

Academy for Academic Excellence Charter Schools District Improvement Plan



*“Building Successful 2023-2024
Lives, Despite Life’s Challenges!”*

ACADEMY FOR ACADEMIC EXCELLENCE CHARTER SCHOOL

Mission Statement

YOUTH FIRST

“To assist referred youth in becoming productive, law-abiding citizens, while promoting public safety and victim restoration.”

EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

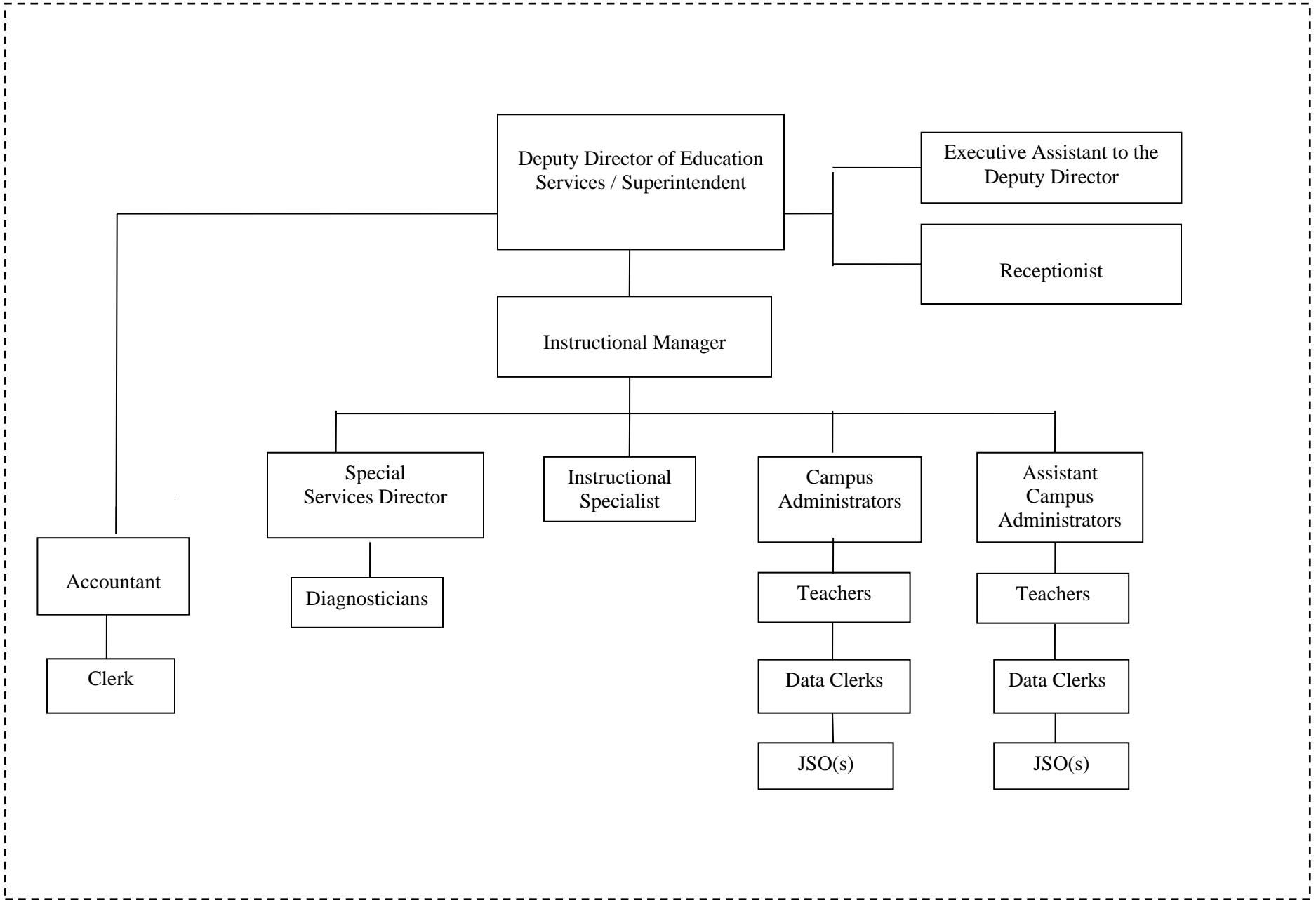
EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Academy for Academic Excellence
Organizational Chart



BACKGROUND INFORMATION



The **Academy for Academic Excellence Charter Schools (DCJJCS)** is an educational institution that provides academic instruction to students in the custody and care of Dallas County. Students in grades 3 through 12 are serviced at the following campuses: *001 Campus* (JDC: **Juvenile Detention Center**, Residential Day Treatment – RDT, and Marzelle C. Hill Transition Center, *002 Campus* (DRC - **Day Reporting Center**), *003 Campus Medlock / Youth Village*, and *005 Campus LETOT (Shelter and Residential Treatment Center/RTC)*. The Academy for Academic Excellence Charter Schools opened its doors in August of 1999 and serves predominantly 100% economically disadvantaged, at-risk students from all surrounding Dallas County area school districts. The internal organization of the Academy for Academic Excellence Charter Schools include seven facilities located in different geographical locations that were recognized by the Texas Education Agency as individual campuses beginning the 2011-2012 school year.

On September 23, 2019, the Dallas County Charter School Board approved the closing of the Substance Abuse Day Treatment Program (SAU campus #057-814-004) due to low enrollment.

Each campus serves a different population of students that are set to meet the unique and specific needs of the students. In addition, each juvenile facility has a different culture defined by components, such as length of stay, gender dynamics of the population, and program goals.

AAE Committee Members

The following constitutes the membership of the Academy for Academic Excellence Charter Schools' District Improvement Planning Committee. Collectively, the members have reviewed qualitative and quantitative focused data regarding our students, teachers, staff and community. The needs discussed were matched and those expectations were used to plan what will best help meet our needs.

As a result, the deliberations from the students, their parents, teachers, other staff, and community and business stakeholders will work collaboratively to build a premier charter school that can serve as model for other Juvenile Detention Education Programs.

The purpose of the District Improvement Planning Committee of the Academy for Academic Excellence Charter Schools is to provide a collaborative organization framework of shared responsibility and accountability in a way that:

- supports the Academy for Academic Excellence mission and develops district goals; and
- promotes community involvement so that all students, regardless of ethnicity, social background, economic conditions, gender, age, or disabling conditions, can achieve to their maximum levels and become productive citizens in a changing world.

NAME	POSITION	NAME	POSITION
Karen Ramos	Superintendent	Sheterric Malone	001 Campus Admin
Ardis McCann	Instructional Manager	Jose Tellez	003 Asst. Campus Admin
Anita Connally	Instructional Specialist	Toralyn Lillie	003 Campus Admin
Sheri Flinn	SPED Director	Ardis McCann	002 – Acting Campus Administrator
Shannon Wells	Administrative Assistant	Marilena Zuppardo	005 Asst. Campus Admin
William Howard	Parent, Foster, and McKinney Vento Rep.	Suzettee Shepard	Teacher
Olivia Landin	Parent Rep.	Eva Bowman	Teacher

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account 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 literary 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. N/A
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 experience difficulty 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.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2023-2024

Data Sources Reviewed:

- TAPR
- PEIMS
- TxEIS
- TELPAS
- STAAR
- EOC
- Edgenuity/Imagine Learning
- MyPath (learning loss and accelerated instruction)
- ZEARN (6-8) Math Accelerated Learning Program (TCLAS)
- TEC/TAC
- District Policies and Procedures
- PGP's / IPI's / AIP / ALC / AIP
- Dropout Rates
- Master Schedules
- Parent Conferences/Meetings
- County Appraisal System
- Professional Development Data
- SBEC data
- Teacher College Transcripts
- Recruitment / Retention Strategies
- TJJJ Standards
- TEKS Resource System/Implementing TEKS RS
- Eduphoria
- Year at a Glance (YAG)
- Pedagogy
- Data Decision Meetings
- Content Meetings
- Campus Needs
- Technology Plan
- Staff Surveys
- Federal Report Card

Area Reviewed	Summary of Strengths What were the identified strengths?	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?
Demographics	Small class sizes Veteran teachers Good attendance Specific programs for students with specific needs	100% at-risk population Improve staff attendance (FMLA)	Incentives to improve staff attendance. Staff on FMLA
Student Achievement	Common Assessments: to identify individual needs and measures student growth. Implementation and utilization of student work-folders allow for student and teacher accountability. Instructional use of graphic and non-graphic novels	SSI helps us to identify the students who need more intense interventions for learning. Continue training in core content instructional delivery Mentors for novice and struggling teachers Student mentors Continue to purchase and/or refurbish classroom materials for students (calculators, lab equipment, etc).	Our data reflects the need for more rigor in content areas. Teachers need year round training and staff development in instructional design and delivery. Teacher mentors for novice and/or struggling teachers. Mentors for students. Purchase and/or refurbish classroom materials for students (calculators, lab equipment, etc).
School Culture and Climate	Facility Staff TJJD Training JSO's in every classroom Data team meetings Annual Book Study Content Meetings YSAB funds for student and staff incentives Core Content Leads	Content leads stipends Align facility functions and school functions Current Event Student Resource Books/Activities (like Scholastic) for Core Content	Current Event Student Resource Books/Activities (like Scholastic) for Core Content
Staff Quality/ Professional Development	Small student : teacher ratios Stipends for certified teachers Identify needed staff development through teacher appraisals Staff is creative when utilizing materials for students in residential facilities.	Certified math teachers Staff with ESL endorsement Training needed in teaching students in an alternative educational setting/environment Supplies and materials conducive to students in residential facilities.	Teachers need specific training on teaching and working in an alternative educational environment. Salaries need to be more competitive with the surrounding school districts. Purchase instructional supplies and materials conducive to students in residential facilities.
Curriculum,	Content leads	Additional training of curriculum	Staff needs training on the three kinds of

Instruction, Assessment	<p>Instructional Programs to enhance and accelerate instruction Dedicated staff Aligned Year at a Glance with Pacing Guides for consistency in courses</p> <p>Partnered with Region 10 Library Services and a private school for Library Books</p> <p>Increased CTE Programs welding, construction, culinary, OSHA, forklift. Continue to seek CTE and career explorations for youth to increase employability efforts.</p> <p>Incorporate MyPath, a diagnostic and individualized learning program, to accelerate student learning and provide support for loss of learning due to the COVID Pandemic.</p>	<p>delivery Teachers need training in understanding the alignment between the written, taught, and tested curriculum Differentiated instruction training Training on the Lesson Cycle/Lesson Delivery Current textbooks Library Books Novels Additional funds for supplemental resources (calculators, science equipment, current event sources (like scholastic), materials to increase literacy (reading, writing, and speaking).</p> <p>Daily lessons in Math and Reading to accelerate student learning.</p>	<p>curricula: written, taught and tested for at risk students in an alternative setting. Training on the Lesson Cycle/Lesson Delivery Differentiated Instruction SIOP/Sheltered Instruction Strategies Continue to purchase currently adopted textbooks Build/purchase new/current library books in the schools Novels Additional funds for supplemental resources (calculators, science equipment, current event sources (like scholastic), materials to increase literacy (reading, writing, and speaking). Supplemental resources for special populations that will enhance literacy, language acquisition and cognitive abilities.</p>
Family and Community Involvement	<p>Food Bank for families Clothing Closet for families Partner with Parkland Hospital</p>	<p>Coordinate parent visitation with school conferences and Parent Nights</p>	<p>Due to the TJJ standards, parental involvement is limited. Campuses reach out to parents via phone, mail ,etc.</p>
School Context and Organization	<p>Master Schedule Teacher Flexibility Veteran Staff Low teacher turn-over rate Communication Student and teacher recognition and incentives Staff appraisals TJJ Standards TEA/TAC Standards 100% Certified/Degreed/Highly Qualified Staff</p>	<p>Professional development on Alternative Education and Methodology TJJ trainings PT teachers at each campus to assist with classroom instruction</p>	<p>Due to the county guidelines for hiring staff, most of the qualified teachers that are identified are lost due to the lengthy county process. PREA ANE TJJ Standards Substitutes needed to fill in for teachers who want to go to training or out sick</p>
Technology	<p>Technology Plan Technology Policies and Procedures District Lead Operation Connectivity through TEA</p>	<p>Additional training on technology Additional computers and/or laptops Limited access to Wi-Fi (if any) Limited access to internet (if any)</p>	<p>Additional computers for staff and students with supported training on programs and program use. Limited access to instructional websites, Wi-</p>

	<p>assisted us in getting Chrome-books and Hot Spots for continuity in instruction.</p> <p>T-Mobile's Project 10Million gave AAE an additional 74 Hot Spots for instructional use.</p>	<p>Hand-held electronic devices (Laptops and/or ipads) for teachers/admin use in classrooms</p> <p>Calculators</p> <p>Hot Spots and Chromebooks will allow student access to instruction via ZOOM and individual instructional support (funds)</p>	<p>Fi, hyperlinks, etc. due to the TJJD standards related to student safety / security.</p> <p>Laptops and/or ipads for teacher and/or admin use for walk-thrus, evals, etc. Continue to purchase calculators for student use.</p> <p>Continue to support/purchase the various technology needs for remote or face-to-face instruction (State/Federal funds with reimbursements from CRF, TDEM, PPPR). Utilize Perkins Funds to support Culinary, Computer and Welding & Construction programs.</p>
--	--	--	---

Ideal State: Goal(s) TAPR							
interested, even if they are completing work from previous day.							
Campuses will make use of the TEKS Resource System to effectively present state required student expectations and develop high quality instructional practices that scaffolds the basic knowledge base.	Teachers Administrators Leadership Team	\$11,275 state-aid (TEKS Resource System)	Sept. June Daily	Increase in number of students passing STAAR/EOC Lesson plans, classroom walk-thrus	Improved test scores, improved instructional strategies Improved test scores, improve reading and writing skills, increased use of vocabulary	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Campuses will examine student progress in order to target immediate student needs and develop student interventions.	Teachers Administrators Leadership Team	Grades, pre-post assessments Report cards	Sept. - June Daily	Increase in number of students passing STAAR/EOC Lesson plans, classroom walk-thrus,	Improved test scores, improved instructional strategies Improved test scores, improve reading and writing skills, increased use of vocabulary	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Campuses will increase student success by utilizing instructional strategies that will improve literary analysis in writing, speaking, and higher-order thinking skills.	Teachers Administrators Leadership Team	TEKS Resource System (state-aid 11,275), Eduphoria (state-aid \$10750)	Sept. – June Daily	Increase in number of students passing STAAR/EOC Lesson plans, classroom walk-thrus,	Improved test scores, improved instructional strategies Improved test scores, improve reading and writing skills, increased use of	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9

Ideal State: Goal(s) TAPR							
					vocabulary		
Campuses will develop and maintain class room word walls for vocabulary enrichment.	Teachers Administrators	Word Walls	Sept. – June Daily	Increase in number of students passing STAAR/EOC Lesson plans, classroom walk-thrus,	Improved test scores, improved instructional strategies Improved test scores, improve reading and writing skills, increased use of vocabulary	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Utilize Released STAAR and District Practice Tests Implement MyPath for individualized instruction for learning loss and accelerated instruction.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Sept. -March	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2, 8, 9
Improve reading skills for ESL/LEP students through ESL strategies	Teachers Administrators Leadership Team	ELPS strategies Grades	September– June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Improve ELA scores on the State Assessment thru the use of targeted interventions (, RTI, SST, etc.).	Teachers Administrators	Eduphoria \$10,750 Region 10 Lead teachers	September June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9

Ideal State: Goal(s) TAPR							
Teachers will examine student progress in order to target immediate student needs and develop student interventions.	Teachers Administrators Leadership Team	GradeBook Student Work	September– June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Teachers will make use of graphing calculators during instruction in order to improve student problem solving skills and provide additional methods, pathways and tools for processing mathematics.	Teachers Administrators Leadership Team	Graphing Calculators	Sept. – June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Mathematics. 50%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
<p>Improve Math scores on the State Assessment thru the use of targeted interventions (, RTI, SST, etc.).</p> <p>Incorporate District Initiatives for Math:</p> <ul style="list-style-type: none"> A. Cooperative Learning B. Direct Instruction C. Graphic Organizers D. Hands-on Learning E. Modeling F. Peer-teaching/collaboration G. Word Wall H. Think-Pair-Share 	<p>Teachers Administrators</p> <p>Math teachers</p>	<p>Eduphoria \$10,750 state aid Region 10 Lead teachers</p>	<p>Sept.– June Daily</p>	<p>Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations</p> <p>Data driven decisions</p>	<p>Improved test scores, improved instructional strategies.</p>	<p>Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz</p> <p>Improved student achievement</p>	<p>1, 2, 3, 8, 9</p>
<p>Teachers will make use of the TEKS Resource System to effectively present state required student expectations and develop high quality instructional practices that scaffolds the basic knowledge base.</p>	<p>Teachers Administrators Leadership Team</p>	<p>TEKS Resource System</p>	<p>Sept– June Daily</p>	<p>Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations</p>	<p>Improved test scores, improved instructional strategies,</p>	<p>Six-weeks exams State EOC/STAAR Semester Exams Benchmarks Quiz</p>	<p>1, 2, 3, 8, 9</p>

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Mathematics. 50%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Teachers will examine student progress in order to target immediate student needs and develop student interventions.	Teachers Administrators Leadership Team	Grades Report Cards	Daily	Lesson Plans, Walk-thrus	Improved scores	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Teachers will make use of graphing calculators during instruction in order to improve student problem solving skills and provide additional methods, pathways and tools for processing mathematics.	Teachers Administrators	Graphing Calculators	Sept.– June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Teachers will develop and maintain class room word walls for vocabulary enrichment.	Teachers Administrators	Textbooks Technology	Sept. – June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Teachers will develop common assessments aligned to the content in order to have a uniform assessment tool for	Teachers Administrators	(TEKS Resource) Eduphoria \$10,750	Sept.– June	Classroom walkthroughs, Lesson Plans, Content	Improved test scores, improved instructional	Common Assessments State EOC/STAAR	1, 2, 3, 8, 9

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Mathematics. 50%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
analyzing student progress in learning the curriculum.				Meeting Agendas and notes, Teacher Observations	strategies,	Semester Exams Benchmarks Quiz	
Teachers will attend weekly planning sessions to develop short and long range plans for instruction	Teachers Campus Administrators	YAG TEKS Resource System (state-aid \$11,275)	Sept.	Lesson Plans Walk-thrus	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2,8, 9
Utilize Released STAAR and District Practice Tests Implement MyPath for individualized instruction for learning loss and accelerated instruction.	Teachers District Staff (\$74,000)	TEA Website Eduphoria Region 10 Teachers	September Nov. February April	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2, 8, 9

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Science. 43%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
<p>Improve Science scores on State Assessments thru the use of targeted interventions (RTI, SST, etc.).</p> <p>Implement MyPath for individualized instruction for learning loss and accelerated instruction.</p>	<p>Teachers Administrators</p>	<p>Eduphoria Region 10 Lead teachers</p> <p>(\$74,000)</p>	<p>Sept.– June</p> <p>Daily</p>	<p>Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations</p>	<p>Improved test scores, improved instructional strategies, Improved student achievement</p>	<p>Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz</p>	<p>1, 2, 3, 8, 9</p>
<p>Implement Science Best Practices to enhance instruction and student learning:</p> <ol style="list-style-type: none"> 1. Make students aware of the standards related to science. 2. Critical Elements – Evidence of all elements must be present within the instructions and learning of science in order to be considered standards based. 3. Hands-on investigation and analysis of science questions by guiding students in 	<p>Science Teacher Science Leads Campus Administrators</p>	<p>TEKS Resource Textbooks</p>	<p>Daily</p>	<p>Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations</p>	<p>Improved test scores, improved instructional strategies,</p>	<p>Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz</p>	<p>1, 2, 3, 8, 9</p>

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Science. 43%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
<p>active and extended scientific inquiry and discussion.</p> <ol style="list-style-type: none"> 4. Emphasis on the underlying concepts that explain natural phenomena and how they relate to personal and social experiences. 5. Emphasis on understanding scientific concepts through the use of technology. 6. Evaluation that focuses on scientific processes and attitudes through authentic tasks and attention to varied learning styles and needs. 7. All scientific content within units or topics should incorporate focus, exploration, reflection, and application. 8. Guiding students in active and extended scientific inquiry and discussion 9. Students work 							

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Science. 43%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
<p>cooperatively and collaboratively, assuming responsibility and taking roles in the decision-making process.</p> <p>10. Students work with authentic materials from the Life Science, Physical Science, and Earth Science strands.</p> <p>11. Students work on tasks that follow the scientific method. Tasks are based on scientific principles and required content.</p> <p>12. Students identify and investigate their own real questions about natural phenomena.</p> <p>13. Teachers utilize scientific experiments, which reinforce concepts (big ideas) such as order and organization, form and function, change and constancy, and cause and effect.</p>							

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Science. 43%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Teachers will make use of the TEKS Resource System to effectively present state required student expectations and develop high quality instructional practices that scaffolds the basic knowledge base.	Teachers Administrators Leadership Team	TEKS Resource System	Daily	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Teachers will examine student progress in order to target immediate student needs and develop student interventions.	Teachers Administrators Leadership Team	Grades Report Cards	Daily	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Teachers will utilize project based learning techniques which draw on student daily life, prior knowledge and allow them to make connections to real world science experiences.	Teachers Administrators Leadership Team	TEKS Resource System	Daily	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz	1, 2, 3, 8, 9
Utilize Released STAAR and District Practice Tests	Teachers District Staff	TEA Website Eduphoria (\$10,750 state) Region 10 Teachers	September November February April	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2, 8, 9

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Science. 43%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
AAE will enhance the Health Curriculum to emphasize: physical health, mental health, skills to manage emotions, establish and maintain positive relations and suicide prevention	Teachers District Staff	Health Curriculum	Sept. May	Classroom walkthroughs, Lesson Plans, Content Meeting	Decrease in mental health referrals	Increased student achievement Safe / secure learning environment	2, 7, 8

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Social Studies. * (data masked due to small numbers)

Objective(s):

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
<ul style="list-style-type: none"> b. Picture / Images 3. Identifying Similarities and Differences <ul style="list-style-type: none"> a. Thinking Maps b. Graphic Organizers c. Group Investigations 4. Reinforcing Effort / Providing Recognition <ul style="list-style-type: none"> a. Reward Accomplishments b. Reflect in Weekly Efforts 							
<p>Teachers will make use of the Texas TEKS Resource System to effectively present state required student expectations and develop high quality instructional practices that scaffolds the basic knowledge base.</p>	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2, 8, 9
<p>Teachers will examine student progress in order to target immediate student needs and</p>	Teachers District Staff	TEA Website Eduphoria Region 10	Weekly	Practice Test Data STAAR Data	Continuously improving scores on practice test,	Test Data EOC Grades	2, 8, 9

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Social Studies. * (data masked due to small numbers)

Objective(s):

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
develop student interventions.		Teachers		Student Grades	state tests, and grades		
Teachers will develop lessons that allow students to read and interpret charts, graphs, maps and legends in order to support student learning of key social studies concepts.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2, 8, 9
Teachers will develop lessons that allow students to describe, compare, contrast or analyze economic concepts, democratic principles or historical events in order to strengthen student problem solving skills	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2, 8, 9
Teachers will develop and maintain class room word walls for vocabulary enrichment.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2, 8, 9
Teachers will develop common assessments aligned to the content IFDs in order to have a uniform assessment tool for analyzing student progress in	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades	2, 8, 9

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Social Studies. * (data masked due to small numbers)

Objective(s):

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
learning the curriculum.							

Ideal State: Goal(s)

Academy for Academic Excellence Charter Schools DIP 2023-2024

Increase the utilization of technology in the classrooms to enhance student learning and achievement.
100% of certified teachers utilize technology in their classrooms.

Objective(s):

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Create an infrastructure (hardware and software) that promotes technology integration and 21st Century Skill development, including obtaining additional interactive reading, math, and science software.	Teachers and Administration	Labs State and Federal Funds Dallas County IT Department	Sept.– June	Increased use of technology in programs	Increased student achievement	Benchmarks State Assessments	9, 10
Utilize available technology hardware on campus (classroom computers, calculators, overhead projectors, desktop PC, laptops, LCD projectors, & subject overlay projectors) for continuous student improvement and progress in all content areas.	Teachers and Administration	Labs State and Federal Funds Dallas County IT Department	Sept. - June	Increased use of technology in programs	Increased student achievement	Benchmarks State Assessments	9, 10
Develop a teacher training computer lab to provide hands-on training	Ardis McCann Carla Canty	Donated materials	2023-2024	Utilization of teacher lab	Sign in sheets Training	Improved scores	9, 10

Ideal State: Goal(s)

Continue to hire staff who are certified, qualified and highly effective (only teachers who are grand-fathered are not certified).

Objective(s):

Objective #5: Certified, qualified and highly effective personnel will be recruited, developed, and retained.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Teacher Recruitment - Maintain competitive salary schedule. - Provide salary incentives for certified teachers - Small class sizes	Administrator District Human Resource	State and Federal Funds Stipends State and Federal	Sept. -June	Stipend for certifications, Stipends for special program endorsements; Annual raises	Increased numbers of certified teachers	Funds spent Increased numbers of certified teachers	3, 5
Provide professional development opportunities for teachers in need of support or growth	Identified Teachers	Title IV (\$10,000)	September -June	Number of certified teachers	Quality instruction Evidenced in Walk-thrus/Observations	Funds spent on stipends for certified teachers and Training for Certification or Endorsements	3,4,5
District and Campus meetings and trainings will be held in the afternoon so instruction is not interrupted.	Administrative Team	Agendas	September -June	Grades, lesson plans, calendars	Improved Grades, Assessments	Improved Grades, Assessments	3,4,5
The Teacher Job Network website will be used to recruit certified teachers.	Instructional Manager	Region 10	Weekly Monitoring	Increased number of applicants	Increased number of applicants and new hires	Applicants and New Hires	10

Ideal State: Goal(s)

Continue to support on-going learning and for all staff to ensure quality and rigorous instructional delivery in a safe and secure instructional environment and to increase student achievement through various aspects of Professional Development.

100% PD participation

Objective(s):

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Implement HB 18 training to address Mental Health or Substance Abuse issues	Campus Administrators; Teachers	Region 10 ESC, TSSC	Sept.– June	Sign-In sheets; Agenda; Student referrals	Safety and Security of staff and students	Handbook/Plan to support needs	1, 2
Implement HB 111 training to address sexual abuse, sex trafficking, and other maltreatment of certain children.	Campus Administrators; Teachers	Region 10; TSSC	Sept. June	Sign-In sheets; Agenda; Student referrals	Safety and Security of staff and students	Handbook/Plan to support needs	1, 2
Implement HB 496 training to address traumatic injury response protocol and use of bleed control kits. Students in grade 7 and up will also be trained on traumatic injury response.	Campus Administrators; Teachers;	American Red Cross ; Bleed Control Kits (\$800 – state – aid)	Annual training	Sign-In sheets; Agenda; Drill Documentation	Safety and Security of staff and students	Drill Documentation; MEOP Plan	1, 2
Implement HB 11 training to address and develop Multi-Hazard Emergency Operations Plan (MEOP) and School Safety and Security Committee	Campus Administrators; Teachers; Committee Members	Region 10; TSSC	Sept.– June	Sign-In sheets; Agenda; Drill Documentation	Safety and Security of staff and students	Drill Documentation; MEOP Plan	1, 2
Implement HB 2195 active shooter emergency policy and training as indicated in the MEOP	Teachers; Campus Administrators; Emergency/Safety Team	Emergency/Safety Team; Region 10; TSSC	Sept.– June	Sign-In sheets; Agenda; Drill Documentation	Safety and Security of staff and students	Drill Documentation; MEOP Plan	1, 2
Trauma Informed Care Training <ul style="list-style-type: none"> Educational staff will receive Trauma Informed Care in initial orientation and annual pre-school meetings. 	Educational Staff AAE Sheriffs	Emergency/Safety Team; Region 10; TSSC	Sept.	Sign-In sheets; Agenda;	Safety and Security of staff and students	Drill Documentation; MEOP Local Policy	1, 2

Ideal State: Goal(s)

Continue to support on-going learning and for all staff to ensure quality and rigorous instructional delivery in a safe and secure instructional environment and to increase student achievement through various aspects of Professional Development.

100% PD participation

Objective(s):

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
<ul style="list-style-type: none"> The educational staff will understand the importance of acknowledging the impact of trauma on youth’s development and academic success. Through trauma-informed care a framework of interventions are used to help the person’s constant interdependent needs for safety, connections and ways to manage emotions (CPI 2019). AAE Sheriff’s will attend the required education and trainings under section 1701.263. AAE will partner with Dallas County Psychological Services Department for students with mental health conditions. <p>Implement SB 9 on dating violence, prevention of child abuse, family violence, and sex trafficking</p> <p>Training on SB 9 will include:</p> <ul style="list-style-type: none"> Dating Violence will not be tolerated; report immediately and alert/notify parents/guardians if a student is identified as an alleged victim or 	<p>Educational Staff AAE Sheriffs, Juvenile Dept. Administrative Staff</p>	<p>SB 9 Guidance and Policy Student materials</p>	<p>Twice per year</p>	<p>Sign-In sheets; Agenda;</p>	<p>Safety and Security of staff and students</p>	<p>Documentation of Local Procedures</p>	<p>1, 2</p>

Ideal State: Goal(s)

Continue to support on-going learning and for all staff to ensure quality and rigorous instructional delivery in a safe and secure instructional environment and to increase student achievement through various aspects of Professional Development.

100% PD participation

Objective(s):

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
perpetrator and ensure guidelines for victims. Investigations may be conducted by identified District Staff <ul style="list-style-type: none"> • Criminal Investigation may be conducted by law enforcement 							

Ideal State: Goal(s)

Increase Parental Involvement

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Conduct parent/teacher conferences/communications to keep parents informed about student academic achievement. -District Title I Annual Meeting -Student progress reports -Parent visitations (Detention Staff) -Send information to parents in a language and format they can understand.	Teachers Administrators Detention Staff	Detention Staff Mail outs State Aid	October March	Phone logs Sign in sheets Grade book	Improved test scores Improved student achievement Increased parental involvement	Increased parental involvement	6
Annual Title 1 Parent Meetings will be held to inform them of Title I guidance.	Campus Staff Parents/Guardians Teachers	Flyers to parents	October	Sign-in sheet	Increased parental involvement Increase in grades and tests scores	Increased parental involvement	6
Parent Academies	Campus Staff Parents/Guardians Teachers	Flyers, Phone Calls	September April	Sign-in sheets	Increase in attendance in parent meetings	Increased parental involvement	6

Ideal State: Goal(s) TAPR

Decrease drop-out rates :

2019-2020 (gr 7-8) 27% (gr 9-12) 36.3%

2020-2021(gr 7-8) 50% (gr 9-12) 40.9%

763

Objective(s):

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Decrease dropout rates through -PGP monitoring -JPO collaboration -Pre GED prep - Credit Recovery options	Administrator JPO Registrar Teachers	Student Management System SCE Funds (\$90,000) HS allotment (\$85,000)	Sept. -June	PGPs GED prep enrollment	Decreased dropout rate	Dropout rate GED completion	1,2
Utilize the Accelerated Instructional Plan (AIP) for over-age and under-credited students	Administrators	AIP team Grades	Sept. January	AIP minutes	Decrease in dropout rates	AIP students Recommendations Decrease in drop outs	2
Utilize Edgenuity for Credit Recovery for students who need to recoup credits for graduation requirements	Teachers Admin.	State Comp ED (SCE) State aid \$78,000	Sept. January	Student Credits Earned, Student Reclassified	Credits Earned Decrease in Drop Out Rates	Credits Earned, Edgenuity Reports	1,2
Campus transition teams work closely with the Probation Officers on both pre-and post- adjudicated youth who are referred to a program. Students are either court-ordered or PO referred to the program to attend one of three programs offered: traditional program (middle/high school), credit recovery program (high school only), or the GED program. Students remain in the program for either a semester or a full school year dependent upon their referral	Campus transition teams	Campus teams Student data GED Vouchers - \$3,600 state-aid/ (SCE)	Sept June	Decrease in Drop Out Rates	Decrease in Drop Out Rates	Decrease in Drop Out Rates	1,2

Ideal State: Goal(s) TAPR

Decrease drop-out rates :
 2019-2020 (gr 7-8) 27% (gr 9-12) 36.3%
 2020-2021(gr 7-8) 50% (gr 9-12) 40.9%
 763

Objective(s):

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
<p>specifications. Before exiting the program, home school and alternative options in the student’s area are explored to determine which school will be a best fit for the youth to be transitioned to.</p> <p>Within 5 days of release/exiting, the receiving school will receive a transition plan that includes courses and recommendations of support for the student.</p>							
<p>Students enrolled in Culinary Arts, Construction and Welding have an opportunity to earn work-force certificates (food handlers, OSHA, fork-lift, AWA welding, etc.).</p> <p>Student will participate in computer programming activities and coding classes to introduce, enhance, and engage students in the business of computer programming.</p>	<p>Teachers Admin.</p> <p>Students, teachers at MYV and Letot ,</p>	<p>Welding & Construction Equipment, Culinary Arts program food and equipment (\$10,000 – state-aid/) YSAB and Juvenile Dept. Funds</p> <p>teacher training \$500</p>	<p>Sept June</p> <p>October June</p>	<p>Gradebook Lesson Plans</p>	<p>Credits Earned</p> <p>Work-Force Certificates</p> <p>Student Activities</p>	<p>Classroom Observations; Work-force certificates</p> <p>Pre and Post Assessments</p>	<p>1, 2, 3</p>