily reading habits for information and pleasure. As evidenced by our IReady scores, our students are reading on a 2nd to 5th grade level.</i>	<i>Observation Teacher concerns about reading in content areas Test difficulty in content areas and English I and II tests IReady scores</i>
<i>Attendance continues to be a huge issue with our students arriving from high school. We will continue to work with the kids to assure they see the value and importance of being in school everyday.</i>	<i>Attendance records, previous attendance at high school, 6 week attendance data</i>
<i>As the EOC tests become more difficult and our students struggle to pass and meet “Masters Grade Level”, we need to find strategies that will help them have confidence when testing.</i>	<i>Completion Rate Test results</i>

<p><i>Our students reside in predominately low income, high crime areas. An overwhelming majority qualify and receive free or reduced lunch and most of our students are coded at-risk. Ongoing staff development is needed by our entire staff on working with students from poverty and high needs areas.</i></p>	<p><i>AEIS reports EOC results Student surveys Google Earth map of student residences Campus discussions Home visits</i></p>
<p><i>The staff survey indicates a need for attendance at the conferences/ PD for alternative educators in order to be updated annually regarding the laws for Alternative Ed, as well as gaining knowledge in the latest trends and resources available for educators of at-risk students. Our staff also plans to present at these conferences.</i></p>	<p><i>Informal discussions Campus/faculty meeting discussions</i></p>
<p><i>Make the integration of technology into daily lessons a top priority for this school year. Teachers need to use hands-on technology to teach concepts in the way our kids learn.</i></p>	<p><i>Informal discussion regarding the use of technology in the classroom</i></p>
<p><i>The majority of students coming to ACC list social issues and lack of credits as the reason for leaving high school. Our staff is dedicated to assisting students in overcoming their anxieties and differences so they can be productive in school and beyond.</i></p>	<p><i>Student surveys Counseling logs Transcripts</i></p>
<p><i>To be mutually beneficial, continue to promote our school and be contributing members of our community by participating in our Passport for Success community outreach projects.</i></p>	<p><i>Student surveys Passport Program</i></p>
<p><i>Due to an increase in the number of true freshmen entering ACC, it is apparent that inadequate reading abilities are hindering these students from success. Many are reading on a 2nd grade level and find content reading/comprehension extremely difficult.</i></p>	<p><i>Informal staff discussions English STAAR results IReady</i></p>

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus

Total FTEs funded through SCE at this District/Campus

The process we use to identify students at risk is: Students are identified as being at risk of dropping out of school by applying the State of Texas Student Eligibility Criteria (see following page). Students are coded appropriately as at-risk at the campus level, carefully noting criteria for each student.

The process we use to exit students from the SCE program who no longer qualify is: The principal shall ensure that each identified student is offered services. The student eligibility shall be reviewed for at-risk status at the close of each grading period. A consistently updated list of all at-risk students shall be available on each campus for all administrators and teachers at all times.

ACC is a non-disciplinary school of choice for at-risk students. Its program is temporary in nature, providing specialized instructional services to students at-risk of dropping out of school. Students are referred by the high school campus counselor, principal or at parent request. Their needs are assessed and a credit recovery plan and EOC remediation plan is developed. While some students remain at ACC until they pass EOC tests and graduate, there is the option of returning to high school once students have shown to be academically on track, once again.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year 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
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. 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, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A</i>
<i>Title VI, Part B Rural/Low Income</i>
<i>Carl Perkins</i>
<i>ARRA Stimulus Funds (List Specific ARRA Fund)</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source

Goal 1: By May, 2020, 90% of all ACC students and each student group, including Special Education students tested, will pass all sections of the State assessment. Our campus is not measured by AYP, however, this goal far exceeds the Alternative Accountability measure of 50%.

Summative Evaluation: 90% of students at ACC will pass all sections of the EOC tests, meet ARD expectations and ACC will meet the Alternative Accountability measure of “Academically Acceptable”. 50% of all students will reach “meets standard” of “masters standard”

Activity/Strategy		Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement appropriate curriculum and support to reinforce EOC objectives in ELA, Math, Science and Social Studies.		Core subject teachers Principal	Ongoing	SCE Funds	Improved six weeks grades Reduced failure rate Increase number of students “meeting” or “mastering” standards
Provide specific EOC preparation classes the week prior to testing (usually during intersession).		Core subject teachers Principal	June December February, April	SCE Funds	Improved performance on concept specific EOC. Improved graduation and completion rate. Number of students moving from “approaching” to “meets” or “masters”

<p>Incorporate technology through the implementation/use of technology resources. Incorporate connections between the use of curriculum and career choices within the curriculum.</p>		<p>All teachers</p> <p>Coordination between counselor and math staff</p>	<p>July 2019</p> <p>Ongoing</p>	<p>SCE Funds</p> <p>No additional resources needed</p>	<p>Improved performance on concepts where skill deficiencies exist.</p> <p>Improved performance on EOC.</p> <p>Teacher produced surveys</p>
<p>Expand curriculum and tech activities in order to provide additional rigor to our standards.</p>		<p>Core teachers and administration</p>	<p>Ongoing</p>	<p>Virtual lab programs</p> <p>SCE Funds</p>	<p>Track the number of students who take the classes to obtain a Foundation diploma with Endorsements</p> <p>Student feedback</p>
<p>Conduct detailed data analysis of each EOC test and develop Success Plan for each student.</p>		<p>Teachers and administration</p>	<p>Ongoing</p>	<p>SCE Funds</p>	<p>Staff development</p> <p>Success Plan copies</p> <p>Student results on EOC</p>
<p>Closely monitor all students, including students with disabilities so that needs are assessed, addressed and documented.</p>		<p>All classroom teachers, principal</p>	<p>Ongoing</p>	<p>No additional resources needed</p>	<p>Improved course completion and EOC passing rate for students with disabilities.</p>

Continue to evaluate transcripts and promote the Foundation with Endorsement graduation plan, where possible.		Principal, teachers	Ongoing	No additional resources needed	Note percentage increase over previous years of "recommended" graduates.
Continue to provide instructionally based field trips that will enhance the learning goals of each classroom. Provide Intersession activities to expand on intervention efforts for student achievement		Principal Core teachers	Ongoing throughout year	SCE Funds Grants	Pictures Essays, class projects and student reports on their experiences. Documentation of attendance and resulting scores on STAAR
Implement a new schedule to include a new reading lab using IReady and NoRedInk to provide instructional focus and improve fluency, comprehension and vocabulary		Principal ELA teachers Lab para	Implement in July 2019	SCE funds for programs	Documentation of improvement through IReady and NoRedInk reports and STAAR ELA scores

Continue to inform parents of all supplemental services and interventions used for our at-risk students		Principal Staff	Ongoing	No funding needed	Documentation of contact and intervention documentation
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Goal 2: 100% of the core academic courses will be taught by highly qualified teachers at the Academic Career Center.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained. Highly qualified staff will be retained and turnover rate will remain low.

Data 2018-2019	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	N/A

Activity/Strategy		Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to maintain a strong sense of team through daily lunch meetings, weekly staff meetings and afternoon planning sessions.		Principal, Human Resources Dept.	Ongoing	No additional resources needed.	100% core academic classes taught by HQ teachers. Sign in sheets for all staff meetings.
Listen to teacher opinions and implement ideas based on “what is good for the student”.		Principal, staff	Ongoing	No additional resources needed	Teacher survey Records of implemented strategies and ideas generated by teachers.
Continue to involve all teachers in the decision making process.		Principal, staff	Ongoing	No additional resources needed	Teacher survey Campus evaluation

Continue to reward staff with celebrations and recognition for outstanding achievement and exceptional performance both in and out of the classroom.		Principal, staff	Fall 2018 and Spring 2019 staff appreciation luncheon	Local Funds	Sign in sheets, certificates, pictures.
By the start of the 2019-2020 school year all ACC teachers, staff and administration will be hold an At-Risk Educator Certificate		All Staff	July 2019	Local funds	Certificates placed in personnel files
Provide professional development opportunities for certified and non certified staff that support our goals		Principal	Ongoing	State Funds	Certificates Sign-in sheets TTESS
Provide staff development to promote the use of Instructional Technology		Principal Technology Staff	Ongoing	State Funds	Classroom Observation TTESS Increased passing rates with higher standards on STAAR

Goal 3: All students at the Tulo-so-Midway ACC will be educated in learning environments that are safe, drug free, and conducive to learning.

Summative Evaluation: Staff will maintain a safe and secure environment for all students and will provide educational programs to promote healthy, lifestyles free of alcohol, drugs and violence.

Activity/Strategy		Person(s) Responsible	Timeline	Resources	Formative Evaluation
Explore the consequences of teenage alcohol use and abuse. Focus on illegal drug use, binge drinking, driving while intoxicated and abusive relationships.		Principal Counselor Staff	Ongoing Monitor: End of each grading period	TABC Local Law Enforcement Probation officers Local Judge	Increased attendance Fewer arrests Increased passing rate on EOC
Implement monthly fire, tornado and disaster drills.		Principal and staff	Once monthly	No additional resources needed	Required documentation for public safety reports
Teach students the LIFE model for suicide prevention. Use various programs to meet the needs of our wounded kids.		Principal and staff	First semester during homeroom	Numerous free resources	Program evaluation by students, parents and staff.

Incorporate making good choices into all areas of the school day.		All staff	Ongoing	No additional resources needed	Staff documentation
Certified Health and PE teacher will plan and coordinate physical activities for all students		All staff	Daily throughout the school year	No additional Funds	FitnessGram results Staff observation Student surveys
Practice safety procedures and prepare for safety in the event of an intruder or active shooter on campus		All staff and students	Drills throughout the school year	No additional funds needed	Documentation of drills and final safety plan
Incorporate numerous wellness activities to promote good mental health, including yoga and music. Incorporate these wellness activities and Mindfulness into the Passport for Success model.		All staff and students	Ongoing	No additional funds needed	Staff observation, monitoring of grades and EOC scores
Provide ongoing education on the dangers of social media and possible future impact on students		Principal	July 2019	No funding needed Homeland Security speaker	Documentation of speaker and student attendance

Actively pursue staff development opportunities relating to student mental health and how to care for and assist our most fragile students		Principal	Ongoing	Professional Development funds	Documentation of staff attendance Review of student incidents
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Goal 4: All students in Tuloso-Midway Academic Career Center will graduate and be prepared for post-graduate education, military service or entering the workforce.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 95%.

Activity/Strategy		Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to implement new strategies and programs, such as our College and Career Readiness course		Principal All teachers	Ongoing throughout year	SCE Local budget	Student surveys Parent surveys Teacher Evaluations Course Completions
Host graduation awards night at the Dr. Sue Nelson Performing Arts Center to encourage our undergrads and to reward those who have completed their graduation requirements.		Principal Teachers	Ongoing	Local budget (printing/cords)	Number of graduates Number of participants in the celebration Passport completion and record of earned cords
Continue Workforce Development week with Geno Vargas (July 22-26, 2019)		ACC staff CATE Director	Ongoing	CTE Funding	List of students earning certification

Conference with students and parents before each EOC testing opportunity and after scores are received.		ACC staff	Ongoing	Refreshments-local funds	Parent sign-in sheets EOC results
Maintain a 90% or better passing rate for students		ACC staff	Ongoing	No additional resources needed	Course completions Grade books
Implement new opportunities for students to earn credits and graduate with real-world skills and competencies		ACC staff CTC staff CATE staff	Ongoing	CATE funds	Course completions Certificates
Evaluate transcripts weekly so students have clear options for graduation.		Principal Registrar	Ongoing/ weekly	No additional resources needed	Working folder documentation Graduation rate
Provide flexibility within the 7 hour day so students who work or have children can attend their 4 hour day in the morning or afternoon.		Principal Registrar Counselor	Ongoing	No additional resources needed	Working folder documentation Daily sign in sheets
Provide all homeless students with services as required by the McKinney-Vento Act		ACC Staff	Ongoing	Local funds	Documentation of funds used to implement

Promote the earning of graduation “cords” through successful completion of Passport for Success initiative.		Principal, staff	Fall 2018 through Spring 2019	No additional funds needed	Evaluate number of students actually earning cords at end of year celebration.
Offer opportunities for students wanting to access programs at the Craft Training Center		Principal Counselor	Ongoing	CTE funds	Course completion and certification from CTC
Ongoing parent meetings and contact to ensure they are aware of the opportunities available to their students		Principal Staff Counselor	Ongoing	No funding needed	Documentation of parent contact

Goal 5: Parents and Community will be partners in the education of students at T-M ACC.

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy		Person(s) Responsible	Timeline	Resources	Formative Evaluation
Special events to include stakeholder participation		Principal Staff	Ongoing	Invitations/Postage SEC Funds	Event sign-in sheets
Service based projects including partnership with The Villa, local charities, and others in the Passport for Success		Principal Staff Student committees	Ongoing	Local Funds	Newspaper articles Student participation logs
Provide numerous opportunities for parents to visit the campus, participate in conferences and communicate via telephone regarding their child's progress		Principal Teachers Counselor	Ongoing	No additional resources needed	Telephone logs Sign-in sheets

<p>Create a climate where parents feel welcome, valued and respected. Encourage their attendance for awards, holiday gatherings, Open House and Graduation celebrations</p>		<p>Principal Teachers Counselor</p>	<p>Ongoing</p>	<p>Postage Invitations Award certificates Local Funds</p>	<p>Surveys Sign in sheets Invitations and mailings</p>
<p>Write, print and distribute an ACC handbook to be used with parents and students.</p>		<p>All staff</p>	<p>To be used throughout the school year</p>	<p>Printing and paper costs Local funds</p>	<p>Copies of each will be available for any interested person(s)</p>
<p>Create a campus webpage for ACC with links to webpages for each staff member. Encourage parents to access</p>		<p>All staff</p>	<p>Ongoing</p>	<p>No additional resources needed</p>	<p>Monitor use throughout school year</p>

Goal 6: Continue to prioritize student attendance for all ACC students. (AEA Requirement 84%)

Summative Evaluation: ACC will continue to have a yearly attendance rate of more than 96%.

Activity/Strategy		Person(s) Responsible	Timeline	Resources	Formative Evaluation
Daily calls will be made to any student not in attendance and who has not called in sick.		Registrar	Daily beginning July 16, 2019	No additional resources needed	Attendance records
Provide incentives each week, each 6 weeks, each semester and yearly for students with perfect attendance.		Principal Registrar	Beginning July 16, 2019 (Ongoing)	Local Funds	Attendance records
Encourage partial day attendance when students aren't feeling well.		Principal ACC teachers	Ongoing	No additional resources needed	Attendance records
Make home visits to students who are not in attendance and cannot be reached via telephone.		Principal Teachers Counselor	Ongoing	No additional funds needed	Home visit log

Goal 7: ACC will provide meaningful and appropriate staff development for all staff members.

Summative Evaluation: Staff will utilize information obtained through staff development to increase student success at ACC.

<p>Staff will attend and present at the TAAE conference in February. Calendar will be adjusted so all staff members can attend.</p>		<p>Principal ACC Staff</p>	<p>February 2020</p>	<p>Local funds</p>	<p>Classroom observation of initiatives and ideas learned at conference Certificates</p>
<p>Find math, science, language arts and social studies staff development opportunities that relate to working with at-risk populations</p>		<p>ACC staff</p>	<p>Ongoing</p>	<p>Local funds</p>	<p>Certificates Implementation Strategy sharing with colleagues</p>

Goal 8: ACC will address student participation in EOC exam testing and will meet or exceed the state “target” of 95%.

Summative Evaluation: Staff will monitor each testing opportunity during the 2019-2020 school year and assure that all students are in attendance. Those with extenuating circumstances (illness, birth of a baby, childcare issues, etc. will be encouraged to be in attendance during the next administration.

<p>A list of all EOC testing students will be sent to all staff members 2 weeks before testing begins. Each teacher will be responsible for calling parents and assuring they know the dates and times of testing,</p>		<p>Principal ACC Staff Counselor</p>	<p>Two weeks prior to each testing opportunity.</p>	<p>No additional resources needed</p>	<p>Call log of each child/parent reached by phone.</p>
<p>The morning of each test, Mrs. Hay, myself and the subject area teacher will call the home of each child not present by 7:45.</p>		<p>Principal Attendance Clerk ACC staff</p>	<p>Morning of each subject area EOC</p>	<p>No additional resources needed.</p>	<p>Call log of child/parent reached and reason child is not present.</p>
<p>On the morning of each test, any child who has not been reached by phone by 8:00 will have a home visit by the principal and Mrs. Hay</p>		<p>Principal Mrs. Hay Counselor</p>	<p>Morning of each subject area test</p>	<p>No additional resources needed</p>	<p>Mileage log and written documentation of home visits.</p>

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