Wylie Independent School District

Achieve Academy

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 01, 2026 at 07:55 AM

Mission Statement

The Achieve Academy, in partnership with Wylie ISD and the community, will provide every student individualized, high-quality academics and success skills to prepare them for positive and constructive lives.

Vision

To create a culture of accountability, where students experience academic success and are exposed to attributes in life that will lead to individual success.

Value Statement

At Achieve Academy we believe that:

Every student has the potential to be successful.

Every student deserves respect and the opportunity to learn and grow.

Our success is determined by our own efforts.

We can positively impact our community by serving others. Giving is more important than receiving.

We will help all students recognize their own strengths, value, and potential.

We will teach our students various methods to learn and solve problems.

We will model our values and beliefs through our own words and actions.

We will model a growth mindset for our students by continually learning and growing ourselves.

strengths make our team stronger as a whole.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Our goal is to meet students where they are academically and nurture them to getting back at grade level (based on credits) or graduated. We have two main academic hurdles that prohibit student success; Math and English. We try and get as many students as possible to graduate on the Foundation High School Plan with an endorsement. Our counselor works with each student to formulate a graduation plan that meets his or her goals. If the student is in their fourth or more year of high school, and is behind in credits, most likely the focus will be to graduate with the Foundation High School Plan without an endorsement (22 credits in lieu of 26). We are laser focused on getting students to graduate with their cohort, if possible.

We will provide additional support for those students that struggle to be successful in English EOC testing. Our support will be targeted for those students that are indentified as high-risk of not passing an English EOC.

Our students need structure and accountability. They need close supervision and direction in order to stay on task and complete the work. They need notebooks provided for each class so they can take notes and refer back during tests and quizzes. They need expectations placed upon them and processes in place to support those expectations. A significant amount of one on one, tutoring, and support in the classroom is needed. Our students need exposure to career opportunities through field trips and mentors.

Demographics

Summary

Achieve Academy serves Wylie ISD through two specific programs as follows:

1. Achieve Credit Recovery and Choice Program: alternative high school to meet student needs in credit recovery and accelerated instruction.

- Learners who have been retained one or more grades in high school.
- Learners who want to accelerate in their graduation plan.
- Over-age learners who have dropped out of school and are returning.
- Learners who are married, pregnant, and/or teen parents.
- Learners who have been in a residential placement facility, substance abuse treatment facility, et cetera.
- Learners with extenuating family or health circumstances necessitating an accelerated education.
- Learners with extenuating circumstances that put them at risk of not completing their high school education.
- No first-time freshmen are allowed into the program.

2. Disciplinary Alternative Education Placement: Students are served in this program for a specified number of days due to disciplinary infractions. This is a highly structured setting, with students having limited interaction and privileges and students earning progress toward their placement with appropriate behavior. The students in this program come and go frequently throughout the year on an ongoing basis.

PEIMS data for Achieve Academy for 2025--2026 school year:

At-Risk: 72%

Special Education: 21%

ECD: 53%

ESL: 15%

For the 2025-2026 school year, Achieve Academy had a total of students placed in DAEP.

DAEP Students Served by Grade Level

Grade Levels	Total # of Students	Percentage
3rd-6th	46	14%
7th – 8th	77	23%
9th -12th	209	63 %

Type of Placement	% of Students Served at DAEP
Discretionary	38%
Mandatory	62%

Student mobility for this campus is extremely high due to several factors. First, the Choice program enrolls and withdraws on an ongoing basis throughout the year as students need credit recovery and as students graduate from the program. Secondly, DAEP students are temporarily placed on our campus for a period and then return to their home campus.

Student Subpopulations for 2025-2026 school year:

White: 37%

Black: 17%

Hispanic: 34%

Asian 6%

Two or more 6%

Strengths

We have worked in a collaborative fashion with Wylie High and Wylie East High Schools to ensure that students that are recommended for placement in Choice High School meet the guidelines for placement. In addition, the process for placement has been solidified paving the way for a smooth student transition into an alternative educational environment.

This school year we have approximately 43% of our students in their fourth year or more of high school. These fourth year plus students tend to be more motivated to earn credits than younger students.

The Credit Recovery/Choice program has had to change to meet the needs of a larger, more diverse group of struggling learners. Very few students in the program are on track to graduate on time/early. Students in the program are largely struggling academically/emotionally and/or behaviorally. We have found that students do better overall when they change classes periodically to experience different teachers, classmates, and relationship opportunities. This strategy tends to meet the needs of our diverse student population and learning styles. The master schedule enables for smaller groups of students with a content area teacher for instruction that is more direct and intervention oriented. We have a campus interventionist that coordinates interventions for students. We have a leadership team that meets weekly to track student progress and determine intervention strategies.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The overwhelming majority of the student population at Achieve Academy is here a relatively short period of time.	This is the nature of an alternative educational environment with discipline placements and credit recovery. (Comprehensive-TIP)

★ = Priority

Student Learning

Summary

For school year 2025-2026, Achieve Academy graduated 82 students. Fourth year plus students that were in jeopardy of not graduating were targeted for enhanced accelerated instruction. These students were pulled throughout the day and tutored, or received other interventions, to accelerate the learning process. We will once again begin the intervention process the first week of school with tutoring beginning the second full week of school.

For the 2025-2026 school year, Biology had 6 students take the EOC with 100% Approaching Grade Level, 80% Meets Grade Level, and 20% Masters Grade Level. US History had 22 students test with 86% Approaches Grade Level, 43% Meets Grade Level, and 29% Masters Grade Level. English II had 28 students test with 57% Approaches Grade Level, 29% Meets Grade Level, and 10% Masters Grade Level. English I had 19 students take the EOC with 75% Approaches Grade Level 50% Meets Grade Level. Algebra I had 1 student take the EOC with 100% Meets Grade Level.

Strengths

Our graduation rate was 99% for school year 2025-2026. Students earning credits was our greatest strength.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Our students struggle in two main areas: math comprehension and reading/writing critically.	Most Achieve Academy students are not strong academically and these two areas are the most difficult to master.

★ = Priority

School Processes & Programs

Summary

We have a campus interventionist that coordinates interventions for students. The campus leadership team meets weekly to identify students in need of additional academic assistance. The interventionist coordinates tutoring support for that student and tracks progress. Our two largest academic needs are math and English. We have outside tutors that provide math and English tutorials four hours per day, five days per week.

We hold students accountable for meeting academic and behavioral expectations. We assign consequences for students that are tardy to any period. We also have a lunch detention process giving administration another consequence option that may be used in lieu of an ISS assignment. Students cannot be in possession of cell phones during the instructional day. Students turn in cell phones and any other electronics as they enter the building and pick them up at the end of the day.

We use monitoring software on chromebooks that enables teachers to closely monitor students' activity. This software allows teachers more time to assist students with their academics and eliminate the need to monitor internet usage.

Our 7th and 8th grade DAEP students are totally separated from the high school students in all academic environments and during lunch. This has substantially decreased conflict between older and younger DAEP students.

We will continue offering an outside counselor (LPC), five half-days per week, to support the emotional needs of our students.

Strengths

Our strengths for processes and programs include: consistency in all school policies and procedures, not allowing cell phones, requiring students to be at school on time with consequences predetermined, enforcing dress code, encouraging note taking and providing notebooks for every student in every class, requiring teachers to be engaged with students while they are on Edgenuity, the administration team consistently being in the classrooms, tracking student progress and a process to provide tutoring and other intervention strategies, and preventing interaction between DAEP and Choice students. The leadership team consisting of: one administrator, counselor, campus specialist, and special education/Edgenuity coordinator, monitor student progress on a weekly basis and directly intervene with the student to determine what support or action may be necessary to ensure student progress.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Students struggle with time management and organizational skills along with overall motivation to attend school and be successful.	Many have given up on academic success due to past failures (Comprehensive-TIP).

★ = Priority

Perceptions

Summary

The overall perception of Achieve Academy in the community and district is most likely still one of negativity but is shifting to more positivity. The school is an alternative school that many view as a place where those go that misbehave or cannot handle the "normal" school environment. We are working diligently to change this perception. We will once again host a parent/student orientation to tout the mission and benefits of our school. We conduct an intake with every new student and his or her parent that enrolls throughout the school year. These efforts are to communicate the real mission and value statement of Achieve Academy and to sell the need for an alternative educational environment in the public school system. We use our marquee and Facebook to create positive messages and promote student success.

This year we will continue to focus on a culture of accountability. Our staff is already very accountable, but we are going to place an emphasis on teachers taking personal accountability for student success in classes. We will once again start the year with an accelerated instructional strategy for all fourth year students.

From the student's perspective, three things will lead to guaranteed success:

- Come to School
  - o *Truancy laws and district attendance policies will be followed*
  - o *Specific consequences and supporting processes have been institutionalized*

- Follow the rules
  - o *Lunch detention allows intermediate level consequences*
  - o *Skyward emails are generated for every referral*

- Put forth effort
  - o *Intervention referral and single point of coordination of intervention has been created*
  - o *Parent conferences with administrators will be conducted for those that demonstrate little effort*

Strengths

- Selfless staff who are masterful at building relationships with struggling students and who have a passion for students who are at-risk. Our staff identifies with our kids and truly cares about their success.
- Smaller numbers of students is helpful for those students who suffer from anxiety and stress. Students have opportunities to accelerate their learning in ways that are not offered anywhere else in the district.
- Many students choose to remain at Choice rather than return to their home campuses. These students enjoy our campus and the staff and are willing to work to achieve their goals.
- DAEP students have opportunities to earn out early (if assigned to more than 30 days) which helps motivate them to be successful.
- Students in DAEP are closely progress monitored using point sheets to monitor daily behaviors.
- Our facilities and procedures are structured so that DAEP students do not mingle/mix with other programs for safety and confidentiality.
- Small student to teacher ratio.
- DAEP is structured so that interaction with other students is limited and engagement is minimal. Students are motivated by this highly-structured environment to return to home campuses and be successful.
- School Resource Officer (SRO) on campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The overall perception of Achieve Academy in the district is most likely negative and the community is not aware of the value proposition of Achieve.	Most people in the district have little exposure to Achieve Academy and the awareness in the community is limited.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Observation Survey results**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**

Employee Data

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

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Foster a strong sense of community & ethical values in our students
TEA Priority: District Focus

Performance Objective 1

Create a culture of accountability and personal responsibility in our students.

Evaluation Data Source: Discipline referrals in Skyward. Credits earned per student. Master schedule. Documentation from walkthroughs.

Strategy 1

Institute policies with consistent enforcement regarding students being on time, adhering to dress code expectations, and proper usage of electronic devices.

Strategy's Expected Result/Impact: Students on task more, demonstrating personal responsibility for following rules and meeting academic expectations. School climate is improved with students earning credit at increased rate.

Staff Responsible for Monitoring: Achieve Staff

Formative Reviews

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Strategy 2

Utilize goal-setting and progress monitoring to improve student success.

Strategy's Expected Result/Impact: Improved performance in Edgenuity by students earning more credits and at a quicker pace.

Staff Responsible for Monitoring: Achieve Staff

Formative Reviews

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Strategy 3

Meet with new students and parents before they begin Choice High School and provide details on school's mission, operating policies, and student expectations.

Strategy's Expected Result/Impact: This meeting leads to students fully understanding expectations which improves student success leads to a more positive learning experience.

Staff Responsible for Monitoring: Principal, Campus Specialist

Formative Reviews

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Performance Objective 2

Ensure classrooms are bully and violence free.

Evaluation Data Source: Discipline referrals in Skyward. Bully complaints, both online and in-person.

Strategy 1

Build strong relationships with students.

Strategy's Expected Result/Impact: Students are less likely to bully or have a tendency of demonstrating violent behavior if they have positive relationships with adults on campus.

Staff Responsible for Monitoring: Achieve Staff

Formative Reviews

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Strategy 2

Teach the Wylie Way lessons and corporately embrace the Wylie Way philosophy.

Strategy's Expected Result/Impact: Character development will help the whole child, improve the learning environment, and ultimately help create a better citizen.

Staff Responsible for Monitoring: Administrators, counselor, teachers

Formative Reviews

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Strategy 3

Effectively utilize the security cameras and processes associated with screening who enters the building.

Strategy's Expected Result/Impact: Enhanced security system is a deterrent itself. System may prevent entrance by individuals intending harm to school personnel and/or students.

Staff Responsible for Monitoring: Administration

Formative Reviews

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Strategy 4

Adopt and consistently practice disciplinary measures that help prevent bullying and/or violence.

Strategy's Expected Result/Impact: Students adhere to the behavior expectations of an Achieve Academy student.

Staff Responsible for Monitoring: Administrators

Formative Reviews

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Strategy 5

Train staff and inform students how to report bullying or concern about violence or serious misbehavior.

Strategy's Expected Result/Impact: Reports will be addressed promptly preventing escalation, or prevention, of undesirable behavior.

Staff Responsible for Monitoring: Administration

Formative Reviews

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Strategy 6

Facilitate an atmosphere of mutual respect and accountability.

Strategy's Expected Result/Impact: Students are less likely to mistreat others or engage in combative behavior.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Performance Objective 3

Obtain a high attendance rate for Achieve Academy students.

Evaluation Data Source: Attendance records.

Strategy 1

Letters are automatically created and mailed by attendance clerk based on specific absence criteria.

Strategy's Expected Result/Impact: Notification to parent of absences should result in attendance improvement.

Staff Responsible for Monitoring: Attendance Clerk, Campus Specialist

Formative Reviews

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Strategy 2

Attendance Behavior Improvement Plans are implemented when a student has 7 unexcused absences.

Strategy's Expected Result/Impact: Provides opportunity to meet with student and parent to understand reason for absences and plan provides direction for attendance improvement.

Staff Responsible for Monitoring: Attendance Clerk, Campus Specialist

Formative Reviews

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Strategy 3

Truancy may be filed if Attendance Behavior Improvement Plan does not improve student attendance.

Strategy's Expected Result/Impact: Student is placed on a court order to attend school with no unexcused absences.

Staff Responsible for Monitoring: Attendance Clerk, Campus Specialist

Formative Reviews

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Strategy 4

Automated phones calls are generated for any student absence informing the parent their student was marked absent.

Strategy's Expected Result/Impact: Parent notification of absence should help prevent student missing school without parent knowledge.

Staff Responsible for Monitoring: Principal, Attendance Clerk, Campus Specialist

Formative Reviews

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Strategy 5

The need for regular attendance is communicated consistently to parents through email contact and to the student body through announcements and encouragement from teachers.

Strategy's Expected Result/Impact: Awareness that regular attendance is critical to academic success.

Staff Responsible for Monitoring: Principal, Teachers

Formative Reviews

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Performance Objective 4

Create a partnership with parents and solicit and encourage parental involvement.

Evaluation Data Source: Sign in sheets. Copy of communications to parents.

Strategy 1

Host orientation at the beginning of the semester to encourage family involvement in their student's education.

Strategy's Expected Result/Impact: Parents will be more vested in their child's education and have a clearer understanding of the mission and goals of Achieve Academy.

Staff Responsible for Monitoring: Principal,Campus Specialist

Formative Reviews

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Strategy 2

Regular communication between teachers and parents , initiated by the teacher.

Strategy's Expected Result/Impact: Partnership in student's learning and progress.

Staff Responsible for Monitoring: Principal via Parent Communication Log

Formative Reviews

December	March	June

Strategy 3

Utilize Facebook to communicate student achievements and pertinent information

Strategy's Expected Result/Impact: More informed families

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Performance Objective 5

Provide social/emotional support for students.

Strategy 1

Have an on-campus Licensed Practical Counselor (LPC) dedicated to support the mental health of students.

Strategy's Expected Result/Impact: Students have additional social/emotional support which should result in improved mental health.

Staff Responsible for Monitoring: Counselor, Principal

Funding Sources: Title I, $41,000

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Implement Restorative Practices to assist with positive adult/student relationships.

Strategy's Expected Result/Impact: Strengthen relationships in building between teacher and students.

Staff Responsible for Monitoring: Restorative Implementation Team

Formative Reviews

December	March	June

Goal 2

Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.
TEA Priority: Build a foundation of reading and math

Performance Objective 1

Provide support and direct interventions (tutoring) in Math and English to help ensure students earn credits and stand a better chance of passing EOCs.

Evaluation Data Source: Documentation on credits earned per student. Copy of parental correspondence. Logs for tutoring and interventions. Documented policies and procedures clearly displayed and communicated.

Strategy 1

Identify 4th and 5th year students at the beginning of school year and provide academic assistance to help ensure graduation.

Strategy's Expected Result/Impact: Graduation rate for 4th year students is 90% or better.

Staff Responsible for Monitoring: Principal, Counselor, Campus Specialist

Formative Reviews

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Strategy 2

Utilize English and math tutors who will work with students struggling in those areas.

Strategy's Expected Result/Impact: Students will earn math and English credits more readily.

Staff Responsible for Monitoring: Principal,Campus Specialist

Funding Sources: Title I, $39,507

Title I: 2.5.1

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Strategy 3

Weekly communication to parents and student body regarding students completing courses.

Strategy's Expected Result/Impact: Students respond positively to positive affirmation resulting in increased productivity.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 4

ESL teacher providing academic assistance four days per week to ESL students.

Strategy's Expected Result/Impact: Increase academic results from close progress monitoring and support for ESL students.

Staff Responsible for Monitoring: Principal, Campus Specialist, ESL teacher

Formative Reviews

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Strategy 5

Campus leadership team meets weekly to determine students in need of interventions.

Strategy's Expected Result/Impact: Tutoring resources will be more effectively utilized providing assistance to students resulting in improved academic performance.

Staff Responsible for Monitoring: Leadership team: Principal, Counselor, Campus Specialist, Edgenuity & Special Ed. Coordinator

Formative Reviews

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Strategy 6

Provide students with Edgenuity courses that were specifically designed with accelerated instruction in mind.

Strategy's Expected Result/Impact: More streamlined online course offerings will result in more students earning credits at a faster rate. Students will develop confidence resulting in positive self-image.

Staff Responsible for Monitoring: Principal, ESC staff

Formative Reviews

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Strategy 7

Provide notebooks for note taking for every student in every class.

Strategy's Expected Result/Impact: Consistent note taking will result in more academic success in Edgenuity.

Staff Responsible for Monitoring: Achieve Staff

Funding Sources: Notebooks State Comp Ed,

Formative Reviews

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Performance Objective 2

Provide support and direct interventions in support of increasing English I & II EOC results.

Evaluation Data Source: STAAR scores data.

Strategy 1

Targeted support for students that are identified as high-risk of not passing an English EOC.

Strategy's Expected Result/Impact: Improve scores on the writing portion of Eng. I and Eng. II EOC.

Staff Responsible for Monitoring: Principal, Counselor

Formative Reviews

December	March	June

Strategy 2

Use No Red Ink as an ELA tool for grammar, conventions, and writing.

Strategy's Expected Result/Impact: Improve students' ability to effectively write leading to improved EOC scores.

Staff Responsible for Monitoring: Principal, ELA teachers, District Learning Specialist

Formative Reviews

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Strategy 3

Use online Interim Assessment tool for assessing students' weaknesses relating to passing the Eng. I and Eng. II EOCs and STAAR Preparation and Practice for intervention.

Strategy's Expected Result/Impact: Improve scores on the writing portion of Eng. I and Eng. II EOC.

Staff Responsible for Monitoring: Principal, Eng. Teachers, English Learning Specialist

Formative Reviews

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Performance Objective 3

Facilitate a partnership with parents on student progress and success.

Evaluation Data Source: Copy of parental communications.

Strategy 1

Communicate with parents via email when their student earns a credit.

Strategy's Expected Result/Impact: Celebrate course completions, keep parents informed of positive student progress.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 2

Contact parents when students are not making sufficient progress.

Strategy's Expected Result/Impact: Parent is informed of lack of progress creating intervention at home.

Staff Responsible for Monitoring: Principal, Counselor, Campus Specialist

Formative Reviews

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Strategy 3

Conduct an "Intake" meeting with student and parent to go over operating policies, student expectations and academic information.

Strategy's Expected Result/Impact: Parent and student have clear understanding of Achieve Academy and how to be successful.

Staff Responsible for Monitoring: Principal, Campus Specialist

Formative Reviews

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Strategy 4

Work with parents cooperatively to create best graduation plan (Foundation vs. Foundation Plus Endorsement) for individual student based on their post-high school plans.

Strategy's Expected Result/Impact: Partnership with parent on student graduating from high school.

Staff Responsible for Monitoring: Counselor

Formative Reviews

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Performance Objective 4

Facilitate a positive school culture.

Evaluation Data Source: Data on credits earned per student and graduates. Climate surveys.

Strategy 1

Celebrate student successes (credits earned and graduations). Award Jimmy Johns Student of the Week and Shining The Way Award

Strategy's Expected Result/Impact: Motivate students to earn credits toward graduation.

Staff Responsible for Monitoring: Principal, Counselor

Formative Reviews

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Strategy 2

Positive relationships with students and staff is emphasized and modeled.

Strategy's Expected Result/Impact: People feel good about being part of Achieve Academy because there is positivity all around them.

Staff Responsible for Monitoring: Achieve Staff

Formative Reviews

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Performance Objective 5

The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Evaluation Data Source: Number of students identified in Skyward as Homeless. Track the number of Student Residency Questionnaires (SRQ) that are submitted for consideration

Strategy 1

Provide staff development session for district counselors and teachers.

Strategy's Expected Result/Impact: Staff members better able to identify and support McKinney-Vento students.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 2

Utilize data to increase the awareness of the McKinney-Vento Act students.

Strategy's Expected Result/Impact: Staff members more fully understand McKinney-Vento and the reason and benefits of identifying students that may qualify.

Staff Responsible for Monitoring: Principal, Counselor

Formative Reviews

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Strategy 3

Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, and other items specific to grant guidance.

Strategy's Expected Result/Impact: More effective support of these students that will lead to more academic success and overall well-being.

Staff Responsible for Monitoring: Counselor, Principal

Formative Reviews

December	March	June

Performance Objective 6

Provide dyslexia services for students identified with dyslexia.

Evaluation Data Source: Documentation on the number of students that are identified as dyslexic.

Strategy 1

Provide services using dyslexia specialist assigned to Achieve Academy.

Strategy's Expected Result/Impact: Student will be better equipped to overcome dyslexia.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Performance Objective 7

Campus will ensure compliance with Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

Evaluation Data Source: School lunch menus. Notifications of summer lunch programs where students can receive free lunch during summer vacation.

Strategy 1

The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.

Strategy's Expected Result/Impact: Students will be educated on nutrition and make healthier eating choices, benefiting the student in their overall well-being.

Staff Responsible for Monitoring: District nutrition personnel/Principal

Formative Reviews

December	March	June

Strategy 2

The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional developments to staff responsible of nutrition education.

Strategy's Expected Result/Impact: Students will be more likely to make healthy eating choices.

Staff Responsible for Monitoring: District nutrition personnel/Principal

Formative Reviews

December	March	June

Strategy 3

The district/campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.

Strategy's Expected Result/Impact: Students will better understand the need for physical activity and adopt it into their lifestyle.

Staff Responsible for Monitoring: Principal

Formative Reviews

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Strategy 4

The district/campus shall encourage students, parents, staff, and community members to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Performance Objective 8

90% of 4th year students will graduate and not drop out.

Evaluation Data Source: PEIMS data.

Strategy 1

Early release program.

Strategy's Expected Result/Impact: Early release enables student to go to school and work preventing drop outs.

Staff Responsible for Monitoring: Counselor

Formative Reviews

December **March** **June**

Strategy 2

Each student's path to graduation is customized based on where they are and what their interests and plans are post high school.

Strategy's Expected Result/Impact: Education model is customized for individual resulting in student feeling unique and valued and less likely to drop out.

Staff Responsible for Monitoring: Counselor

Formative Reviews

December **March** **June**

Strategy 3

Create a culture of positive relationships between adults and students.

Strategy's Expected Result/Impact: Students more open to accepting that dropping out should not be an option. 100% of students will indicate via survey that their teacher cares about them.

Staff Responsible for Monitoring: Principal, All staff

Formative Reviews

December **March** **June**

Strategy 4

Discuss with staff warning signs of potential drop outs and encourage communication to counselor and administrators about students exhibiting those signs, including students at-risk, economically disadvantaged, and/or bilingual.

Strategy's Expected Result/Impact: Engage with potential drop outs before they quit school.

Staff Responsible for Monitoring: Principal

Formative Reviews

December **March** **June**

Goal 3

Attract, retain, develop, and value a quality staff
TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

Performance Objective 1

Create a culture where teachers and staff feel an inherent part of the mission and goals of Achieve Academy.

Evaluation Data Source: Emails to and from staff members.

Strategy 1

Solicit input from staff on what issues need addressed and how to fix those issues.

Strategy's Expected Result/Impact: Staff will react positively and support change if they had input into the process. Ownership of the change will be the result.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 2

Provide consistent communication to all staff members where expectations are clear and no ambiguity exists regarding goals, policies, or procedures.

Strategy's Expected Result/Impact: Clear communications will result in a more effective organization focused on student success.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 3

Institute policies and procedures where the school environment is safe, secure, and orderly.

Strategy's Expected Result/Impact: A safe, secure, and orderly environment will create an atmosphere where teachers feel they are in charge and feel confident administration will back them.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 4

Make transparency a priority. Keep staff well informed of all strategies to help students, reasons behind policy/procedures changes, personnel/duty changes.

Strategy's Expected Result/Impact: Staff feels respected and part of an organization that has a positive mission.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Performance Objective 2

Provide teachers with consistent and specific feedback regarding instruction.

Evaluation Data Source: Documentation from Strive: walkthroughs, observations. Emails to teachers regarding instruction.

Strategy 1

Based on classroom observations and walkthroughs, provide teachers with consistent and timely feedback on instruction.

Strategy's Expected Result/Impact: A clear understanding of instructional expectations with feedback will result in better instruction.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 2

Support and monitor teachers toward meeting instructional goals.

Strategy's Expected Result/Impact: Teachers are more likely to meet personal instructional goals if leader is aware of those goals and provides feedback specific to meeting stated goals.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 3

Provide new personnel on campus with a mentor.

Strategy's Expected Result/Impact: New staff members are more likely to be successful and feel part of a cohesive team.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Performance Objective 3

Develop leadership among staff and organize personnel to take advantage of their personal strengths.

Evaluation Data Source: Documentation from Strive. Emails with teachers regarding leadership assignments.

Strategy 1

Understand professional personal goals for each staff member and guide them toward reaching those goals.

Strategy's Expected Result/Impact: Staff will react in positive manner when leader is helping them grow professionally.

Staff Responsible for Monitoring: Principal

Formative Reviews

December **March** **June**

Strategy 2

Providing opportunities for individuals to take on tasks which need to be performed. For example:

Marquee Coordinator
Food Drive Coordinator
Crisis Response Team
Mentor Teacher
Teacher Leader Academy

Strategy's Expected Result/Impact: Enables aspiring leaders to organize and multi-task expanding their leadership abilities.

Staff Responsible for Monitoring: Principal

Formative Reviews

December **March** **June**

Performance Objective 4

Ensure teachers receive ongoing and quality professional development.

Evaluation Data Source: Teacher professional development documentation. Professional development schedule for on-campus PD.

Strategy 1

Meet with teachers individually about their professional development plans.

Strategy's Expected Result/Impact: Ensures that teachers are receiving beneficial professional development.

Staff Responsible for Monitoring: Principal

Formative Reviews

December **March** **June**

Strategy 2

Understand the needs of staff and provide quality PD on district designated PD days.

Strategy's Expected Result/Impact: Staff experiences targeted PD together.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Performance Objective 5

Recruit highly effective teachers.

Strategy 1

Utilize job fairs coordinated by Wylie ISD HR to find quality teaching candidates.

Formative Reviews

December	March	June

Strategy 2

Use intra-district transfer list for quality candidates that are looking to work in an alternative education environment.

Formative Reviews

December	March	June

Strategy 3

Use networking of existing staff members to find quality candidates from other districts.

Formative Reviews

December	March	June

Goal 4 Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 1

Develop guidelines and processes for operating Choice High School and gain support from all stakeholders.

Evaluation Data Source: Documentation outlining guidelines for sending students to Choice High School. Master schedule. Documentation specifying total credits earned and credits per student.

Strategy 1

Collaborate with Wylie East and Wylie High on guidelines for sending students to Choice High School.

Strategy's Expected Result/Impact: Smoother transition from home campus to Choice High School for student and for all campuses.

Staff Responsible for Monitoring: Principal, Administration & Counselors from high schools.

Formative Reviews

December	March	June

Strategy 2

Schedule in such a manner that only teachers that teach common subjects will have common conferences for PLCs.

Strategy's Expected Result/Impact: Creates more scheduling flexibility and better utilization of facility.

Staff Responsible for Monitoring: Principal, Counselor

Formative Reviews

December	March	June

Strategy 3

Clearly delineate responsibilities and cross-train personnel as a backup.

Strategy's Expected Result/Impact: More efficient operation and organizational functionality if someone is out.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 4

Ensure that both feeder high schools understand how many slots they have available for sending new students.

Strategy's Expected Result/Impact: Transparency with feeder high schools enables better planning for utilizing available slots.

Staff Responsible for Monitoring: Principal, Registrar

Formative Reviews

December	March	June

Performance Objective 2

Clear communication of academic and behavioral expectations among all students, staff, and parents.

Evaluation Data Source: Documentation outlining DAEP processes and procedures. Emails to and from staff regarding student performance. Documentation for interventions. Emails to senior leadership.

Strategy 1

Further refining processes and scheduling for DAEP environment preventing interaction between DAEP program and other Achieve Academy programs.

Strategy's Expected Result/Impact: DAEP students receiving excellent instruction with virtually no interaction with other populations.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 2

Consistent communications to all stakeholders on student progress and intervention processes in place when progress is unsatisfactory.

Strategy's Expected Result/Impact: Students making positive gains in earning credit as opposed to taking a slot at Choice High School and making little or no gain.

Staff Responsible for Monitoring: Principal, Counselor, Campus Specialist

Formative Reviews

December	March	June

Strategy 3

Facilitating a culture of accountability where students and staff take personal responsibility for student success and abiding by rules and policies.

Strategy's Expected Result/Impact: Student performance and overall behavior will improve if all parties are made aware of expectations and consistently held accountable for meeting them.

Staff Responsible for Monitoring: Achieve Staff

Formative Reviews

December	March	June

Strategy 4

Keeping district leadership apprised of issues/concerns that may affect current or future operation. Safety and security, academic effectiveness, and operating capacity are key issues.

Strategy's Expected Result/Impact: Senior leadership will be informed and supportive.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 5

Facilitate a transition plan for students that have completed their DAEP assignment and transitioning back to their home campus.

Strategy's Expected Result/Impact: Student will be less likely to repeat behavior that resulted in DAEP placement.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Goal 5 Prepare students for a successful life beyond high school through experiences that prepare them for future workforce.

Performance Objective 1

Students will explore individual interests and career opportunities for personal growth.

Evaluation Data Source: Observation of students wearing college shirts. Recruiter sign-in sheet.

Strategy 1

Inform students and parents of college night on the campuses for Wylie East High School and Wylie High School.

Strategy's Expected Result/Impact: Students visit with college representatives to explore secondary educational opportunities.

Staff Responsible for Monitoring: Principal, Counselor

Formative Reviews

December	March	June

Strategy 2

Support "Think College Thursday" weekly by encouraging students to wear college shirts.

Strategy's Expected Result/Impact: Facilitate an awareness and desire to attend college.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 3

Students will participate in a career day in Wylie ISD to visit numerous partnering businesses, gain an understanding of their scope of work, and possibly consider internships.

Strategy's Expected Result/Impact: Students gain an understanding of local businesses and possible career opportunities.

Staff Responsible for Monitoring: Counselor.

Formative Reviews

December	March	June

Strategy 4

Students participate in College Week and Wylie Way days to consider and plan for the future.

Strategy's Expected Result/Impact: Students are better prepared for life after high school

Staff Responsible for Monitoring: Achieve Staff

TEA Priorities: Connect high school to career and college

Formative Reviews

December	March	June

Goal 6 Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1

Ensure that safety and security is the highest priority, safety practices are implemented, and all staff is well informed of all safety and security procedures.

Strategy 1

Utilize updated camera security system.

Strategy's Expected Result/Impact: New system is installed and operational.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 2

Schedule and execute all required safety drills throughout the year.

Strategy's Expected Result/Impact: Drill log completed.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 3

Implement protocols for visitors entering the building.

Strategy's Expected Result/Impact: People are denied entrance that have no valid reason to enter.

Staff Responsible for Monitoring: Principal, Front Office Staff

Formative Reviews

December	March	June

Strategy 4

Deploy and effectively utilize radio system that is used for information and calling for emergency help and/or SRO support.

Strategy's Expected Result/Impact: Enabled quick communication to emergency personnel and other district administrators and and medical support.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 5

All students and staff must have ID badge on at all times and it must be visible.

Strategy's Expected Result/Impact: Enables quick identification of those in building.

Staff Responsible for Monitoring: Achieve Staff

Formative Reviews

December	March	June

Strategy 6

Monitor parking lot for suspicious activity and safety concerns.

Strategy's Expected Result/Impact: Less likelihood for illegal and/or unsafe practices to occur.

Staff Responsible for Monitoring: SRO

Formative Reviews

December	March	June

Strategy 7

Communicate a zero tolerance policy for physical confrontation among students.

Strategy's Expected Result/Impact: Clear expectations is more likely to prevent fighting.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 8

Students walk through metal detectors upon arrival.

Strategy's Expected Result/Impact: Prevents students from bringing items to school that may cause danger.

Staff Responsible for Monitoring: Achieve staff

Formative Reviews

December	March	June

Goal 7 Celebrate our excellence.

Performance Objective 1

Ensure student success is known to students, staff, and community.

Evaluation Data Source: Emails announcing graduates. Marquee displays and social media posts.

Strategy 1

Graduates are announced and celebrated as they complete required coursework.

Strategy's Expected Result/Impact: Students celebrate the success of their peers which solidifies that graduation is possible and
Achieve Academy can help them be successful.

Staff Responsible for Monitoring: Principal, Counselor

Formative Reviews

December	March	June

Strategy 2

New graduate names are placed on marquee and Facebook.

Strategy's Expected Result/Impact: Community recognizes graduates.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 3

Weekly communication to all Choice High School parents informing them how many different students completed a total number
of courses.

Strategy's Expected Result/Impact: Parents are informed of the number of students completing courses.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

Strategy 4

Student Intakes provide opportunity to tout the success our students are experiencing.

Strategy's Expected Result/Impact: Upon hearing about Choice's support provided to students and the success they are experiencing, it
more likely they will have hope for their individual success.

Staff Responsible for Monitoring: Principal, Campus Specialist

Formative Reviews

December	March	June

Strategy 5

Email is sent to former home campus administrators and district leadership with student's graduation picture when a student graduates.

Strategy's Expected Result/Impact: Allows others to celebrate student's accomplishment.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	June

State Compensatory Education

State Compensatory

Budget for Achieve Academy

Total SCE Funds: $5,100.00

Total FTEs Funded by SCE: 32

Brief Description of SCE Services and/or Programs

Personnel for Achieve Academy

Name	Position	FTE
Allison Despain	Teacher	1
Amy Southern	Teacher	1
Angela Blakeney	Nurse	1
Carlee Mejia	Teacher	1
Carolina Moore	Para 10	1
Christine DeMarias	Teacher	1
Claudia Taylor	Para 10	1
Collin Kaiser	Para 10	1
Dani Womack	Campus Specialist	1
Debbie Bullock	Para 10	1
Erica Finch	Teacher	1
Graciela Steward	Para 12	1
Janet Wyatt	Principal	1
Janna Pearce-Aleman	Teacher	0
Jason Olford	Teacher	1
Jason Patterson	Teacher	1
Jillian Simpson	Counselor	1
Karen Miner	Para 10	1
Kathy Nguyen	Teacher	1
Katie Hurst	Teacher	1

Mark Fajardo	Teacher	1
Matt McGillen	Para 10	1
Megan McIntosh	Para 10	1
Morgan Capps	Para 10	1
Nicholette Terzis	Teacher	1
Oanh Kim Chieu	Teacher	1
Randi Campbell	Para 10	1
Renee Jordan	Teacher	1
Rhonda Estrada	Teacher	1
Sandra Jones	Para 10	1
Stephanie Jagoda	Teacher	1
Tricia Garrett	Para 10	1
Wendy Murphy	Para 10	1

Funding Summary

Funding Summary

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Notebooks	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,100.00
				+/- Difference	**$5,100.00**

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1		--	$41,000.00
2	1	2		--	$39,507.00
				Sub-Total	$80,507.00
				Budgeted Fund Source Amount	$80,507.00
				+/- Difference	$0.00