

**Beta Academy**  
**District Improvement Plan**  
**2022-2023**

# Mission Statement

To establish world-class schools through a culture of “joyful rigor” and develop scholars and leaders who can contribute on a community, national, and international level.

## Vision

An elite education for all children.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

### Comprehensive Needs Assessment Process

The Beta campus needs assessment process is carried out by a campus leadership team which includes campus and district administrators, teachers, parents, and community members who meet to evaluate the previous years' data. The group completed required program evaluations, and reviewed the following data: PEIMS data, Benchmarks, MAP, SFA assessments, IOWA assessments, TAPR Attendance and mobility, and student and staff surveys. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

# Demographics

## Demographics Summary

What is the breakdown of students by grade, ethnicity, and gender?

What is the breakdown of students by at-risk indicator?

How many students are considered economically disadvantaged?

What is the breakdown of students by special instructional program (SPED, dyslexia, 504, emergent bilingual, special education, CTE, GT, SCE, migrant)?

Has there been any changes in the district/community that impacted demographics?

How do teacher-student ratios impact instruction?

## Campus 001:

Beta Academy-001 is known as the Flagship campus of the Beta Academy Charter School. The campus moved into its new building in 2020 and served grades 2-12 during the 2021-2022 school year. During the 2021-2022 school year, the Flagship campus served and graduated its very first senior class of 16 scholars.

The student demographics for the 2020-2021 school year reflect a diverse population as follows: 13% African American, 6% White, 2% Asian and 77% Hispanic, 18% English Language Learner, 8% students identified with disabilities, with a low socioeconomic status of 67%. The percentage of students identified as At-Risk is 45% and includes less than 1% of students enrolled who are identified as homeless. Less than 1% of students are in the foster care system. The staff population reported in the 2020-2021 TAPR reflects totals for grades PK-10 combined based on the way data was reported that year. Staff demographics are as follows: 16% African American, 61.6% White, 21.6% Hispanic, .7% Asian, 17.1% male and 82.9% female with 25.5% of teachers identified as beginning and 52.8% of teachers having between 1 and 5 years of experience. 100% of instructional paraprofessionals meet federal Highly Qualified standards.

The overall mobility rate for the campus is approximately 8.7% on the 2019-2020 TAPR. The average daily attendance rate for students was 96.7%.

Because Beta Academy is an open-enrollment charter school, students come from multiple school districts from the greater Houston area. Additionally, the school leadership has worked diligently to develop strong business and community partnerships with local organizations. This has resulted in strong support and innovative initiatives that benefit students at every grade level.

## Special Programs

Our Schoolwide Title I program consists of parent and family engagement activities, additional instructional materials support for math and reading, professional development options with a focus on a positive climate and instructional strategies, and the addition of instructional coaches and intervention specialists. Our State Compensatory Program (SCE) consists of Intervention coaches and instructional aides for support with struggling students. The ESL program includes pull-out sessions for students identified as LEP according to state guidelines. In addition, teachers receive additional and intensive training and coaching on sheltered instruction strategies and academic vocabulary to help ELLs make significant progress in all academic content areas. Students have the opportunity to participate in and explore college and career options through a partnership with San Jacinto Community College.

## Comprehensive Needs Assessment Process

The Beta Academy Flagship Campus needs assessment process is carried out by a campus leadership team which includes campus and district administrators, teachers, parents, and community members who meet to evaluate the previous years' data. The group completed required program evaluations, and reviewed the following data: PEIMS data, Benchmarks, MAP, TAPR Attendance and mobility, and student and staff surveys. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

## **Campus 002:**

### **Demographics: Who Are We?**

Beta Academy 002 is a charter school campus that serves students in grades Prekindergarten through 2nd grade. Students enrolled in Beta Academy come from 14 Independent School Districts in the Greater Houston Area. In 2020, Beta Academy Charter School reconfigured its campus to include 2 campuses. The campus at 9701 Almeda Genoa campus is Beta Academy-002 Beta Academy Charter District. The campus moved into its new building in 2020 and now serves grades PK - 2 at the original location. During the 2022-2023 school year, the campus will be configured as a PK-2 campus.

The student demographics for the 2020-2021 school year reflect a diverse population as follows: 18% African American, 7% White, 2% Asian and 71% Hispanic, 25% English Language Learner, 3% students identified with disabilities, with a low socioeconomic status of 76%. The percentage of students identified as At-Risk is 33% and 1.8% of students are identified as homeless. Less than 1% of students are in the foster care system. The staff population reported in the 2019-2020 TAPR reflects totals for grades PK-10 combined based on the way data was reported that year. Staff demographics are as follows: 16% African American, 61.6% White, 21.6% Hispanic, .7% Asian, 17.1% male and 82.9% female with 25.5% of teachers identified as beginning and 52.8% of teachers having between 1 and 5 years of experience. 100% of instructional paraprofessionals meet federal Highly Qualified standards.

The overall mobility rate for the campus is approximately 8.7% on the 2019-2020 TAPR. The average daily attendance rate for students was 97.2%.

Because Beta Academy is an open-enrollment charter school, students come from 14 independent school districts from the greater Houston area. Additionally, the school leadership has worked diligently to develop strong business and community partnerships with local organizations. This has resulted in strong support and innovative initiatives that benefit students at every grade level.

## Special Programs

Our Schoolwide Title I program consists of parent and family engagement activities, additional instructional materials support for math and reading, professional development options with a focus on a positive climate and instructional strategies, and the addition of instructional coaches and intervention specialists. Our State Compensatory Program (SCE) consists of Intervention coaches, instructional aides for support with struggling students and PK aides who assist the PK teachers in their instructional program. The ESL program includes pull-out sessions for students identified as LEP according to state guidelines. In addition, teachers receive additional and intensive training and coaching on sheltered instruction strategies and academic vocabulary to help ELLs make significant progress in all academic content areas.

## Comprehensive Needs Assessment Process

The Beta Academy needs assessment process is described below. The campus leadership team includes campus and district administrators, teachers, parents and community members who meet to evaluate the previous years' data. The group completed required program evaluations, and reviewed the following data: PEIMS data, Benchmarks, MAP, SFA assessments, IOWA assessments, TAPR Attendance and mobility, and student and staff surveys. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and problems. The data showed:

### Demographics Strengths Campus 001:

- Enrollment had doubled over the previous two years and then increased an additional 6%. On track for additional 5-10% increase for 22-23.
- School demographics match the community demographics.
- School population is diverse both staff and scholars
- Investment in community (near and far reaching)
- Provide joy and opportunity for scholars in diverse and low economic settings.
- Opportunity presented by serving 2nd - 12th grade on same campus. Allows mentorship between ages as well as college exposure and excitement all the way down to 2nd grade.
- Staff changeover is a decrease in teachers with 1-3 years' experience and increase in teachers with 5+ years' experience.
- Less than 10% of staff is administration and leadership.

### Campus 002:

Beta's enrollment has doubled in the past two years. The school's demographics closely match the community's diverse demographics. Less than 10% of staff is in administration and leadership. Seasoned staff members help mentor new teachers so that the turnover is minimal. The administration works to provide support for all staff members. Many parents are invested because they want to 'break the cycle' of poverty in their family, so they willingly volunteer to support activities and school events.

# Student Learning

## Student Learning Summary

### Campus 001:

How are our students performing on state assessments?

Describe the domain ratings for your campus: Student Achievement, School Programs and Closing the Gaps.

How are our students performing on local metrics for learning?

- SAT scores: 11th - 35% met benchmarks in Math and Reading, 91% met Reading and Writing
- 11th PSAT 86 met Eng, Reading; 57 met math.
- 10th PSAT 45% met both; 79% met Eng Reading Writing; 48% met math
- 9th PSAT: 54% met both; 78% met Eng & Writing; 59% met math.
- TSI: 8th (38 students) - 2 (5%) are college ready. Overall stronger in reading. Writing needs work and Math needs work.

Which students are making progress and which students are not?

How are at-risk students performing compared to students who are not at-risk?

How are students in special instructional programs performing? The SPED/ESL aide switch that was implemented this year was successful and helpful. This is something we need to improve and expand for next year (training, etc.).

Does student behavior impact student achievement? Yes. We've seen more behaviors, and this impacts the ability for teachers to be successful.

How are our instructional programs aligned from EC-12 and beyond?

- Lack of consistent math support affected the math scores. Need additional math support (coaches / intervention) to support scholar growth.

### Campus 002:

From its inception, the leadership team of Beta Academy has implemented a strong curriculum based on the concept of “joyful rigor”. Not only are high standards communicated to students, but immediate intervention is provided to students who might be struggling to meet their academic goals. Data from multiple sources is frequently and carefully reviewed so that “real time” adjustments can be made to the curriculum, instruction, and assessment protocols. Overall, Beta Academy students perform at a higher level than students across the state of Texas.

Beta’s Accountability rating based on 2019 STAAR results is A. Five distinctions were earned in the areas of ELA/Reading, Math, Social Studies, Post-Secondary Readiness, and Comparative Closing the Gaps. It should be noted that STAAR was not administered in the spring of 2020 due to COVID-19. Currently, there are no grade levels at the 002 campus that take the STAAR assessment. Therefore, their accountability rating will be assigned based on the accountability rating assigned to Campus 001. STAAR assessments were administered in the Spring of 2021 but will not be used to determine an accountability rating.

Kindergarten MAP Reading scores for the 2021-2022 school year are as follows:

33% not met / 65% approaches / 39% met standard / 17% mastered.

Kindergarten MAP Math scores for the 2021-2022 school year are as follows:

27% not met / 73% approaches / 46% met standard / 17% mastered.

Kindergarten Reading Roots scores for the 2021-2022 school year are as follows:

7% not met / 93% approaches / 82% met standard / 78% mastered.

1st grade MAP Reading scores for the 2021-2022 school year are as follows:

27% not met / 73% approaches / 44% met standard / 16% mastered.

1st grade MAP Math scores for the 2021-2022 school year are as follows:

28% not met / 72% approaches / 39% met standard / 13% mastered.

\*ESL info maintained by E. Marin.

Behavioral support from teachers and administration keeps scholars in the classroom and learning.

## **Student Learning Strengths**

### **Campus 001:**

- STAAR scores showing growth in the areas of Reading and Math for Hispanic and African/American student groups compared with MOY MAP scores
- Student scores in grades 2,3,5,6,8 show an increase in MOY Math MAP when compared to BOY scores.
- 100% of student scored "Meets Grade Level" on Iowa and STAAR EOC English II and biology
- Very high scores on all HS EOCs
- The coaching program provided support, growth, and guidance for teachers.
- New instructional aides / intervention switch from the year was overall a successful change.

Campus 002:

Based on NWEA MAP scores, more 1st grade scholars achieved "meets" in reading than in math.

Based on NWEA MAP scores, more Kindergarten scholars achieved "meets" in math than in reading.

Instructional minutes were added with enrichment times to focus on reading and math. Those times boosted achievement from Winter to Spring in MAP scores. First Grade growth during that time-period in Math was 68%. First grade growth during that time-period in Reading was 63%. Kindergarten growth during that time-period for Math was 57%. Kindergarten scholar learning strengths are that they exceeded campus goals in Reading Roots. Instructional aide support was an evident strength.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Campus 001: Only 59% of scholars in grades 3-8 achieved a score of meets on the MOY Math MAP test. **Root Cause:** Lack of math coach; lack of hands-on instruction and performance-based learning.

**Problem Statement 2:** Campus 001: 0% of scholars demonstrated growth from BOY to MOY science MAP (4th-8th) in meets and 4% of scholars decreased in masters.

**Problem Statement 3:** Campus 001" 75% of 10th graders and 43.75% of 11th graders are not meeting minimum TSIA requirements in reading and/or math to be considered college ready. **Root Cause:** Lack of JOY in the classroom; Ineffective data analysis and collection

**Problem Statement 4:** Campus 001: Only 66% of scholars in grades 3-8 achieved a score of meets on the MOY Reading MAP test. **Root Cause:** Foundational gaps; Lack of instructional support staff.

**Problem Statement 5:** Campus 002: On the EOY Math Map, for 1st grade scholars, only 39% of scholars scored Meets and only 13% scored Masters.

**Problem Statement 6:** Campus 002: On the EOY Reading MAP, for 1st grade only 44% of scholars scored Meets and only 16% scored Masters.

**Problem Statement 7:** Campus 002: On EOY Math Map, for kindergarten scholars, only 46% of scholars scored Meets and only 17% scored Masters.

**Problem Statement 8:** Campus 002: On EOY Reading Map, for kindergarten scholars, only 39% of scholars scored Meets and only 17% scored Masters.

# District Processes & Programs

## District Processes & Programs Summary

How is professional development planned to support student achievement?

Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction?

What is our instructional technology plan?

How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/organizations, assessment, grade-level transitions, etc.?)

### Campus 001:

How is professional development planned to support student achievement?

- BOOST: Mostly positive feedback. Learning different techniques for classroom. Timing was hard - after school, limited time. Broke down the TIA rubric. Need to think about timing.
- Inservice Training: Curriculum training was positive. Bringing in reps from the curriculum. Less relevant for HS teachers. Need more differentiation in training. Need to increase support / training in SPED/ESL/RTI supports and procedures (this needs to be ongoing).
- Want to send teachers to outside trainings.

Are all students provided the opportunity to meet challenging state academic standards with a well-rounded program of curriculum and instruction?

- Yes. Rigor comes from teachers and curriculum via support of coaching.
- Reading Horizons, No Red Ink, STAR AR, MAP help move the dial.
- AVID

What is our instructional technology plan?

- approx. 8-10 on computers
- Prometheans are helpful and well used.

How is instructional time planned (master schedules, PLCs, tutorials, summer school, enrichment, clubs/organizations, assessment, grade-level transitions, etc.?)

- Elem schedule: flexibility
- Middle schedule: happening tutorial time (good and bad) - teachers need additional coaching support and intervention hands to make this time most effective
- HS schedule: block schedule.
- PLC schedule was cut significantly during the year. Need to have this bi-weekly. How can use staff meeting time?
- Tribes really improved this year.

Note: Streamlining communication

### Campus 002:

Teachers and staff have multiple opportunities to participate in high quality professional development aligned with Beta's focus on excellence in teaching. The Beta leadership team

has developed a meaningful stipend program that encourages and rewards teachers who increase their professional knowledge and demonstrate an ability to implement what is learned, as evidenced by scholar's scores. Professional development options are developed based on a deep knowledge of student and staff needs. And participants in all professional development activities are accountable to implement the strategies and concepts taught.

As a small charter in the Greater Houston area, Beta Academy faces challenges in the recruitment and retention of highly effective teachers. This has been a specific focus of the Beta Equity Plan developed as required by TEA. The focus has been the development of highly effective teachers and a focus on the retention of those teachers.

### **District Processes & Programs Strengths**

#### **Campus 001:**

- All staff had access to a laptop for school use.
- Almost a 1-1 ratio for devices
- Schedule flexibility and willingness to tweak schedules as needed.
- HS Block schedule will allow for scholar success.

#### **Campus 002:**

Master schedule incorporates blocks of time to provide for focused and intentional instruction that supports scholars' academic growth.

Tutorials are collaboratively planned by grade level teams and held twice a week after school. In addition, in the winter, additional time was added to the day for enrichment small group instructional time. This small group instruction time provided scholars with the needed support to meet growth targets. Programs used during this enrichment time included Hooked on Phonics, iStation, and ST Math.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Campus 001: 0% of training during the school year covered core subject content areas other than math and reading.

**Problem Statement 2:** Campus 001: Only 25% of 4th grade teachers were retained.

**Problem Statement 3:** Campus 001: 48% of staff do not feel they have adequate materials and equipment to do their job.

**Problem Statement 4:** Campus 002: Utilize computer-based programs such as STMath, iStation, and others to better prepare scholars for online MAP testing by increasing computer literacy.

# Perceptions

## Perceptions Summary

### Campus 001:

### Campus 002:

Staff climate survey shows that the culture and climate of the campus is strong. End of year surveys scored a series of questions with a 1-5 rating. All score averages equaled 4.5/5. Based on the staff climate survey, staff retention is strong. Every teacher from the 21-22 school year is returning for the 22-23 school year.

Many parents and families engage in the education of their child by collaborating with teachers to provide continuity of character development from school to the home. They volunteer for events to support their scholar's school activities and engagement so that the overall educational experience is effective.

## Perceptions Strengths

### Campus 001:

### Campus 002:

Staff climate survey shows that the culture and climate of the campus is strong. End of year surveys scored a series of questions with a 1-5 rating. All score averages equaled 4.5/5. Based on the staff climate survey, staff retention is strong. Every teacher from the 21-22 school year is returning for the 22-23 school year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Campus 001:

**Problem Statement 2:** Campus 001:

**Problem Statement 3:** Campus 001:

**Problem Statement 4:** Campus 001:

**Problem Statement 5:** Campus 002: Staff collaboration from all staff members will be encouraged so that opinions can be heard and valued.

**Problem Statement 6:** Campus 002: Parent and family involvement will be sought by teachers and administrators through a variety of opportunities to volunteer and engage in their scholar's academic journey.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results SAT
- and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress, and participation data.
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data.
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback Teacher/
- Student Ratio
- State certified and high-quality staff data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1:** Curriculum, Instruction and Assessment: The district will improve student performance for all student groups to attain state standards in respect to the achievement indicators.

**Performance Objective 1:** All students in the district will experience increased student achievement, decreased achievement gaps and increased school progress.

**Evaluation Data Sources:** STAAR/EOC/TELPAS

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Instruction: The district will provide TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas. To increase hands-on instruction, campus leaders will plan specific hands-on activities with their grade-level and/or content teams. Campuses will maintain consistent grade span within the charter district
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math while utilizing data to guide instruction. Progress monitoring tools include, but are not limited to: Accelerated Reader, MAP Growth, IStation, and Reading Horizons.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Data and Assessment: The district will streamline assessment procedures to support teachers in the analysis of data and in making real-time adjustments to both classroom and student-specific instruction.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Multi-Tiered System of Support (Response to Intervention): Teachers will identify struggling learners through the MTSS (RTI) process and provide instructional methods such as intervention/tutorials for all STAAR/EOC tested subjects. Campuses provide small group interventions for all students by utilizing resources and staff and will continue the implementation of robust systems for student identification and procedures for progress monitoring.
<b>Strategy 5 Details</b>

**Strategy 5:** Emergent Bilingual Students: The district will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing. The district will provide supplemental and targeted training in structuring, planning, and facilitating a language-rich classroom by receiving specific strategies in differentiating instruction so that EBs can build their ability to discuss and communicate academic concepts effectively.

**Strategy 6  
Details**

**Strategy 6:** Special Education Services: The district will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The district will establish procedures for child find, referrals and evaluations.

**Strategy 7  
Details**

**Strategy 7:** Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.

**Strategy 8  
Details**

**Strategy 8:** 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The district will establish procedures for child find, referrals and evaluations.

**Strategy 9  
Details**

**Strategy 9:** Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs. The district provides extended learning opportunities, such as, but not limited to Edgenuity, for students whose math and reading scores are below grade level and at risk of not meeting state standards.

**Strategy 10  
Details**

**Strategy 10:** College, Career and Military Readiness: Campus administration will provide students and parents with activities and information about post-secondary readiness, career education, military requirements, and college readiness. The district provides professional development to designated teachers in topics such as the Socratic Method Training. The district will continue the development of networking events with local business owners and high school students. The district will also work with local businesses and industries to develop internship opportunities for high school students.

**Strategy 11  
Details**

**Strategy 11:** Career and Technical Education: The district will continue to enhance the CTE program, certifications offered and real-world experience connections.

**Strategy 12  
Details**

**Strategy 12:** Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the kindergarten curriculum and will focus on early childhood literacy and mathematics.

**Strategy 13  
Details**

**Strategy 13:** Kindergarten: The district will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at home-based childcare.

**Strategy 14  
Details**

**Strategy 14: Technology:** The district will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The district provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff. To increase hands-on instruction, the district will use technology resources to engage parents and community to donate funds, materials and/or to volunteer in the targeted classroom or campus activities.

**Strategy 15  
Details**

**Strategy 15: Pregnancy Related Services:** Support services will be provided to pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood.

**Strategy 16  
Details**

**Strategy 16: Higher Education Requirements:** The district will ensure that secondary students', teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, dual credit opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

**Strategy 17  
Details**

**Strategy 17: Increasing Attendance, Drop-Out Prevention:** The district will monitor attendance to provide intervention, supports and a plan for the school year.

**Strategy 18  
Details**

**Strategy 18: Homelessness and Foster Care:** The district liaison will ensure students identified for either of these programs, have access to free lunch and supplemental resources as needed.

**Goal 2:** Staff Quality, Recruitment and Retention: All students will be taught by high quality staff and supported by highly qualified paraprofessionals.

**Performance Objective 1:** The district will hire high quality staff, highly qualified paraprofessionals and will increase staff retention rates by offering meaningful and purposeful professional development.

**Evaluation Data Sources:** Paraprofessional Compliance Report, District Equity Plan

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Attract/Retain Staff: The district will attract and retain highly qualified teachers for instruction and intervention/tutorials. The teacher mentoring system will be used to support and retain teachers. The district will participate in the Teacher Incentive Allotment (TIA) grant.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Professional Development: The district will provide professional development for teachers, administrators, paraprofessionals, and other staff as needed.

**Goal 3: School Culture, Communication and Compliance:** All students will be educated in an environment that is safe, promotes positive communication and within an organization that maintains programmatic and fiscal compliance.

**Performance Objective 1:** The district will ensure campus/district safety, engage parents and families in frequent and ongoing communications, and utilize fiscal transparency.

**Evaluation Data Sources:** Incident Reports, Budgets, Communications, Surveys

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Goal Setting (CNA/CIP/DIP): The district has an established site-based decision-making committee that focuses on the district improvement planning process, and carries out responsibilities such as, but not limited to, district of innovation plans, the district calendar, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Fiscal Compliance: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Public Meeting: The district holds an annual public meeting upon receipt of district/campus ratings from the Texas Education Agency regarding performance and the district improvement plan.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Parent and Family Engagement: The district will educate and inform families about campus/district programs and services prior to the event to build capacity, understanding and importance of parent and family engagement A variety of communication methods will be used, in a language that parent can understand, including, but not limited to, school marquee, local newspaper communications, meet the teacher night, open house, report card pickup, parent/guardian meetings, etc.
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> Communicating Student Achievement to Parents: The district will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to student work samples, progress report updates, report cards, parent-teacher conferences, phone calls, etc.
<b>Strategy 6 Details</b>

**Strategy 6:** SHAC: Health and Wellness: The district will implement coordinated school health, and the wellness plan to encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC).

**Strategy 7  
Details**

**Strategy 7: Student Safety:** The district will utilize communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Procedures, and conduct safety/security audits. Equipment, hardware, and software updates will be acquired as needed to enhance campus and district security measures. Campuses will conduct safety drills, require visitor sign in and badges, ensure perimeter doors are locked and other precautions, as necessary.

**Strategy 8  
Details**

**Strategy 8: Early Intervention:** The district will provide a comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.

**Strategy 9  
Details**

**Strategy 9: Addressing Abuse:** The district will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.

**Strategy 10  
Details**

**Strategy 10: Anti-Bullying:** The district will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. The district maintains an anti-bullying policy.

**Strategy 11  
Details**

**Strategy 11: Title I:** The Title I, Part A school wide program is designed to provide supplemental instructional supports to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.

**Strategy 12  
Details**

**Strategy 12: Title I:** Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.

**Strategy 13  
Details**

**Strategy 13:** The district will continue to build strong community networks of support by increasing incoming financial gifts from outside organizations and foundations connected to Beta Academy.

