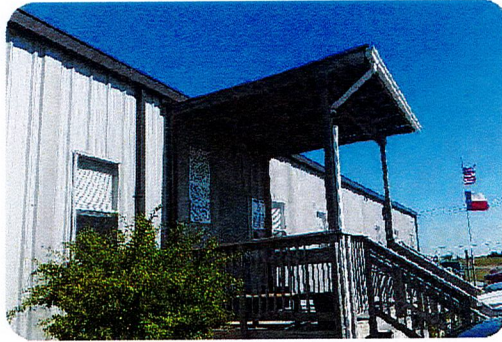


# Tuloso-Midway Academic Career Center



## Campus Improvement Plan 2024 -2025

10/21/2024

Date of School Board Approval

Kim Boone

Kim Boone, President, Board of Trustees

Steve VanMatre

Steve VanMatre, Superintendent

Janie Anguiano

Janie Anguiano, Secretary, Board of Trustees

**Tuloso-Midway Independent School District**  
**Tuloso-Midway Academic Career Center**  
**2024-2025 Campus Improvement Plan**

TULOSO-MIDWAY ACADEMIC CAREER CENTER CIP EXECUTIVE SUMMARY			
DISTRICT GOAL	CAMPUS GOAL	AREAS OF STRENGTH	AREAS OF NEED
1. Increase Student Achievement	<ul style="list-style-type: none"> <li>ACC students in Grades 9-12 will increase the percentage of Meets and Masters Level Standard for STAAR Achievement by 2% on the 2025 STAAR EOC Assessments.</li> <li>ACC students served in special populations (Special Education, 504, LEP, and Dyslexia) in Grades 9-12 will demonstrate academic growth as indicated on the school progress measure. (Domain 3)</li> </ul>	<ul style="list-style-type: none"> <li>ACC US History EOC Students had a 100% passing rate in Dec. EOC assessments.</li> <li>ACC English I and II students showed significant growth in Dec. and Spring EOC assessments.</li> <li>All December Biology EOC students passed assessment</li> </ul>	<ul style="list-style-type: none"> <li>English I and English II EOC passing percentages continue to be an area of concern</li> <li>Algebra I EOC passing rates continue to show limited growth</li> </ul>
2. Invest in a High-Quality Staff	<ul style="list-style-type: none"> <li>All students will receive core instructional and support services by highly qualified certified staff.</li> <li>Teachers will participate in various professional development training opportunities to meet the needs of a rigorous curriculum (HQIM).</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for teachers in STAAR tested subjects to attend ESC 2 workshops to enhance strategies.</li> <li>Core teachers at ACC will be eligible for TIA based on student academic growth and their T-TESS evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Provide teachers with greater access to STAAR EOC resources to enhance various student test taking strategies.</li> </ul>
3. Improve School Climate, Campus Safety & Security	<ul style="list-style-type: none"> <li>ACC is committed to providing a supportive educational atmosphere – creating a safe and healthy environment is essential for fostering student growth and learning.</li> </ul>	<ul style="list-style-type: none"> <li>ACC is committed to stronger collaboration with all TMISD campuses and administrators.</li> <li>Police officer on campus has allowed both students and staff to feel safe on campus.</li> <li>Security fence is now in place in front of ACC entrance.</li> <li>Upgrading the camera system has significantly enhanced campus safety by providing better monitoring and response capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>ACC is awaiting security vestibule construction &amp; security gate.</li> <li>Continue to provide training on student’s social emotional health and staff’s trauma informed care.</li> <li>Provide access to resources involving trauma informed skills &amp; suicide prevention.</li> </ul>
4. Increase College & Career Readiness	<ul style="list-style-type: none"> <li>All ACC students will graduate with opportunities to achieve post-secondary</li> </ul>	<ul style="list-style-type: none"> <li>All ACC students will graduate college ready with the successful completion of Texas College Bridge in math &amp; English.</li> <li>ACC offers programs that focus on college readiness, vocational training, and military/career skills.</li> </ul>	<ul style="list-style-type: none"> <li>Provide more opportunities for students to explore graduation endorsements and pathways to help them make informed decisions about their futures. In addition, better access to counselors for one on one planning.</li> </ul>
5. Increase Parent & Family Engagement	<ul style="list-style-type: none"> <li>ACC stakeholders will strive to involve parents in the educational process, ensuring they are aware of their child's academic progress and have opportunities to contribute to their learning.</li> </ul>	<ul style="list-style-type: none"> <li>ACC 6 weeks celebration is a key factor in parent involvement and student progress.</li> <li>Establishing a forum where parents can voice concerns, provide feedback, and contribute to decision-making processes within the school.</li> <li>ACC will work in collaboration with other TMISD campuses by hosting school-wide events that encourage family participation.</li> </ul>	<ul style="list-style-type: none"> <li>Provide more opportunities for ACC parents/guardians to engage in Parent Square.</li> </ul>
SUMMARY OF CHANGES			
ACC students showed some growth in STAAR EOC assessments (specifically US History), students who approach, meet, and master continue to be an area of improvement. We will focus on English I, English II, and Algebra I student growth. To support teachers, professional development opportunities for collaboration in STAAR-tested subjects will be offered. In addition, students will have a variety of resources and strategies for academic achievement. Safety measures on campus have been improved with the installation of enhanced cameras, campus police officers, and campus front fencing, fostering a secure environment for students. Additionally, the school is focusing on students' social-emotional and trauma-informed health by having a Community in Schools case manager on campus and Title I activities. Post graduation opportunities will be enhanced by successful completion of Texas College Bridge.			

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Learning .....	9
School Processes & Programs .....	10
Perceptions .....	11
Priority Problem Statements .....	12
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: ACC ensures our community that students who have fallen behind, for any reason, will still have the opportunity to successfully engage in a quality education resulting in graduation and post-secondary success. ....	15
Goal 2: ACC will implement a rigorous academic program that prioritizes achievement through an aligned and measured curriculum essential for fostering student success. ..	19
Goal 3: ACC will create and maintain a safe and positive learning environment essential for student success and well-being. ....	21
Goal 4: ACC will establish and maintain strong parental and community partnerships to significantly enhance student achievement by creating a supportive network around learners. ....	23
Goal 5: ACC will prepare students for post secondary options by fostering an adaptive learning platform for college/military readiness. ....	24
Goal 6: ACC will recruit and retain highly qualified staff relevant of, and responsive to the needs of our diverse student body including support professional development for all staff .....	25
Goal 7: ACC will increase student achievement through intensive STAAR End of Course instruction. ....	26
State Compensatory .....	29
Budget for Tuloso-Midway Academic Career Center .....	29
Personnel for Tuloso-Midway Academic Career Center .....	29
Title I Personnel .....	30



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### TM Academic Career Center Demographics Summary

Tuloso Midway Academic Career Center is dedicated to serving students with academic, social/emotional and/or attendance challenges. providing a safe and supportive environment where students can identify and pursue their post-secondary goals while completing credit recovery.

Many of our students face significant challenges in academic settings due to the lack of continuity in their education and life struggles. Approximately half of our student body receive special education or 504 services, with several functioning below grade level. All students exhibit difficulties maintaining focus on academics due to their academic, attendance, and/or social emotional needs. Most of our students (over 95%) are from homes that are economically disadvantaged.

To address our challenges, we are offering a Communities in Schools Case Manager to provide counseling and a variety of services to meet the unique needs of each student. Attendance has slightly improved from last year with weekly monitoring reports. To improve the student transition from high school to the Academic Career Center, we have moved to APEX online coursework. This will enable students to have combined completion rates. The Academic Career Center has also retained more than half of our staff. Our goal continues to be creating a climate where all students can enhance their academic skills, build self-esteem, and develop self-determination, along with critical thinking abilities.

We provide various credit recovery and remediation opportunities tailored to address the needs of all students. Our curriculum includes APEX, a computer-based program, as well as teacher-led instructional experiences to ensure continuity and opportunity for all learners.

#### Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 01/10/2024)

##### Gender

Female	15	37.50%
Male	25	62.50%

##### Ethnicity

Hispanic-Latino	34	85.00%
-----------------	----	--------

##### Race

American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%

White	6	15.00%
Two-or-More	0	0.00%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 01/10/2024)		
	Count	Percent
Dyslexia	9	22.50%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	7	17.50%
Special Education (SPED)	9	22.50%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	4	10.00%
Bilingual	0	0.00%
English as a Second Language (ESL)	4	10.00%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
<b>Title I Part A</b>		
Schoolwide Program	40	100.00%
Targeted Assistance	0	0.00%

**Tuloso-Midway Academic Career Center 2024-2025 school year regarding its staff:**

Staff Type	Count
Teachers	5
Campus Administrators	1
Educational Paraprofessionals	1
Administrative Assistants	1
Communities In Schools Case Manager	1

Teachers Years of Experience	Count
1-5 Years	2
6-10 Years	1
21-30 Years	2

### Demographics Strengths

### Demographics Strengths

1. Most of our students are generational, in that their parents and siblings have graduated from T-M. It is very important to them to also be a T-M graduate.
2. Smaller class sizes with low student to teacher ratio
3. STAAR intense preparation classes
4. Celebrations honoring both students and staff year round
5. Community Support and Sponsorship
6. Access to numerous community resources.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance continues to be a problem at the Academic Career Center **Root Cause:** ACC houses some of the most at risk students in the district, who have

issues outside of school that affect their attendance. Staff try to be supportive and provide necessary resources, but they also hold students accountable for attendance standards.

**Problem Statement 2:** Many students at the Academic Career Center have academic and behavioral challenges that make school difficult. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at the Academic Career Center have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need for appropriate behavior strategies training for staff.



# Student Learning

## Student Learning Summary

The Academic Career Center exists to meet the needs of the individual student. The unique needs of each student, both academically and personally, are met through our unique system. Most of our students need to pass STAAR End of Course tests for graduation. Courses are both computer based (APEX) and direct teacher taught and are supplemented by a variety of online and technology driven programs. We are proud of a high graduation rate, predominantly within 4 years, with their high school cohort.

Many students have shown great success on STAAR and we use the IGC, as necessary. Many of our students have taken the test multiple times and after our intense immersion in the subject area are able to finally find success on the assessments.

Students at the Academic Career Center graduate college ready, achieving Texas College Bridge success in both Mathematics and English.

Multiple students have expressed interest in the military and we will continue to offer the ASVAB multiple times a year and have multiple visits from our local recruiters.

## Student Learning Strengths

### Student Learning Strengths

2023-2024 STAAR EOC English II growth

2023-2024 STAAR EOC US History high passing rate (1st attempt)

Graduation Rate Class of 2024: 100%

Participation Rate for STAAR: 90%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student Achievement in Algebra I STAAR /EOC assessment is an area of weakness at the Academic Career Center. **Root Cause:** Math has continuously been a struggle district wide, this can be attributed to COVID learning gaps.

**Problem Statement 2:** Many of our students have taken the STAAR EOC assessments multiple times. We have to find unique and creative ways to remediate for success. **Root Cause:** Some of our students struggle with low self-esteem and confidence due to perceived lack of success. This can be a significant barrier to learning and personal growth.

# School Processes & Programs

## School Processes & Programs Summary

The Academic Career Center has a solid foundation with a fully certified and knowledgeable staff! Prioritizing curriculum, instruction, and assessment is essential for meeting diverse student needs. Ongoing professional development for teachers can further enhance their skills and keep them motivated, which ultimately benefits the students.

Our Individual Learning Plans (ILP) allow us to tailor our instructional program for each student and also address the social skills, real-world situations and opportunities for college readiness, career exploration and military service. We have 1:1 technology for each student, as well as interactive boards in all classrooms and multiple learning programs that are computer based.

Schedules are changed on a daily basis as students complete their courses. They work in an accelerated, self-paced environment with individual and whole group instruction as determined by need.

We are a testing site for the ASVAB and our TSIA testing is facilitated through our campus.

## School Processes & Programs Strengths

- Curriculum: The Apex program offers self-paced curriculum that allows students to accelerate instruction. Apex offers high levels of individualization for special program students, helping accommodate our special education, ELL, and 504 students. In addition, teacher-led intervention classes focus on specific student needs for passing EOCs.
- Military recruiter visits
- Six week Celebration
- Full time Communities in Schools CaseManager
- FASFA/Apply Texas for every student

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Coordination and integration between academic and career and technical programs are needed to promote skill attainment and work-based opportunities that provide students with in-depth interactions with industry professionals. **Root Cause:** Authentic, "real world" experiences are needed for students to fully explore post-secondary options.

# Perceptions

## Perceptions Summary

The Academic Career Center (School of Choice) uses a combination of classroom instruction and self-paced computer instruction. The Apex computer instruction is aligned with TMISD curriculum. Students needing to pass end-of-course exams are assigned to teacher-led intervention classes. Students also get career counseling and college information exploration throughout the year. Administration monitors student progress weekly, meeting one-on-one with each student to evaluate their success. Teachers work with administration to analyze specific student EOC data and to adjust instruction for students in their classroom. The TMISD Student Support Team meets biweekly to discuss student progress, attendance, behavior, and socio-economic needs. In regards to professional development, staff obtain the required district training, in addition to very specific campus professional development. Because our campus is small, each staff member is heavily involved in decision making, talking through problems and creating solutions.

## Perceptions Strengths

- A student survey is administered to each student at the beginning of each year and as we get new students throughout the year. This survey takes time to complete but addresses the areas academic/attendance history, social emotional issues (ACES) and life goals.
- Parent/student orientation meetings are held with all incoming students.
- A log of parent contacts is kept by each staff member
- Parent participation in our 6 week Celebrations are very well attended.
- School safety is a top priority and our staff and students follow our safety protocol at all times.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Multiple students have chronic absenteeism. **Root Cause:** Many factors contributed to chronic absenteeism (transportation, health, motivation).

**Problem Statement 2:** Students need more incentives for attendance, progress, and positive behavior **Root Cause:** Campus funds are limited, and incentives for good behavior and incentives come mostly from private school sponsors.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Pregnancy and related services data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **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
- Action research results

# Goals





**Goal 1:** ACC ensures our community that students who have fallen behind, for any reason, will still have the opportunity to successfully engage in a quality education resulting in graduation and post-secondary success.

**Performance Objective 1:** ACC will attend weekly student support meetings and notify HS every time an opening becomes available at ACC. Campus enrollment will be maintained between 32 and 40 students at all times.

- High Priority**
- Evaluation Data Sources:** Student Support meetings with High School administrators, counselors, and social workers  
ACC weekly student counts

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> ACC will keep in close contact with the At-Risk Coordinator to be certain the waiting list is updated and students are ready to move to ACC once accepted.  <b>Strategy's Expected Result/Impact:</b> We will attempt to enroll all eligible seniors for 2025 and any under-classman that need our program  <b>Staff Responsible for Monitoring:</b> Iris Chapa Principal & At Risk Coordinator Gabe Alvarado Principal TM High School  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative		Summative
	Nov	Feb	May



Strategy 2 Details		Reviews		
<b>Strategy 2:</b> ACC teachers will provide focused preparation and remediation daily until ACC students have passed/met standard on all STAAR EOCs. <b>Strategy's Expected Result/Impact:</b> December re-test scores will increase by at least 3% <b>Staff Responsible for Monitoring:</b> Iris Chapa ACC Staff  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	May
Strategy 3 Details		Reviews		
<b>Strategy 3:</b> ACC teachers will utilize technology to the maximum extent possible to expand opportunities for learning and communication. Students will become comfortable with digital media for research and life skills. APEX and Texas College Bridge will be used in conjunction with teacher made plans/content for course completion. The TEKS Resource System will be used for additional curricular support. <b>Strategy's Expected Result/Impact:</b> Texas College Bridge will result in more students earning a CCMR point and eliminate the need for taking the TSIA2 <b>Staff Responsible for Monitoring:</b> Iris Chapa ACC Staff  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Results Driven Accountability</b>		Formative		Summative
		Nov	Feb	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 1:** ACC ensures our community that students who have fallen behind, for any reason, will still have the opportunity to successfully engage in a quality education resulting in graduation and post-secondary success.

**Performance Objective 2:** The % of students who score meets grade level or above in Algebra I EOC will increase by 3% each year.

**High Priority**

**Evaluation Data Sources:** STAAR End of Course results  
STAAR BOY & Interim results

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> ACC will analyze STAAR EOC, BOY, and interim assessment results to focus on, revise and improve instruction. <b>Strategy's Expected Result/Impact:</b> Individualized instruction with emphasis on areas of weakness will result in improved STAAR Algebra I scores <b>Staff Responsible for Monitoring:</b> Iris Chapa ACC Math staff  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Focused preparation through scheduling and remediation will result in an increased number of Algebra I passing in December <b>Strategy's Expected Result/Impact:</b> Student success on Algebra I EOC <b>Staff Responsible for Monitoring:</b> Iris Chapa Math staff  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Teachers will be available for after school day tutorials to assist students with individual needs on EOC. <b>Strategy's Expected Result/Impact:</b> Students will be better prepared for the test. More students will complete coursework credit <b>Staff Responsible for Monitoring:</b> Iris Chapa Math staff  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			





**Goal 2:** ACC will implement a rigorous academic program that prioritizes achievement through an aligned and measured curriculum essential for fostering student success.

**Performance Objective 1:** ACC will increase the number of graduates who are CCMR ready to 90% by May 2025

**High Priority**

**Evaluation Data Sources:** PEIMS data  
Successful Texas College Bridge Completion

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Each incoming student will be assessed upon entry and an ILP will be developed. Students will be monitored weekly for academic progress.  <b>Strategy's Expected Result/Impact:</b> Exam scores will show progress along with course completions. <b>Staff Responsible for Monitoring:</b> Iris Chapa Academic Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Technology will be used to increase and expand opportunities for learning. Several CTE classes will be offered at High School for CCMR points and will come with a significant certification.  <b>Strategy's Expected Result/Impact:</b> Connect high school to CTE opportunities for ACC students <b>Staff Responsible for Monitoring:</b> Iris Chapa Kenna Moody High School Counselors  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Each ACC student will have completed Apply Texas, FAFSA and be accepted to Del Mar college upon graduation in May <b>Strategy's Expected Result/Impact:</b> Students will be more likely to enroll in college classes <b>Staff Responsible for Monitoring:</b> High School Counselors Iris Chapa  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> The ASVAB will be given 3 times per school year and all military branches will visit campus regularly. <b>Strategy's Expected Result/Impact:</b> Students will use the interest inventory to pursue chosen fields and those interested in military service will have increased opportunities. <b>Staff Responsible for Monitoring:</b> Frances Baen  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 3:** ACC will create and maintain a safe and positive learning environment essential for student success and well-being.

**Performance Objective 1:** ACC students and staff will be well trained in all areas of safety and security.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Navigate 360





Door check logs

Police logs

Safety Drill logs

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Daily safety checks will ensure the campus is a safe and positive learning environment for all. Door sweeps will be conducted daily with documentation.  <b>Strategy's Expected Result/Impact:</b> Safer campus for all; cameras working properly or reported/documented <b>Staff Responsible for Monitoring:</b> Iris Chapa Ricardo Zavala  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Campus administration will monitor campus -wide video surveillance system for any issues.  <b>Strategy's Expected Result/Impact:</b> Any potential issues can be diverted when observed on cameras <b>Staff Responsible for Monitoring:</b> Iris Chapa Jenna Serna Ricardo Zavala  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May



Strategy 3 Details	Reviews		
<b>Strategy 3:</b> A police officer will be present in the building from 8:30-3:30 everyday to meet the mandates of HB3 <b>Strategy's Expected Result/Impact:</b> A safer school environment in the event of an intruder <b>Staff Responsible for Monitoring:</b> Iris Chapa  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> ACC students will participate in topic discussions covering bullying, dating violence, relationship skills, sex trafficking, and drug abuse. <b>Strategy's Expected Result/Impact:</b> A safer campus for all <b>Staff Responsible for Monitoring:</b> All staff Communities in Schools Case Manager  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 4:** ACC will establish and maintain strong parental and community partnerships to significantly enhance student achievement by creating a supportive network around learners.

**Performance Objective 1:** Professional development will be decided by each staff member depending on their subject area need.

**High Priority**

**Evaluation Data Sources:** Professional development certificates

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Professional development opportunities will be shared with staff as appropriate. We will attend some as a campus and others according to subject area need and budget availability. <b>Strategy's Expected Result/Impact:</b> Teachers will be constantly learning and prepared for their students <b>Staff Responsible for Monitoring:</b> Melodie McClarren  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Involvement and membership in the Texas Association for Alternative Educators will be maintained. <b>Strategy's Expected Result/Impact:</b> Staff will be familiar with the latest strategies and news for Alternative Ed schools <b>Staff Responsible for Monitoring:</b> Melodie McClarren  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Goal 5:** ACC will prepare students for post secondary options by fostering an adaptive learning platform for college/military readiness.

**Performance Objective 1:** ACC will closely monitor budget requests and use district and SCE funds to support our instructional plan.

**High Priority**

**Evaluation Data Sources:** Budget requests

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> ACC will carefully use budgeted money to meet educational goals of the students and will carefully evaluate all programs for their benefit to students. <b>Strategy's Expected Result/Impact:</b> Savings where programs are eliminated if they do not show a benefit to our program. <b>Staff Responsible for Monitoring:</b> ACC staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Goal 6:** ACC will recruit and retain highly qualified staff relevant of, and responsive to the needs of our diverse student body including support professional development for all staff

**Performance Objective 1:** Continuation of Optional Flexible School Day schedule that meets the needs of our students who must attend school around a work schedule or caring for their children.

**High Priority**

**Evaluation Data Sources:** OFSD data

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> OFSD should be implemented fully by the second semester. Data will be monitored weekly for each student to determine if it is a benefit to our campus. <b>Strategy's Expected Result/Impact:</b> Increased ADA <b>Staff Responsible for Monitoring:</b> Melodie McClarren Rebecca Reyes Ashley Ramirez  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 7:** ACC will increase student achievement through intensive STAAR End of Course instruction.

**Performance Objective 1:** Purchase appropriate materials and programs requested by teachers for use in the classroom.

**High Priority**

**Evaluation Data Sources:** Review of materials at the end of year for effectiveness.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Teachers will submit requests for materials/programs that they feel will benefit all students. We will review as a staff and purchase those which can be used across subject areas as a first priority. Those that are subject specific will be purchased if funding is available.  <b>Strategy's Expected Result/Impact:</b> Increased success on STAAR and course completion. <b>Staff Responsible for Monitoring:</b> Individual teachers and administration.		Formative		Summative
		Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 7:** ACC will increase student achievement through intensive STAAR End of Course instruction.

**Performance Objective 2:** Increase STAAR scores to the "meets" or "masters" standard.

**High Priority**

**Evaluation Data Sources:** Compare the percentage of students achieving the standard as compared to previous administration/year.



**Goal 7:** ACC will increase student achievement through intensive STAAR End of Course instruction.

**Performance Objective 3:** Increase by 5% over last year results on Meets and Masters

**High Priority**

**Evaluation Data Sources:** STAAR results

# State Compensatory

## Budget for Tuloso-Midway Academic Career Center

**Total SCE Funds:** \$756,927.00

**Total FTEs Funded by SCE:** 9

### Brief Description of SCE Services and/or Programs

ACC is 100% funded by SCE. Our at-risk school exists to meet the needs of students at-risk of dropping out of school and who meet the State qualifications for at-risk. Funds are used for materials and programs that enhance the learning opportunities for our students. This includes STAAR performance and credit attainment.

## Personnel for Tuloso-Midway Academic Career Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ariana Granados	Math Teacher	1
Hannah Aguilar	CIS Casemenager	1
Iris Chapa	Principal	1
Jenna Serna	Administrative Assistant	1
John Maltias	Science Teacher	1
Patricia Flores	Electives Teacher	1
Ricardo Zavala	Social Studies Teacher	1
Tiffany Candela	English Teacher	1
Viktorya Perez	Paraprofessional	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hannah Aguilar	Case Manager	Communities in Schools	1