

Grapevine-Colleyville ISD
Collegiate Academy
Goals/Performance Objectives/Strategies
2020-2021



Mission Statement

Collegiate Academy's vision is for all scholars to demonstrate college readiness by obtaining a high school diploma and an associate's degree which will prepare them for a commitment to lifelong learning.

Vision

Collegiate Academy believes in Excellence, Equity, and Empowerment for all students, so they will reach their life goals now and in their future.

Core Beliefs

Inspiring our CA community to discover their highest potential.

Table of Contents

Goals	4
Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2: Design learning environments that support social and emotional well-being.	10
Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.	12
Goal 4: Effectively communicate with targeted audiences.	15

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2] by actively identifying and removing barriers that limit access to and opportunity for learning so that the percentage of graduates that meet the criteria for CCMR (Accountability) will remain above 95% through August 2024 for all demographic groups while also meeting annual targets for each demographic group [TEA HB 3/CCMR Requirement].

HB3 Goal

Evaluation Data Sources: Achieve 100% participation in at least one Dual Credit course by the graduating class of 2022

Achieve 100% college enrollment, military service or certifications (career readiness)

Increase amount of college hours earned per student by 5%





Increase the percentages of associates degrees earned by each class by 5%

Increase student recognition in the National Merit Semifinalist Recognition Programs

<p>Strategy 1: CA will hold TSI and STAAR support tutorials during the school day during our 6th period RTI/Club period , TSI Bootcamp will be held during class time on days prior to the start of the college semester and PSAT Prep outside the school day based on student need.</p> <p>Strategy's Expected Result/Impact: Improve and accelerate rate at which students become 100% TSI met, reach mastery of STAAR EOC tests, and increase PSAT scores to demonstrate College and Career Readiness.</p> <p>TSI Goals: Freshmen 100% TSI Met Reading Sophomores 100% TSI Met Writing Juniors 100% TSI Met Math</p> <p>Staff Responsible for Monitoring: Assistant Principal TSI Coordinator, CA Faculty</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 1, 3, 4</p> <p>Funding Sources: None - 211 - ESEA Title I, Part A - \$0</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: All CA Seniors will apply to at least three, four year universities or trade schools by November 1, 2020 and apply for scholarships by May 1, 2021. Students will meet with an advisor from the TCC NE Transfer Center, CA senior Pathway teacher and CA counselor throughout the school year.</p> <p>Strategy's Expected Result/Impact: 100% of CA 12th graders will receive at least one college admission or trade school admission letter and 1 scholarship</p> <p>Staff Responsible for Monitoring: College Readiness Coordinator Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: All CA students will virtually visit a 4 year college during their Pathway to Success Class during the 2020/2021 school year.</p> <p>Strategy's Expected Result/Impact: 100% of CA students will be admitted to a 4 year university or trade school.</p> <p>Staff Responsible for Monitoring: Counselor College Readiness Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: Transportation - 211 - ESEA Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: CA will focus on every student becoming TSI met by creating an intentional action plan for every student during TSI support classes, Critical Writing and Algebra 2 classes.</p> <p>Freshman - Reading Sophomores - Writing PAP Algebra 2 students - Math</p> <p>Strategy's Expected Result/Impact: Freshman 100% TSI Reading met. Sophomores 100% TSI Writing met. Algebra 2 students 100% TSI Math met.</p> <p>Staff Responsible for Monitoring: Principal TSI Coordinator CA Faculty</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: In collaboration with TCC NE Transfer Center, Pathway to Success class and Military Recruiters provide opportunities for students to create a personal plan for after CA/TCC NE graduation.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Counselor Pathway to Success teacher</p> <p>Problem Statements: Demographics 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: Provide senior students an opportunity during the 2020/2021 school year to take the ASVAB aptitude test. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Counselor Problem Statements: Demographics 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: CA ELLs performance on STAAR was much lower than our campus performance on Meets Grade Level and Above Grade Level. Root Cause: Closing language gaps and simultaneously increasing mastery of TEKS is challenging with the time and resources available
Problem Statement 3: Freshman and sophomores are not passing TSI test early enough to register for college classes to stay on track for an associates degree. Root Cause: TSI objectives are not covered in freshman or sophomore TEKS.
Problem Statement 4: CA needs to improve achievement in academic performance and college success. Root Cause: CA is an ECHS that targets At Risk, SES and first generation college goers with limited access to college admissions, preparation, and opportunities information.

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 2: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].





Evaluation Data Sources: All administration will access data to help campus support dyslexic students

<p>Strategy 1: CA 504 coordinator will maintain current 504 plans to support dyslexic students and assist students with TCC NE support through the TCC NE SAR (Student Accessibility Resources).</p> <p>Strategy's Expected Result/Impact: CA students will receive support in a timely manner to achieve academic success in high school and college courses.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 3: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Sources: Improved performance on standardized test including STAAR, TSI, PSAT and SAT/ACT

<p>Strategy 1: Math, Reading and Writing support classes for STAAR EOC tests will be scheduled within the school day based on individual student need.</p> <p>Strategy's Expected Result/Impact: Close the performance gap on STAAR, TSI, SAT, ACT and PSAT</p> <p>STAAR Goals: US History 100% passing rate and 80% Mastery Biology 100% passing rate and 50% Mastery Algebra 1 100% passing rate 50% Mastery ELA 1 95% passing rate 35% Mastery ELA 2 95% passing rate and 35% Mastery</p> <p>Staff Responsible for Monitoring: Learning Liaison Teachers Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 4: CA needs to improve achievement in academic performance and college success. Root Cause: CA is an ECHS that targets At Risk, SES and first generation college goers with limited access to college admissions, preparation, and opportunities information.</p>

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 4: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

<p>Strategy 1: CA will provide an Academic Tutor during Study Hall to support student success with the following needs: One-on-one learning Instructional Support TSI, PSAT support Make-up work</p> <p>Strategy's Expected Result/Impact: Improved student engagement and learning. Greater success in high school and college courses with reduction in college courses dropped and an increase in college passing rates from 92% to 95%</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 4</p> <p>Funding Sources: Academic Dean - 211 - ESEA Title I, Part A - \$20,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: CA will provide additional support to students who earned "did not meet" or "approaches" level on previous year STAAR test through individualized learning plans, and RTI interventions.</p> <p>Strategy's Expected Result/Impact: Close the learning gap for students who received a did not meet or approaching meet from previous year STAAR EOC test.</p> <p>Staff Responsible for Monitoring: CA Faculty Learning Liaison Assistant Principal Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 1, 5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: CA ELLs performance on STAAR was much lower than our campus performance on Meets Grade Level and Above Grade Level. Root Cause: Closing language gaps and simultaneously increasing mastery of TEKS is challenging with the time and resources available</p>
<p>Problem Statement 2: CA students struggle in college classes more in their junior and senior years with twice as many drops as our freshman and sophomores Root Cause: Decreased amount of time spent with our juniors and seniors on the CA campus for support and accountability</p>

Problem Statement 4: CA needs to improve achievement in academic performance and college success. **Root Cause:** CA is an ECHS that targets At Risk, SES and first generation college goers with limited access to college admissions, preparation, and opportunities information.

Problem Statement 5: CA needs to improve in instructional strategies to support all learners academic success. **Root Cause:** CA accepts all students from struggling learners to gifted and talented in the same classroom.

Goal 2: Design learning environments that support social and emotional well-being.


Performance Objective 1: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Office referrals
 Success and progress through counseling
 Improve attendance to 98%

<p>Strategy 1: Ongoing awareness in Pathway to Success class for students to learn how to prevent bullying and how to report it. Strategy's Expected Result/Impact: Decrease in instances of bullying on CA campus Staff Responsible for Monitoring: Pathway to Success teacher Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Big Brothers Big Sisters Mentor 2.0 program. Every student at CA will be provided a mentor to encourage academic success in high school and college. Students will meet monthly with their mentors virtually for group activities. BBBS facilitators will lead a virtual discussion on characteristics for successful college students Strategy's Expected Result/Impact: Students at CA will have the social/emotional support needed to be successful in high school and college classes Staff Responsible for Monitoring: Counselor Funding Sources: Bus transportation - 211 - ESEA Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Teachers will use Pathway to Success class to build positive relationships with students that will create a culture of acceptance and belonging. CA counselor and College Transition Specialist will conference with students and parents when student misses 2 days of school in one week. Students under 98% attendance will meet with Academic Dean to establish a academic success contract to hold student accountable. Strategy's Expected Result/Impact: CA campus attendance will be 98% or greater. Staff Responsible for Monitoring: Assistant Principal College Transition Specialist Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Combined SOAR (advisory) into CA Pathway to Success class with every CA teacher leading a Pathway to Success Class and to streamline our schedule with TCC NE so students are able to have more opportunities per day for college classes. Strategy's Expected Result/Impact: Improved academic accountability for students that leads to greater academic success and more intentional social/emotional support for every student. Staff Responsible for Monitoring: Counselor Assistant Principal CA Faculty Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].





Evaluation Data Sources: Equity Plan Data

<p>Strategy 1: Learning Liaison to support teachers with differentiation and virtual/blended learning instructional strategies for Student Success:</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared to differentiate for each student and to engage virtual learners in the learning process so all students will achieve academic success in the following: STAAR and TSI</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 2: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].





Evaluation Data Sources: All students have a next step plan for after graduation.
With addition of College Transition Specialist, follow up with CA graduates to provide support

<p>Strategy 1: Collegiate Academy will establish partnerships with local businesses to provide internships for our senior students</p> <p>Strategy's Expected Result/Impact: Provide real world experience for our students with possible job offers and create more interest for attending CA because of the many opportunities.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 3: CA Student, Staff and Faculty voice in culture and governance of Collegiate Academy





Evaluation Data Sources: Students leading recruitment, partnering with TCC NE student government on campus initiatives, hosting social events, mentoring and tutoring underclassmen to help them be successful college students.

<p>Strategy 1: Phoenix Leadership Creating a student leadership team that serves the school in 5 areas: Ambassadors, Tutors, Mentors, Governance, and social events</p> <p>Strategy's Expected Result/Impact: Create a culture that accepts and celebrates all students by giving more students opportunities to grow as a leader, serve CA community and to recruit new students and creating pathways for students that do not see themselves as leaders an opportunity.</p> <p>Staff Responsible for Monitoring: Leadership Sponsor Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: CA Faculty Book study: Above the Line by Urban Meyer Faculty using common strategies for problem solving, collaborating, taking leadership roles within the campus</p> <p>Strategy's Expected Result/Impact: Shared leadership with teachers having the skills to lead their classrooms and develop student leaders. All CA Stakeholders believe the 5 Strategies for Success are:</p> <p>Create a Vision Work Hard No Excuses Learn from Failure Be Grateful</p> <p>Strategies for the book: Blame, Complain and Defend never solved problem or maintained a relationship. Event plus response equals Outcome (the only thing we can control is response) The top 10% of any organization has to develop the 80% into leaders and realize 10% will not change</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable





Evaluation Data Sources: Phoenix News weekly translated into Spanish. Spanish translator present at all major events.

<p>Strategy 1: College Transition Specialist translates Phoenix News into Spanish and manages a CA Spanish Facebook site</p> <p>Strategy's Expected Result/Impact: All CA parents and especially Spanish speaking parents will be involved in the education of their student at CA.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 2: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced.

Evaluation Data Sources: Establishment of a CA parent booster club and host workshops to include parents in their students education and plan next steps after high school graduation.

<p>Strategy 1: College Transition Specialist to engage parents in FASFA, College applications, and college or career plans and processes.</p> <p>Strategy's Expected Result/Impact: Parents attend FASFA , DACA, TASFA nights hosted by CA virtually in October, virtually attend training on college applications and how to support their student during the transition to a 4 year university</p> <p>Staff Responsible for Monitoring: College Transition Specialist Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				