THE EXCEL CENTER (FOR ADULTS)
District Improvement Plan
2020/2021

Operatur Per Literas -- Work Through Learning

Traci Berry - Superintendent
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Date Approved: 07/30/2020

THE EXCEL CENTER (FOR ADULTS)

Mission

The Goodwill Excel Center transforms lives in a supportive and holistic learning environment where all students are empowered to achieve personal growth, academic success, and career advancement.

Vision

Transforming Generations by Empowering People through education, career training, and work.

Values

Make the Difference
Own It
Spirit of Service
Work Hard, Play Hard

07/30/2020

THE EXCEL CENTER (FOR ADULTS) Site Base
Decision Making Team

Name	Position
Bauerkemper, Paige	Director of Special Programs
Berry, Traci	Superintendent
Clarkson, Nicole	Campus Director - Norwood Night
Evans, Sharon	Director of Family Services
Gosnay, Sarah	Campus Director - Lockhart
Hunt, Susan	Senior Director of Student Supports
Moody, Charles	Assistant Superintendent of Academics
Sandel, Angelica	Director of Student Experience
Serna, Leticia	Senior Director of Justice Education
Solis, Simon	Assistant Campus Director - Norwood
Terlik, Theresa	Assistant Superintendent of Administration & Programs
Thomas, Jeremy	Director of CTE
Turner, Hailee	Director of Operations
Vandiver, Wendy	Campus Director - South Austin & AYW
Whitfield-Pintarelli, Brianna	Assistant Campus Director - Norwood

07/30/2020

Resources

Resource	Source	Amount
IDEA Special Education	Federal	$31,445
FSP Funds	State	$4,504,471
Instructional Materials Allotment	State	$71,468
State Compensatory Education	State	$897,719

THE EXCEL CENTER (FOR ADULTS)

Goal 1. Decrease dropout rate by 10% for the 2019-20 school year as compared to the 2018-19 school year.

Objective 1. Reorganize the student onboarding program to provide wrap-around supports and increase options & supports to engage students prior to enrollment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing development for all Onboarding Coaches. (Strategic Priorities: 3)(CSFs: 5,6)	Campus Director, Campus Instructional Team Leads, Campus Leadership Team, Director of Student Supports	August 2020	(L)Local Funds	
2. Redesign onboarding programming. (Strategic Priorities: 3,4) (CSFs: 5,6)	Campus Instructional Team Leads, Campus Leadership Team, Intake Coach	August 2020	(L)Local Funds, (L)Staff Time	
3. Review the student commitment partner program and develop a plan for improvement. (CSFs: 5,6)	Campus Leadership Team, Director of Curriculum & Instruction, Director of Student Supports, Learning Teams, Life Coaches	November 2020	(L)Local Funds, (L)Staff Time	

THE EXCEL CENTER (FOR ADULTS)

Goal 1. Decrease dropout rate by 10% for the 2019-20 school year as compared to the 2018-19 school year.

Objective 2. 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	September 2020	(L)Local Funds, (L)Staff Time, (S)FSP Funds, (S)Instructional Materials Allotment	
2. Embed ELL strategies into the curriculum. (CSFs: 1)	Campus Instructional Team Leads, Campus Leadership Team, Director of Curriculum & Instruction, Director of Special Programs, ESL Program Team, Lead Teacher	September 2020	(L)Learning Team Plans, (L)Professional Development Plans, (L)Staff Time, (S)Instructional Materials Allotment	
3. Embed college-readiness standards into the curriculum. (Strategic Priorities: 4) (CSFs: 1)	Campus Instructional Team Leads, Campus Leadership Team, Learning Teams, Life Coaches, Teacher(s)	August 2020	(L)Local Funds, (L)Professional Development Plans, (L)Staff Time, (S)Instructional Materials Allotment	
4. Develop intensive instructional development plans for each teacher and instructional team. (Strategic Priorities: 1) (CSFs: 1,2,3,4,7)	Campus Director, Campus Instructional Team Leads, Campus Leadership Team, Director of Curriculum & Instruction	January 2021	(L)Staff Time	

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THE EXCEL CENTER (FOR ADULTS)

Goal 1.   Decrease dropout rate by 10% for the 2019-20 school year as compared to the 2018-19 school year.

Objective 3.   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 2020	(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 2020	(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)	Asst Superintendent of Admin & Programs, Director of Student Supports	August 2020	(L)Staff Time, (S)FSP Funds	

07/30/2020

THE EXCEL CENTER (FOR ADULTS)

Goal 2.   Decrease dropout rate for ESL population by 10% for the 2019-20 school year as compared to the 2018-19 school year.

Objective 1.   Refine and support an ESL Academy to utilize data to provide the scaffolding necessary for successful transition of ESL students into their core academic courses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continuously analyze the effectiveness of ESL course options & scheduling trends. (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Director, Campus Instructional Team Leads, Campus Leadership Team, Director of Curriculum & Instruction, ESL Program Team	October 2020	(L)Staff Time	
2. Utilize diagnostic testing for entry into each ESL Academy course (Strategic Priorities: 2,4) (CSFs: 1,2)	Campus Director, Campus Instructional Team Leads, Campus Leadership Team, Director of Curriculum & Instruction, Director of Special Programs, ESL Program Team, Intake Coach	August 2020	(L)Local Funds, (S)FSP Funds	
3. Review ESL Academy student data (dropout rate, attendance, proficiency level gains). (CSFs: 2)	Asst Superintendent of Admin & Programs, Campus Director, Campus Instructional Team Leads, Campus Leadership Team, Data Administrator, Director of Curriculum & Instruction, Director of Special Programs, Director of Student Supports, ESL Program Team	November 2020	(L)Local Data, (L)Staff Time	

07/30/2020

THE EXCEL CENTER (FOR ADULTS)

Goal 2.   Decrease dropout rate for ESL population by 10% for the 2019-20 school year as compared to the 2018-19 school year.

Objective 2.   Engage Region 13 and Texas Literacy Coalition support for the continued development of the ESL Academy and to provide ongoing professional development for instructional staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schedule beginning, mid, and end of year professional development activities with staff. (Strategic Priorities: 1,2,4) (CSFs: 1,2,7)	Directors of Curriculum & Instruction	September 2020	(L)Local Funds, (L)Professional Development Plans, (L)Staff Time, (S)FSP Funds	

THE EXCEL CENTER (FOR ADULTS)

Goal 3.　　　Maintain ADA of 425 for the 20/21 school year.

Objective 1.　　Develop a campus-wide approach to promoting daily attendance at school and in each classroom by utilizing data analysis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide weekly and term attendance reports by life coach. (CSFs: 4,6)	Data Administrator, Director of Student Supports, Life Coaches	August 2020	(L)Local Data, (L)Staff Time	
2. Engage students with indicators for low attendance. (CSFs: 4,6)	Life Coaches	August 2020	(L)Local Data, (L)Local Funds, (L)Staff Time	
3. Recognize student "best attenders" following each term. (CSFs: 6)	Life Coaches	September 2020	(L)Local Data, (L)Local Funds, (L)Staff Time	
4. Provide ongoing training to teachers on methods to contact students. (CSFs: 6,7)	Asst Superintendent of Admin & Programs, Campus Director, Campus Instructional Team Leads, Campus Leadership Team, Data Administrator, Director of Curriculum & Instruction, Director of Student Supports	September 2020	(L)Staff Time	
5. Provide weekly and term attendance reports by teacher/class. (CSFs: 2,5)	Asst Superintendent of Admin & Programs, Director of Operations, Data Adm, Registrar	September 2020	(L)Local Data, (L)Staff Time, (S)FSP Funds	

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THE EXCEL CENTER (FOR ADULTS)

Goal 3. Maintain ADA of 425 for the 20/21 school year.

Objective 2. Refine the onboarding program to provide wrap-around supports and increase options & supports to engage students prior to enrollment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct intake process review meetings each term for continuous improvement. (Strategic Priorities: 3) (CSFs: 6)	Asst Superintendent of Admin & Programs, Campus Director, Campus Leadership Team, Data Administrator, Director of Student Supports, Intake Coach, Life Coaches	August 2020	(L)Local Data, (L)Staff Time	

THE EXCEL CENTER (FOR ADULTS)

Goal 4.   Increase the percentage of students who approach GL standard or above for English Language Arts and Mathematics to 70%.

Objective 1.   Develop a Curriculum and Instruction department that serves to support effective, research-based instructional practices within all core content teams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop intensive instructional development plans for English Language Arts teachers that utilize data analysis for gaps in student mastery. (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,7)	Campus Instructional Team Leads, Director of Curriculum & Instruction	September 2020	(L)Local Funds, (S)FSP Funds	

THE EXCEL CENTER (FOR ADULTS)

Goal 4.   Increase the percentage of students who approach GL standard or above for English Language Arts and Mathematics to 70%.

Objective 2.   Create and follow intensive instructional development for English Language Arts and Mathematics teachers to address identified gaps in student mastery.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create initial instructional development plans and review regularly. (Strategic Priorities: 1,2,4) (CSFs: 2,7)	Campus Director, Campus Instructional Team Leads, Director of Curriculum & Instruction	November 2020	(L)Local Data, (L)Local Funds, (L)Professional Development Plans, (L)Staff Time, (S)FSP Funds	

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THE EXCEL CENTER (FOR ADULTS)

Goal 5.　　Increase the percentage of graduates earning an approved industry certification to 80% for the 2020/2021 school year.

Objective 1.　Develop robust CTE pathways and course offerings for students and the number of students taking CTE courses and earning industry certifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enhance the CTE Academy model with internal & external partnerships, course sequencing, cross-curricular alignment, and scheduled industry certifications.		September 2020		

Comprehensive Needs Assessment

Demographics

Demographics Strengths

This District/Campus has an incredibly diverse student population which leads to a unique environment for students to focus on learning and expanding their understanding of the world.

Demographics Weaknesses

The ESL student population has continued to increase and the ESL Academy is in the beginning phases of implementation.

Demographics Needs

Student and community feedback identify the need for increased course offerings.

Demographics Summary

The campus overall enrollment is expected to increase. Overall enrollment was over 1300 students during the 2019-2020 school year across six campuses. 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 100 applications every 6 week period.

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

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

Students who were previously TEAMS/TAAS/TAKS testers are now taking STAAR as their alternate assessment and have passing rates average 90% or higher.

Student Achievement Weaknesses

Students who must take STAAR as their state assessment have low passing rates less than 50%.

Student Achievement Needs

Increased instructional time students in the areas of English Language Arts and Mathematics, specifically for English Language Learners.

Student Achievement Summary

TEAMS/TAAS/TAKS passing rates average 90% or higher. STAAR passing rates are lower than 50%.

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.

Comprehensive Needs Assessment

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

Staff Quality, Recruitment and Retention Strengths

Excel Center for Adults teacher retention is over 90% 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

Intensive instructional development plans are needed for individual teachers and instructional teams.

Staff Quality, Recruitment and Retention Summary

The T-TESS appraisal system will continue to be utilized and intensive instructional development plans will be developed.

Curriculum, Instruction and Assessment

Comprehensive Needs 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.

Curriculum, Instruction and Assessment Needs

Standardized curriculum is needed among all departments to clarify scope and sequence. Utilization of local and state assessment data to correct gaps in mastery.

Curriculum, Instruction and Assessment Summary

Standardized curriculum is needed among all departments to clarify scope and sequence. Utilization of local and state assessment data to correct gaps in mastery.

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 Needs

Comprehensive Needs Assessment

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.

School Context and Organization Summary

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 2020-21 school year Learning Teams and Leadership Teams will continue to engage staff in the decision-making and continuous improvement process.

Technology

Technology Needs

Teachers need additional technology support and training to integrate into their classrooms. Teachers are utilizing classroom technology on a regular basis. Students could benefit from additional training on using school technology resources.

Technology Summary

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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

07/30/2020

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

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