

School Improvement Plan (SIP)

LEA Name:	American YouthWorks	Campus Name:	Service Learning Academy
CDN:	227801	Campus Number:	002
Date:	9/21/2011	Date SIP was Approved by Local Board:	9/26/2011

Section I: Area(s) of Low Performance and Target Groups

Identify the areas of low performance and each group not meeting the 2011 state standards (include all areas not meeting state standards without required improvement (RI)).

Dropout Rate All Students (District and Campus 001)

Section II: Process for Evaluating Progress Toward Meeting Performance Standards

Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester.

Compile and review both weekly and cumulative attendance by individual and by small learning community (Service Corps Program) throughout the year; Compile and review course/credit progress and completion rates mid- and end-of grading periods; Administer benchmark tests within the first nine weeks of school and mid-year; Academic Planner Reviews mid-grading period and end-of-grading period; Student/Parent Survey (2x/year); Quarterly review and follow-up on leaver codes through TXEIS.

Section III: SIP Development

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
Dropout	Academic_Support	Credit Recovery	Weekly progress monitoring for course completion and credit accumulation. (Assessing % complete on A+ self-paced instruction); Student initiated credit coupons and Leaves for the Credit Tree (public recognition of performance)	Progress Reports completed in Academic Planner	Students meet "SLA Standard" for credit accumulation (at least 1.0 Core Academic credit every 9 weeks)	A+ Learning Systems; Academic Planner; Academic Teachers; TXEIS AAR; PGP
Dropout	Behavior_Social_Skills	Truancy Prevention	Weekly attendance monitoring, review and reporting using TXEIS data. Weekly reports by individual distributed to staff for analysis and review (includes student review). Corps (small learning community) attendance posted and rewarded weekly at community meeting. Corps leaders track and follow-up on attendance for students in their corps program. Attendance conferences & letters home with students/parents who exhibit excessive absences along with implementation of attendance contract. Withdraw for continued failure to attend.	Distributed attendance reports by individual. Displayed attendance rates by corps. Communication logs. Conference sign-ins. Copies of letters home. Withdrawal forms.	Increased attendance rates	TXEIS; Attendance Reports; Curriculum Specialist; Corps Leaders; Students; Parents
Dropout	Rigorous_Instruction	Access to Rigorous Curriculum, Effective Instruction, and Timely Formative Assessment	Individualized/diagnostic math assessments designed to build/strengthen foundational skills to increase success (and motivation) in math courses and on assessments. Follow-up instructor individualized based on results of diagnostic assessment.	Completed diagnostic assessments; Customized assignment lists for each student.	Increased engagement and performance on math coursework and assessments.	A+ Learning Systems; Math Teachers
Dropout	Rigorous_Instruction	Access to Rigorous Curriculum, Effective Instruction, and Timely Formative Assessment	Benchmark students within the first nine weeks of school, mid-year using WebCAT Assessments or Released TAKS tests.	Completed benchmarks.	Increased awareness among staff and students regarding progress and focus for targeted instruction; Improved student scores	WebCAT, TAKS Released Tests, Teachers
Dropout	Personalized_Environment	Change in School Structure	Implementation of district-wide Service Corps program;	100% of students belong to a Service Corps program mapped to CTE credits and are involved in service to the community.	Increased student attendance and sense of belonging as evidenced by observation and student comments.	Service Corps Teachers, Service Corps Equipment/Supplies, Vans (Transportation), Community Partners
Dropout	Rigorous_Instruction	Instruction is Integrated and/or Interdisciplinary	Implement Core to Corps instructional activities that actively demonstrate the relevance of real-world activities to core academic instruction.	Service Corps journals, posters, portfolios, and other products with direct links to core academic content.	Increased student engagement and performance in core academic areas	A+ Learning Systems, Service Corps activities, Service Corps Leaders, Academic Teachers
Dropout	Personalized_Environment	Flexible Scheduling	Self-paced instruction with flexible morning or afternoon options.	Master Schedule	Increased student attendance	TXEIS; A+ Learning Systems

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
Dropout	Academic_Support	Personalized Graduation Plan	Include student-managed Personal Graduation Plan in student's Academic Planner. Monitor and manage as student's accumulate credits throughout the year.	PGP in Academic Planner	Students have completed their PGP and can verbalize where they're at and what they have left on their path to graduation.	Academic Planner; Students; Teachers; Curriculum Specialist
Dropout	Academic_Support	Credit Recovery	Self-paced instruction and CTE courses mapped to Service Corps experience allows for accelerated credit accumulation while meeting rigorous academic standards.	A+ Learning Systems; Service Corps programs mapped to CTE credits	Students accumulate credits as needed and at an accelerated pace.	A+ Learning Systems; CTE -TEK Crosswalk Matrices
Dropout	Behavior_Social_Skills	Activities Designed to Create a College-Going Culture Within a District or on a Campus	Implement Eyes on the Prize college and career readiness program district-wide; Incorporate Personal Transition Plans into student's Academic Planner; Schedule PSE (Post-Secondary Education) workshops and coaching sessions throughout the year. Reward student participation/completion of Eyes on the Prize checklist items. Incorporate college-culture accessories as awards for weekly student recognition program.	Evidence of student use of Academic Planner Eyes on the Prize Section; Sign-in sheet for PSE workshops and coaching sessions; List of students and awards	More students completing more items on the Eyes on the Prize (PSE) checklist. Increased student participation in college entrance exams. (SAT/ACT/COMPASS) Increased student sign-up for Early College Start program.	Academic Planner; Students; Curriculum Specialist
Dropout	Personalized_Environment	Extended Day, Week or Year	Implement extended school year calendar allowing students to attend more days over a longer block of time during the year.	Master Schedule	Increased student performance in terms of credit recovery and assessment performance.	Teachers, Facilities, Administration
Dropout	Adult_Advocate	Relationships of Staff with Students (Charismatic, Appropriate Adult)	Implement "distributed leadership" model fostering agency and ownership among staff and students. All staff act in the capacity of "academic parents". (Identified as a best-practice in UT Research study)	Staff and students interact regularly concerning their secondary and post-secondary goals and progress.	Students recognize and use staff as "someone to go to" to help with both academic and personal challenges.	Teachers/Staff as Service Corps Leaders as well as classroom teachers; Open campus/team teaching model allows for increased accessibility of staff to students
Dropout	Behavior_Social_Skills	Teen Parent Support	Enhance Kinder Corps program, focusing on supporting teen parents, by actively engaging teen parents in childcare certification program, community service activities, and health and human services career and technology education.	Kinder Corps teen parents are certified childcare providers; teen parents are provided on-campus childcare;	Teen parents demonstrate increased attendance and participation in campus/community events.	Kinder Corps Leader; ChildCare Education Institute; Community Partners; Teen Parents
Dropout	Behavior_Social_Skills	Family Engagement	Implement a "Positive Pull" program for family engagement by communicating to parents frequently regarding positive student/campus events.	Invitations to parents to participate in campus/corps events and meetings; quarterly newsletters home; continuously updated website; sign-in sheets; communication logs	Increased parent/family participation in school activities; Increased student attendance and engagement in school activities	Curriculum Specialist, District and Campus Data Team, Teachers, Parents, Students
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