



Brenham
INDEPENDENT SCHOOL DISTRICT EST. 1875

PRIDE ACADEMY CAMPUS IMPROVEMENT PLAN 2017-2018

BREHAM ISD DOES NOT DISCRIMINATE ON THE BASIS OF RACE, RELIGION, COLOR, NATIONAL ORIGIN, SEX, AGE, 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.

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Pride Academy and DAEP is to promote academic excellence and foster positive social and emotional growth, while effectively reducing the dropout rate. Pride Academy will provide a safe and secure learning environment for all students.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc
Allan G. Colvin, M. Ed.	Principal
Becky Larson	English Teacher
Kathy Vosholike	Math Teacher
Alonzo Williams	Special Education Teacher
Marc Blankenship	Social Studies Teacher
Jesse Gonzales	Science Teacher
Susan Jenkins	School Board Member
Nicy Ramsey	Parent/Community Member
Cody Stelter	District Representative

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on September 21, 2018.

Participants in Attendance	Data Sources Examined
<i>Allan G. Colvin, M. Ed.</i>	State Accountability (TARP) Program Data (Pride Academy/ DAEP) Parent and Community Sign-In Sheets.
<i>Kathy Vosholike</i>	
<i>Becky Larson</i>	
<i>Alonzo Williams</i>	

Comprehensive Needs Assessment: Summary of Findings

You may provide a written summary of the findings from the data analysis, *Pride Academy has need for improvement in the areas of closing the student achievement and performance gaps in reading, school and community relations, and the identification of Special Education students.*

or choose to use something like the table below.

Prioritized Areas of Concern	
Areas of Concern	Data Source
Pride Academy on Index 1 did not meet expectations. Pride scored 18 and passing was 33.	State Accountability (TAPR)
Pride Academy scored a 12 on Closing Performance Gaps. The score was based on economically disadvantaged students on the reading test only. The total number of English 1 and English 2 tests given to economically disadvantaged students was 13 with 3 passing.	State Accountability(TARP)
School and Community Relations	Parent, community, and student surveys and sign In sheets.
Percentage of students identified for Special Education	Program data, PBMAS

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this Campus \$130,464.

Total FTEs funded through SCE at this Campus is one FTE at 100% and two FTE at 86%.

The process we use to identify students at risk is: The student is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; was not advanced from one grade level to the next for one or more school years; did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; is pregnant or is a parent; is currently on parole, probation, deferred prosecution, or other conditional release; has been expelled in accordance with Section 37.007 during the preceding or current school year; is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

The process we use to exit students from the SCE program who no longer qualify is: students who no longer qualify for the program with participate in an exit interview to determine the student educational plans. If the student does not qualify for any factors other than graduation, then the student will interview with the team and given other educational a options to ensure student success.

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 7-12**

	Enrollment Data		Graduation Rate	
	2015	2016	2015	2016
Students At-Risk	97%	98%	48%	55%
Students Not At-Risk	3%	2%	3%	2%

The comprehensive, intensive, accelerated instruction program at this district/campus... consists of after school tutorials for students at-risk, two additional math teachers to reduce the student teacher ratio in math, and the purchase and implementation of the Capturing Kids Hearts program to reduce the risk for student dropping out of school.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

State Programs/Funding Source
Total Local Budget: \$9,605.00

Goal 1: BISD will provide a coordinated curriculum that is implemented through effective instructional practices.

Objective 1: By May 2018, 75% of all students and each student group, including Special Education students tested, will pass all portions of the state assessment.

Summative Evaluation: 75% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet state standard.

Data 2016-17	All Students	H	W	AA	ED	LEP	Spec. Ed.	GT	Male	Female
Enrollment Data	47	17	14	16	2		2	0	16	31

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement Student Champions to mentor students in the area of academic achievement, academic goal setting, and social skills. <i>*TIP Activity*</i>	Core subject teachers Campus Administrators	Every 3 weeks	SCE Funds FTE	Students will complete at least one credit each six-weeks.
Track Student Progress using tracking folders and graduation plan check sheet to ensure student is on track for graduation. <i>*TIP Activity*</i>	Student Champions	Every 3 weeks	Tracking Charts Graduation Plan	Student Champions will meet with students every 3 weeks to track progress and conference with the parent and student.
Provide training on the Fundamental Five.	Campus Administrators	Fall Semester	Fundamental Five Book	Classroom walkthroughs STAAR data District benchmark data
Schedule and review student formative assessment data for students for EOC interventions in addition to credit recovery. <i>*TIP Activity*</i>	Core subject teachers Campus Administrators	Every 3 weeks	SCE Funds FTE	Formative assessment Data District Benchmark Data EOC Data

Goal 2: BISD will develop responsible, respectful and collaborative citizens.

Objective 2: Teachers and paraprofessionals will promote good citizenship by exemplifying sound character building skills, leadership, communication, negotiation, initiative, teamwork and empathy.

Summative Evaluation: Teachers will keep contact logs of all communication with parents, students, and community members. Teachers and paraprofessionals will document all community events attended.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide multiple opportunities for school community involvement with activities such as BISD Block Party, Homecoming Parade, College Night, BISD Blood Drive, and Parent Night.	Principal, Teachers Paraprofessionals Community members	End of each semester	Local Funds State Funds Research Literature	Increased parent and community involvement related to academia.

Goal 3: BISD will provide a safe and secure environment at all BISD facilities.

Objective 1: To decrease the discipline referrals by 50% in Pride Academy/ DAEP in order to better support the students social, emotional, and academic needs.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data 2016-17	All Students
Discipline/Incidents	18

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff who has not been trained.	Principal Teachers Paraprofessionals	Fall Semester	Bully Prevention Trainer ESC VI Local funds	Reduction in the number of disruptive incidents and office referrals
Provide training on restorative discipline practices.	Principal Teachers Paraprofessionals	Fall Semester	Restorative Discipline Practices Local funds	Reduction in the number of disruptive incidents and office referrals

Goal 4: BISD will attract and retain quality staff.

Objective 1: Pride Academy will retain certified teachers and highly qualified paraprofessionals to meet the needs of all students.

Summative Evaluation: 100% of all staff hired will be certified according to TEA requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Pride Academy will seek out only certified teachers and highly trained paraprofessionals to work with the at-risks student population. <i>*TIP Activity*</i>	Principal Teachers Human Resource Department	End of each semester	SCE FTE Brenham ISD Job Fair	Certified Teachers and Paraprofessionals hired at Pride Academy.