

Tuloso-Midway Academic Career Center



Campus Improvement Plan 2022 -2023

10/17/2022
Date of School Board Approval

Paul B. Mostella
Paul B. Mostella, President, Board of Trustees

Steve VanMatre
Steve VanMatre, Superintendent

Stephen Hoelscher
Stephen Hoelscher, Secretary, Board of Trustees

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Tuloso-Midway Academic Career Center Campus Improvement Plan 2022-2023

2022/2023

Small School-Big Dreams



Melodie McClarren
7601 Leopard St. Corpus Christi, TX 78409
361-903-6453
mmccclarren@tmisd.us

Date Reviewed: 09/23/2022

Date Approved:

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Mission

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

Nondiscrimination Notice

TULOSO-MIDWAY ACADEMIC CAREER CENTER does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Vision

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

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

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

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

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

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

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TULOSO-MIDWAY ACADEMIC CAREER CENTER Site Base

Name	Position
McClarren, Melodie	Principal
Chapa, Iris	Assistant Principal
Moore, Sharon	English III, IV
Candela, Tiffany	English I, II
Garcia, Joshua	Algebra, Geometry, Algebra II
Granados, Ariana	Algebra I, Algebra II, Math Models
Crisp, Ashlen	Social Studies 9-12
Zavala, Ricardo	Social Studies 9-12
Gutierrez, Viola	Family and Consumer Science
Wendland, Jennifer	PEIMS
Serna, Jenna	Paraprofessional
Spalek, Amy	Paraprofessional
Ramirez, Ashley	Paraprofessional
Baen, Frances	Counselor

Resources

Resource	Source
211 - Title I, Part A	Federal
192 - State Compensatory	State

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 1. (Instructional Climate- Increase Student Achievement and Growth) The Academic Career Center will create an instructional climate that meets the needs of all students. Students will achieve their full potential by learning at high levels and taking ownership of their learning.

Objective 1. Students enrolled at the Academic Career Center will pass 80% of the STAAR EOC tests they attempt. 30% of all students will attain "Meets Standard" or "Masters Standard".

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Appropriate curriculum and support will be provided to all students, regardless of ability level. HB 4545 students will be supported through various programs and technology to assure continued progress and success on STAAR EOC tests. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Principal(s), Teacher(s)	Ongoing	(F)211 - Title I, Part A, (S)192 - State Compensatory	Criteria: Improved course grades. Reduced failure rate. Increased number of students "Meeting" or "Mastering" standards.
2. TEKS Resource System will be the framework for instruction and Lead4Ward strategies will be implemented with fidelity. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3,4)	Assistant Principal(s), Principal(s), Teacher(s)	Ongoing	(S)192 - State Compensatory	Criteria: Improved performance on content specific EOC's. Continued 100% graduation and completion rate. Number of students moving from "approaches" to "meets" and "masters".
3. Student records will be examined and diagnostic information will be used to formulate the ILP. Appropriate accommodations will be implemented for our SpEd students and those with significant gaps in their learning. Materials will be sought for students who read on an elementary level but that provide appropriate high school subject matter. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Assistant Principal(s), Counselor(s), Principal(s), Registrar(s), Teacher(s)	Ongoing	(S)192 - State Compensatory	Criteria: Improved performance on skills where deficiencies exist. Improved performance on EOC tests. Student work samples.
4. Conduct a detailed data analysis of prior STAAR test results beginning in 3rd grade and develop a Success Plan for each student. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,3)	Counselor(s), Principal(s), Teacher(s) - Core Subject	Ongoing	(F)211 - Title I, Part A, (S)192 - State Compensatory	Criteria: Staff Development. Copy of Success Plans. Student results on EOC tests.
5. Closely monitor all students, including those with disabilities so that needs are assessed, addressed and documented. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2,3,4)	Counselor(s), Principal(s), Teacher(s)	Ongoing	(S)192 - State Compensatory	Criteria: Documentation of all records reviewed and necessary steps taken to assure student success (Special Ed referral, Rtl,

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 1. (Instructional Climate- Increase Student Achievement and Growth) The Academic Career Center will create an instructional climate that meets the needs of all students. Students will achieve their full potential by learning at high levels and taking ownership of their learning.

Objective 1. Students enrolled at the Academic Career Center will pass 80% of the STAAR EOC tests they attempt. 30% of all students will attain "Meets Standard" or "Masters Standard".

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				interventions, etc)
6. Provide training in CTE programs, that include certifications, so that students will leave high school with a trade or skill. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), CTE/CCMR Coordinator, Principal(s), Teacher(s) - CTE	Ongoing		Criteria: Increase the number of IBC's earned by students.
7. Students entering ACC will be placed on a graduation plan with endorsement or a distinguished plan unless extenuating circumstances exist. At least 70% of our graduates will meet these requirements. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Ongoing	(F)211 - Title I, Part A, (S)192 - State Compensatory	Criteria: 70% of our students will graduate with an endorsement or distinguished plan.
8. Students who cannot read or are reading on an extremely low level will be provided specialized, content specific materials/texts that are written on their level. (Target Group: All,SPED,AtRisk,Dys) (Strategic Priorities: 2,4)	Assistant Principal(s), Principal(s)	Ongoing	(F)211 - Title I, Part A, (S)192 - State Compensatory	Criteria: Materials purchased and provided for students.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

- Goal 2.** (Well-Being and Mindfulness) Students will learn, engage and work in a safe, inclusive and responsive environment. The importance of equity, equality and inclusion for all will be clarified and understood.
- Objective 1.** The Academic Career Center will continue to review and create new curriculum documents, training and implementation of specific programs to provide needed support/resources for social emotional learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide training and support for digital learning with a focus on academic integrity, digital safety, digital citizenship and cyber-bullying. (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal(s)	Ongoing	(S)192 - State Compensatory	Criteria: List all guest speakers, staff development and classroom lessons/activities that promote and address these issues.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 2. (Well-Being and Mindfulness) Students will learn, engage and work in a safe, inclusive and responsive environment. The importance of equity, equality and inclusion for all will be clarified and understood.

Objective 2. All students at the Academic Career Center will be educated in a learning environment that is safe, drug free and conducive to learning. Prepare students and staff for safety in the event of an intruder or active shooter on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly fire, tornado and disaster drills will be implemented with fidelity and documented. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Principal(s)	Ongoing	(S)192 - State Compensatory	Criteria: An appropriate safety log will be maintained and available for any agency to review.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 2. (Well-Being and Mindfulness) Students will learn, engage and work in a safe, inclusive and responsive environment. The importance of equity, equality and inclusion for all will be clarified and understood.

Objective 3. Incorporate making good choices into all areas of the school day.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to work through the advantages of making positive choices. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.1) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Social Worker(s), Teacher(s), Teacher(s) - Core Subject, Teacher(s) - Non Core Subject, Teacher(s) - SPED	Online		Criteria: Observation of changes in student behavior when making good choices vs. bad.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 2. (Well-Being and Mindfulness) Students will learn, engage and work in a safe, inclusive and responsive environment. The importance of equity, equality and inclusion for all will be clarified and understood.

Objective 4. Incorporate numerous wellness activities to promote good mental health and include these activities in the Passport for Success model.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite guests from The Purple Door, Suicide Prevention Speakers, and others to promote well-being in student's daily lives. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal(s)	Ongoing		Criteria: Maintain logs of presentations and student participation.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 2. (Well-Being and Mindfulness) Students will learn, engage and work in a safe, inclusive and responsive environment. The importance of equity, equality and inclusion for all will be clarified and understood.

Objective 5. Provide ongoing education on the dangers of social media and possible future impact on students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Speaker from Homeland Security will visit and present the legal challenges associated with social media. (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s)	Fall Semester		Criteria: Documentation of student attendance of presentation.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 2. (Well-Being and Mindfulness) Students will learn, engage and work in a safe, inclusive and responsive environment. The importance of equity, equality and inclusion for all will be clarified and understood.

Objective 6. Provide all homeless students with services as required by the McKinney-Vento Act.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students coded as "homeless" will receive counseling, referrals to outside agencies and will have access to the campus boutique for clothing and personal items. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.1,3.2) (Target Group: HS)	Assistant Principal(s), Counselor(s), Principal(s)	As needed		Criteria: Documentation in "Homeless" notebook of students served.
2. Homeless students will receive assistance with any required paperwork they do not have such as birth certificate, social security card, medicaid application, etc. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: HS) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal(s)	Ongoing		Criteria: Documentation of services offered and funds spent to obtain documents.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

- Goal 3.** (Post-Graduation) All students at ACC will graduate and be prepared for life beyond high school. This will include preparation for post-graduate education, entering the workforce or military service.
- Objective 1.** Students will leave ACC with one or more Industry Based Certifications, prepared to enter the workforce.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with Del Mar College to provide certification programs that are industry based for all interested students. (Title I SW Elements: 1.1) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal(s)	Ongoing	(L)199 - CTE	Criteria: Documentation of IBC's earned by students.
2. Use teachers on campus who are certified to teach and test IBC's to provide those certificates to interested students. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,3)	Assistant Principal(s), Teacher(s) - CTE	Ongoing		Criteria: Mrs. Gutierrez will keep track of all students earning the ServeSafe Management certification under her license to teach and test the course.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 3. (Post-Graduation) All students at ACC will graduate and be prepared for life beyond high school. This will include preparation for post-graduate education, entering the workforce or military service.

Objective 2. Interested students will be prepared to enter military service. Students will take the ASVAB and will be connected with a recruiter.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Navy, Army, Marines and Coast Guard will be scheduled regularly to visit with interested students. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 3)	Counselor(s)	Ongoing		Criteria: Maintain list of recruiter visits and students with whom they visit.
2. The ASVAB will be given once in the Fall and once in the Spring for all ACC students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Principal(s)	Fall, Spring dates TBD		Criteria: ASVAB dates and student participation logs. Results placed in student cumulative folders.
3. Materials will be available and additional assistance provided for students wishing to increase their ASVAB scores to secure their preferred job in the military. (Target Group: All)	Counselor(s), Principal(s)	Ongoing		Criteria: Materials will be purchased and available for use in the counselor's office.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 3. (Post-Graduation) All students at ACC will graduate and be prepared for life beyond high school. This will include preparation for post-graduate education, entering the workforce or military service.

Objective 3. Students will be given the opportunity to take the SAT/ACT, the TSI II, will have completed all FAFSA requirements and will have completed Apply Texas. Any students wishing to visit Del Mar College or either Texas A&M branch will be given that opportunity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Activities will be scheduled throughout the year and a log of all participants will be available for audit. (Target Group: All)	Principal(s)	Ongoing		Criteria: Completion/participation logs.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

- Goal 3.** (Post-Graduation) All students at ACC will graduate and be prepared for life beyond high school. This will include preparation for post-graduate education, entering the workforce or military service.
- Objective 4.** Continue to increase the depth and complexity of instructional practices to ensure students are prepared for college and careers. This includes moving Foundation diploma students to Distinguished status.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be assessed through their individualized plan upon arrival at ACC. Any student with appropriate age/grad class and time before graduation will be moved from Foundation to Foundation with Endorsement or Distinguished diploma plans. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Assistant Principal(s), Counselor(s), Principal(s)	Ongoing		Criteria: Log of student graduation plan and documentation of movement to higher diploma.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 4. (Attendance) Prioritize student attendance for all Academic Career Center students. Maintain the State expectation of 94% even though the AEA is 84%.

Objective 1. Prioritize attendance for Academic Career Center students. Maintain the State expectation of 94% even though the AEA standard is set at 84%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily calls will be made to any student not in attendance and who has not called in sick. (Title I SW Elements: 1.1,2.2) (Target Group: All,AtRisk)	Counselor(s), Principal(s), Registrar(s)	Daily		Criteria: Daily call logs
2. Encourage partial day attendance (at least 4 hours) for students who are not feeling well or have appointments for themselves or their children. (Title I SW Elements: 1.1) (Target Group: All,AtRisk)	Assistant Principal(s), Counselor(s), Principal(s)	Ongoing		Criteria: Partial attendance logs
3. Make regular home visits to students who are not in attendance and cannot be reached via telephone. (Target Group: All,AtRisk) (Strategic Priorities: 4)	Assistant Principal(s), Counselor(s), Principal(s)	Ongoing		Criteria: Home visit log

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 5. (Staff Development) The Academic Career Center will provide meaningful and appropriate staff development for all staff members.

Objective 1. The Academic Career Center will provide meaningful and appropriate staff development for all staff members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff development activities will include trauma informed practices, working with children of incarcerated parents, reading strategies for high school students who cannot read and using technology with at-risk students. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s)	Ongoing		Criteria: SD offered and teacher certificates/attendance documented.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 5. (Staff Development) The Academic Career Center will provide meaningful and appropriate staff development for all staff members.

Objective 2. Staff will attend and present at the TAAE conference in February. The calendar will be adjusted so that all staff members can attend.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will plan and present the best practices of ACC at the TAAE state conference in February. (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	February 2023		Criteria: Attendance and presentation documented.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 5. (Staff Development) The Academic Career Center will provide meaningful and appropriate staff development for all staff members.

Objective 3. Locate and purchase math, science, language arts and social studies staff development opportunities that relate to working with at-risk populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Due to the nature of students coming from high school that cannot read or read on a very low level, we will pursue content materials that are written at a primary reading level. (Target Group: All)	Assistant Principal(s), Principal(s), Teacher(s)	Fall 2022		Criteria: Compliance documents and PO's of purchased materials.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 5. (Staff Development) The Academic Career Center will provide meaningful and appropriate staff development for all staff members.

Objective 4. Provide appropriate staff development for all staff to work with students who cannot read or are reading on a first through third grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide materials and staff development for staff to teach reading within the school day schedule for students who cannot read. (Target Group: ESL,SPED,AtRisk,504)	Assistant Principal(s), Principal(s)	Ongoing		Criteria: Staff development calendar and teacher sign in for training.

TULOSO-MIDWAY ACADEMIC CAREER CENTER

Goal 6. (Instructional Technology) The Academic Career Center will increase the use of technology based, "anytime" learning through the acquisition of new technology tools.

Objective 1. Utilize technology tools in teacher classrooms to increase the level of student engagement in learning and to incorporate 21st Century skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will increase opportunities for students to use technology for class projects and assignments. (Target Group: All)	Teacher(s)	Ongoing		Criteria: Observation
2. Provide training and support for teachers to develop technology education opportunities for students (Target Group: All)	Assistant Principal(s), Director of Technology & Digital Learning, Principal(s)	Ongoing		Criteria: Staff development through ESC 2 and other technology organizations.
3. Increase the use of various types of instructional media to enhance instructional delivery and engagement in the classroom. (Target Group: All)	Teacher(s)	Ongoing		Criteria: Observation

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The Academic Career Center is an Alternative School of Choice, serving Dropout Recovery and Dropout Prevention students. Throughout the school year about 70-90 students attend the school depending on space. The campus serves no more than 40 students at a time in order to maintain the integrity of the program in serving individual student needs.

Demographics Weaknesses

Our campus is at least 75%-100% at-risk at all times.

Students coming to us often cannot read or read at a 2nd to 4th grade level.

Students have often never passed a STAAR test from third grade to HS.

Students have little parental support, as many are incarcerated, absentee or deceased.

Most students have numerous ACEs and need extensive counseling and assistance.

Many students are identified Special Education and have been hospitalized for mental health concerns.

Demographics Needs

Continued training in trauma related issues and mental health issues.

Training in dealing with youth from incarcerated parents.

Programs that meet the needs of students in high school who cannot read or read on a low level.

Continue to make home visits and calls to homes in order to maintain parental contact/involvement.

Comprehensive Needs Assessment

Demographics Summary

We will know the background of each student and will meet them where they are and take them as far as possible. We will find numerous sources of assistance to reach this goal.

Student Achievement

Student Achievement Strengths

Student passing of STAAR is about the 60-70% range in each subject. This changes regularly due to constant changes of student enrollment.

Students are graduating with a diploma above the Foundation requirements.

We use many different methods and materials to facilitate student achievement.

Student Achievement Weaknesses

We are currently without a certified Composite Science teacher because none are available.

Students being able to read is a huge concern this year.

Students who have never passed a STAAR test and who cannot read is a major weakness.

Student Achievement Needs

Materials and time to assure students who cannot read will master the content and be able to pass the test.

Student Achievement Summary

Comprehensive Needs Assessment

We will continue to look for a Composite Science certified teacher.

We will use a 30 minute reading period in an attempt to teach our high school students to read, as well as prepare them for STAAR and earning necessary credits.

School Culture and Climate

School Culture and Climate Strengths

We have no discipline issues on campus.

Students follow the established rules of respect and kindness.

Our culture and climate are excellent and students and parents love being a part of ACC.

School Culture and Climate Weaknesses

None

School Culture and Climate Needs

Continue to look for programs/materials that promote Mindfulness practice, encourage students and involve parents.

School Culture and Climate Summary

We will continue to demand a school culture and climate that thrives of positivity, respect and kindness.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

We have an incredible staff of highly qualified professional staff. They are not only excellent educators but also kind, caring and devoted human beings, concerned for the health and welfare of each student.

We have paraprofessionals who want the very best for each student and are a crucial part of what makes our students successful. They diligently assist our students in work and with assignments made by the teachers.

Staff Quality, Recruitment and Retention Weaknesses

We need a certified Composite Science teacher but will not compromise our students needs by hiring someone that will not commit to the needs of the at-risk student.

Staff Quality, Recruitment and Retention Needs

Composite Science teacher

Staff Quality, Recruitment and Retention Summary

We will continue to maintain or hire the best teachers for ACC. They must also have to qualities of kindness, compassion, altruism and dedication to our students.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Our blended program meets the wide range of needs of the at-risk student.

We use a combination of direct teaching, para assisted study hall, Apex Learning, Bright Thinker, and numerous programs to facilitate the many different learning styles and needs of our students.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

We have to find the way to meet the needs of such a diverse group of learners and sometimes the gaps are very large and students are so far behind it is difficult.

It s hard to teach a student who cannot read high school material and expect them to pass the STAAR test for graduation.

Curriculum, Instruction and Assessment Needs

Continue to find materials which can meet the instructional needs of our students.

Curriculum, Instruction and Assessment Summary

Our staff does a remarkable job of meeting the diverse needs of our students, however we are cnstantly looking for areasin which we can improve.

Family and Community Involvement

Family and Community Involvement Strengths

Family attendance at our 6 week Celebrations is excellent. We usually have a full house.

Parents are excellent about answering their phones when we call regarding attendance or academic concerns.

Our community is very involved in donating and helping our campus.

Family and Community Involvement Weaknesses

Many of our parents did not have a positive experience in school and are not comfortable in participating on committees, etc.

Comprehensive Needs Assessment

Family and Community Involvement Needs

Continue to encourage family involvement and make regular home visits and phone calls.

Family and Community Involvement Summary

Continue to hold 6 week Celebration and foster a wonderful relationship with each of our families.

School Context and Organization

School Context and Organization Strengths

We provide every possible service to our students in an effort to assist them with their difficulties.

Our campus is organized around student need and is integrated into all facets of their learning.

School Context and Organization Weaknesses

None

School Context and Organization Needs

Continued efforts to know student needs and to meet those needs as they arise.

Currently, children of incarcerated parents is our immediate focus.

School Context and Organization Summary

We will continue to find any programs that meet our students needs and will re-organize our campus into whatever is needed for student success.

Comprehensive Needs Assessment

Technology

Technology Strengths

We have one to one devices on our campus.

Teachers each have a smart board to increase participation and student involvement.

Online learning platforms allow us to supplement the direct teaching in our classrooms.

Technology Weaknesses

We feel blessed to have all we do.

We cannot think of any weaknesses we have with technology, however, we are looking for other items that might assist us in this area.

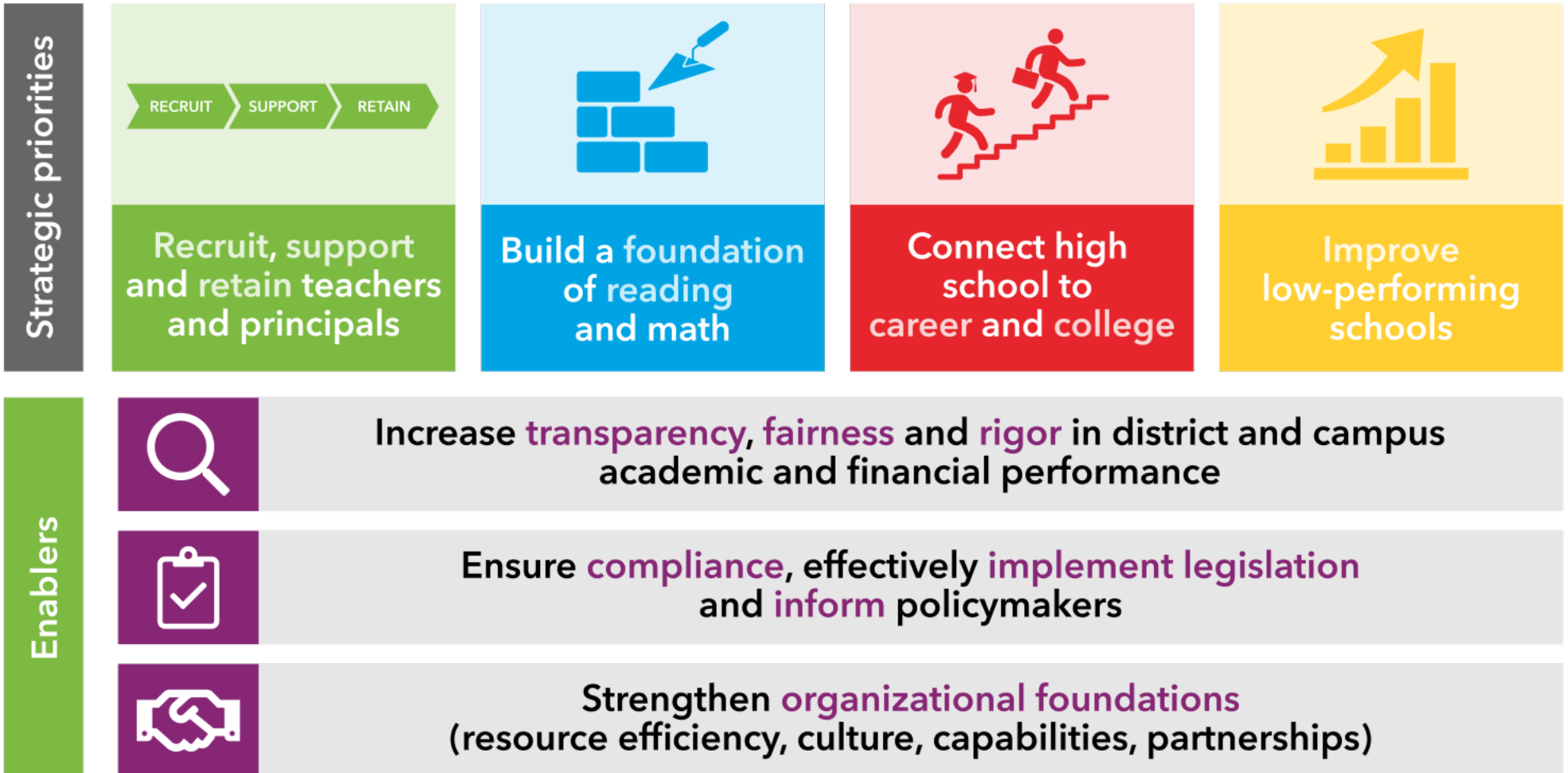
Technology Needs

We would like to have a recording device that would allow us to video/audio tape our students as they perform/present to their classes.

Technology Summary

We are very solid in technology resources and will be looking for a recording product to meet our needs.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*