

La Porte Independent School District
The Academy Of Viola DeWalt High School
2023-2024 Improvement Plan



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

Be remarkable, take ownership, and invest in yourself.

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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. The Academy of Viola DeWalt High School serves 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 utilizes a shuttle system for students that need certain classes only offered at LPHS.

The Academy will continue to offer an active student council. The Academy also offers several clubs and organizations for students to be involved.

Students - as of 9/1/2023, The Academy has 168 students enrolled.

| | |
|--------------------|------------|
| At-Risk | 91% |
| SPED | 19% |
| 504 | 17% |
| Emergent Bilingual | 3% |
| White | 45% |
| African American | 10% |
| Hispanic | 45% |

STAFF

| Administration | Certified Staff | Certified Elective Staff | Paraprofessionals |
|-----------------------|--|---------------------------------|--------------------------|
| Principal - 1 | ELA - 2 | Art - 1 | |
| Counselor - 1 | Math – 2 | CTE – 1 | Instructional - 1 |
| | Social Studies – 2.5 | Spanish - .5 | Custodian - 1 |
| | Science - 2 | Edgenuity/CL - 2.5 | Cafeteria - 2 |
| | Grant-Funded (ESSER) Interventionist - 1 | Special Education - 1.5 | Security Assistant - 1 |
| | | Physical Education - 1 | |
| | | Nurse - 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 Learning

Student Learning Summary

- As evidenced in our 2023 EOC STAAR scores, the Academy increased from 49% Approaches to 60% Approaches in English I, 70% Approaches to 100% Approaches in Biology, and 90% Approaches to 94% Approaches in US History.
- 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 will continue the implementation of a meaningful multi-tiered intervention for students that are in need of retesting in an EOC area.

| | 2021 | 2022 | 2023 |
|------------|------------|------------|------------|
| | Approaches | Approaches | Approaches |
| English 1 | 58% | 49% | 60% |
| English 2 | 43% | 59% | 61% |
| Algebra 1 | 48% | 36% | 37% |
| Biology | 76% | 70% | 100% |
| US History | 84% | 90% | 94% |

| ELA 1 2023 | | | | |
|--------------------|----|------------|-------|---------|
| | # | Approaches | Meets | Masters |
| Eco Dis | 20 | 50% | 3% | 0% |
| African American | 5 | 20% | 20% | 0% |
| Hispanic | 15 | 53% | 27% | 0% |
| White | 14 | 79% | 57% | 0% |
| Emergent Bilingual | 0 | 0 | 0 | |
| Special Education | 4 | 50% | 20% | 0% |

| ELA 2 2023 | | | | |
|------------|----|------------|-------|---------|
| | # | Approaches | Meets | Masters |
| Eco Dis | 20 | 50% | 30% | 0% |

| | | | | |
|--------------------|----|-----|-----|----|
| African American | 0 | 0 | 0 | 0% |
| Hispanic | 15 | 53% | 27% | 0% |
| White | 14 | 79% | 57% | 0% |
| Emergent Bilingual | 0 | 0 | 0 | 0% |
| Special Education | 16 | 56% | 31% | |

| Algebra I 2023 | | | | |
|--------------------|----|------------|-------|---------|
| | # | Approaches | Meets | Masters |
| Eco Dis | 25 | 36% | 0% | 0% |
| African American | 0 | 0 | 0 | 0% |
| Hispanic | 17 | 41% | 0% | 0% |
| White | 13 | 38% | 0% | 0% |
| Emergent Bilingual | 0 | 0% | 0% | 0% |
| Special Education | 5 | 40% | 0% | 0% |

| Biology 2023 | | | | |
|--------------------|----|------------|-------|---------|
| | # | Approaches | Meets | Masters |
| Eco Dis | 14 | 100% | 36% | 0% |
| African American | 0 | 0 | 0 | 0% |
| Hispanic | 10 | 100% | 20% | 0% |
| White | 12 | 100% | 50% | 8% |
| Emergent Bilingual | 0 | 0 | 0 | 0% |
| Special Education | 4 | 100% | 0 | 0% |

| US History 2023 | | | | |
|------------------|----|------------|-------|---------|
| | # | Approaches | Meets | Masters |
| Eco Dis | 32 | 94% | 53% | 13% |
| African American | 7 | 86% | 43% | 0% |
| Hispanic | 22 | 100% | 55% | 14% |

| US History 2023 | | | | |
|--------------------|----|------|-----|-----|
| White | 22 | 91% | 59% | 36% |
| Emergent Bilingual | 0 | 0 | 0 | 0% |
| Special Education | 12 | 100% | 42% | 17% |

Student Learning Strengths

- Increased from 49% Approaches to 60% Approaches in English I, 70% Approaches to 100% Approaches in Biology, and 90% Approaches to 94% Approaches in US History.
- The Academy continues to have students regain credits previously lost and students take initial credit classes in order to graduate on time or early.

School Processes & Programs

School Processes & Programs Summary

We provide small classes, fewer distractions, excellent teachers, extra tutoring, opportunities for remedial work and credit recovery, and a support system to help with other issues that high school students face.

We offer all of our core classes on campus and some electives - Art, Spanish, Foundation CTE classes, and Yearbook for this school year. We 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 - Academy Period - where all students receive weekly intervention through APEX in the areas of EOC prep and TSI/SAT prep.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Section 504 data
- Homeless 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Study of best practices

Goals

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

Performance Objective 1: STAR EOC: Increase the performance of all student groups in all subjects on 2023-2024 STAAR EOC by 10% or higher.

High Priority





Evaluation Data Sources: Unit Assessments
 CBA data
 EOC data
 District Data Specialist Analysis & Recommendations

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Strengthen our Tier 1 instruction by continuing to implement effective PLCs.</p> <p>Strategy's Expected Result/Impact: Strengthen our Tier 1 instruction by continuing to implement effective PLCs. During the PLCs we will define essentials, create SMART goals, establish and plan for the use of common formative assessments, create extension and intervention plans, and make adjustments to instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Utilize research-based instructional strategies to increase student achievement including APEX, Edgenuity, Blended Learning, Personalized Learning, Project/Problem-Based Learning, and Lead4Ward.</p> <p>Strategy's Expected Result/Impact: Students will increase academic knowledge and increase EOC scores.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: All EOC content teachers have a designated Academy period for Tier 2 support in these content areas.</p> <p>Strategy's Expected Result/Impact: Students will be successful on their assigned EOCs.</p> <p>Staff Responsible for Monitoring: Principal, EOC Teachers, ESSER Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: All EOC content teachers and campus academic interventionist will provide Tier 3 support in these content areas for identified students in need.</p> <p>Strategy's Expected Result/Impact: Additional instructional time, targeted support, and increased performance by all student groups on STAAR EOC exams.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Teachers, ESSER Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 5: Provide counseling services on an as-needed basis for all students to discuss a variety of topics including personal and academic needs</p> <p>Strategy's Expected Result/Impact: Students will have a safe environment to express their needs.</p> <p>Staff Responsible for Monitoring: Principal Counselor ESSER Interventionist</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: The Academy will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity and APEX.</p> <p>Strategy's Expected Result/Impact: Additional instructional time, targeted support, and increased performance by all student groups on STAAR EOC exams</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Teachers, ESSER Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: General supplies - 211 Title I, Part A - \$3,500, Technology resources - 211 Title I, Part A - \$5,000</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |

| Strategy 7 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 7: 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> <p>Strategy's Expected Result/Impact: Students will take ownership of their learning which will lead to increased accountability through academics, social and emotional learning.</p> <p>Staff Responsible for Monitoring: Principal Advisory Teachers Counselor ESSER Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: The Academy will promote high interest student reading through the implementation of independent reading time in RLA classes.</p> <p>Strategy's Expected Result/Impact: These materials will promote reading in and out of the classroom and will result in improved academic performance in all areas.</p> <p>Staff Responsible for Monitoring: Administration and Instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Reading Materials - 211 Title I, Part A - \$1,500</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Campus leadership will receive training in effective leadership and implementation of instructional strategies.</p> <p>Strategy's Expected Result/Impact: Administrators will become more effective instructional leaders leading to increased student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |

| Strategy 10 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 10: The Academy will continue implementation of CBAs based on curriculum units. Teachers will work cooperatively with the district curriculum department in the development, implementation and monitoring of these assessments.</p> <p>Strategy's Expected Result/Impact: Increased monitoring of learning in all academic areas will lead to increased passing rates.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
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| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: The Academy will partner with LPH to provide training for teachers to improve student performance in Professional Learning Communities and implementation of effective instructional strategies.</p> <p>Strategy's Expected Result/Impact: More effective PLC meetings will lead to better data analysis and better planning for instruction and intervention. Refinement of instruction through the implementation of more effective strategies will result in improvement of student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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Goal 1: Increase achievement and success for every student through rigorous, broad-based academic programs and expanded opportunities.

Performance Objective 2: Growth Measure: This school year we will shift our focus to increase the percentage of students who achieve the Meets standard by 10% and the Masters standard by 5% in all subject on the 2023-2024 EOCs.





Evaluation Data Sources: Unit Assessments
 CBA data
 EOC data
 District Data Specialist Analysis & Recommendations

| Strategy 1 Details | Reviews | | | |
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| | Nov | Jan | Apr | June |
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| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 3: Closing Gaps: Our goal is to increase the average achievement levels of Hispanic students by at least 10%, equivalent to a minimum of 11 additional students scoring meets or above. Additionally, we aspire to raise the average achievement levels of White students by a minimum of 5%, equivalent to at least 5 additional students scoring meets or above. This objective will contribute to a more equitable and inclusive educational environment, fostering growth and success for all students.





Evaluation Data Sources: Unit Assessments
 CBA data
 EOC data
 District Data Specialist Analysis & Recommendations

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Strengthen our Tier 1 instruction by continuing to implement effective PLCs.</p> <p>Strategy's Expected Result/Impact: During the PLCs we will define essentials, create SMART goals, establish and plan for the use of common formative assessments, create extension and intervention plans, and make adjustments to instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Utilize research-based instructional strategies to increase student achievement including APEX, Edgenuity, Blended Learning, Personalized Learning, Project/Problem-Based Learning, and Lead4Ward.</p> <p>Strategy's Expected Result/Impact: Students will increase academic knowledge and increase EOC scores.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 3 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 3: All EOC content teachers have a designated Academy period for Tier 2 support in these content areas. Strategy's Expected Result/Impact: Students will be successful on their assigned EOCs. Staff Responsible for Monitoring: Principal, EOC Teachers, ESSER Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: All EOC content teachers and campus academic interventionist will provide Tier 3 support in these content areas for identified students in need. Strategy's Expected Result/Impact: Additional instructional time, targeted support, and increased performance by all student groups on STAAR EOC exams. Staff Responsible for Monitoring: Administration, Counselors, and Teachers, ESSER Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Provide counseling services on an as-needed basis for all students to discuss a variety of topics including personal and academic needs Strategy's Expected Result/Impact: Students will have a safe environment to express their needs. Staff Responsible for Monitoring: Principal Counselor ESSER Interventionist</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 6: The Academy will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity and APEX.</p> <p>Strategy's Expected Result/Impact: Additional instructional time, targeted support, and increased performance by all student groups on STAAR EOC exams</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Teachers, ESSER Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: 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> <p>Strategy's Expected Result/Impact: Students will take ownership of their learning which will lead to increased accountability through academics, social and emotional learning.</p> <p>Staff Responsible for Monitoring: Principal Advisory Teachers Counselor ESSER Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 8 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 8: The Academy will promote high interest student reading through the implementation of independent reading time in RLA classes.</p> <p>Strategy's Expected Result/Impact: These materials will promote reading in and out of the classroom and will result in improved academic performance in all areas.</p> <p>Staff Responsible for Monitoring: Administration and Instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Campus leadership will receive training in effective leadership and implementation of instructional strategies.</p> <p>Strategy's Expected Result/Impact: Administrators will become more effective instructional leaders leading to increased student performance.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 10 Details | Reviews | | | |
| <p>Strategy 10: The Academy will continue implementation of CBAs based on curriculum units. Teachers will work cooperatively with the district curriculum department in the development, implementation and monitoring of these assessments.</p> <p>Strategy's Expected Result/Impact: Increased monitoring of learning in all academic areas will lead to increased passing rates.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 11 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 11: The Academy will partner with LPH to provide training for teachers to improve student performance in Professional Learning Communities and implementation of effective instructional strategies.</p> <p>Strategy's Expected Result/Impact: More effective PLC meetings will lead to better data analysis and better planning for instruction and intervention. Refinement of instruction through the implementation of more effective strategies will result in improvement of student performance.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 4: Provide support services to meet all students' academic, social, and emotional learning needs.

Evaluation Data Sources: Daily Academy Hour
 Student Goal-Setting
 EOC Scores

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 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> <p>Strategy's Expected Result/Impact: Students will take ownership of their learning which will lead to increased accountability through academics, social and emotional learning.</p> <p>Staff Responsible for Monitoring: Principal Advisory Teachers ESSER Interventionist Counselor CYS</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: The Academy will provide academic acceleration opportunities for students using tutorials (both during and outside the school day), STAAR Blitzes, technology-based acceleration using Edgenuity.</p> <p>Strategy's Expected Result/Impact: Additional instructional time, targeted support, and increased performance by all student groups on STAAR EOC exams.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Teachers, ESSER Interventionist</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A - \$4,105</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide counseling services on an as-needed basis for all students to discuss a variety of topics including personal and academic needs.</p> <p>Strategy's Expected Result/Impact: Students will have a safe environment to express their needs.</p> <p>Staff Responsible for Monitoring: Principal Counselor CYS ESSER Interventionist</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 4: All EOC content teachers have a designated Academy period for Tier 2 support in these content areas. Strategy's Expected Result/Impact: Students will be successful on their assigned EOCs. Staff Responsible for Monitoring: Principal, Assistant Principal, EOC Teachers, ESSER Interventionist | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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

Performance Objective 5: Provide all students options to enroll in a 2-year, 4-year, technical, or military post-secondary institution.

Evaluation Data Sources: Degree Plans, Transcripts, Counselor Review and Visits





| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Partner with San Jacinto College to provide opportunities for students to receive industry-based certifications and support for junior college enrollment.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students receiving industry based certifications. Increase in the number of students enrolling in community college.</p> <p>Staff Responsible for Monitoring: Principal CTE Teachers Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide students with the opportunity to graduate on a 26+ degree plan and provide exposure to 4-year colleges and universities for consideration.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students receiving a 26+ diploma. Increase in the number of students enrolling in a 4-year college or university.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide exposure to military recruiters and military options including opportunities to take the ASVAB.</p> <p>Strategy's Expected Result/Impact: Students will expand their post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Implement career exploration software for students and parents to track their post-secondary goals.</p> <p>Strategy's Expected Result/Impact: Students will take ownership of post-secondary goals.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 5: Continue expanding certification opportunities on-campus for students. Strategy's Expected Result/Impact: Increase student certifications and post-graduation opportunities. Staff Responsible for Monitoring: Principal Assistant Principal CTE Teachers Counselor | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 6: Increase the number of students involved in extra-curricular activities either at The Academy or at LPHS to 20%.





Evaluation Data Sources: Course Selection

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Partner with La Porte High School for options for extra-curricular activities such as ROTC, Fine Arts, Athletics. Strategy's Expected Result/Impact: Students will have increased achievement through engagement in the school environment. Staff Responsible for Monitoring: Principal Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue to implement multiple options on campus for student extra-curricular activities such as Student Council, Yearbook, and others such as robotics, gaming, etc. Strategy's Expected Result/Impact: Students will be involved and engaged in campus activities that will enrich their academics. Staff Responsible for Monitoring: Principal Counselor Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 7: Increase the attendance rate from 87% to 90% for the entire campus. Shifting focus to a monthly goal with a number no larger than 5% of the student population identified as chronically absent.





Evaluation Data Sources: Daily, Weekly, and Monthly Attendance reports
RaaWee Data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Organize and communicate attendance incentives each 6 weeks. Strategy's Expected Result/Impact: Students will attend school on a regular basis to decrease credit loss. Staff Responsible for Monitoring: Principal Assistant Principal Student Council Sponsor | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Collaborate with Truancy Officer to conduct home visits for frequent attendance issues. Strategy's Expected Result/Impact: Students will decrease attendance issues. Staff Responsible for Monitoring: Principal Attendance Clerk | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Communicate with parents regarding absenteeism daily. Strategy's Expected Result/Impact: Students will increase credit recovery, initial credit, and instructional knowledge. Staff Responsible for Monitoring: Principal Attendance Clerk | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 8: Assist Emergent Bilingual students with academic needs such as credit recovery, initial credit issuance, and EOC assessment tutorials and practice.

Evaluation Data Sources: EOC scores
Transcripts





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Through monitoring and targeted practice and remediation instruction, EB students will recover credits and increase scores on EOC assessments.</p> <p>Strategy's Expected Result/Impact: EB students will be on track to graduate on time with appropriate academic knowledge.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Funding Sources: Tutorial Supplies; Reading Materials; Headphones - 263 Title III, LEP - \$250</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 1: Strengthen and refine our comprehensive district-wide discipline management plan that correlates to RTI/MTSS, and a PBIS school-wide and district-wide system.





Evaluation Data Sources: Behavior Referrals
 Student/Staff Surveys
 Student Goal-Setting & Reflection Data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Academy Hour Advisory will be used at least once per 6 weeks to conduct check in and check out restorative circles.</p> <p>Strategy's Expected Result/Impact: Students will have an opportunity to address concerns and needs.</p> <p>Staff Responsible for Monitoring: Principal Counselor CYS Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Academy Period will be used daily to offer students opportunities for school involvement.</p> <p>Strategy's Expected Result/Impact: Students have an opportunity to get involved in a hobby or interest to increase their self-confidence and social-emotional well-being.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide students an opportunity to communicate and solve problems through mediation.</p> <p>Strategy's Expected Result/Impact: Students will have a place to feel valued and heard and an opportunity to address any concerns.</p> <p>Staff Responsible for Monitoring: Principal Counselor CYS Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Strengthen and maintain an attendance team that monitors and reviews student attendance patterns and creates individualized plans of action for students with chronic attendance issues.</p> <p>Strategy's Expected Result/Impact: Improved campus attendance average. Reduction in the percentage of students with chronic attendance issues.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Conduct 1 fire drill each month. Complete all SRP drills as required. Strategy's Expected Result/Impact: Students and staff will be prepared for fire hazard situations. Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Per district policy, complete each safety drill once per semester or as otherwise directed. Strategy's Expected Result/Impact: Staff and students will be prepared for safety situations. Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: SRO will be included into the daily operations of the campus. Strategy's Expected Result/Impact: Added staff member with expertise in areas of safety and law enforcement. Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 3: Attract, develop and retain excellent staff.

Performance Objective 1: Provide research-based professional development for campus teachers at least 1 time per nine weeks designed to improve understanding and implementation of research-based strategies and instruction.





Evaluation Data Sources: Walk-Throughs
 Observations
 Sign-In Sheets
 Power Walks

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Utilize instructional coaches, content and technology, to implement research-based strategies in classrooms. Strategy's Expected Result/Impact: Improved instructional rigor and relevance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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





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

Evaluation Data Sources: Sign In Sheets
Newsletter

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Parents are involved in initial interviews for acceptance into The Academy. Strategy's Expected Result/Impact: Parents are mindful of the expectations of The Academy to increase the success of their student. Staff Responsible for Monitoring: Principal</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: During the Spring semester, host an Academy Showcase for current and prospective families. Strategy's Expected Result/Impact: Prospective students will have an opportunity to visit the Academy to assist them in their choice of high schools. Staff Responsible for Monitoring: Principal</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Conduct an orientation night for parents and students. Strategy's Expected Result/Impact: Students and parents will feel comfortable with the environment and begin establishing relationships with the staff. Staff Responsible for Monitoring: Principal Teachers Counselor CYS/BACODA/San Jacinto</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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





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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement a mentor program between our 11th and 12th grade students and community partners. Strategy's Expected Result/Impact: Students will have an opportunity to receive mentoring services. Staff Responsible for Monitoring: Principal Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Schedule community service with various organizations such as Habitat For Humanity, Houston Food Bank, La Porte Animal Shelter, nursing homes, etc. Strategy's Expected Result/Impact: Students will have the opportunity to expand their knowledge about community needs and becoming a good global citizen. Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Host a career day. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 1: Offer various district services to our students at least one time per week including CYS, PEPP, and BACODA.





Evaluation Data Sources: Master Schedule, Sign-In Sheets

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: At least one time per week, various services will meet with students at The Academy. Strategy's Expected Result/Impact: Students will have an opportunity to problem solve. Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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 Sources: Master Schedule, 4 year plans

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: The Academy students will attend elective and CTE classes at the Academy and at the LPHS campus. Strategy's Expected Result/Impact: Students will be offered a variety of class offerings to suit their interests and career pathways. Staff Responsible for Monitoring: Principal Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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 and differentiated learning.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Students will utilize 1:1 technology for class assignments and personalized learning initiative.</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to personalize learning and utilize 21st century skills.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Upgrade and reorganization of current technology resources available to the campus. Evaluation and purchase of new technology equipment to increase the capabilities of the campus.</p> <p>Strategy's Expected Result/Impact: Expand students opportunities to personalize learning and utilize 21st century skills.</p> <p>Staff Responsible for Monitoring: Principal Technology Staff</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

School Support Team

| Committee Role | Name | Position |
|-----------------------------|------------------|---|
| Classroom Teacher | Cassidy Harris | Teacher |
| Classroom Teacher | Connie Lindsay | Teacher |
| Classroom Teacher | Zachary Davis | Teacher |
| Classroom Teacher | Jessica Emmons | Teacher |
| Classroom Teacher | Michael Bruce | Teacher |
| Classroom Teacher | Marcus McGraw | Teacher |
| District-level Professional | Jennifer Green | Director of Research and Accountability |
| Administrator | Jesse Loudermilk | Principal |
| Counselor | April Hawthorne | Counselor |
| Parent | Jennifer Hardin | Parent |
| Paraprofessional | Imelda Cornett | Paraprofessional |
| Paraprofessional | Krista Moody | Paraprofessional |
| Classroom Teacher | Keith Whitely | Teacher |
| Security Assistant | Rene Vargas | Security Assistant |

Campus Funding Summary

| 211 Title I, Part A | | | | | |
|---------------------|-----------|----------|--|--------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | General supplies | | \$3,500.00 |
| 1 | 1 | 6 | Technology resources | | \$5,000.00 |
| 1 | 1 | 8 | Reading Materials | | \$1,500.00 |
| 1 | 4 | 2 | Extra Duty Pay | | \$4,105.00 |
| Sub-Total | | | | | \$14,105.00 |
| 263 Title III, LEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 8 | 1 | Tutorial Supplies; Reading Materials; Headphones | | \$250.00 |
| Sub-Total | | | | | \$250.00 |