

# THE EXCEL CENTER (FOR ADULTS)

## District Improvement Plan

**2017/2018**

*Operatur Per Literas -- Work Through Learning*



Traci Berry - Superintendent  
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Date Reviewed: 10/4/2017

DMAC Solutions ®

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10/4/2017

# THE EXCEL CENTER (FOR ADULTS)

## **Mission**

*Generating Lifelong Connections to Work*

## **Vision**

*Empowering 100,000 Central Texans to Transform their Lives through Work*

## *Values*

*Make the Difference*

*Own It*

*Spirit of Service*

*Work Hard, Play Hard*

### Nondiscrimination Notice

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

# THE EXCEL CENTER (FOR ADULTS) Site Base

Name	Position
Berry, Traci	Superintendent
Evans, Sharon	Director of Family Services
Hunt, Susan	Director of Student Supports
Moody, Charles	Humanities Team Lead
Solis, Simon	STEM Team Lead
Terlik, Theresa	Director of Operations
Williams, Matt	VP of Education & Head of Schools

# Resources

Resource	Source	Amount
Local Funds	Local	
FSP Funds	State	\$588,008
High School Allotment	State	\$25,376
Instructional Materials Allotment	State	\$59,180.06
State Compensatory Education	State	\$168,027

# THE EXCEL CENTER (FOR ADULTS)

**Goal 1.** Decrease dropout rate by 15% for the 2016-17 school year.

**Objective 1.** Develop an intake program to provide wrap-around supports and increase options & supports to remain enrolled in lieu of dropping out.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hire & train Intake Coach. (CSFs: 5,6)	Director of Operations	August 2017	(L)Local Funds	
2. Revise iExcel program. (CSFs: 5,6)	Campus Leadership Team, Intake Coach	October 2017	(L)Staff Time	
3. Develop & implement student commitment partner program. (CSFs: 5,6)	Campus Leadership Team, Learning Team-Attendance & Retention	November 2017	(L)Staff Time	
4. New student lunch during 1st week of the term. (CSFs: 5,6)	Campus Leadership Team, Learning Team-Attendance & Retention	November 2017	(L)Local Funds, (L)Staff Time	
5. Life Coach Meeting post-iExcel/prior to 1st day. (CSFs: 5,6)	Campus Leadership Team, Intake Coach, Life Coaches	March 2018	(L)Local Funds, (L)Staff Time, (S)State Compensatory Education	

# THE EXCEL CENTER (FOR ADULTS)

**Goal 1.** Decrease dropout rate by 15% for the 2016-17 school year.

**Objective 2.** Increase the number of students taking CTE courses and earning industry certifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a CTE Academy planning committee & schedule regular meetings. (Strategic Priorities: 3) (CSFs: 6)	Campus Leadership Team	November 2017	(L)Staff Time	
2. Develop a programmatic CTE Academy model with course sequencing, cross-curricular alignment, and scheduled industry certifications. (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	CTE Planning Committee	August 2018	(L)Local Funds, (L)Staff Time, (S)FSP Funds	

# THE EXCEL CENTER (FOR ADULTS)

**Goal 1.** Decrease dropout rate by 15% for the 2016-17 school year.

**Objective 3.** Increase educator proficiency to respond to our diverse community of learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure literacy curriculum reflects all elements of the curriculum and a balanced literacy approach. (Strategic Priorities: 2) (CSFs: 1,4,7)	Campus Leadership Team, Core Subject Teachers, ESL Program Team	May 2018	(L)Local Funds, (L)Staff Time, (S)FSP Funds, (S)Instructional Materials Allotment	
2. Embed ELL strategies into the curriculum. (CSFs: 1)	Campus Leadership Team, Director of Special Programs, ESL Program Team, Lead Teacher	April 2018	(L)Learning Team Plans, (L)Professional Development Plans, (L)Staff Time, (S)Instructional Materials Allotment	
3. Embed college-readiness standards into the curriculum. (CSFs: 1)	Campus Leadership Team, Learning Teams, Life Coaches, Teacher(s), Team Leads	August 2018	(L)Local Funds, (L)Professional Development Plans, (L)Staff Time, (S)Instructional Materials Allotment	

# THE EXCEL CENTER (FOR ADULTS)

**Goal 1.** Decrease dropout rate by 15% for the 2016-17 school year.

**Objective 4.** Provide transitional student supports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Embed college readiness skills into the curriculum. (Strategic Priorities: 3)	Campus Leadership Team, Lead Teacher, Teacher(s)	August 2018	(L)Staff Time, (S)Instructional Materials Allotment	
2. Provide targeted professional learning to Life Coaching team and Instructional staff to support secondary to post-secondary bridging to build college readiness skills, provide a plan for college completion, and ensure transition counseling. (Strategic Priorities: 3)	Campus Leadership Team, Director of Student Supports, Lead Life Coach, Life Coaches, Teacher(s)	August 2018	(L)Professional Development Plans, (L)Staff Time, (S)FSP Funds	
3. Provide professional learning to Life Coaching team for connecting students to dual credit opportunities. (Strategic Priorities: 3)	Director of Operations, Director of Student Supports	August 2018	(L)Staff Time, (S)FSP Funds	



# THE EXCEL CENTER (FOR ADULTS)

**Goal 2.** Decrease dropout rate for ESL population by 15% for the 2016-17 school year.

**Objective 1.** Develop an ESL Academy that provides the scaffolding necessary for successful transition of ESL students into their core academic courses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop ESL Program team & establish set meeting times.	Campus Leadership Team, Coordinator of Special Programs	August 2017	(L)Staff Time	
2. Review current ESL course options & scheduling trends.	ESL Program Team	October 2017	(L)Staff Time	
3. Develop course sequence plan for the ESL Academy & determine resource needs.	ESL Program Team	November 2017	(L)Staff Time	
4. Develop diagnostic testing for entry into each ESL Academy course.	ESL Program Team	November 2017	(L)Local Funds, (L)Staff Time, (S)FSP Funds	
5. Schedule students accordingly into the ESL Academy.	Intake Coach, Life Coaches	January 2018	(L)Staff Time	
6. Review ESL Academy student data (dropout rate, attendance, proficiency level gains).	Campus Leadership Team, ESL Program Team	May 2018	(L)Local Data, (L)Staff Time	

# THE EXCEL CENTER (FOR ADULTS)

**Goal 3.** Increase attendance to 65% for the 17/18 school year.

**Objective 1.** Develop a campus-wide approach to promoting daily attendance at school and in each classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide weekly and term attendance reports by life coach.	Life Coaches	August 2017	(L)Staff Time	
2. Recognize Life Coach with highest attendance percentage.	Campus Leadership Team	September 2017	(L)Local Funds, (L)Staff Time	
3. Recognize student "best attenders" each week.	Life Coaches	August 2017	(L)Local Data, (L)Local Funds, (L)Staff Time	
4. Recognize student "best attenders" following each term.	Life Coaches	September 2017	(L)Local Data, (L)Local Funds, (L)Staff Time	
5. Train teachers to use School Messenger system to contact students.	Director of Operations	September 2017	(L)Staff Time	
6. Mid-term revitalize student breakfast served by staff.	Campus Leadership Team, Life Coaches, Teacher(s)	November 2017	(L)Local Funds, (L)Staff Time	
7. Provide weekly and term attendance reports by teacher/class.	Director of Operations, PEIMS Coordinator, Registrar	March 2018	(L)Staff Time, (S)FSP Funds	
8. Recognize Teacher with highest attendance percentage.	Campus Leadership Team	May 2018	(L)Local Data, (L)Local Funds, (L)Staff Time	

# Comprehensive Needs Assessment

## Demographics

### Demographics Weaknesses

With the increase in ESL students the current ESL programming is not adequately meeting student needs.

### Demographics Needs

Student and community feedback identify the need for a South Campus.

### Demographics Summary

The campus overall enrollment is expected to increase. Student to Teacher ratios are increasing due to the increase in enrollment.

Interest in the school is very high from the local community with more than 50 applications every 6 week period.

Students who receive special education, section 504, and ESL services have increased from year to year.

## Student Achievement

### Student Achievement Strengths

TEAMS/TAAS/TAKS passing rates average 70% or higher.

### Student Achievement Needs

Enhancements to courses offered for English Language Learners.

# Comprehensive Needs Assessment

## Student Achievement Summary

TEAMS/TAAS/TAKS passing rates average 70% or higher.

## School Culture and Climate

### School Culture and Climate Strengths

Student and staff describe the school climate in a positive manner. 91% of students agree that teachers connect learning to real life and 88% agree that teachers are providing instructional materials that represent their culture. Staff feedback was also very positive and 90% agree that the school inspires them to do their best at their job and that students are provided opportunities to take a lead role in organizing programs.

### School Culture and Climate Weaknesses

Teachers report that only 63% agree that administrators involve staff in decision making and 30% do not feel okay with the level of staff involvement. An additional 37% feel that once a new program is started we do not follow up to make sure it's working. Students reported that 50% disagree that they have opportunities to participate in extra-curricular activities and 23% do not feel they have opportunities to be involved.

### School Culture and Climate Needs

Opportunities for students to become more involved in the school community. Staff need additional opportunities to become involved in the decision-making process.

### School Culture and Climate Summary

Overall school culture and climate is positive among students and staff. Students and staff both identified a desire to become more involved in decision-making and the school community.

## Staff Quality, Recruitment and Retention

# Comprehensive Needs Assessment

## **Staff Quality, Recruitment and Retention Strengths**

Excel Center for Adults teacher retention is over 85% from year to year. Teachers are passionate about the work and mission of The Excel Center for Adults.

## **Staff Quality, Recruitment and Retention Weaknesses**

Lack of formal professional development plans among individual teachers and departments.

## **Staff Quality, Recruitment and Retention Needs**

In previous years a locally developed teacher appraisal system was utilized. This system was not successful in setting a plan for continuous improvement among individual teachers and departments. A formal system needs to be adopted.

## **Staff Quality, Recruitment and Retention Summary**

As a new district we have been working with a local teacher appraisal system. For the 2017/18 school year we are utilizing the state approved T-TESS system.

# **Curriculum, Instruction and Assessment**

## **Curriculum, Instruction and Assessment Strengths**

Teachers are flexible and able to differentiate instruction among students in their classrooms.

## **Curriculum, Instruction and Assessment Weaknesses**

Standardized curriculum is needed among all departments to clarify scope and sequence.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs

Standardized curriculum is needed among all departments to clarify scope and sequence.

## Family and Community Involvement

### Family and Community Involvement Strengths

The adult student community is engaged with building school culture through end of term celebrations.

### Family and Community Involvement Weaknesses

Adult students wish to involve their families more in school activities.

### Family and Community Involvement Summary

Students would like to have more opportunities for engaging in school activities alongside their families.

## School Context and Organization

### School Context and Organization Strengths

Students come to The Excel Center for Adults with a wide variety of needs for scheduling. Meeting all of these needs has been challenging with a focus on live instruction.

For the 2017/18 school year Learning Teams have been developed to engage staff in the decision-making and continuous improvement process.

# Comprehensive Needs Assessment

## Technology

### Technology Summary

Teachers are utilizing classroom technology on a regular basis. Students could benefit from additional training on using school technology resources.

# Comprehensive Needs Assessment Data Sources

Community Demographics  
Disaggregated STAAR Data  
Drop-out Rates  
Failure Lists  
Graduation Records  
PEIMS Reports  
Report Card Grades  
SCE Policy  
Special Student Populations  
Staff Development  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents

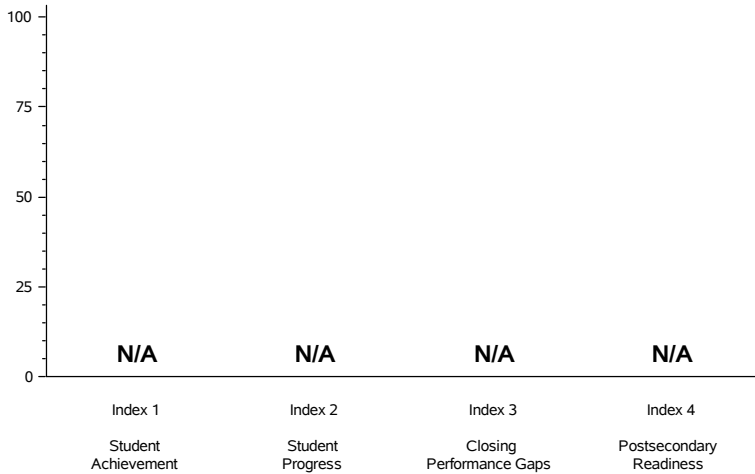


**TEXAS EDUCATION AGENCY**  
**2017 Accountability Summary**  
**THE EXCEL CENTER (FOR ADULTS) (227827)**

**Accountability Rating**  
**Not Rated**

<b>Met Standards on</b> - NONE	<b>Did Not Meet Standards on</b> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 <b>or</b> Index 2 <b>and</b> Index 3 <b>and</b> Index 4.	

**Performance Index Report**



**Distinction Designation**

**Postsecondary Readiness**  
**NOT ELIGIBLE**

**Performance Index Summary**

<b>Index</b>	<b>Points Earned</b>	<b>Maximum Points</b>	<b>Index Score</b>
1 - Student Achievement	N/A	N/A	N/A
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	N/A	N/A	N/A
4 - Postsecondary Readiness			
STAAR Score	N/A		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		N/A

**System Safeguards**

<b>Number and Percentage of Indicators Met</b>	
Performance Rates	N/A
Participation Rates	0 out of 2 = 0%
Graduation Rates	N/A
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
<b>Total</b>	<b>1 out of 3 = 33%</b>

For further information about this report, please see the Performance Reporting website at <https://rptsrv1.tea.texas.gov/perreport/account/2017/index.html>

# Strategic Priorities

**Priority 1.** Recruit, support, and retain teachers and principals

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools