



# Bexar County Academy

## Targeted Improvement Plan



**2021-2022**

1485 Hillcrest Drive  
San Antonio, TX 78228

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# **Campus Mission Statement**

The Bexar County Academy Charter School mission is to provide an Academic Environment that prepares students to function as Entrepreneurs, Workers, and Citizens in a Globalized World.

## **Vision Statement**

Building Entrepreneurial and Life Skills through an Academic Environment.

## **Educational Beliefs**

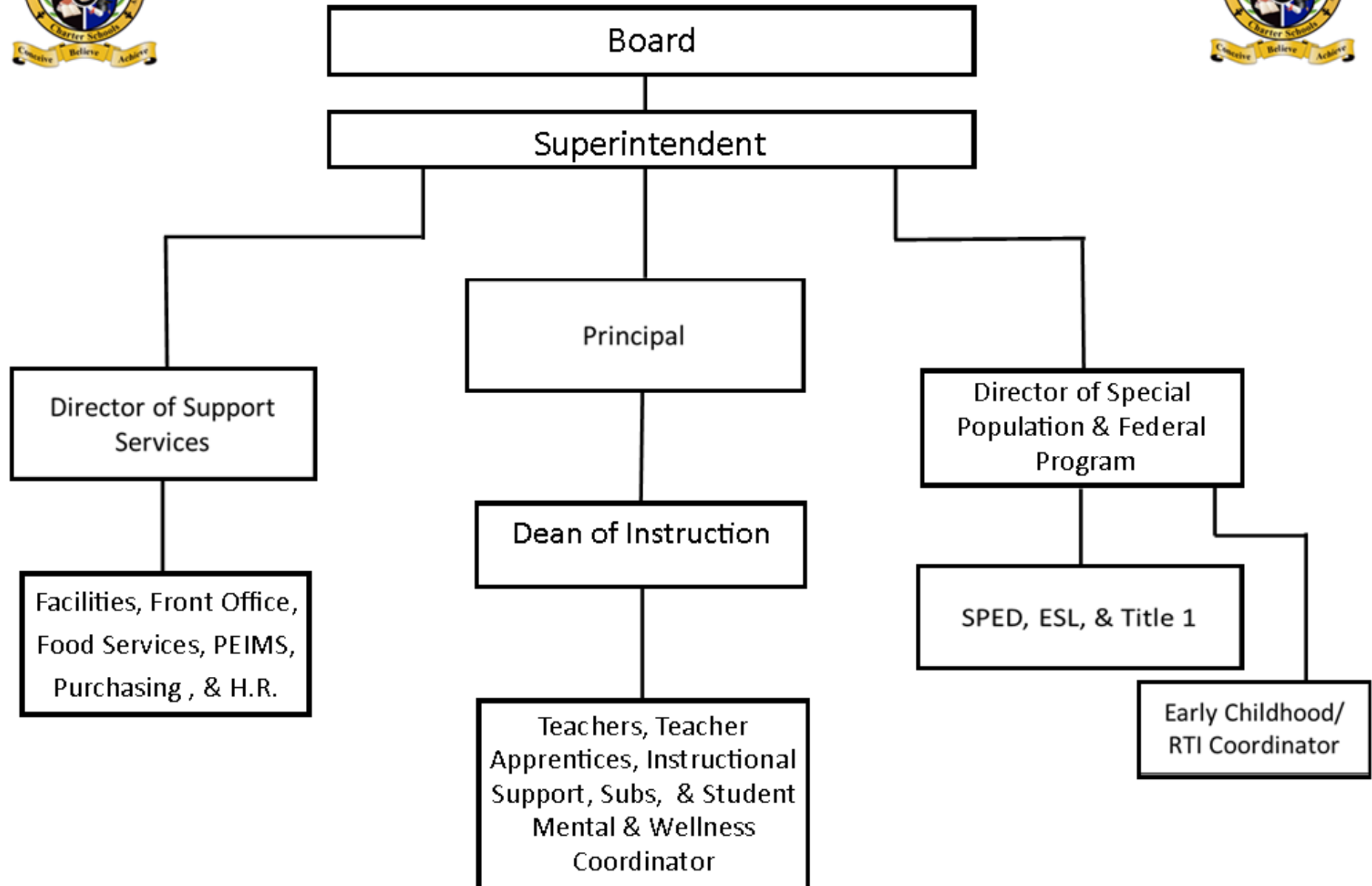
- Student learning is the priority of our school.
- The learning needs of students should be the primary focus of all decisions.
- Parents must be equal partners in the education of their children.
- We must engage the community in education by providing and welcoming opportunities for collaboration.
- Students must learn in diverse ways, and they should be provided with a variety of instructional approaches to support their learning styles.
- Education must be flexible and responsive to the needs of the students, community, and society.
- Technology is a tool that will enhance the curriculum, instruction, and academic achievement.
- The school should supply a clean and safe environment that promotes student learning.

## Improvement Planning Committee

Name: (Typed)	Title/ Position	Signature
Gregory Nelson	Network Principal	
Tina Coklow	Director of Special Services	
Jan Pasenhofer	Testing Coordinator /Blended Learning	
James Mounts	Dean of Instruction/Curriculum	
Kathy Smith	Math Title 1 Interventionist	
Freddy Salas	Reading Title 1 Interventionist	
Mary Andrade	SPED Coordinator/ Teacher	
Celinda Camacho	ESL Coordinator / Teacher	
Elida Camacho	Parent Representative	
Paul Nelson	Cafeteria Manager	



# District Organization Chart



## Attestations

### Instructional Schedule

X **Teacher interaction** with students is predictable, sufficient to support schedule.

X **Teacher availability** for students (e.g., office hours schedule) is planned, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.

X **Students can access instructional support** from teachers when needed, direct instruction delivered by teachers, and students know how and when they can interact with their teachers.

X Students are provided **clear means to engage with academic material daily**.

X **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE). X Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:

- Half day PreK - 90 instructional minutes
- Full day PreK - 180 instructional minutes
- K through 5th grade - 180 instructional minutes
- 6th through 12th grade - 240

### Instructional Minutes Materials Design

X District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes x Assessments that ensure continued information on student progress remotely

x Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely

x Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments

x Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.

x There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

## Student Progress

X Expected student progress in remote asynchronous learning is **planned, defined by day, and ties to the overall course coverage in the course syllabus.**

**X Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:

- x Data from the Learning Management System (LMS) showing progress made that day
- x Curricular progress evidenced from teacher/student interactions made that day

Completion and submission of assignments planned for that day

- x Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
- X Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- X Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- X **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments.

## Implementation

X Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:

- X Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
- X Cover all grade levels and content areas that are participating in asynchronous learning
- X Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
- X Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- X Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

## Open Responses

**Key Requirement Instructional Schedule:** Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.



**Summarize how your instructional schedules meet the criteria:**

Component	Explanation	
<b>What are the expectations for daily student interaction with academic content?</b>	Time:	<b>PreK Schedule</b>
	9:00-9:20	Student Classroom Connection
	9:20-10:00	Reading
	10:00-10:30	Break/P.E.
	10:30-11:30	Math
	11:35-12:05	Lunch
	12:10-1:00	Science
	1:00-1:30	Rest
1:30-1:50	Snack	
	2:00-2:30	Social Studies
	2:30-2:50	Review
	Time	<b>Kinder-5<sup>th</sup> Grade Schedule</b>
	8:00-8:30	Student-Classroom Connection
	8:30-9:30	Reading Language Arts
	9:30-9:45	Break/Snack
	9:45-10:45	Math
	10:45-11:15	Social Studies
	11:15- 11:45	Science
	11:45-12:15	Lunch
	12:15-1:15	Computer
	1:15-1:45	1:1 or Small Group Support
	1:45-2:15	P.E.
	2:15-3:00	Review
	Time	<b>6<sup>th</sup>_9<sup>th</sup> Grade Schedule</b>
	7:50 - 8:35	Teacher Connection or (Small Group Time)
	8:40 - 9:25	Period 2 Core subjects, entrepreneurship, or PE
	9:30-10:15	Period 3 Core subjects, entrepreneurship, or PE
	10:20-11:00	Period 4 Core subjects, entrepreneurship, or PE
	11:05-11:50	Period 5 Core subjects, entrepreneurship, or PE
11:55-12:25	Lunch	
12:30-1:15	Period 6 Core subjects	

	1:20-2:10	Period 7 Core subjects
	2:15-2:45	Period 8 Electives

**How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?**

Students receive at least 180 minutes in PreK-5<sup>th</sup> grades of both synchronous and/or asynchronous instruction each day.

Daily schedule will be posted online on the BCA website and on teacher's Google Classroom Class Dojo.

The BCA counselor will set up one-on-one or small group guidance classes to support social and emotional learning. Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources. In grades 3-5, content and instruction are provided by teachers following the TEKS Resource System.

Office hours will be available for one-on-one conferences during the day and before and after school for students who need extra instructions or assistance with their work.

Attendance will be taken daily, as determined through engagement. The Grading Policy will be the same as on-campus learning and outlined in our BCA Handbook. The Learning Management System (LMS) for grades K-5 is Google Classroom. Physical Education, hands on art activities resources will be provided. Each class will use the gradual release model of instruction: I do, we do, you do.

At the end of the lesson teachers will Evaluate the students by using an exit ticket, short answer response, written assignment or completion of task.

Students receive 240 minutes or more for grades 6-8 of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students on Teacher's Google Classroom and on the BCA Website.

Students will attend sessions for our NFTE Entrepreneur Program. Counselor will have specific times that he is available for students who need home support. Campus counselors will set up one-on-one or small group guidance classes to support social and emotional learning. Content for core subject areas will be provided through the Texas Home Learning 3.0 system and supplemented by our campus instructional resources.

In grades 6-8, content and instruction are provided by each content teacher. Office hours will be available for one on-one conferences during the day and before and after school for parent and student assistance. Attendance will be taken daily as determined through engagement. Grading will be the same as on-campus learning and outlined in our BCA Handbook and policy. The Learning Management System (LMS) for grades 6- 8 is Google Classroom.

We will use the gradual release model (I do- We do, and You do)

At the end of the lesson teachers will Evaluate the students by using an exit ticket, short answer response, written assignment or completion of task.

<p><b>What are the expectations teacher/student interactions for the for</b></p>	<p>Daily feedback of student's work will be provided to students through Google Classroom, Google Meet, Google Duo or email. Progress Reports will be sent out either by pick up or e-mailed to the parent/guardian, at the end of every grading period, Report Cards will be sent either by pick-up or email with feedback. Feedback will be provided to students and parents as needs arise.</p>
<p><b>How will teacher/student interactions be differentiated for students with additional learning needs?</b></p>	<p>BCA will implement all the components in the TEKS Resource System including the TEKS Gap Tool, TEKS Pacing Tool for PK and K-8, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials adopted by our school will be used.</p> <p>These resources will work to ensure vertical alignment is maintained and teachers are covering all of the standards. Special Education teachers and ELL teachers will coordinate with the classroom teachers to adapt lessons according to the Independent Education Plan or the level of the ELL student's understanding of the academic content. Student's understanding of the content will be monitored based on our assessment calendar to check if students mastered the taught standards. If the students did not master the standards the teachers will re-teach and will reinforce any concepts that are below proficiency standards. Feedback to students will be in a timely manner. Teachers and Parents will have open communication so that parent will be informed about their child's progress and their learning process this school year.</p>

		Renaissance STAR/ Freckle (K-8) Step-Up-To- TEKS 3-8 STAAR Ready 3-8 Texas STAAR Coach 2-8	Parent/Teacher communication logs will be provided to all teachers to document weekly contact. BCA will work with families to identify a remote educational delivery approach that will accommodate the needs of each child. The most at risk will need more face-to-face time. BCA will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students with disabilities and English Learners.			
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<p>ELA Instructional Materials</p>	<p>PreK-8</p>	<p>Frog Street (PK)  ABC Mouse (K-2)  m-class Dibels (K-2)  Imagine Reading (ESL) Education Galaxy(K-8)  Lexia Core5 (K-5)  Lexia Power Up (6-8)</p>	<p>BCA will implement all the components in the TEKS Resource System including the TEKS Gap Tool, TEKS Pacing Tool for PK and K-8, Texas Home Learning (THL) 3.0, and various other TEKS- based, state-adopted instructional materials adopted by our school will be used. These resources will work to ensure vertical alignment is maintained and teachers are covering all of the standards. Student's understanding of the content will be monitored based on our assessment calendar to check if students mastered the taught standards. If the students did not master the standards the teachers will</p>	<p>Yes</p>	<p>Special Education and Title I teachers will collaborate with regular classroom teachers to adapt lessons to each student's IEP or to assessed needs as shown in student progress.</p>	<p>ESL and Bilingual teachers will collaborate with regular teachers to adapt resources to meet needs of ELLs.</p>
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		Learning A-Z (PK-8) Learning Farm (1-8) McGraw Hill (Wonders) (K- 8) Step-Up-To- TEKS 3-8 STAAR Ready 3-8 Texas STAAR Coach 2-8	Re-teach and will reinforce any concepts that are below proficiency standards. Feedback to students will be in a timely manner. Teachers and Parents will have open communication so that parent will be informed about their child's progress and their learning process this school year, to ensure coherence and continuity.			
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<p>Science Instructional Materials</p>	<p>PreK-8</p>	<p>Education Galaxy (K-8) Learning Farm (1-8) Science Weekly (K-8) Gizmo (K-8) Step-Up-To-TEKS 5 and 8 STAAR Ready 5 and 8 Texas STAAR Coach 5 and 8</p>	<p>BCA will implement all the components in the TEKS Resource System including the TEKS Gap Tool, TEKS Pacing Tool for PK and K-8, Texas Home Learning (THL) 3.0, and various other TEKS- based, state-adopted instructional materials adopted by our school will be used. These resources will work to ensure vertical alignment is maintained and teachers are covering all of the standards. Student's understanding of the content will be monitored based on our assessment calendar to check if students mastered the taught standards. If the students did not master the standards the teachers will re-teach and will reinforce any concepts that are below proficiency standards. Feedback to students will be in a timely manner. Teachers and Parents will have open communication so that parent will be informed about their child's progress and their learning process this school year, to ensure coherence and continuity.</p>	<p>Yes</p>	<p>Special Education and Title I teachers will collaborate with regular classroom teachers to adapt lessons to each student's IEP or to assessed needs as shown in student progress</p>	<p>ESL and Bilingual teachers will collaborate with regular teachers to adapt resources to meet needs of Els.</p>
<p>Social Studies Instructional Materials</p>	<p>PreK-8</p>	<p>Social Studies Weekly (K-8) Step Up to TEKS (K-8) STAAR Ready</p>	<p>Daily feedback of student's work will be provided to students through Google Classroom, Google Meet, or email. Progress Reports will be sent out either by pick up or e-mailed to the parent/guardian. At the end of every grading period, Report Cards will be sent either by pick-up or email with feedback. Feedback will be provided to students and parents as</p>	<p>Yes</p>	<p>Special Education and Title 1 Teachers will collaborate with regular classroom teachers to adapt lessons to each student's IEP or to assessed needs as shown in student progress.</p>	<p>ESL and Bilingual teachers will collaborate with regular teachers to adapt resources to meet needs of ELs</p>



			needs arise. Parent/Teacher communication logs will be provided to all teachers to document weekly contact. BCA will work with families to identify a remote educational delivery approach that will accommodate the needs of each child. The most at risk will need more face-to-face time. BCA will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success.			
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			Google classroom with adaptations as needed for individual students with disabilities and English Learners.			
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Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
<p><b>How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</b></p>	<p>Texas Home Learning 3.0 For adopted grade levels and content areas will serve as the primary instructional materials for both in-person and remote learning. BCA will leverage THL 3.0 materials in the order of the provided module/unit scope and sequence. TEKS Resource System BCA will use the Vertical Alignment and TEKS Clarification tools from TRS to support teacher content knowledge development through professional development prior to the start of each new THL module/unit. BCA will use the Gap Implementation Tool from TRS to identify potential unfinished learning gaps that can be addressed and insert additional prerequisite lessons into the THL scope and sequence as needed and as appropriate for the order of the content. BCA will use the TRS Year at a Glance and Instructional Focus documents for content areas for which we are not adopting THL. Other TEKS-based, state adopted instructional materials BCA will leverage other TEKS-based, state-adopted instructional materials primarily for grade levels and content areas that do not have THL 3.0 offerings, or for which we have chosen not to adopt THL 3.0. In addition, BCA will leverage other TEKS-based, state-adopted instructional materials to support addressing unfinished learning within the THL scope and sequence and as personalized digital learning tools.</p>
<p><b>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELLs?</b></p>	<p>The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students, the Learning Management System will be offered by TEA (more information on adaptability will be provided) or Texas Home Learning 3.0 will help to address students with disabilities and English Learners. Special Education, ESL, and Title I teachers will work with regular classroom teachers to adapt lessons to meet IEP's and language learning objectives of special needs and EL students.</p>

**Key Requirement Student Progress:** Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
<p><b>What is the expectation for daily student engagement?</b></p>	<p>Students will daily and consistently use the LMS provided. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery daily. Students will be expected to complete and turn in daily work to receive credit for the day. Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-5</p>
<p><b>What is the system for tracking daily student engagement?</b></p>	<p>Engagement (attendance) will be collected through these methods of lesson delivery daily. Students will be expected to complete and turn in daily work to receive credit for the day. Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher- classroom connection for grades PK-5</p>
<p><b>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</b></p>	<p>Teachers will teach synchronously with in class and remote learners. Through class online meetings, students will access lessons being presented in the classroom and will take part in discussions and class projects with the in-class learners. Teacher lessons will be through virtual and in-class meetings, and assignments will be consistent for both in- class and remote learners, using the resources listed for both groups.</p>
<p><b>What is the system for tracking student academic progress?</b></p>	<p>BCA will implement all the components in the TEKS Resource System including the TEKS Gap Tool, TEKS Pacing Tool for PK and K-8, Texas Home Learning (THL) 3.0, and various other TEKS-based, state-adopted instructional materials adopted by your school will be used. These resources will work to ensure vertical alignment is kept and teachers are covering all of the standards. Student's understanding of the content will be monitored based on our assessment calendar to check if students mastered the taught standards. If the students did not master the standards the teachers will re-teach and will reinforce any concepts that are below proficiency standards. Feedback to students will be daily through assessment of assignments.</p>

**What is the system for supplying regular (at least weekly) feedback to all students on progress?**

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades PK-5. Feedback will be given daily on assigned work.

**Key Requirement Implementation:** Describe specific supports for educators and families to implement effective remote asynchronous instruction.

Teachers and Parents will have access to student emails and can communicate through email, text, or phone as needed so that parents will be informed about their child's progress and their learning process this school year, to ensure coherence and continuity.

# Agenda

**Wednesday, August 12, 2020**

- Welcome / Introduction / Vision / Staff/New hire / TL / Organizational Structure / Agenda
- COVID-19 safety protocols      Health referrals      Vision test      Medication forms/procedures
- Emergency contact/ students update
- HR (Human Resources)      Staff attendance/ PTO (paid time off) placement      Pay checks Flex
- Handbook (employee)      Staff Dress code      Update employee benefits/ Procedure
- Clock in/out procedures/ Duty hours      Punch change forms      Purchase orders

- Background check      Pre-approval professional development
  - Staff ID cards/ Photos
    - PEIMS (Public Education Information Management System)      Attendance/ Transfers/ Withdrawal procedures
    - TxEIS - Parent, Student, Teacher portal
  - Cafeteria manager    Cafeteria - breakfast and lunch hours
- Teacher schedules/ Conference/ Create student assessments/ Profile
- Introduction / Role    Technology training/ Logins and passwords
  - Windows 10 / Google apps / Zoom      Teachers hand receipts / Work order procedures / Clear hand receipts
  - School website/ Teacher webpage / Login and password (Ms. Moy)
  - Break in Teams      Sign for classroom technology equipment

### **Thursday, August 13th**

- Nearpod / TEKS Resource System
- LEXIA- K-6 teachers, Special Education, and Title 1 teachers (other teachers planning in classrooms)
- FROG STREET - Pre-kinder and assistants only (other teachers planning in classrooms)
- Special Education and Gifted and Talented
- RTI (Response to intervention)
- Student support Team
- IEP/Differentiation/lesson plan
- Dyslexia - Mr. Young
- Communication

## **Friday August 14**

- Testing procedures/ Benchmarks/ Title Math
- New math and Reading programs/ Imagine Math- Education Galaxy- Learning Farm- Moby Max-Reading A-Z
- SST referrals academics
- PLC meetings
- Lead4ward
- Student data/ Portfolio
- TPRI Kinder - 2<sup>nd</sup> grade procedures
- Eduphoria
- Texas Gradebook and Permanent Records
- School safety
- Break in sections / meeting

## **Monday, August 17<sup>th</sup>**

- Syllabus
- Student Handbook
- Discipline
- T-TESS
- Drop off and pick up procedures
- Teacher Appraisers  
Restorative discipline Practices in Texas videos
- Truancy letters/parent call logs/ Gradebook
- Counselor/referrals/procedures/Suicide prevention
- EOP (Emergency Operational Procedure)
- SST (Student Support Team)

- Referrals: Form Behavior TxEIS/Eduphoria  
TxEIS attendance
- Homeless
- Foster care
- PTO (Parent Teacher Organization)
- Practice/ Rehearse drop off and pick up procedures (All teachers and staff participate)
- ESL / TELPAS / LAS Links
- ELPS (English Language Proficiency Test)
- Student support
- Latino literature program
- Athletic Program
- Fitness Program
- Physical fitness initiative

**Tuesday, August 18<sup>th</sup>**

- After School Program
- Tutoring/ Student Teacher
- Career Awareness
- Title III
- Title IV
- Crisis Prevention  
Safety and healthy Schools
- Chapter 37 safe schools
- Child abuse prevention overview
- Teachers meet and plan with team leaders
- Ms. Olivares - meeting with pre-kinder teacher aides
- Teachers meet and plan with team leaders



## Ongoing Professional Development

Sep 23	PLC Meeting
Oct 7	PLC Meeting
Oct 21	PLC Meeting
Nov 4	PLC Meeting
Nov 18	PLC Meeting
Dec 9	PLC Meeting
Jan 13	PLC Meeting
Jan 27	PLC Meeting
Feb 10	PLC Meeting
Feb 24	PLC Meeting
Mar 17	PLC Meeting
Mar 31	PLC Meeting
Apr 14	PLC Meeting
Apr 28	PLC Meeting
May 19	PLC Meeting

Possible Topics: Engaging Online Lessons, Safety, Classroom Management, Civil Rights training, Dyslexia, English Language proficiency, gifted and talented, instruction of students with disabilities, child abuse, content assessment and achievement, data-driven instruction

### Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	Pre-school professional development will occur in virtual meetings, according to the professional development calendar. Additionally, bi-weekly professional development will occur during Professional Learning Community (PLC) meetings. Team meetings will address professional development needs and will support asynchronous instruction.

<p>How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?</p>	<p>Teachers were surveyed to determine professional development needs. Some teachers will attend workshops which are pertinent to their content standards and/or are perceived needs of the individual teachers. Part of the school-provided staff development will be differentiated by content areas, and all teachers will receive staff development on planning data-driven instruction. A data room available to teachers will have student specific levels of progress and will identify areas of needed professional development.</p>
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**Describe your communication and support plan for families engaging with asynchronous learning:**

Component	Explanation
<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>Parent/Teacher communication logs will be provided to all teachers to document weekly contact. It is expected that teachers will communicate ways that families can support their children in asynchronous learning. BCA will work with families to identify a remote educational delivery approach that will accommodate the needs of each child. The most at risk will need more face-to-face time. BCA will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students with disabilities and English Learners. Depending on the number of students committing to remote learning, we have two options of deliverables. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need. A third option is also a consideration. After parents complete their selected pathway, we will have a more solid outline of our plan of action. Option 1: Face to Face every day Option 2: Hybrid Learning Plan where students would be face-to-face part of the week and the other part of the time would be learning at home. Option 3: Students in remote learning would access Texas Home Learning 3.0 through the state supplied LMS while the students on campus would continue with in class resources. Teachers are expected to teach in-class students and remote learners simultaneously. The Texas Home Learning 3.0 would allow teachers to plan more effectively for both pathways. Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly. Teachers will prepare emergency virtual plans if needed for a lapse in face-to-face learning.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>BCA will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one on one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in Google classroom with adaptations as needed for individual students with disabilities and English Learners. Families are expected to monitor student engagement in school meetings and completion of assignments.</p>

**What additional supports, training, and/or resources will be provided for families who may need additional support?**

Students without the technology will be provided the tools necessary for remote instruction. Parent Teacher meetings will occur each grading period and can be accessed virtually through Zoom or Go to Meeting applications. Office hours will be available for one-on-one conferences during the day and before and after school for students who need extra instructions or assistance with their work. The BCA counselor will set up one-on-one or small group guidance classes to support social and emotional learning. Office hours, emails, and the school website will allow parents to interact with personnel regarding their needs for extra support.

# Charter School Performance Framework

## Corrective Action Plan Updated and Continues from Previous year

**Root Cause Analysis** indicates a need for focus on early childhood literacy and early childhood math which impacts all grade levels. Failed academics for early childhood were based on TPRI scores.

**Root Cause #1** Lack of teachers' knowledge of addressing TEKS rigor in reading, science, writing, and math contents; limited pedagogical strategies, and classroom management.

**Performance Objectives in Reading:** Yearly target goal of percentage of kindergarten students scoring in reading at meets grade level or above in TPRI will increase 10% by 2022.

The percentage of 1<sup>st</sup> grade students scoring in reading at meets grade level or above in TPRI will increase 10% by 202 The percentage of 2<sup>nd</sup> grade students scoring in reading at meets grade level or above in TPRI will increase from 10% by 2022

Action Steps	Persons Responsible	Monitoring, Implementation/Evidence of action	Objectives	Communication to the Board
<p>All teachers will attend</p> <p>Reading Academies</p>	<p>Principal, teachers, Dean</p>	<p>All new teachers will be certified in Reading Academies by May 2022</p>	<p>To increase Kindergarten TPRI scores from 17% to 27% by January</p> <p>To increase 1<sup>st</sup> Grade TPRI scores from 15% to 25% by January</p> <p>To increase 2<sup>nd</sup> Grade TPRI scores from 32% to 42% by January</p> <p>To increase Kindergarten TPRI scores from 27% to 37% by May</p> <p>To increase 1<sup>st</sup> Grade TPRI scores from 25% to 35% by May</p> <p>To increase 2<sup>nd</sup> Grade TPRI scores from 42% to 52% by May</p>	<p>Principal will report percentage of completion at board meetings in January and May</p>

Use TEKS aligned materials	Principal, teachers, Dean	Lesson plans will be monitored weekly by Dean and Principal	60% of lesson plans will reflect use of TEKS aligned materials by November 2021. 100% of lesson plans will reflect use of TEKS aligned materials by December 2021	Principal will report use of TEKS aligned materials
Training at PLC Meetings will focus on Early Childhood Reading	Principal, Reading Content Coordinator, DCSI, Dean	Agendas of bi-weekly PLC Meetings in detail. What discussed, what interventions will take place within the team? How effective are PLC meetings on TPRI scores when analyzing data and integrating into lesson plans?	To increase Kindergarten TPRI scores from 17% to 27% by January To increase 1 <sup>st</sup> Grade TPRI scores from 15% to 25% by January To increase 2 <sup>nd</sup> Grade TPRI scores from 32% to 42% by January To increase Kindergarten TPRI scores from 27% to 37% by May To increase 1 <sup>st</sup> Grade TPRI scores from 25% to 35% by May To increase 2 <sup>nd</sup> Grade TPRI scores from 42% to 52% by May	Principal will report the TPRI scores

**Performance Objectives in Math:** Yearly target goal of percentage of kindergarten students scoring in Math at meets grade level or above will increase from 65% to 68% in 2021.

The percentage of 1<sup>st</sup> grade students scoring in math at meets grade level or above will increase from 56% to 59% in 2021. The percentage of 2nd grade students scoring in math at meets grade level or above will increase from 57% to 60% in 2021

**Improvement Plan Strategy:** Train all Pre-K to 2<sup>nd</sup> Grade teachers. In PLC meetings, teachers will study data and create lesson plans together that address areas of academic needs. PLC meetings may also coincide with Academy of Dallas to collaborate.

Action Steps	Persons Responsible	Monitoring, Implementation/Evidence of action	Objectives	Communication to the Board
All teachers will attend training in Renaissance Math	Principal, teachers, Dean	The completion of training will be recorded by August 2021	% Of Teachers trained in Renaissance Math will be: 25%- by December 50%- February 75%- April 100%-June 4	Principal will report percentage of teachers who completed Math training at board meeting in January and May.
Use TEKS aligned materials	Principal, teachers, Dean	Lesson plans will be monitored weekly by Dean and Principal	60% of lesson plans will reflect use of TEKS aligned materials by November 2021. 100% of lesson plans will reflect use of TEKS aligned materials by December 2021	Principal will report use of TEKS aligned materials

Training at PLC Meetings will focus on Early Childhood Math	Principal, Reading Content Coordinator, DCSI, Dean	Agendas of bi-weekly PLC Meetings in detail. What	To increase Kindergarten TPRI scores from 17% to 27% by January	Principal will report the Math assessment scores
		discussed, what interventions will take place within the team? How effective are PLC meetings on TPRI scores when analyzing data and integrating into lesson plans?	<p>To increase 1st Grade TPRI scores from 15% to 25% by January</p> <p>To increase 2nd Grade TPRI scores from 32% to 42% by January</p> <p>To increase Kindergarten TPRI scores from 27% to 37% by May</p> <p>To increase 1st Grade TPRI scores from 25% to 35% by May</p> <p>To increase 2nd Grade TPRI scores from 42% to 52% by May</p>	

**Failed Academic Indicator 1A:** Overall Academic Performance Indicator. Problem statement: Low student achievement in Domain 1 (57%) reflected that only 27% of students obtained meets and 6% scored in the master's categories in Reading, Writing, Math and Science content areas.

**Root Cause 1:** Lack of teachers' knowledge of addressing TEKS rigor in reading, science, writing, and math contents; limited pedagogical strategies, and classroom management.

**Performance Objectives:** Student achievement for the 2020-21 STAAR Domain 1 will increase from 27% to 33% at Meet Standards.

Student achievement for the 2020-21 STAAR Domain 1 will increase from 6% to 12% at Master Standards.

**Improvement Plan Strategy 1:** Structured systems and processes based on a Professional Learning Community (PLC) that provide time for teachers and content coordinators to design rigorous and TEKS aligned lessons, practice/model instructional delivery, and use data in Eduphoria from Benchmarks and other DOL's in the classroom to guide instructional decisions.

**Action Steps, personnel responsible, monitoring/evidence**

Action Step	Persons Responsible	Monitoring, Implementation/Evidence of action	Objectives	Communication to the Board
<p>Identify content coordinators, assign members, and organize logistics such as calendars for meetings, and agenda determination process.</p>	<p>Principal, DCSI</p>	<p>Content coordinators will be identified, and monitor calendars will be established by Sept. 2020</p>	<p>60% of PLCs will follow the process of a structured, effective PLC in which data is analyzed and TEKS aligned lessons are created to address academic shortcomings of students by November                      75% of PLCs will follow the process of a structured, effective PLC in which data is analyzed and TEKS aligned lessons are created to address academic shortcomings of students by November                      90% PLCs will follow the process of a structured, effective PLC in which data is analyzed and TEKS aligned lessons are created to address academic shortcomings of students by March                      100% PLCs will follow</p>	<p>Principal will report Content Coordinators and PLC Agendas at October board meeting</p>



			the process of a structured, effective PLC in which data is analyzed and TEKS aligned lessons are created to address academic shortcomings of students by June 2022	
PLC Content Bi-Weekly meetings with focused agendas: establish the lesson plan school-wide template's components and TEKS Vertical Alignment Reading and Math SE's	Principal, DCSI Content Coordinators, Grade Level Team Leader	Agendas of bi-weekly PLC Meetings in detail. What discussed, what interventions will take place within the team? How effective are PLC meetings on TPRI scores when	The percent of teachers exhibiting pedagogical knowledge as measured by T-Tess will increase from 0% to 35% by December 2020. It will increase to 65% by March of 2021 and reach	Principal will report PLC Agendas and monitoring calendar at October board meeting and quarterly board meetings that follow

		analyzing data and integrating into lesson plans.	100% by June 2022- Growth will also be evident and coincide with higher TPRI scores for kindergarten through 2 <sup>nd</sup> Grade.	
Establish a protocol to guide (PLCs) Professional Learning Communities	Principal, Content Coordinators	Weekly Walkthroughs by Content Coordinators, T-TESS appraisers, Principal, and Dean of Instruction with immediate feedback/correction. Get <u>Better Faster book</u>	Build a structure for PLC effectiveness. Agenda will show content areas discussed, areas of concern discussed, TEKS that will be focused on to re-teach and strategies for teaching those TEKS. Quantitative goals will be established. For example: the percentage of students passing the 2 <sup>nd</sup> Grade TPRI will increase from 32% to 42% by January.	Calendar of PLC Meetings will be reported to the board at October board meetings and quarterly meetings that follow
Use the Gradual Release Instructional Model, "I Do," We Do" and "You Do" consistently to improve teachers' pedagogical strategies and use of varied stimuli and cognitive tasks to increase the level of rigor.	Teachers in Grades K-8	Weekly Walkthroughs by Content Coordinators, T-TESS appraisers, Principal, and Dean of Instruction with immediate feedback/correction	50% of teachers will be using the gradual release model to increase student engagement and student achievement by January 75% of teachers will be using the gradual release model to increase student engagement and student achievement by March 100% of teachers will be using the gradual release model to increase student engagement and student achievement by June	Principal will report to the board the percentage of teachers using the gradual release model

<p>Use rubrics as scoring tools that explicitly represent the performance expectation for assignments that provide a clear description of the students' level of mastery in reading, writing, and math.</p>	<p>Content PLC Members, Best Practice Research Information, DCSI, Principal, Teachers</p>	<p>Rubrics established and used in grading</p>	<p>50% of teachers will be using rubrics as scoring tools by January  75% of teachers will be using rubrics as scoring tools by March  100% of teachers will be using rubrics as scoring tools by June</p>	<p>Principal will report to the board the percentage of teachers using the rubric scoring tools at quarterly board meetings.</p>
<p>Targeted training for all Reading Teachers in the following domains:  Understanding Across Genres, Analysis of Literary Texts and Analysis of informational Texts. Designated teachers and Administration will also take part in Reading Academies. ESL certifications will be required for ELAR teachers to enable them to better service all student populations</p>	<p>DCSI, Principal, Reading Teachers</p>	<p>Agendas of bi-weekly PLC Meetings in detail. What discussed, what interventions will take place within the team? How effective are PLC meetings on TPRI scores when analyzing data and integrating into lesson plans? workshop attendance</p>	<p>All Reading Teachers will have completed targeted training, including 60 Hours of Reading Academies to improve pedagogical knowledge in reading by June 2021.</p>	<p>Principal will report to the board the percentage of teachers completing targeted training in quarterly board meetings.</p>

<p>Training in virtual learning as in approved Asynchronous Plan</p>	<p>All teachers, Principal, DCSI, PLC Members, IT Specialist</p>	<p>Workshop Certificates PLC Agendas, Walkthroughs by Principal, Dean, and IT Specialist ensuring technology is utilized for in person and virtual instruction.</p>	<p>85% of teachers will be using technology effectively to improve students' academic achievement by November. 100% of teachers will be using technology effectively to improve students' academic achievement by January. Evidence of this effective instruction will coincide with Student achievement in Benchmark scores and ultimately for the 2021-22 STAAR. Domain 1 will increase from 27% to 33% at Meet Standards, and from 6% to 12% at Masters standards.</p>	<p>Principal will report to the quarterly board meetings, the percentage of teachers completing training in virtual learning and applying it in their instruction.</p>
<p>Analyze data from benchmark tests using Eduphoria and TPRI.</p>	<p>Teachers, Testing Coordinator, DCSI, Principal, Dean</p>	<p>Individual student profiles with scores posted and analyzed for instructional decision making Data Room displays</p>	<p>Initially identify student performance on STAAR content domains, track students performance from the benchmark assessments using Eduphoria data.</p>	<p>Principal will report the data from benchmarks and grade Level progress toward the goal at quarterly board meetings</p>

**Failed Academic Indicator 1A:** Overall Academic Performance Indicator. Problem statement: Low percentage of students were at meets and masters Grade Levels across all subjects.

**Root Cause 2:** Neither the delivery of constructive instruction encompassing best-practice strategies, nor data analysis and interventions to inclusively support all student groups occurred.

**Performance Objectives:** Effectively use data to create systems and facilitate high quality instruction that increases critical thinking and student achievement. This in turn, will increase academic growth in domain 2 from 58% to 65%

**Improvement Plan Strategy 1:** Teachers will attend Professional Development in data analysis and utilization, quality instruction, and effective interventions to build skills necessary to deliver rigorous instruction that challenges students and raises level of academic performance.

**Action Steps, personnel responsible, monitoring/evidence**

Action Step	Persons Responsible	Monitoring, Implementation/Evidence of action	Performance Objectives	Communication to the Board
<p>Conduct and employ regular progress monitoring in classroom walkthroughs, instructional rounds and data analysis to inform decisions about instruction.</p>	<p>T-Tess Appraisers, Principal, Dean of Instruction, Content Coordinators</p>	<p>Weekly Walkthroughs by Content Coordinators, T-TESS appraisers, Principal, and Dean of Instruction focusing on lesson planning from PLC meetings being put into practice in the classroom, gradual release model, anchor charts and vocabulary walls and engaging students. Immediate feedback/correction will be given after walkthrough. Teachers will analyze student grades, and data from benchmarks every 6 weeks</p>	<p>Teacher's growth through PLC meetings and student engagement will increase. Evidence will be shown through the STAAR results.            Grade 3: 48%, raise to 60%            • Grade 4: 57%, raise to 62%            • Grade 5: 59%, raise to 65%            • Grade 6: 63%, raise to 68%            • Grade 7: 63%, raise to 68%</p>	<p>Principal will Report benchmark scores and percentage of students meeting expectations at each quarterly board meeting. Develop intervention plan for students and classify students into Tiers 1 through 3 using most recent assessment.</p>
<p>Use the Gradual Release Instructional Model, "I Do," We Do" and "You Do" consistently to Improve teachers' pedagogical strategies and increase rigor by using varied stimuli and cognitive tasks to increase rigor</p>	<p>Teachers Pre-Kindergarten-8<sup>th</sup> Grade</p>	<p>Walkthroughs focusing on gradual release instructional model and T Tess expectations based on teacher's goals, Student grades and data from benchmarks every 6 weeks using Eduphoria</p>	<p>Performance evidence STAAR Reading            *Grade 5: 82%, raise to 85%            AA, NA, H 82%, raise to 87%            W, NA, ED, 85%, raise to 87%            Special Educ. 75%, raise to 80%            LEP 100%            *Grade 7: 53%, raise to 58%</p>	<p>Principal will report benchmark scores And percentage of students meeting expectations at each quarterly board meeting</p>

			ED 56% raise to 61% Special Education 50%, raise to 56% LEP 0%, raise to 60%	
School-wide Lesson Plan format that promotes bell- to-bell engagement and is applicable to all contents. Lesson Objective (LO) and Demonstration of Learning(DOL) posted daily as a part of planning the lesson	Teachers Pre-Kindergarten-8th Grade	Agendas of bi-weekly PLC Meetings in detail. What discussed, what interventions will take place within the team? Walkthroughs focusing on (LO, DOL, and bell to bell engagement) Lesson plans will be in Eduphoria and outside of class and checked weekly.	100% of now have access to Eduphoria. By January 70% of teachers will have lesson plans 2 weeks out in Eduphoria for planning purposes. By March 100% of teachers will be at least 2 weeks ahead inputting lesson plans into Eduphoria for planning purposes.	Principal will report to the board at quarterly meetings the percentage of teachers using Eduphoria lesson plan format
Extensive Writing Training for Grade 4 and 7 teachers addressing Composition, Revising, and Editing	Writing Teachers, DCSI	Professional Development Certificates	Performance STAAR Writing Tests averaged 60% combined Grades 4 and 7, raise to 66% Grade 4: averaged 48%, raise to 53% Grade 7: averaged 73%, raise to 80%	Principal will report benchmark scores and percentage of students meeting expectations in writing
Extensive Math Training for Grade 5 teachers in the following domains: Geometry & Measurement, Data Analysis, Financial Literacy. Math	Content PLC Coordinators, Math teachers	Professional Development Certificates Teachers learn from each other in PLC teaching labs. PLC meetings being put into practice in the classroom, gradual release model, anchor charts and vocabulary	Evidence that Teachers learn from each other in PLC teaching labs will reflect through STAAR 2021-22 Math Performance: Grades 4, 5, 6, and 8 will meet expected progress.	Principal will report benchmark scores and percentage of students meeting expectations in math at each quarterly board meeting

training for Grade 7 teachers in the following domains: Numerical Representations & Relationships, Algebraic Relationships, Geometry & Measurements, Data Analysis, and Financial Literacy		walls and engaging students. Immediate feedback/correction will be given after walkthrough. Teachers will analyze student grades, and data from benchmarks every 6 weeks	<ul style="list-style-type: none"> <li>• Grade 3: 57%, raise to 62%</li> <li>• Grade 4: 70%, raise to 76%</li> <li>• Grade 5: 82%, raise to 87%</li> <li>• Grade 6: 68%, raise to 73%</li> <li>• Grade 7: 53%, raise to 58%</li> <li>• Grade 8: 84%, raise to 88%</li> </ul>	
Targeted training for grades 5 and 7 Reading teachers in the following Categories: Understanding Across Genres, Analysis of Literary Texts and Analysis of Informational Texts	Reading Teachers Region 20 Content Coordinators	Professional Development Certificates	STAAR 2020-21 Reading Performance: <ul style="list-style-type: none"> <li>• Grade 5: 59%, raise to 64%</li> <li>• Grade 7: 63%, raise to 68%</li> </ul>	Principal will report benchmark scores and percentage of students meeting expectations in reading.
Analyze data from May and June 2019 STAAR Reading and determine areas of emphasis from each benchmark that measures the improvement	Testing Coordinator DCSI Principal Dean Content Coordinators teachers	Benchmark data analysis reports Data Binders and dialogue with other teachers within PLC.	Increase academic growth in domain 2 from 58% to 65%	Principal will report Completed analysis of the benchmark scores.

**Failed Academic Indicator 1B** Academic achievement in Closing the Gap. Problem statement: School wide systems and processes need refinement.

**Root Cause #1** Lack of effective dialogue among faculty and staff regarding data interpretation and data decisions

**Performance Objectives:** The percentage of students meeting designated targets in Domain 3, Closing the Gap, will increase from 56% in May 2021 to 65% in May 2022

**Improvement Plan Strategy 1:** Use the data driven approach establishing the methodology to use in interpreting data from Eduphoria and other sources to address academics and impact school climate and school culture.

**Action Steps, personnel responsible, monitoring**

Action Step	Persons Responsible	Monitoring, Implementation/Evidence of action	Performance Objectives	Communication to the Board
Teachers collaborate in their PLCs, use vertical and horizontal alignment in planning for instruction in reading and math.	Principal, DCSI Content Coordinators and Teachers	Agendas of bi-weekly PLC Meetings in detail. What discussed, what interventions will take place within the team? How effective are PLC meetings on TPRI scores when analyzing data and integrating into lesson plans	All Lesson Plans will show vertical and horizontal alignment in instruction within PLC. Quantitative goals will be established to show evidence of progress as a result of increased collaboration. For example: the percentage of students passing the 2nd Grade TPRI will increase from 32% to 42% by January.	Principal will report this as an on-going activity in Bi-weekly meetings with staff and quarterly board meetings
Build a bridge to allow the principal and campus leadership team time to extend feedback to teachers for instructional best practices and building pedagogical capacity.	Principal, DCSI Content Coordinators and Teachers	T Tess Appraisals PLC Meeting Agendas Implementation of instructional feedback through T Tess process. Times during PLC meetings and Bi-weekly team meetings where admin will be present to discuss best practices and implementation	Latest STAAR Performance Results Hispanic 64%, raise to 68% AA 79%, raise to 84% ED 65%, raise to 70% ELL/LEP 63%, raise to 68% SPED 63%, raise to 68%	Principal will report Benchmark data at the January and May board meetings.
Conduct and employ regular progress monitoring, through administering 6 week mini benchmarks across STAR contents to access Mastery	Principal, DCSI Content Coordinator	Data Walls Displays Data Binders Student Profiles	Every Six Weeks, the number of passing students will increase 10%. For example, in 3 <sup>rd</sup> grade Math.	Principal will report Benchmark data and progress at the January and May board meetings.



of SEs taught during cycle and rotating SEs not mastered into upcoming test cycle using the TEKS Resource System and Lead4ward Snapshot	Testing Coordinator and teachers	TEKS Resource System Eduphoria Lead4ward	The number of students passing the benchmark from the 1 <sup>st</sup> Six Weeks to the 2 <sup>nd</sup> Six weeks will increase from 35% to 45%.	
Modeling assessment analysis and action planning needed to increase reading comprehension and improve mathematical instructional delivery	Content Coordinator and lead teachers	PD Calendar PLC Meeting Agendas Eduphoria Training TEKS Resource System Data Analysis	Latest STAAR Performance Results Hispanic 64%, raise to 68% AA 79%, raise to 84% ED 65%, raise to 70% ELL/LEP 63%, raise to 68% SPED 63%, raise to 68%	Principal will report Benchmark data at the January and May board meetings.
Effective use of data to steer systems in facilitating high-quality instruction that increases student achievement and critical thinking thus increasing reading in Domain 3 "Closing the Gap "	All BCA Staff	Disaggregated benchmark scores using Eduphoria data breakdown	Latest STAAR Performance Results Hispanic 64%, raise to 69% AA 79%, raise to 86% ED 65%, raise to 71% ELL/LEP 63%, raise to 68% SPED 63%, raise to 68%	Principal will report Benchmark data at the January and May board meetings.
As stated in the approved asynchronous plan. Special Education teachers and ELL teachers will coordinate with the classroom teachers to adapt lessons according to the Individual Education Plan or the level of the ELL student's understanding of the academic content.	All teachers	Accommodations of special populations Student individual tracking cards	Agendas for grade level content meetings will include differentiated instruction for special populations	Principal will report agendas of Grade Level Meetings at the January and May board meetings••
As stated in the approved asynchronous plan. Student's understanding of the content will	All Kindergarten-8 <sup>th</sup> grade teachers	Disaggregated benchmark scores using Eduphoria data breakdown	Latest STAAR Performance Results Hispanic 64%, raise to 69%	Principal will report to the Board STAAR and Benchmark data at the

<p>be monitored based on our assessment calendar to check if students mastered the taught standards. If the students did not master the standards the teachers will re-teach and will reinforce any concepts that are below proficiency standards.</p>			<p>AA 79%, raise to 85% ED 65%, raise to 71% ELL/LEP 63%, raise to 69% SPED 63%, raise to 69%</p>	<p>January and May board meetings.</p>
<p>As stated in the approved asynchronous plan. Feedback to students will be in a timely manner. Teachers and Parents will have open communication so that parent will be informed about their child's progress and their learning process this school year</p>	<p>All kindergarten- 8<sup>th</sup> grade teachers</p>	<p>Disaggregated benchmark scores using Eduphoria data breakdown Communication Logs- checked weekly by team leaders and turned into the drive monthly</p>	<p>Latest STAAR Performance Results will reflect increased time analyzing data and maintaining regular dialogue with parents. For example: Hispanic 64%, raise to 69% AA 79%, raise to 85% ED 65%, raise to 71% ELL/LEP 63%, raise to 69% SPED 63%, raise to 69%</p>	<p>Principal will report STAAR and Benchmark data to the board at the January and May board meetings.</p>

Failed Academic Indicator IC: Overall Academic Performance Indicator. Problem statement: Campus status did not meet expectations. Root

Cause 1: This is a 1 campus district

**Failed Operational Framework indicator 3a.** Problem statement Operational framework indicator 3a teacher qualifications, does not meet expectations.

**Root Cause 1:** Shortage of teachers needed for content areas and special populations **Performance**

**Objectives:** All teachers will be certified and assigned to their certification area. **Improvement**

**Plan Strategy 1:** Hire certified teachers and assign them in their specific area

**Action Steps, personnel responsible, monitoring**

Action Step	Persons Responsible	Monitoring, Implementation/Evidence of action	Performance Objectives	Communication to the Board
Hire certified teachers	Superintendent Principal	Master schedule Teacher Certificate	100% of teachers will be certified	List of all hired teachers and certifications will be given to the Board
Assign teachers to their certification areas	Principal Dean of Instruction	Master schedule Teacher Certificate	100% of teachers in their certified area teaching	List of all hired teachers and certifications will be given to the Board.

**Failed Operational Framework indicator 3J.** Problem statement Campus demographics show fewer than 50% of students are in tested grade levels

**Root Cause 1:** Enrollment in grades Pre-K through 2<sup>nd</sup> is greater than in grades tested

**Performance Objectives:** Increase enrollment in tested grade levels.

## Financial Framework Corrective Action Plan

Indicator	Root Cause	Corrective Measures	Responsible Parties	Reporting
<b>2b</b> Cash On Hand	1) Enrollment  2) Expenses	<b>Increase Enrollment to increase revenueby:</b> -Marketing	Superintendent Marketing Director Academy Principal	-Regular enrollment and marketing updates at Board Meetings
	3) Timing of payment of expenses	-Recruiting  <b>Reduce Expenses by:</b> -Competitive bidding -Vendor Concessions -Increased efficiency  <b>Pay expenses equally during fiscal yearby:</b> -Monitoring the timing of vendor payments to maximize cash on hand.	Academy Director  Superintendent Controller Principal Director  Controller School Accountant	-Board approved annual and amended budgets  -Board review and approval of Annual Financial Audit  -Regular finance updates  -Regular finance updates

<p><b>2c</b></p> <p>AssetsTo Liabilities</p>	<p>1) Enrollment</p> <p>2) Expenses</p> <p>3) Budget</p>	<p><b>Increase enrollment to increase revenue via:</b></p> <ul style="list-style-type: none"> <li>- Marketing</li> <li>- Recruiting</li> </ul> <p><b>Reduce expenses to decrease liabilities via:</b></p> <ul style="list-style-type: none"> <li>- Competitive bidding</li> <li>- Vendor Concessions</li> <li>- Increased efficiency</li> </ul> <p><b>Maintain balanced budget &amp; build surplus via:</b></p> <ul style="list-style-type: none"> <li>- 1 and 2 above</li> </ul>	<p>Superintendent Marketing Director Principal Director</p> <p>Superintendent Controller Principal Director</p> <p>Superintendent Principal Controller</p>	<p>-Regular enrollment and marketing updates at Board Meetings</p> <p>-Board approved annual and amended budgets</p> <p>-Board review and approval of Annual Financial Audit</p> <p>-Regular finance updates</p> <p>-Board approved annual and amended budgets- Board review and approval of Annual Financial Audit</p> <p>-Regular finance updates</p>
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## Accountability Rating

## School Information

**\*All Districts and Schools Were Not Rated in 2020 Due to COVID-19\***

**District Name:** ACADEMY OF DALLAS  
**Campus Type:** Elementary  
**Total Students:** 480  
**Grade Span:** PK - 08

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

**Not Rated**

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

## Distinction Designations

**Distinction designations were not awarded in 2020.**

## School and Student Information

This section provides demographic information about ACADEMY OF DALLAS, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	<u>Campus</u>	<u>District</u>	<u>State</u>
<b>Attendance Rate (2018-19)</b>	93.9%	93.9%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	72.3%	72.3%	12.6%
Hispanic	25.8%	25.8%	52.8%
White	0.4%	0.4%	27.0%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.0%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	1.5%	1.5%	2.5%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	100.0%	100.0%	60.2%
Special Education	5.2%	5.2%	10.7%
English Learners	11.0%	11.0%	20.3%
<b>Mobility Rate (2018-19)</b>	13.1%	13.1%	15.3%

	<u>Campus</u>	<u>District</u>	<u>State</u>
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	23.8	23.8	19.0
Grade 1	18.5	18.5	18.9
Grade 2	25.0	25.0	18.8
Grade 3	22.0	22.0	19.0
Grade 4	20.4	20.4	19.2
Grade 5	16.0	16.0	20.9
Grade 6	22.5	22.5	20.4
<b>Secondary</b>			
English/Language Arts	20.8	20.8	16.4
Mathematics	20.8	20.8	17.8
Science	20.8	20.8	18.8
Social Studies	20.8	20.8	19.3

## School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	<u>Campus</u>	<u>District</u>	<u>State</u>
<b>Instructional Staff Percent</b>	n/a	84.2%	64.6%
<b>Instructional Expenditure Ratio</b>	n/a	47.5%	62.8%

	<u>Campus</u>	<u>District</u>	<u>State</u>
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$8,518	\$9,978	\$9,913
Instruction	\$4,688	\$4,688	\$5,558
Instructional Leadership	\$2	\$2	\$162
School Leadership	\$1,318	\$1,318	\$589

# STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

	ate	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>											
All Subjects	2019	78%	67%	<b>67%</b>	65%	70%	-	-	-	*	67%
	2018	77%	65%	<b>65%</b>	60%	70%	*	-	-	-	64%
ELA/Reading	2019	75%	68%	<b>68%</b>	67%	69%	-	-	-	*	68%
	2018	74%	63%	<b>63%</b>	60%	65%	*	-	-	-	62%
Mathematics	2019	82%	71%	<b>71%</b>	69%	73%	-	-	-	*	71%
	2018	81%	64%	<b>64%</b>	60%	68%	*	-	-	-	63%
Writing	2019	68%	64%	<b>64%</b>	62%	67%	-	-	-	-	64%
	2018	66%	54%	<b>54%</b>	45%	74%	-	-	-	-	53%
Science	2019	81%	56%	<b>56%</b>	50%	67%	-	-	-	-	56%
	2018	80%	75%	<b>75%</b>	74%	75%	-	-	-	-	74%
Social Studies	2019	81%	66%	<b>66%</b>	67%	65%	-	-	-	-	66%
	2018	78%	82%	<b>82%</b>	75%	88%	-	-	-	-	81%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>											
All Subjects	2019	50%	34%	<b>34%</b>	32%	35%	-	-	-	*	34%
	2018	48%	27%	<b>27%</b>	20%	35%	*	-	-	-	26%
ELA/Reading	2019	48%	39%	<b>39%</b>	40%	38%	-	-	-	*	39%
	2018	46%	29%	<b>29%</b>	24%	35%	*	-	-	-	29%
Mathematics	2019	52%	38%	<b>38%</b>	39%	37%	-	-	-	*	38%
	2018	50%	25%	<b>25%</b>	16%	34%	*	-	-	-	25%
Writing	2019	38%	18%	<b>18%</b>	9%	27%	-	-	-	-	18%
	2018	41%	23%	<b>23%</b>	13%	42%	-	-	-	-	22%
Science	2019	54%	21%	<b>21%</b>	14%	33%	-	-	-	-	21%
	2018	51%	36%	<b>36%</b>	29%	42%	-	-	-	-	33%
Social Studies	2019	55%	26%	<b>26%</b>	22%	29%	-	-	-	-	26%
	2018	53%	18%	<b>18%</b>	13%	24%	-	-	-	-	19%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>											
All Subjects	2019	24%	11%	<b>11%</b>	12%	11%	-	-	-	*	11%
	2018	22%	9%	<b>9%</b>	3%	16%	*	-	-	-	9%
ELA/Reading	2019	21%	15%	<b>15%</b>	16%	14%	-	-	-	*	15%
	2018	19%	9%	<b>9%</b>	5%	15%	*	-	-	-	10%
Mathematics	2019	26%	14%	<b>14%</b>	14%	14%	-	-	-	*	14%
	2018	24%	11%	<b>11%</b>	3%	20%	*	-	-	-	11%
Writing	2019	14%	4%	<b>4%</b>	3%	6%	-	-	-	-	4%
	2018	13%	4%	<b>4%</b>	3%	5%	-	-	-	-	4%
Science	2019	25%	2%	<b>2%</b>	2%	0%	-	-	-	-	2%
	2018	23%	12%	<b>12%</b>	3%	21%	-	-	-	-	11%
Social Studies	2019	33%	6%	<b>6%</b>	6%	6%	-	-	-	-	6%
	2018	31%	3%	<b>3%</b>	0%	6%	-	-	-	-	3%



**AcademicGrowth Score (All Grades Tested)**

Both Subjects	2019	69	62	<b>62</b>	62	61	-	-	-	-	*	62
	2018	69	68	<b>68</b>	69	64	*	-	-	-	-	68
ELA/Reading	2019	68	65	<b>65</b>	64	66	-	-	-	-	*	65
	2018	69	63	<b>63</b>	64	60	*	-	-	-	-	63
Mathematics	2019	70	58	<b>58</b>	61	56	-	-	-	-	*	58
	2018	70	72	<b>72</b>	74	68	*	-	-	-	-	72

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

- Indicates zero observations reported for this group.

\* Indicates results are masked due to small numbers to protect student confidentiality.n/a

Indicates data reporting is not applicable for this group.

# Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.**

	<u>State</u>	<u>District</u>	<u>Campus</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>American Indian</u>	<u>Asian</u>	<u>Pacific Islander</u>	<u>Two or More Races</u>	<u>Econ Disadv</u>
<b>Progress of Prior-Year Non-Proficient Students</b>											
<b>Sum of Grades 4-8</b>											
Reading											
2019	41%	38%	<b>38%</b>	44%	28%	-	-	-	-	-	38%
2018	38%	42%	<b>42%</b>	39%	55%	-	-	-	-	-	41%
Mathematics											
2019	45%	45%	<b>45%</b>	49%	40%	-	-	-	-	-	45%
2018	47%	60%	<b>60%</b>	57%	67%	-	-	-	-	-	59%
<b>Students Success Initiative</b>											
<b>Grade 5 Reading</b>											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	38%	<b>38%</b>	35%	50%	-	-	-	-	-	38%
Students Requiring Accelerated Instruction											
2019	22%	62%	<b>62%</b>	65%	50%	-	-	-	-	-	62%
STAAR Cumulative Met Standard											
2019	86%	59%	<b>59%</b>	57%	67%	-	-	-	-	-	59%
<b>Grade 5 Mathematics</b>											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	31%	<b>31%</b>	30%	33%	-	-	-	-	-	31%
Students Requiring Accelerated Instruction											
2019	17%	69%	<b>69%</b>	70%	67%	-	-	-	-	-	69%
STAAR Cumulative Met Standard											
2019	90%	69%	<b>69%</b>	65%	83%	-	-	-	-	-	69%
<b>Grade 8 Reading</b>											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	61%	<b>61%</b>	53%	69%	-	-	-	-	-	61%
Students Requiring Accelerated Instruction											
2019	22%	39%	<b>39%</b>	47%	31%	-	-	-	-	-	39%
STAAR Cumulative Met Standard											
2019	85%	82%	<b>82%</b>	71%	94%	-	-	-	-	-	82%

**Grade 8 Mathematics**

Students Meeting Approaches Grade Level on First STAAR Administration

2019	82%	82%	<b>82%</b>	82%	81%	-	-	-	-	-	82%
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Students Requiring Accelerated Instruction

2019	18%	18%	<b>18%</b>	18%	19%	-	-	-	-	-	18%
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STAAR Cumulative Met Standard

2019	88%	85%	<b>85%</b>	88%	81%	-	-	-	-	-	85%
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Indicates data reporting is not applicable for this group.

## **Comprehensive Needs Assessment**

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the Title I/Site-Based Decision-Making Committee reviewed all available data to identify our strengths and to prioritize our most urgent needs. Formal review includes data from the following:

- Safety of the school and procedures for safety during COVID 19
- Results of parent surveys.
- Disaggregation of current-year STAAR data.
- Results of benchmark assessments.
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities.
- Staff development needs surveys.
- District-led administrative meetings.
- Results of State and Federal planning requirements.
- Teacher retention rates.
- Student enrollment and retention rates.

Informal measures include such as the following:

- Needs identified through the campus faculty meetings carried forward to site-based decision-making meetings
- Review of previous year initiatives to determine over-all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding.
- Review of the district's vision and discussion at the district level, regarding current information/research-based strategies that will help us to attain that vision.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY SCHOOL YEAR: 2020-21 continues for 2021-2022**

**Data Sources Reviewed:**

- Scantron, TPRI, TAPR Report, Surveys, STAAR, Benchmark Tests and BCA Demographics

Area Reviewed	Summary of Strengths and Weaknesses: What were the identified strengths and weaknesses	Summary of Needs What were the identified needs	Priorities What are the priorities for the campus, including how federal and state program funds will be used
<b>Demographics</b>	<p><b>Strength:</b></p> <ol style="list-style-type: none"> <li>1. We have consistently maintained a racial and ethnic student population proportional to the general area we serve.</li> </ol>	<p><b>Areas of need:</b></p> <ol style="list-style-type: none"> <li>1. Literacy needs of parents and students are a concern.</li> <li>2. Increase the involvement of parents in PTO, Literacy Program, field trips, and student instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increasing enrollment.</li> <li>2. Supporting English language learners, special needs students, and at-risk students</li> <li>3. Funds will be used to support instruction and other direct services to students as appropriate.</li> <li>4. Parent training/ participation in supporting student academic achievement.</li> </ol>
<b>Student Achievement</b>	<p><b>Strength:</b></p> <p>All teachers are trained in providing TEKS-based instruction, using TEKS-aligned materials.</p>	<p><b>Areas of need:</b></p> <ol style="list-style-type: none"> <li>1. Focus on Math, Reading, and Writing</li> <li>2. Support for special needs and ESL students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Support of consultants and staff development in Reading, Writing, and Math.</li> <li>2. After-school tutorials and career awareness programs.</li> <li>3. Title I interventions and pull-outs in Math and Reading.</li> <li>4. Pull-outs in ESL and Dyslexia for reading instruction</li> </ol>
<b>School Culture and Climate</b>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Safety Plan is complete and being implemented during the COVID 19 crisis</li> <li>2. According to parents' feedback through</li> </ol>	<p><b>Areas of need:</b></p> <ul style="list-style-type: none"> <li>• <b>No room large enough for assemblies and parent meetings.</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Continue to address as needed safety issues related to school facilities and procedures for safety during COVID 19</li> </ol>

	<p>conducting surveys, most of the parents are satisfied with the school's culture and climate.</p> <ol style="list-style-type: none"> <li>Family-like atmosphere is evident to visitors and staff.</li> </ol> <p><b>Weakness:</b> Lowest areas of satisfaction based on the data gathered from the parents' survey were with the school facilities and food quality.</p>	<ul style="list-style-type: none"> <li><b>Safety issues that need to be addressed are:</b> <ol style="list-style-type: none"> <li>Further levelling of outdoor playing field</li> <li>Inspect, repair, and replace equipment as needed.</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>Discussed with Board of Directors the need of a gymnasium/auditorium.</li> </ol>
<p><b>Staff Quality/ Professional Development</b></p>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>All teachers are highly qualified.</li> </ol> <p><b>Weakness:</b></p> <ol style="list-style-type: none"> <li>Teachers' turnover</li> <li>Teachers in an alternative certification program as interns with no teaching experience.</li> </ol>	<p><b>Area of need:</b></p> <p>Professional development in the knowledge of curriculum including the TEKS and pedagogy (delivery of instruction and differentiation) for new and low experienced teachers.</p>	<ol style="list-style-type: none"> <li>Ongoing professional development in pedagogy and knowledge of TEKS for the purpose of teachers' growth.</li> <li>Professional development on data utilization through Eduphoria to improve instruction and attain student achievement.</li> </ol>

<p><b>Curriculum, Instruction, Assessment</b></p>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Teachers k-8<sup>th</sup> utilize the TEKS Resource System to deliver instruction and design assessments.</li> <li>2. Benchmark/diagnostic assessment will be administered 3 times through the academic year and students' scores are utilized to track their performance in order to provide the appropriate interventions.</li> <li>3. Title one Reading and Math teachers analyze student data (STAAR, benchmarks, Eduphoria <math>\text{\textcircled{E}}</math>), plan intervention, and deliver instruction to meet the needs of the at-risk students.</li> <li>4. ESL teachers utilize the "Imagine Learning Program" for reading for ELL students, 1 through 6<sup>th</sup> grade. This instructional software is funded from title 3 funds through Region 20.</li> <li>5. Individuals are sent from ESC Region-20 to train and coach teachers that are teaching 6-8 grades ELL students.</li> </ol>	<p><b>Areas of Need:</b></p> <p>Training or coaching in utilizing the TEKS resource system, asynchronous instruction, data usage for planning instruction</p>	<p>Funds will be used to purchase continuing subscriptions to the curriculum (TEKS Resource System, ScanTron Performance Series, Pre-k assessment tools and other web-based instructional and assessment programs.</p>
<p><b>Family and Community Involvement</b></p>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Participation of parents with family members in school activities including spring festival, market days, Parent</li> </ol>	<p><b>Areas of need:</b></p> <ol style="list-style-type: none"> <li>1. Parent Teacher Organization (PTO) function and roles need to be refined.</li> </ol>	<ol style="list-style-type: none"> <li>1. PTO activation.</li> </ol>

	<p>Academies and, athletic programs.</p> <ol style="list-style-type: none"> <li>2. Building strong partnerships with the community</li> <li>3. Foster care and homeless programs.</li> </ol>	<ol style="list-style-type: none"> <li>2. Improve communication with parents and community</li> <li>3. Increase involvement of parents and community in students' education and school's functions.</li> </ol>	
<p><b>School Context and Organization</b></p>	<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. Faculty and staff are a cohesive working team.</li> <li>2. Safe and nurturing school environment.</li> <li>3. Deliberate school organizational chart that delineates faculty and staff positions and roles.</li> </ol>	<p><b>Areas of need:</b></p> <ol style="list-style-type: none"> <li>1. Activate and operationalize the dynamics of the organization members' roles and the professional relationships among them.</li> <li>2. Increase retention rate of teachers.</li> <li>3. Increase attendance of students</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase students' attendance rate.</li> <li>2. Increase retention of staff.</li> </ol>



## Title I, Part A

### Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

*Bexar County Academy Campus Improvement Plan 2020-21 Goals and Objectives*

**Ideal State: Goal(s)**

Differentiate instruction to meet the needs of all students (including Economically Disadvantaged, Title 1, Special Education, ESL, Rtl, and Migrant students)

**Objective(s):**

To utilize effective approaches to meet the individual learner needs and to accommodate full diversity in the classroom. This will be evident with a 6% increase in STAAR scores for all special populations from 27% to 33%.

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by#)</b>
Teachers will design and utilize individual student plans grounded in data analysis to address student needs in identified areas.	Administration Teachers		Every 6 weeks	Individual plans Benchmark lesson are reflected in scores increase plans by 6% each six weeks of student testing improvement.	Review of plans, & benchmark tests will show		2,9
Continue Migrant Program that coordinates federal, state, and local programs.	Administration Teachers	Migrant Funds	Aug 2021 June 2022	Individual plans Migrant reflected in students' onteacher lesson plans record. level with peers	All migrant is reports are perform at		2,3,10
1. Utilize Title 1 teachers and aides for accelerated instruction that targets at risk students.  2. Continue to recruit a highly qualified staff to meet the diverse needs of all learners	Administration Teachers	Title 1 Funds  General Funds	Aug.2021- June 2022	Students will sign in for scorestutoring TPRI	Students' passing scores increase by 6% with each benchmark test state	Benchmark passing test will increase. and other tests will meet and federal standards. STAAR tests will show increased student mastery at proficient and advanced levels.	2,9,10

**Ideal State: Goal(s)**

Differentiate instruction to meet the needs of all students {including Economically Disadvantaged, Title 1, Special Education, ESL, Rtl, and Migrant students}

**Objective(s):**

To utilize effective approaches to meet the individual learner needs and to accommodate full diversity in the classroom. This will be evident with a 6% increase in STAAR scores for all special populations from 27% to 33%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by#)
3. Provide After School tutoring and career Program.							
Perform ongoing staff development by working with teachers and students on research-based instructional approaches for mastery of STAAR and TEKS	Administration Teachers	Title I Funds	August 2021- June 2022	Sign-in sheets for students at risk during pullouts and teachers during training. Informal walkthroughs and formal observations (T-TESS).	Student mastery of TEKS as evidenced by class grades, benchmarks and STAAR	ScanTron, ST Math, benchmark tests, class grades, and STAAR.	2,3
Provide special service as needed to qualified students for Special Education, Title 1, ESL, Migrant, and 504.	Administration Teachers	General Funds	August 2021- June 2022	Written procedures and processes are established and documentation is on file.	Student scores on STAAR will increase by 6% Special education students'	ScanTron, ST Math, benchmark tests, class grades, and STAAR.	2,9,10

performance on tests will improve by 6%

**Ideal State: Goal(s)**

Differentiate instruction to meet the needs of all students (including Economically Disadvantaged, Title 1, Special Education, ESL, Rtl, and Migrant students)

**Objective(s):**

To utilize effective approaches to meet the individual learner needs and to accommodate full diversity in the classroom. This will be evident with a 6% increase in STAAR scores for all special populations from 27% to 33%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by#)
Train all teachers and paraprofessionals as appropriate in SSI, Title I, Special Education, ELPS, Migrant services, Child Abuse, Wellness, Parent Involvement, differentiation, and instructional delivery.	Administration	General Funds	August 2021- June 2022	Schedules of teachers and sign-in sheets will document attendance. Evaluations of staff development	Fewer students will be referred to SPED.	Evaluations of training and teachers and staff Appraisals (T-TESS and other forms of evaluations).	2,4,8,9,10
Implement programs to involve parents in the child's education	Administration Teachers	Parent volunteers/PTO	Aug 2021- May 2022	Parental involvement will increase	Student needs are met by joint efforts	Increasing numbers of parents from beginning to end	4,9
Implement parent academies to train parents and teachers in child abuse recognition and reporting and the importance of parental involvement to meet the student needs	Administration	Administrators	Oct 2021- May 2022	Parental involvement will increase	Student needs are met by joint efforts	Increasing numbers of parents from beginning to end	4,9,10

Continue push-in/ pull-out Process and schedule for ESL and migrant schedule for ESL and migrant students with identified students in Title I Pull-out program	Administration Teachers	General Funds	Every 6 weeks	Schedule of teacher push-in sessions and pull-outs	Migrant students and ESL students perform at level of peers.	Schedule of ESL teachers; Test scores of students on 6 weeks Benchmarks	9,7,10
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**Ideal State: Goal(s)**  
Differentiate instruction to meet the needs of all students (including Economically Disadvantaged, Title 1, Special Education, ESL, Rtl, and Migrant students)

**Objective(s):**  
To utilize effective approaches to meet the individual learner needs and to accommodate full diversity in the classroom. This will be evident with a 6% increase in STAAR scores for all special populations from 27% to 33%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by#)
Provide summer school for acceleration	Administration Teachers	General Funds	June 2022	Summer School Schedules	Increase reading/math scores by 6% June-July 2022	Student grades STAAR Re-take	2,9,10
Provide differentiated instruction through use of technology	Administration	Technology Funds (EMAT)	August 2021- June 2022	Student sign in sheets in computer lab and teachers' observations and appraisals (T-TESS).	Student benchmarks and STAAR scores will increase.	Improvement in students' grades by 10% each Six Weeks	2,9,10
Work on teachers' growth through the T-TESS process.	Certified administrators and staff in T-TESS -TTESS appraisers/ trained in Region 20.	Trained appraisers (T-TESS/Region 20)	August 2021- June 2022	Documentation in Eduphoria	Student benchmarks, classroom grades, and STAAR scores will increase.	-Tess Growth plans and goals met. Evidence from walkthroughs and formal appraisals	2,3,5

**Ideal State: Goal (s)** Provide life skills in entrepreneurship and careers.

**Objectives:** To help students build self -confidence and encourage them to recognize their own ability so that he or she can think about their ideal future. In 8<sup>th</sup> Grade, all students will have a transition plan to high school.

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title 1 Schoolwide Components Code by#</b>
Provide training in the following areas: <ul style="list-style-type: none"> <li>• Use of TEKS Resource System to deliver instruction in the strands of entrepreneurial skills</li> <li>• Awareness of the basic beginning economic concepts</li> </ul>	Administration Teachers	General Fund	Every 6 weeks	Lesson plans will show entrepreneurial curriculum and business plans on record.	Students will gain knowledge and skills in becoming leaders and entrepreneurs and evidence will be grades of 70 or higher.	Lesson plans are reviewed.  Market day activities are planned.	6,9,10

<p>Each class will complete a one-year business project (from start-up to finish). Students' 6<sup>th</sup> through 8<sup>th</sup> grades investigates various career options and opportunities through elective entrepreneurship awareness program. Graduation plans will be developed for 8<sup>th</sup> graders</p>	<p>Administration Teachers</p>	<p>General Fund</p>	<p>August 2021- June 2022</p>	<p>Class businesses will sell products or services at scheduled times</p> <p>Graduation plans</p> <p>Transition Plans</p>	<p>Students will gain knowledge and skills in becoming leaders and entrepreneurs</p> <p>Evidenced by entrepreneurship being a key component of transition plans.</p>	<p>Lesson plans are reviewed.</p> <p>Market day activities are planned, monitored, and evaluated.</p>	<p>6,9,10</p>
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**Ideal State: Goal (s)**

Improve student attendance and parental involvement

**Objectives:**

To motivate students to attend school by reinforcing high expectations for academics, behavior, and social responsibility while building strong family partnerships to reduce student absenteeism and truancy. Attendance will be at least 95%.

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	
Continue use of systems to effectively monitor attendance and communicate with parents; school reach parent contact, and Ascender Portal for attendance recording	Administration		Every 6 weeks	Use of power school, power teacher, and school reach is documented.	Students will be in attendance. Attendance rate will increase to at least 94%.	Provide documentation of power school usage. All attendance and communication is in put in power school program, and state requirements met.	
Implement new attendance improvement plan	Administration, Counselor,		Beginning Sept. 1, 2021	Letters to parents, attendance monitoring, and behavior plans and contracts are developed.	Daily Attendance will increase to 95%	Attendance Improvement Plans for each identified student. Attendance rate will increase to 95%.	
Parent-Teacher Organization (PTO) will meet regularly to schedule and plan school events	PTO Officers Administration		Monthly	School events will be scheduled.	Numbers of parents participating will increase to at least 30%.	Agendas, minutes of meetings. Evaluation of Campus Improvement Plan/Surveys	
Programs will be implemented to improve attendance:	Administration, Consultants (Career	General Fund	Every 6 weeks	All programs will be scheduled and	At least 95% of Students will be in attendance.	Feature agendas, surveys, minutes of meetings and	



<ul style="list-style-type: none"> <li>• Parent training</li> <li>• Team building</li> <li>• Field trips</li> <li>• Fine art projects</li> <li>• Incentives</li> </ul>	awareness), and teachers.			students will be in attendance.		Evaluation of Campus Improvement Plan	
Offer Attendance incentives to parents and students	Administration, Consultants (career awareness), and teachers		Every 3 weeks	All programs will be scheduled	Students will be in attendance.	Attendance before/Attendance after incentives	
Athletic Activities will be offered to improve attendance and increase enrollment	Administration		August 2021- June 2022	Students are competing in interscholastic athletics	Students will be in attendance. Attendance rate will increase to at least 96%.	Students enrolled/ students competing	

# COMPLIANCE ASSIGNMENT LIST

## Network Principal Gregory Nelson

**Campus Name** Bexar County Academy

**Phone Number** 210-432-8600

**Fax Number** 210-432-8667

Program/Area	Campus Designee	Position
ESL Education	James Mounts/ Celinda Camacho	ESL Coordinator
Campus Improvement Planning	Gregory Nelson/ Tina Coklow	Interim Principal / Director of Support Services
Crisis, Abuse, Injury Prevention-Safe Schools Program and School-Wide Discipline	Gregory Nelson, James Mounts	Interim Principal/ Interim Dean of Students
Dropout Prevention, Intervention and Recovery	James Mounts	Counselor
Dyslexia	Sandra Washington	Teacher
Early Childhood Education	Jan Pasenhofer	Title I Coordinator/ Test Coordinator
New Teacher Support & Development	Gregory Nelson/ Tina Coklow	Interim Principal / Director of Support Services
Records Management & Accountability	Shirley Gonzales/ Tina Coklow	PEIMS Coordinator / Director of Support Services
Special Education Special Education	Mary Andrade	Special Education Teacher/Coordinator
Budget (General Fund)	Gregory Nelson, Dr. Williams	Principal / Superintendent
Title I Budget	Gregory Nelson, Dr. Williams	Principal / Superintendent

# SAFE, SECURE AND ORDERLY ENVIRONMENT COMMUNICABLE DISEASES

## **COVID-19 RESOURCES** (Updated COVID -19 Resources as of June 2021)

- **New Executive Order Mask Compliance:** <https://gov.texas.gov/news/post/governor-abbott-issues-executive-order-prohibiting-government-entities-from-mandating-masks>
- **The Centers for Disease Control and Prevention** – [www.cdc.gov/COVID19](http://www.cdc.gov/COVID19)
- **Texas Department of State Health Services:** [Coronavirus Disease 2019 \(COVID-19\) \(texas.gov\)](https://www.dshs.texas.gov/coronavirus)
- **Coronavirus (COVID-19) Support and Guidance | Texas Education Agency** <https://tea.texas.gov/texas-schools/safe-and-healthy-schools/coronavirus-covid-19-support-and-guidance>

## SUPPORTIVE RESEARCH

Canter, Lee. (1992). *Assertive Discipline: Positive Behavior Management for Today's Classroom*  
Cunningham, Patricia. (1999). *Classrooms That Work: They Can Read and Write*  
Day, Diane. (1998). *911 for Parents: Educator Kit*

Glasser, William, M.D. (1990). *The Quality School: Managing Students without Coercion*  
Glasser, William, M.D. (1969, 1975). *Schools without Failure*  
Heacox, Diane, Ed.d. (2002). *Differentiating Instruction in the Regular Classroom (How to Reach and Teach all Learners, Grades 3-12)*  
Hunter, Madeline. *The Lesson Cycle/Instructional Delivery System*  
Lezotte, Larry. *The Effective Schools*

Marzano, Robert. (2003). *What Works in Schools*  
Marzano, Robert. (2003). *Classroom Instruction*  
McTighe, Jay. (2004). *Professional Development Workbook: Understanding by Design* National Staff Development Council/ASCD. *National Standards of Staff Development*  
Scantron Performance Series. (2011). Retrieve from <http://www.scantron.com/performance/series/Schmaker>, Mike. (1996). *Results: The Key to Continuous School Improvement*  
Site-Based Decision-Making (SBDM) Strategies for Increasing Student Achievement

TEA. TExBESS: Best Teaching Practices

Vopat, James. (1994). *The Parent Project: A Workshop Approach to Parent Involvement*  
Wong, Harry. *The First Days of School: How to be an Effective Teacher*  
Zpatrick, Kathleen. (1998). *School Improvement: Focusing on Student Performance: A Comprehensive Guide for Data-driven and Research based School Improvement Planning.*