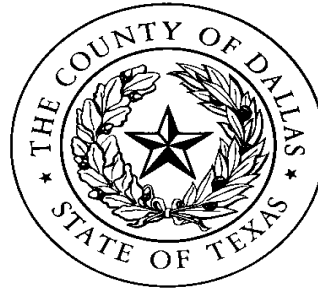


Academy for Academic Excellence Charter Schools District Improvement Plan



*“Building Successful 2025-2026
Lives, Despite Life’s Challenges!”*

ACADEMY FOR ACADEMIC EXCELLENCE CHARTER SCHOOL

Mission Statement

YOUTH FIRST

“To assist referred youth in becoming productive, law-abiding citizens,
while promoting public safety and victim restoration.”

EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

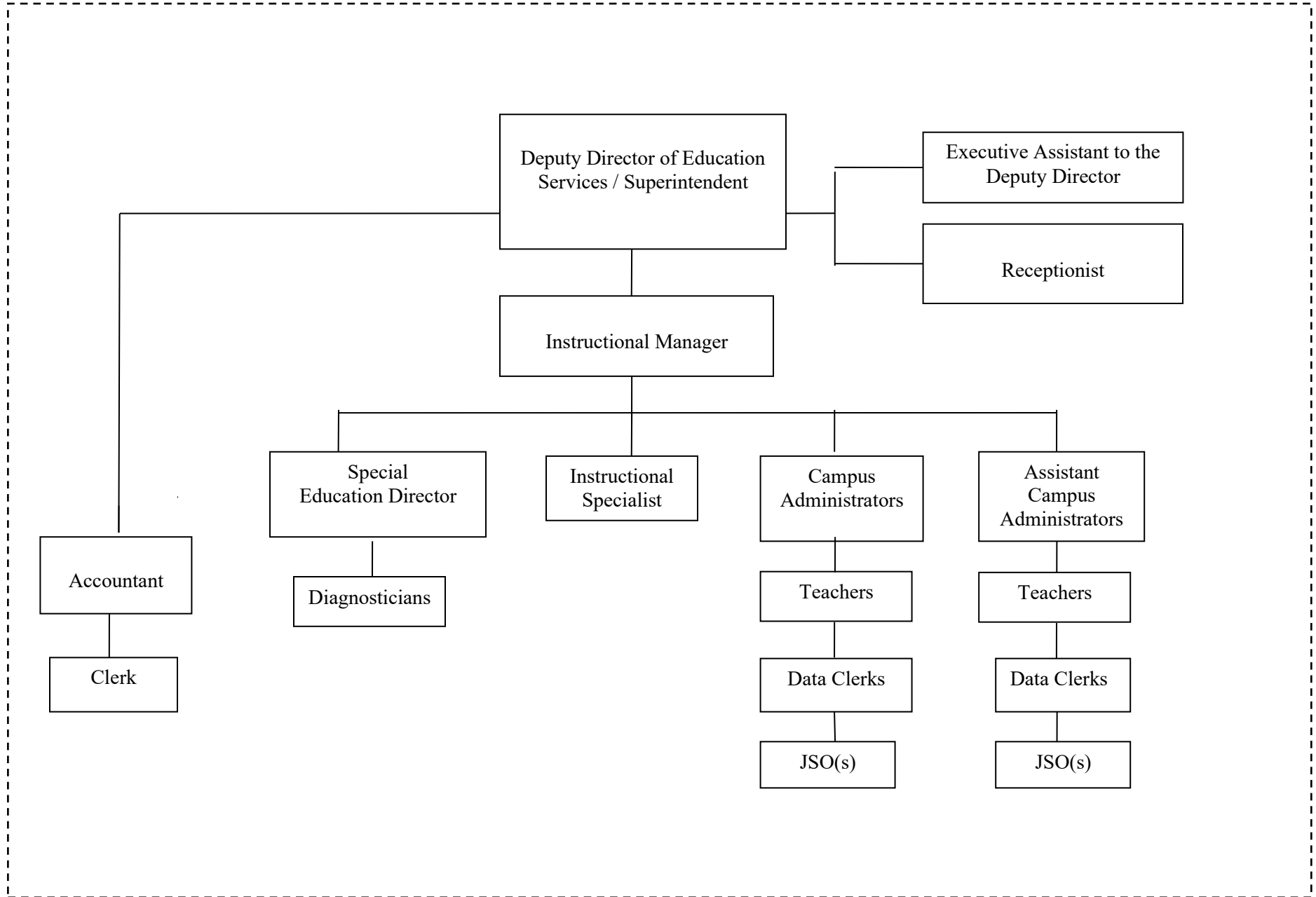
EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in comparison to state standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Academy for Academic Excellence
Organizational Chart



BACKGROUND INFORMATION



The **Academy for Academic Excellence Charter Schools (DCJJCS)** is an educational institution that provides academic instruction to students in the custody and care of Dallas County. Students in grades 3 through 12 are serviced at the following campuses: *001 Campus* (JDC: **Juvenile Detention Center**), *002 Campus* (DRC - **Day Reporting Center**), *003 Campus Medlock / Youth Village*, and *005 Campus LETOT*. The Academy for Academic Excellence Charter Schools opened its doors in August of 1999 and serves predominantly 100% economically disadvantaged, at-risk students from all surrounding Dallas County area school districts. The internal organization of the Academy for Academic Excellence Charter Schools include seven facilities located in different geographical locations that were recognized by the Texas Education Agency as individual campuses beginning the 2011-2012 school year.

On September 23, 2019, the Dallas County Charter School Board approved the closing of the Substance Abuse Day Treatment Program (SAU campus #057-814-004) due to low enrollment.

Each campus serves a different population of students that are set to meet the unique and specific needs of the students. In addition, each juvenile facility has a different culture defined by components, such as length of stay, gender dynamics of the population, and program goals.

AAE Committee Members

The following constitutes the membership of the Academy for Academic Excellence Charter Schools' District Improvement Planning Committee. Collectively, the members have reviewed qualitative and quantitative focused data regarding our students, teachers, staff and community. The needs discussed were matched and those expectations were used to plan what will best help meet our needs.

As a result, the deliberations from the students, their parents, teachers, other staff, and community and business stakeholders will work collaboratively to build a premier charter school that can serve as model for other Juvenile Detention Education Programs.

The purpose of the District Improvement Planning Committee of the Academy for Academic Excellence Charter Schools is to provide a collaborative organization framework of shared responsibility and accountability in a way that:

- supports the Academy for Academic Excellence mission and develops district goals; and
- promotes community involvement so that all students, regardless of ethnicity, social background, economic conditions, gender, age, or disabling conditions, can achieve to their maximum levels and become productive citizens in a changing world.

NAME	POSITION		NAME	POSITION
Karen Ramos	Superintendent		Sheterric Malone	001 Campus Admin
Ardis McCann	Instructional Manager		Jose Tellez	001 & 003 Asst. Campus Admin
Anita Connally	Instructional Specialist		Toralyn Lillie	003 Campus Admin
Jennifer Paige	Administrative Assistant		Marilena Zuppardo	005 Asst. Campus Admin
William Howard	McKinney Vento Rep.		Suzettee Shepard	Parent Rep.
Olivia Landin	Parent Rep.		Juanita Smith	Teacher
Kim Molidor	Teacher		David Duke	Paraprofessional
Bryan Hernandez	Paraprofessional		Raymond Rivera	Parent Rep.
Terry Crenshaw	CATE Rep.			

To meet the objectives listed, the coordination of ESSA services are as follows:

Title I A & D allocate 100% of these funds to staff salaries

Title II A 100% of these funds is allocated to staff salaries (teacher retention)

Title III is used to support English Language Proficiency for ESL students with supplemental instructional materials.

Title IV is used to support technology in the classroom and professional development.

Perkins funds are used to support CATE programs.

AAE transfers 100% of Title II and IV to Title I part A.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2025-2026

Data Sources Reviewed:

- TAPR
- PEIMS
- TxEIS
- RDA
- TELPAS
- STAAR
- EOC
- Imagine Learning (formerly Edgenuity))
- MyPath (learning loss and accelerated instruction)
- TEC/TAC
- District Policies and Procedures
- PGP's / IPI's / AIP / ALC / AIP
- Dropout Rates
- Master Schedules
- Parent Conferences/Meetings
- County Appraisal System
- Professional Development Data
- SBEC data
- Teacher College Transcripts
- Recruitment / Retention Strategies
- TJJD Standards
- TCMPC (includes TEKS RS and ITRS)
- Eduphoria
- Year at a Glance (YAG)
- Pedagogy
- Data Decision Meetings
- Content Meetings
- Campus Needs
- Technology Plan
- Staff Surveys
- Federal Report Card

Academy for Academic Excellence
Strengths and Needs Review
CNA
2025-2026

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Small class sizes Veteran teachers Good attendance Specific programs for students with specific needs	100% at-risk population Improve staff attendance (FMLA)	Incentives to improve staff attendance. Staff on FMLA
Student Achievement	Common Assessments: to identify individual needs and measures student growth. Implementation and utilization of student work-folders allow for student and teacher accountability. Instructional use of graphic and non-graphic novels	SSI helps us to identify the students who need more intense interventions for learning. Continuing training in core content instructional delivery Mentors for novice and struggling teachers Student mentors Continue to purchase and/or refurbish classroom materials for students (calculators, lab equipment, etc.).	Our data reflects the need for more rigor in content areas. Teachers need year-round training and staff development in instructional design and delivery. Teacher mentors for novice and/or struggling teachers. Mentors for students. Purchase and/or refurbish classroom materials for students (calculators, lab equipment, etc.).
School Culture and Climate	Facility Staff TJJD Training JSO's in every classroom Data team meetings Annual Book Study Content Meetings YSAB funds for student and staff incentives Core Content Leads	Content leads stipends Align facility functions and school functions Current Event Student Resource Books/Activities (like Scholastic) for Core Content	Current Event Student Resource Books/Activities (like Scholastic) for Core Content
Staff Quality/ Professional Development	Small student : teacher ratios Stipends for certified teachers Identify needed staff development through teacher appraisals	Certified math teachers Staff with ESL endorsement Training needed in teaching students in an alternative educational setting/environment	Teachers need specific training on teaching and working in an alternative educational environment. Salaries need to be more competitive with the surrounding school districts. Purchase instructional supplies and materials

	Staff are creative when utilizing materials for students in residential facilities.	Supplies and materials are conducive to students in residential facilities.	conductive to students in residential facilities.
Curriculum, Instruction, Assessment	Content leads Instructional Programs to enhance and accelerate instruction Dedicated staff Aligned Year at a Glance with Pacing Guides for consistency in courses Partnered with Region 10 Library Services and a private school for Library Books Increased CTE Programs welding, construction, culinary, OSHA, forklift, Floral Design, Coding Class and Employability Skills. Continue to seek CTE and career explorations for youth to increase employability efforts. Incorporate MyPath, a diagnostic and individualized learning program, to accelerate student learning and provide support for loss of learning due to the COVID Pandemic.	Additional training in curriculum delivery Teachers need training in understanding the alignment between the written, taught, and tested curriculum Differentiated instruction training Training on the Lesson Cycle/Lesson Delivery Current textbooks Library Books Novels Additional funds for supplemental resources (calculators, science equipment, current event sources (like scholastic), materials to increase literacy (reading, writing, and speaking). Daily lessons in Math and Reading to accelerate student learning.	Staff need training in the three kinds of curricula: written, taught and tested for at risk students in an alternative setting. Training on the Lesson Cycle/Lesson Delivery Differentiated Instruction SIOP/Sheltered Instruction Strategies Continue to purchase currently adopted textbooks Build/purchase new/current library books in the schools Novels Additional funds for supplemental resources (calculators, science equipment, current event sources (like scholastic), materials to increase literacy (reading, writing, and speaking). Supplemental resources for special populations that will enhance literacy, language acquisition and cognitive abilities.
Family and Community Involvement	Food Bank for families Clothing Closet for families Partner with Parkland Hospital	Coordinate parent visitation with school conferences and Parent Nights	Due to the TJJD standards, parental involvement is limited. Campuses reach out to parents via phone, mail ,etc.
School Context and Organization	Master Schedule Teacher Flexibility Veteran Staff Low teacher turn-over rate Communication Student and teacher recognition and incentives Staff appraisals TJJD Standards TEA/TAC Standards 100% Certified/Degreed/Highly	Professional development in Alternative Education Methodology TJJD training PT teachers at each campus assist with classroom instruction	Due to the county guidelines for hiring staff, most of the qualified teachers that are identified are lost due to the lengthy county process. PREA ANE TJJD Standards AEA Accountability Substitutes needed to fill in for teachers who want to go to training or out sick

	Qualified Staff		
Technology	Technology Plan Technology Policies and Procedures District Lead Use hot spots for continuity in instruction (as needed) ERATE funds (CAT 1 for student internet and CAT 2 for equipment)	Additional training in technology Additional computers and/or laptops Limited access to Wi-Fi (if any) Limited access to internet (if any) Hand-held electronic devices (Laptops and/or ipads) for teachers/admin use in classrooms Calculators Hot Spots and Chromebooks will allow student access to instruction via ZOOM and individual instructional support.	Additional computers for staff and students with supported training on programs and program use. Limited access to instructional websites, Wi-Fi, hyperlinks, etc. due to the TJJD standards related to student safety / security. Laptops and/or ipads for teacher and/or admin use for walk-throughs, evals, etc. Continue to purchase calculators for student use. Continue to support/purchase the various technology needs for remote or face-to-face instruction (State/Federal funds with reimbursements. Utilize Perkins Funds to support CTE programs.

Academy for Academic Excellence
Educational Goals
2025-2026

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in ELAR

Eng I EOC – 25% Eng II *

Gr 3-8 *

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of-Implementation	Evidence of Impact	Formative/ Summative
Improve Reading and Writing, scores on State Assessment through the use of targeted interventions (RTI, SST, etc.).	Teachers Administrators	Eduphoria Region 10 Lead teachers	September June Daily	Increase in number of students passing STAAR/EOC	Improved test scores, improved instructional strategies	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Incorporate District Initiatives for ELA: A. Introduce vocab. at the beginning of each unit B. Add content vocab as students discover word meanings through reading text during a unit C. Using vocab words frequently during a unit D. Using questioning techniques or games for closing activities every day, especially word games E. Daily bell ringers every for content review	ELA Teachers		4 times a year (Sept, Dec, March, June)	Lesson plans, classroom walk-throughs.	Improved test scores, improved reading and writing skills, increased use of vocabulary/terminology	Improved student achievement

Ideal State: Goal(s) TAPR Students will demonstrate proficient performance in ELAR Eng I EOC – 25% Eng II * Gr 3-8 *						
Objective(s): Objective #2: Students will be encouraged and challenged to meet their full educational potential. Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.						
Campuses will make use of the TCMPC/TEKS Resource System to effectively present state-required student expectations and develop high quality instructional practices that scaffold the basic knowledge base.	Teachers Administrators Leadership Team	state-aid TCMPC/TEKS Resource System)	Sept. June Daily	Increase in number of students passing STAAR/EOC Lesson plans, classroom walk- throughs.	Improved test scores, improved instructional strategies Improved test scores, improved reading and writing skills, increased use of vocabulary	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Campuses will examine student progress in order to target immediate student needs and develop student interventions.	Teachers Administrators Leadership Team	Grades, pre- post assessments Report cards	Sept. - June Daily	Increase in number of students passing STAAR/EOC Lesson plans, classroom walk- throughs.	Improved test scores, improved instructional strategies Improved test scores, improved reading and writing skills, increased use of vocabulary	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Campuses will increase student success by utilizing instructional strategies that will improve literary analysis in writing, speaking, and higher-order thinking skills.	Teachers Administrators Leadership Team	TCMPC/TEKS Resource System (state- aid 11,275), Eduphoria (state-aid \$10750)	Sept. – June Daily	Increase in number of students passing STAAR/EOC Lesson plans, classroom walk- throughs.	Improved test scores, improved instructional strategies Improved test scores, improve reading and writing skills, increased use of vocabulary	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Campuses will develop and maintain classroom word walls for vocabulary enrichment.	Teachers Administrators	Word Walls	Sept. – June	Increase in number of students	Improved test scores, improved instructional strategies	Common Assessments State EOC/STAAR Semester Exams

Ideal State: Goal(s) TAPR Students will demonstrate proficient performance in ELAR Eng I EOC – 25% Eng II * Gr 3-8 *						
Objective(s): Objective #2: Students will be encouraged and challenged to meet their full educational potential. Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.						
			Daily	passing STAAR/EOC Lesson plans, classroom walk-throughs.	Improved test scores, improved reading and writing skills, increased use of vocabulary	Benchmarks Quiz
Utilize Released STAAR and District Practice Tests Implement MyPath for individualized instruction for learning loss and accelerated instruction.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Sept. -March	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades
Improve reading skills for ESL/LEP students through ESL strategies	Teachers Administrators Leadership Team	ELPS strategies Grades	September– June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Improve ELA scores on the State Assessment through the use of targeted interventions (RTI, SST, etc.).	Teachers Administrators	Eduphoria \$10,750 Region 10 Lead teachers	September June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas/notes Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Teachers will examine student progress to target immediate	Teachers Administrators	GradeBook Student Work	September– June	Classroom walkthroughs,	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR

Ideal State: Goal(s) TAPR Students will demonstrate proficient performance in ELAR Eng I EOC – 25% Eng II * Gr 3-8 *						
Objective(s): Objective #2: Students will be encouraged and challenged to meet their full educational potential. Objective #4: A well-balanced and appropriate curriculum will be provided to all students. Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.						
student needs and develop student interventions.	Leadership Team			Lesson Plans, Content Meeting Agendas and notes, Teacher Observations		Semester Exams Benchmarks Quiz

Alg. I 57%

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Teachers will examine student progress in order to target immediate student needs and develop student interventions.	Teachers Administrators Leadership Team	Grades Report Cards	Daily	Lesson Plans, Walk-thrus	Improved scores	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Teachers will make use of graphing calculators during instruction in order to improve student problem solving skills and provide additional methods, pathways and tools for processing mathematics.	Teachers Administrators	Graphing Calculators	Sept.– June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Teachers will develop and maintain class room word walls for vocabulary enrichment.	Teachers Administrators	Textbooks Technology	Sept. – June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Teachers will develop common assessments aligned to the content in order to have a uniform assessment tool for analyzing student progress in learning the curriculum.	Teachers Administrators	TCMPC/TEKS Resource Eduphoria	Sept.– June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Teachers will attend weekly planning sessions to develop short and long range plans for instruction	Teachers Campus Administrators	YAG TCMPC/TEKS Resource System (state-aid)	Sept.	Lesson Plans Walk-thrus	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades
Utilize Released STAAR and District Practice Tests Implement MyPath for	Teachers District Staff ESSER (\$74,000)	TEA Website Eduphoria Region 10	September Nov. February	Practice Test Data STAAR Data	Continuously improving scores on	Test Data EOC Grades

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
individualized instruction for learning loss and accelerated instruction.		Teachers	April	Student Grades	practice test, state tests, and grades	
Teachers will make use of graphing calculators during instruction to improve student problem solving skills and provide additional methods, pathways and tools for processing mathematics.	Teachers Administrators Leadership Team	Graphing Calculators	Sept. – June	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz

Ideal State: Goal(s) TAPR

Students will demonstrate proficient performance in Science

Gr. 3-8 *

Biology 76%

Objective(s):

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Improve Science scores on State Assessments thru the use of targeted interventions (RTI, SST, etc.). Implement MyPath for individualized instruction for learning loss and accelerated instruction.	Teachers Administrators	Eduphoria Region 10 Lead teachers	Sept.– June Daily	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies, Improved student achievement	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Implement Science Best Practices to enhance instruction and student learning: 1. Make students aware of the standards related to science. 2. Critical Elements – Evidence of all elements must be present within the instructions and learning of science in order to be considered standards based. 3. Hands-on investigation and analysis of science questions by guiding students in	Science Teacher Science Leads Campus Administrators	TCMPC/TEKS Resource Textbooks	Daily	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
active and extended scientific inquiry and discussion. 4. Emphasis on the underlying concepts that explain natural phenomena and how they relate to personal and social experiences. 5. Emphasis on understanding scientific concepts through the use of technology. 6. Evaluation that focuses on scientific processes and attitudes through authentic tasks and attention to varied learning styles and needs. 7. All scientific content within units or topics should incorporate focus, exploration, reflection, and application. 8. Guiding students in active and extended scientific inquiry and discussion 9. Students work cooperatively and collaboratively, assuming responsibility and taking roles in the decision-making process. 10. Students work with authentic materials from the Life Science, Physical Science, and Earth Science strands.						

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
11. Students work on tasks that follow the scientific method. Tasks are based on scientific principles and required content. 12. Students identify and investigate their own real questions about natural phenomena. 13. Teachers utilize scientific experiments, which reinforce concepts (big ideas) such as order and organization, form and function, change and constancy, and cause and effect.						
Teachers will make use of the TCMPC/TEKS Resource System to effectively present state required student expectations and develop high quality instructional practices that scaffolds the basic knowledge base.	Teachers Administrators Leadership Team	TCMPC/TEKS Resource System	Daily	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Teachers will examine student progress in order to target immediate student needs and develop student interventions.	Teachers Administrators Leadership Team	Grades Report Cards	Daily	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz
Teachers will utilize project based learning techniques which draw on student daily life, prior knowledge and allow them to make connections to real world science experiences.	Teachers Administrators Leadership Team	TCMPC/TEKS Resource System	Daily	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher	Improved test scores, improved instructional strategies,	Common Assessments State EOC/STAAR Semester Exams Benchmarks Quiz

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
				Observations		
Utilize Released STAAR and District Practice Tests	Teachers District Staff	TEA Website Eduphoria state aid Region 10 Teachers	September November February April	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades
AAE will enhance the Health Curriculum to emphasize: physical health, mental health, skills to manage emotions, establish and maintain positive relations and suicide prevention	Teachers District Staff	Health Curriculum	Sept. May	Classroom walkthroughs, Lesson Plans, Content Meeting	Decrease in mental health referrals	Increased student achievement Safe / secure learning environment

US History 80%

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
a. Thinking Maps b. Graphic Organizers c. Group Investigations 4. Reinforcing Effort / Providing Recognition a. Reward Accomplishments b. Reflect in Weekly Efforts						
Teachers will make use of the Texas TCMPC/TEKS Resource System to effectively present state required student expectations and develop high quality instructional practices that scaffolds the basic knowledge base.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades
Teachers will examine student progress in order to target immediate student needs and develop student interventions.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades
Teachers will develop lessons that allow students to read and interpret charts, graphs, maps and legends in order to support student learning of key social studies concepts.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades
Teachers will develop lessons that allow students to describe, compare, contrast or analyze economic concepts, democratic principles or historical events in order to strengthen student problem solving skills	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Teachers will develop and maintain classroom word walls for vocabulary enrichment.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades
Teachers will develop common assessments aligned to the content IFDs in order to have a uniform assessment tool for analyzing student progress in learning the curriculum.	Teachers District Staff	TEA Website Eduphoria Region 10 Teachers	Weekly	Practice Test Data STAAR Data Student Grades	Continuously improving scores on practice test, state tests, and grades	Test Data EOC Grades

Ideal State: Goal(s) TAPR

Increase the utilization of technology in the classrooms to enhance student learning and achievement.
100% of certified teachers utilize technology in their classrooms.

Objective(s):

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Create an infrastructure (hardware and software) that promotes technology integration and 21st Century Skill development, including obtaining additional interactive reading, math, and science software.	Teachers and Administration	Labs State and Federal Funds Dallas County IT Department	Sept.– June	Increased use of technology in programs	Increased student achievement	Benchmarks State Assessments
Utilize available technology hardware on campus (classroom computers, calculators, overhead projectors, desktop PC, laptops, LCD projectors, & subject overlay projectors) for continuous student improvement and progress in all content areas.	Teachers and Administration	Labs State and Federal Funds Dallas County IT Department	Sept. - June	Increased use of technology in programs	Increased student achievement	Benchmarks State Assessments
Develop a teacher training computer lab to provide hands-on training	Ardis McCann Carla Canty	Donated materials		Utilization of teacher lab	Sign in sheets Training	Improved scores

Ideal State: Goal(s)

Continue to hire staff who are certified, qualified and highly effective (only teachers who are grandfathered and not certified).

Objective(s):

Objective #5: Certified, qualified and highly effective personnel will be recruited, developed, and retained.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Teacher Recruitment - Maintain competitive salary schedule. - Provide salary incentives for certified teachers - Small class sizes	Administrator District Human Resource	State and Federal Funds Stipends State and Federal	Sept. -June	Stipend for certifications, Stipends for special program endorsements. Annual raises	Increased numbers of certified teachers	Funds spent Increased numbers of certified teachers
Provide professional development opportunities for teachers in need of support or growth	Identified Teachers	Title IV (\$10,000)	September -June	Number of certified teachers	Quality instruction Evidenced in Walk-throughs/Observations	Funds spent on stipends for certified teachers and Training for Certification or Endorsements
District and Campus meetings and trainings will be held in the afternoon, so instruction is not interrupted.	Administrative Team	Agendas	September -June	Grades, lesson plans, calendars	Improved Grades, Assessments	Improved Grades, Assessments
The Teacher Job Network website will be used to recruit certified teachers.	Instructional Manager	Region 10	Weekly Monitoring	Increased number of applicants	Increased number of applicants and new hires	Applicants and New Hires

Ideal State: Goal(s)	Continue to support on-going learning and for all staff to ensure quality and rigorous instructional delivery in a safe and secure instructional environment and to increase student achievement through various aspects of Professional Development. 100% PD participation
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100% PD participation

Objective(s):
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Professional Development to improve teaching and learning for all students, which include students in special programs. • Region 10 • ESL Symposium • Team content meetings • School Leadership Network (administrators) • Content PD for teachers Book Study Strategies: • Front Writing • Cold Call • Targeted Questioning	Teachers and Administration Title -4	Title IV Region 10	Monthly	Classroom walkthroughs, Lesson Plans, Content Meeting Agendas and notes, Teacher Observations	Improved test scores, improved instructional strategies,	Teachers and Administration
Ensure compliance for TJJD and TEA standards for safety and security of all students: • Juvenile Detention Alternative Initiative • Prison Rape Elimination Act (PREA) • Abuse and Neglect Training • De-Escalation	County and District Staff	County trainers	Each Sept. and all new ed. staff from date of hire	PREA implementation	PREA implementation	PREA Reports

Ideal State: Goal(s) Continue to support on-going learning and for all staff to ensure quality and rigorous instructional delivery in a safe and secure instructional environment and to increase student achievement through various aspects of Professional Development. 100% PD participation						
Objective(s): Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning. Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Techniques/Training Anti-Bullying & Cyber Bullying						
Implement HB 18 training to address Mental Health or Substance Abuse issues	Campus Administrators; Teachers	Region 10 ESC, TSSC	Sept.– June	Sign-In sheets; Agenda; Student referrals	Safety and Security of staff and students	Handbook/Plan to support needs
Implement HB 111 training to address sexual abuse, sex trafficking, and other maltreatment of certain children.	Campus Administrators; Teachers	Region 10; TSSC	Sept. June	Sign-In sheets; Agenda; Student referrals	Safety and Security of staff and students	Handbook/Plan to support needs
Implement HB 496 training to address traumatic injury response protocol and use of bleed control kits. Students in grade 7 and up will also be trained on traumatic injury response.	Campus Administrators; Teachers;	American Red Cross ; Bleed Control Kits (\$800 – state – aid)	Annual training	Sign-In sheets; Agenda; Drill Documentation	Safety and Security of staff and students	Drill Documentation; MEOP Plan
Implement HB 11 training to address and develop Multi-Hazard Emergency Operations Plan (MEOP) and School Safety and Security Committee	Campus Administrators; Teachers; Committee Members	Region 10; TSSC	Sept.– June	Sign-In sheets; Agenda; Drill Documentation	Safety and Security of staff and students	Drill Documentation; MEOP Plan
Implement HB 2195 active shooter emergency policy and training as indicated in the EOP	Teachers; Campus Administrators; Emergency/Safety Team	Emergency/Safety Team; Region 10; TSSC	Sept.– June	Sign-In sheets; Agenda; Drill Documentation	Safety and Security of staff and students	Drill Documentation; MEOP Plan
Trauma Informed Care Training Educational staff will receive	Educational Staff AAE Sheriffs	Emergency/Safety Team;	Sept.	Sign-In sheets; Agenda;	Safety and Security of staff	Drill Documentation; MEOP Local Policy

Ideal State: Goal(s)

Continue to support on-going learning and for all staff to ensure quality and rigorous instructional delivery in a safe and secure instructional environment and to increase student achievement through various aspects of Professional Development.

100% PD participation

Objective(s):

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Trauma Informed Care in initial orientation and annual pre-school meetings. - The educational staff will understand the importance of acknowledging the impact of trauma on youth's development and academic success. Through trauma-informed care a framework of interventions are used to help the person's constant interdependent needs for safety, connections and ways to manage emotions (CPI 2019). - AAE Sheriff's will attend the required education and trainings under section 1701.263. - AAE will partner with Dallas County Psychological Services Department for students with mental health conditions. Implement SB 9 on dating violence, prevention of child abuse, family violence, and sex trafficking Training on SB 9 will include: - Dating Violence will not be tolerated; report immediately	Educational Staff AAE Sheriffs, Juvenile Dept. Administrative Staff	Region 10; TSSC SB 9 Guidance and Policy Student materials	Twice per year	Sign-In sheets; Agenda;	and students Safety and Security of staff and students	Documentation of Local Procedures

Ideal State: Goal(s)

Continue to support on-going learning and for all staff to ensure quality and rigorous instructional delivery in a safe and secure instructional environment and to increase student achievement through various aspects of Professional Development.

100% PD participation

Objective(s):

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
and alert/notify parents/guardians if a student is identified as an alleged victim or perpetrator and ensure guidelines for victims. Investigations may be conducted by identified District Staff • Criminal Investigation may be conducted by law enforcement						

Ideal State: Goal(s) Increase Parental Involvement						
Objective(s): Objective #2: Students will be encouraged and challenged to meet their full educational potential.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Conduct parent/teacher conferences/communications to keep parents informed about student academic achievement. -District Title I Annual Meeting -Student progress reports -Parent visitations (Detention Staff) -Send information to parents in a language and format they can understand.	Teachers Administrators Detention Staff	Detention Staff Mail outs State Aid	October March	Phone logs Sign in sheets Grade book	Improved test scores Improved student achievement Increased parental involvement	Increased parental involvement
Annual Title 1 Parent Meetings will be held to inform them of Title I guidance (fall and spring)	Campus Staff Parents/Guardians Teachers	Flyers to parents	October	Sign-in sheet	Increased parental involvement Increase in grades and tests scores	Increased parental involvement
Parent Academies	Campus Staff Parents/Guardians Teachers	Flyers, Phone Calls	September April	Sign-in sheets	Increase in attendance in parent meetings	Increased parental involvement

Ideal State: Goal(s) TAPR

Decrease drop-out rates and increase completion rates

2022-2023 (gr 7-8) * (gr 9-12) 44%

2021-2022 (gr 7-8) * (gr 9-12) 51%

Objective(s):-

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Decrease dropout rates through -PGP monitoring -JPO collaboration -Pre GED prep - Credit Recovery options	Administrator JPO Registrar Teachers	Student Management System SCE Funds	Sept. -June	PGPs GED prep enrollment	Decreased dropout rate	Dropout rate GED completion
Utilize the Accelerated Instructional Plan (AIP) for over-age and under-credited students	Administrators	AIP team Grades	Sept. January	AIP minutes	Decrease in dropout rates	AIP students Recommendations Decrease in drop outs
Utilize Imagine Learning (formerly Edgenuity) for Credit Recovery for students who need to recoup credits for graduation requirements	Teachers Admin.	State Comp ED (SCE)	Sept. January	Student Credits Earned, Student Reclassified	Credits Earned Decrease in Drop Out Rates	Credits Earned, Imagine Learning (formerly Edgenuity) Reports
Campus transition teams work closely with the Probation Officers on both pre-and post- adjudicated youth who are referred to a program. Students are either court-ordered or PO referred to the program to attend one of three programs offered: traditional program (middle/high school), credit recovery program (high school only), or the GED program. Students remain in the program for either a semester or a full school	Campus transition teams	Campus teams Student data GED Vouchers - state-aid	Sept June	Decrease in Drop Out Rates	Decrease in Drop Out Rates	Decrease in Drop Out Rates

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
year dependent upon their referral specifications. Before exiting the program, home school and alternative options in the student's area are explored to determine which school will be a best fit for the youth to be transitioned to. Within 5 days of release/exiting, the receiving school will receive a transition plan that includes courses and recommendations of support for the student.						
Students enrolled in Culinary Arts, Construction and Welding have an opportunity to earn work-force certificates (food handlers, OSHA, fork-lift, AWA welding, etc.). Student will participate in computer programming activities and coding classes to introduce, enhance, and engage students in the business of computer programming.	Teachers Admin. Students, teachers at MYV and Letot ,	Welding & Construction Equipment, Culinary Arts program food and equipment state-aid YSAB and Juvenile Dept. Funds teacher training	Sept June October June	Gradebook Lesson Plans	Credits Earned Work-Force Certificates Student Activities	Classroom Observations; Work-force certificates Pre and Post Assessments

Title I, Part A-13 Descriptions in ESSA

Descriptor 1: Student Progress Monitoring and Supports: How the LEA will monitor students' progress in meeting the challenging State academic standards by: [Section 1112(b)(1)]

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
- Identifying students who may be at risk for academic failure
- Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards
- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

The LEA Plan shall describe how the LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards.

Applies to all Title I, Part A LEAs

Academy for Academic Excellence monitors student progress to ensure all children receive a high-quality education and close the achievement gap through the use of targeted interventions, utilizing the TCMPC/TEKS Resource System, and monitoring pre and post assessment results,

Descriptor 2: Teacher Quality: How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [Section 1112(b)(2)]

Applies to all Title I, Part A LEAs

Academy for Academic Excellence will identify needed staff development through teacher appraisals and provide the needed professional development. Additionally, professional development will be provided for teachers in need of support or growth. High quality Professional development will be provided through Region 10, ESL Symposium, Team content meetings, and content PD for educators.

Descriptor 3: School Improvement and Support Activities: How the LEA will carry out its School Improvement activities responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support. (See Campus Accountability Interventions and Guidance for additional detailed information) under Section 1111(d)(1) and (2). [Section 1112(b)(3)]

Applies to Title I, Part A LEAs with schools identified for school improvement under Section 1111(d)(1) and (2)

NA

Descriptor 4: Measure of Poverty: The poverty criteria that will be used to select school attendance areas under Section 1113. (Within Allocations Procedures) [Section 1112(b)(4)]

Applies to all Title I, Part A LEAs

The poverty criteria utilized to determine our low socio-economic students status is based on being in the custody and care of the Dallas County Juvenile Department.

Descriptor 5: Nature of Programs: The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. <i>Applies to all Title I, Part A LEAs (descriptions may differ based on whether an LEA has Schoolwide Program Campuses, Targeted Assistance Campuses and/or Institutions for Neglected or Delinquent Children)</i>
Our Title I, Part A program includes utilizing targeted interventions, high quality professional development, lead teachers to model and support fellow educators, and the TCMPC/TEKS Resource System to effectively present state required student expectations and develop high quality instructional practices that scaffolds the curriculum.
Descriptor 6: Services to Homeless Children and Youth: The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. [Section 1112(b)(6)] <i>Applies to all Title I, Part A LEAs</i>
Because our student population lives on the facility, our student population is not homeless.
Descriptor 7: Parent and Family Engagement Strategy: The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116. <i>Applies to all Title I, Part A LEAs</i>
AAE coordinates in-person parent conferences with the facilities parent visit. AAE also does virtual parent teacher conferences. AAE mails out communication to parents/guardians as needed.
Descriptor 8: Early Childhood Education Programs and Transition Plans: If applicable, how the LEA support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)] <i>Applies to Title I, Part A LEAs reserving Title I, Part A funds for preschool programs</i>
N/A
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program: If an LEA has schools operating a Targeted Assistance (TA) program, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A <i>Applies to Title I, Part A LEAs with at least 1 Targeted Assistance Campus</i>
N/A

Descriptor 10: Middle to High School/High School to Postsecondary Transitions: If an LEA has middle grades and/or high school grades, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? [Section 1112(b)(10)]
Applies to Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools)

Campus transition teams work closely with the Probation Officers on both pre-and post- adjudicated youth who are referred to a program. Students are either court-ordered or PO referred to the program to attend one of three programs offered: traditional program (middle/high school), credit recovery program (high school only), or the GED program. Students remain in the program for either a semester or a full school year dependent upon their referral specifications. Before exiting the program, home school and alternative options in the student's area are explored to determine which school will be a best fit for the youth to be transitioned to. Within 5 days of release/exiting, the receiving school will receive a transition plan that includes courses and recommendations of support for the student.

Descriptor 11: Discipline Disproportionality: How will the LEA support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students? ***Applies to all Title I, Part A LEAs***

Academy for Academic Excellence will support efforts to reduce discipline occurrences by
Ensure compliance for TJJD and TEA standards for safety and security of all students by providing the following training: Juvenile Detention Alternative Initiative Prison Rape Elimination Act (PREA), Abuse and Neglect Training, De-Escalation Techniques/Training, and Anti-Bullying & Cyber Bullying. Also, the educational staff will understand the importance of acknowledging the impact of trauma on youth's development and academic success. Through trauma-informed care a framework of interventions will be used to help the person's constant interdependent needs for safety, connections and ways to manage emotions.

- AAE Sheriff's will attend the required education and training under section 1701.263.
- AAE will partner with Dallas County Psychological Services Department for students with mental health conditions.

Descriptor 12: Coordination and Integration: If applicable, how will the LEA support programs that coordinate and integrate [Section 1112(b)(12)].
Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Applies to all Title I, Part A LEAs operating Career and Technical Education programs

Students enrolled in Culinary Arts, Construction and Welding have an opportunity to earn work-force certificates (food handlers, OSHA, fork-lift, AWA welding, etc.). Students will participate in computer programming activities and coding classes to introduce, enhance, and engage students in the business of computer programming.

Descriptor 13: Other Proposed Uses of Funds: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13).
Assist schools in identifying and serving gifted and talented students; and
Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Applies to all Title I, Part A LEAs

AAE does not utilize other proposed use of funds.

Academy for Academic Excellence: LEA Program Assurances

The Academy for Academic Excellence is committed to providing a high-quality education for all students. Our program plans are designed to ensure that every child, regardless of background or circumstance, has access to the support they need to succeed.

Serving All Eligible Students The Academy for Academic Excellence operates as a juvenile detention center and does not have any migratory children, as all students reside at our facility. However, we ensure that all children who are eligible for services are selected to receive those services on the same basis as all other students. Our selection process is fair and equitable, designed to meet the needs of every child in our school community.

Engagement with Private Schools The Academy for Academic Excellence operates as a juvenile detention center and does not have private schools within its jurisdiction. Therefore, this assurance does not apply. We have included this statement to demonstrate compliance as part of our LEA Program Plan.

National Assessment Participation The Academy for Academic Excellence operates as a juvenile detention center that serves only grades 9-12. Therefore, the National Assessment of Educational Progress (NAEP) assurance for grades 4 and 8 does not apply. We have included this statement to demonstrate compliance as part of our LEA Program Plan.

Integrated and Coordinated Services To maximize the effectiveness of our programs and eliminate duplication, the Academy for Academic Excellence coordinates and integrates its services to the extent applicable. We work collaboratively to support English learners, children with disabilities, American Indian, Alaska Native, and Native Hawaiian children. This approach ensures a unified and effective system of support for our most vulnerable student populations.

Collaboration with Child Welfare Agencies The Academy for Academic Excellence does not have any students in foster care. Therefore, this assurance does not apply. We have included this statement to demonstrate compliance as part of our LEA Program Plan.

Qualified Staff All teachers and paraprofessionals at the Academy for Academic Excellence will meet all applicable State certification and licensure requirements. This assurance guarantees that our students are instructed by highly qualified and properly credentialed educators.

Early Childhood Education The Academy for Academic Excellence operates as a juvenile detention center and does not have an early childhood education program. Therefore, this assurance does not apply. We have included this statement to demonstrate compliance as part of our LEA Program Plan.

Parents' Right-to-Know We will notify the parents of every student of their right to receive information about their child's teacher and paraprofessional qualifications. This "Parents' Right-to-Know" ensures transparency and empowers families to be active partners in their child's education.

Testing Transparency The Academy for Academic Excellence will provide clear notification to the parents of each student regarding their right to information on their child's level of achievement on State academic assessments and a request for information on any other State or local assessments. This commitment promotes transparency in our testing and assessment procedures.

Outreach to Parents of English Learners To the extent possible within a juvenile detention/residential facilities environment, we are dedicated to fostering strong partnerships with all families. This includes implementing an effective means of outreach to the parents of English learners to ensure they are fully informed about and involved in their children's education.