Irving Independent School District

Jack E. Singley Academy

2023-2024 Campus Improvement Plan

SINGLEY
ACADEMY

FOCUS   COMMITMENT   SUCCESS

THE
PHOENIX

Mission Statement

The mission of Jack E. Singley Academy is Empowering *all* for personal growth and life-long success.

Vision

We envision Singley Academy as a community where we provide an equitable and excellent education by building positive relationships, engaging in high-levels of learning, and nurturing self-reflection.

Value Statement

- Each student will discover and develop innate potential for ongoing learning by achieving high intellectual and personal goals.

- Each student will flourish in a chosen career path throughout life.

- Each student will develop an identity of self that will exemplify the highest ethical values and civic responsibility.

- Each student will possess the self-efficacy to thrive in and contribute to an ever-changing global society.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jack E. Singley is a school within a school with 2 programs being offered - Singley Signature Studies and Singley Collegiate Academy. Students are selected through a lottery process for both programs. Non-merit based admission lottery process: Apply 8th grade year for 9th grade admission. Apply 9th for 10th grade year admission.

Jack E. Singley Academy Signature Studies is a CTE focused high school with grades 9-12. There are 1280 students. 369 ninth graders, 332 tenth graders, 324 eleventh graders and 255 twelfth graders. Singley Signature Studies offers 4 Schools which include 11 CTE pathways and a Studio Art pathway. These include:
- School of Law and Public Services: Law, Law Enforcement, Fire Technology
- School of Innovative Technology: Technology Support Services, Cyber Security, Robotic Manufacturing, Programming and Digital Technology
- School of Health Science: Nursing Science, Dental, Physical Therapy
- School of Culinary Arts and Hospitality Services: Culinary Arts/Hospitality Services
- Studio Art

Jack E. Singley Collegiate Academy is an Early College program with grades 9-12. Singley Collegiate has 336 students, 99 ninth graders, 95 tenth graders, 77 eleventh graders, and 65 twelfth graders. 2024 will be the first graduating class for Singley Collegiate Academy.

Singley Academy works closely with the community and business partnerships through internships, guest speakers, mentors and members of CTE advisory boards. Our business partners include representatives from Dallas College, Parker University, Baylor Scott and White – Irving, the STARS program at UT Southwestern, UTA, PHHS, City of Irving, Haim Vasquez Immigration Law Firm, Dallas ISD, Kelly Hart & Hallman LLP, YMCA, Resultant, CitiGroup, BioWorld, Northrop Grumman, Toby Buckalew, IFratelli, Big State, LaCima, Central Market, SMG, The Hotel Association, Hampton Inn (Las Colinas), Grand hyatt DFW, ICVB, Denney Law Group, Las Colinas Country Club, Toyota of Irving, Irving Hispanic Chamber, Rotary Club.

For the 2022-2023 school year, Singley Academy earned a ### Rating and ### Distinctions. Distinctions were:

In 2022-2023, Singley Academy had 363 graduates with 11 seniors graduating with an Associate's Degree.

CCMR for the 2022-2023 school year was 76%. Students are given opportunities for CCMR through TSIA2, AP exams, dual credit, industry-based certifications, earning an associate's degree, advanced diploma for SPED, and joining the military.

Singley Academy offers 33 dual credit courses and 22 Advanced Placement (AP) courses. Current enrollment is:
Dual Credit: 721 students enrolled in 1 or more dual credit courses
AP: 652 students enrolled in 1 or more AP courses

Although Singley Academy does not offer athletics, choir, band, orchestra, students can be involved in these activities at their zoned campus. Singley Academy has approximately 30 clubs and organizations for students to become involved in.

Singley Academy earned 87 industry based certifications through their CTE pathways for the 22-23 school year.

Gender

	Count	Percentage
Female	741	54.85%
Male	610	45.15%

Ethnicity

	Count	Percentage
Hispanic-Latino	992	73.43%

Race

	Count	Percentage
American Indian - Alaskan Native	12	0.89%
Asian	106	7.85%
Black - African American	138	10.21%
Native Hawaiian - Pacific Islander	5	0.37%
White	89	6.59%
Two-or-More	9	0.67%

Student Programs include:

	Count	Percentage
Dyslexia	80	5.92%
Gifted and Talented	372	27.54%
504	123	9.1%
SPED	58	4.29%

Bilingual/ESL Student Programs:

	Count	Percentage
Emergent Bilingual (EB)	383	28.35%
Bilingual	26	1.92%
English as a Second Language (ESL)	370	27.39%

For 2021-2022, economically disadvantaged was 81.8%. Add 22-23

Attendance for 2021-2022 was 91.95%. Attendance for 2022-2023 was 93.7%.

Singley Academy staff (including Singley Collegiate) include 17 administrative/leadership support (5 administrators, 2 administrative liaisons, 6 counselors, Dean, Librarian, CCMR Coach, DLC), 103 teachers and 20 para-professionals. Singley Academy has approximately a 25:1 student to teacher ratio. All teaching staff are considered highly qualified. All CTE staff have industry experience in the courses they teach.

Singley did see an increase in discipline referrals for the 2022-2023 school year.

2023 Offenses	
Offense Code Description	
21-Violation Of Student Code Of Conduct	152
28-Assault Under Penal Code 22.01a1 Against someone other than a school district employee or volunteer	15
04-Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance	65
41-Fighting/Mutual Combat – Excludes all offenses under Penal Code §22.01	49
36-Felony Controlled Substance Violation	12
F-26-Code21-Other Alleged Bullying/harassment	1
F-06-Code21-Other bullying/harassment	3
05-Possessed, Sold, Used, Or Was Under The Influence Of Alcoholic Beverage	2
07-Public Lewdness Or Indecent Exposure	6
	305

2022 Offenses	
Offense Code Description	
21-Violation Of Student Code Of Conduct	84
41-Fighting/Mutual Combat – Excludes all offenses under Penal Code §22.01	21
28-Assault Under Penal Code 22.01a1 Against someone other than a school district employee or volunteer	13
36-Felony Controlled Substance Violation	15
04-Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance	27
F-06-Code21-Other bullying/harassment	2
F-66-Code61-Other bullying/harassment	3
F-03-Code21-Bullying/harassment due to disability	1
	166

Total Counts ISS/OSS/Referral/DAEP

	ISS	OSS	Referral	DAEP	JJAEP
2022	63	94	242	23	0
2023	284	50	330	23	0

Demographics Strengths

Opportunities for students to enroll in dual credit courses and earn an associate's degree.

Low drop-out rate.

Opportunities for students to take courses in their CTE pathway with an opportunity to participate in an internship their senior year.

Teacher retainment (low turnover rate).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students not meeting Meets and Masters on EOC in Algebra 1.   **Root Cause:** Lack of student attendance at afterschool and Saturday tutoring.

Problem Statement 2 (Prioritized): Parent involvement is low in the area of how parents support their students academically.   **Root Cause:** Lack of communication and engagement with parents.

Problem Statement 3 (Prioritized): Increase in discipline referrals. Specifically 42 to 77 referrals for a controlled substance and 84 to 152 in Student Code of Conduct referrals from 2022 to 2023 were the biggest increases.   **Root Cause:** Inconsistency of the implementation of the campus student behavior management plan.

Problem Statement 4: Decrease in number of industry based certifications earned.   **Root Cause:** Legal no longer has an IBC associated with the pathway; Law Enforcement IBC now requires fingerprinting and MOU is no longer a recognized IBC. These are all changes made by TEA during the 2022-2023 school year.

Student Learning

Student Learning Summary

Singley's overall accountability rating is **waiting on data**. **Waiting on data** of ### distinctions were earned in ......

Domain I: Student Achievement: Scaled Score: waiting on data

Domain II: School Progress: Part A: Academic Growth: **waiting on data**; Part B: Relative Performance**: waiting on data**

Domain III: Closing the Gaps: **waiting on data**

The percentage of students Approaches/Meets/Masters is as follows:

English 1

- Approaches: 74% (73%)
- Meets: 56% (52%)
- Masters: 7% (7%)

English 2

- Approaches: 83%
- Meets: 65%
- Masters: 7%

Algebra 1

- Approaches: 68% (71%)
- Meets: 13% (21%)
- Masters: 2% (2%)

Biology

- Approaches: 89% (83%)
- Meets: 39% (41%)
- Masters: 5% (7%)

US History

- Approaches: 97% (92%)
- Meets: 80% (72%)
- Masters: 46% (42%)

CCMR Singley achieved: as of 6/7/23

- Dual Credit - earning at least 3 hours in ELA or Math - 38%

- Earned an Industry-based certification from the approved list - 32%
- 336 of 1006 AP exams that received a 3 or higher - 33.39%
- 4-year graduation plans - **waiting on data**
- 5-year extended rate - **waiting on data**

Student Learning Strengths

Increased scores in Social Studies: 22-23 (21-22)

Social Studies

- Approaches: 97% (92%)
- Meets: 80% (72%)
- Masters: 46% (42%)

Focus on programs to address struggling or at-risk students including MTSS. Teaming. Success Time. Coaches, such as the academic specialist that works with PLCs and teachers, retesters in strategic success classes to review for the STAAR exams, tutorials and boot camps are hosted after school and on the weekends, and Saturday school helps those with APV hours make up missed time as well as get tutoring help. These programs meet the needs of our students with disabilities, Section 504 students, general education students needing interventions, and/or chronically absent students.

View testing data here.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not meeting CCMR criteria.   **Root Cause:** Students are not meeting the benchmarks to achieve their CCMR point.

Problem Statement 2: Focus on EB students but will need TELPAS data to complete.

Problem Statement 3 (Prioritized): Students not meeting Meets and Masters on EOC in Algebra 1.   **Root Cause:** Lack of student attendance at afterschool and Saturday tutoring.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

- District-created curriculum for almost all courses except CTE. Follow scope and sequence and differentiate instruction.
- Teachers plan instruction based on data and PLC model (four questions)
- Walkthroughs
- Horizontal alignment through teaming
- Horizontal alignment through PLC
- Vertical alignment through departmental meetings
- Learning walks
- A/B block schedule
- Dedicated homeroom/tutorial time each day (Success Time)
- VILS- technology integration with Verizon
- NMSI- support for AP Math, Science and English courses
- Dedicated PLC time scheduled 2 times a week with Academic Specialist
- UPchieve for 24/7 tutorials
- IFPD days- Instructional Focus Professional Development sessions where we focus on a specific topic or program initiative. All teachers receive this training during a PLC time.

Professional Development:

- IFPD days- Instructional Focus Professional Development sessions where we focus on a specific topic or program initiative. All teachers receive this training during a PLC time.
    - Fundamental Five
    - SEL/Self-care for students and staff
    - Get Better, Faster
    - Grading policy/procedures
    - Capturing Kids Hearts
    - Three Big Rocks
- Faculty Meetings
- Learning walks
- NMSI training for AP teachers
- Purposeful planning days
- VILS Professional Development opportunities
- Academic leadership team meetings
- Data Talks with PLCs
- Overarching Data Dive at summer PD

Leadership and Decision-Making Processes:

- Counseling Advisory Meetings with members of the admin and staff
- Monthly Leadership Meetings

- Weekly Administrator Meetings
- Teaming
- Twice Weekly PLCs
- CTE programs
- Monthly Academic Leads Meetings

Communication:

- Newsletters: staff, student, and parent
- Parent communication through Talking Points & Snap!Connect
- Canvas announcements to students
- Emails sent to parents and students through TAC
- Emails sent to parents and students from DLC
- School Messenger
- Facebook/Twitter/School website
- Counseling department
- MTSS Meetings
- Safety Binders
- Announcements
- Campus TV Screens (Scholastic)
- Campus Leadership Ambassadors
- Student & Staff Recognition - People of the Month, Rising Up Shout Outs (from staff and students)

Organization and Context:

- A/B block schedule
- CTE Signature Studies - pathways for all four years in a specific area of study
- Student clubs
- CTE based skills competitions at district, state and national levels
- Internships for seniors based on CTE pathway
- Dual Credit and Advanced Placement opportunities for all students
- Students may commute to their "home-zoned" school for UIL activities such as athletics, band and choir

Support Services:

- NMSI online and live supports for AP students prior to AP testing
- UPchieve online tutoring (24/7) for students
- VILS (technology) & Tech Force
- MTSS Meetings
- Campus Technicians
- Parent Liaison
- CCMR Coach/Department
- Anxiety Support Group for students
- Academic Specialist
- Digital Learning Coach
- Dean of Students
- Tutoring and Boot Camp

- Multicultural Celebration & Support - Posada & International Night, Cultural Clubs, Prayer Space for Muslim students, Education provided for staff

Technology Integration:

- VILS
- Tech team
- Campus Technicians
- Digital Learning Coach
- Partnership with Scholastic for Campus TVs
- Student information sharing through Edugence
- Learning Management System (LMS) - Canvas
- [Digital Resources Binder](#)

School Processes & Programs Strengths

<u>Singley Signature:</u>

- Graduation rate 99.5%
- CCMR score is 74% (Component Score); 94% (Scaled Score)
- ACT/PSAT/SAT exams offered at no cost to students
- UPchieve is 24/7 free tutoring for all students
- Tutoring and Boot Camps
- VILS - Verizon Innovation Learning Schools - comprehensive, ongoing teacher training program focused on integrating mobile technology into classroom instruction; provides internet access and devices to all 9th & 10th grade students
- NMSI (AP courses available so that there is equal access to all students)
- UIL
- Academic Decathlon
- Destination Imagination
- VASE - Art Competition
- Social Studies - high participation in AP and dual credit completion
- Math - AP exams high and dual credit completion
- Five of seven distinctions – 3 of 5 = 60% (HS target 33%): Attendance rate 97%, EOC US History performance (masters grade level) 42%, AP/IB examination participation – Social Studies – 24.5%, AP/IB examination results (examinees>= criterion) - Social Studies – 11.9%, Advanced/dual credit completion – Social Studies – 26.7%
- Strategically scheduled MTSS meetings with Tier 3 students and their parents/guardians
- Members of the Singley Collegiate Academy community have the opportunity to learn more about the College and Career opportunities that are available through participating in the Early College High School Program. Students experience a collegiate atmosphere beginning with Summer Bridge, taking college coursework beginning the first semester of high school and experience actual face-to-face college coursework as juniors at Dallas College North Lake.
- The parents/guardians of Singley Collegiate Academy students are invited to participate in a Dual Credit 101 session, as well as, other sessions designed to help them navigate the ever-changing landscape of post-secondary education.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Singley Signature: Loss of instructional time due to students wandering the building during class time and engaging in inappropriate behaviors in the restrooms   **Root Cause:** Lack of systems in place for students to leave class and return in reasonable timeframe

Problem Statement 2: Singley Collegiate: Not all like-content teachers have a planning/ PLC period at the same time built into the instructional day.   **Root Cause:** The demand placed on core-content teachers to teach an elective course has prevented like-content teachers to meet during the instructional day.

Problem Statement 3 (Prioritized): Students not meeting Meets and Masters on EOC in Algebra 1.   **Root Cause:** Lack of student attendance at afterschool and Saturday tutoring.

Problem Statement 4 (Prioritized): Increase in discipline referrals. Specifically 42 to 77 referrals for a controlled substance and 84 to 152 in Student Code of Conduct referrals from 2022 to 2023 were the biggest increases.   **Root Cause:** Inconsistency of the implementation of the campus student behavior management plan.

Perceptions

Perceptions Summary

The 2022-2023 School Year ended with a staff survey/ feedback session which indicated a lack of minimal parental involvement, inconsistency with discipline within the administration, and no need for extra duties outside of contractual time. (Waiting on climate survey to provide additional information from the rest of stakeholders)

Perceptions Strengths

Singley Academy's retention rate for 2022-2023 is 98%. (Pending Climate Survey data)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff at Singley Academy perceives that discipline is inconsistent from one administrator to the next.   **Root Cause:** There has been a lack of discipline communications solutions.

Problem Statement 2: Staff does not see the need for duties outside of contracted times.   **Root Cause:** We lack the buy-in from and ownership from our staff

Problem Statement 3: For the 2022-2023 school year, Singley Academy staff identified a need for increased parent involvement at the campus.   **Root Cause:** Minimal opportunities for our parents.

Priority Problem Statements

Problem Statement 1: Parent involvement is low in the area of how parents support their students academically.

Root Cause 1: Lack of communication and engagement with parents.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students not meeting Meets and Masters on EOC in Algebra 1.

Root Cause 2: Lack of student attendance at afterschool and Saturday tutoring.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Increase in discipline referrals. Specifically 42 to 77 referrals for a controlled substance and 84 to 152 in Student Code of Conduct referrals from 2022 to 2023 were the biggest increases.

Root Cause 3: Inconsistency of the implementation of the campus student behavior management plan.

Problem Statement 3 Areas: Demographics - School Processes & Programs

Problem Statement 4: Students are not meeting CCMR criteria.

Root Cause 4: Students are not meeting the benchmarks to achieve their CCMR point.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: Increase the percentage of students who score at Meets or above on STAAR English (I and II combined) from 67.66% to 70.66% by May 2024.
Increase the percentage of Currently Emergent Bilingual students from 44.31% to 47% at meets or above on the English I & II by May 2024.

Evaluation Data Sources: DCAs
MAP
Benchmarks
STAAR

Strategy 1 Details				Reviews			
Strategy 1: Implement the CER (Claim Evidence Reasoning) strategy in all classes and use the rubric effectively. Teachers will attend an instructional focus professional development session to focus on the CER and rubric. PLCs will incorporate CER as appropriate within lessons and discuss data results/performance in PLCs.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: DLC and Academic Specialist							
Strategy 2 Details				Reviews			
Strategy 2: Collaborate RLA teams will use the PLC model centered around the 4 questions with an emphasis on question 3 (How will we respond when some students do not learn?) and high quality instructional material. Specific strategies include pre-teaching vocabulary and chunking the text.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: English Department Chair							
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: Increase the percentage of students who meet or exceed projected growth on MAP Growth Reading from 67.28% to 70.28 % by May 2024.
Increase the percentage of Currently Emergent Bilingual students who meet or exceed projected growth on MAP Growth Reading from 40.93 % to 43.93% by May 2024.

Strategy 1 Details			Reviews			
Strategy 1: Implement Talk Read Talk Write in all classes to effectively address all 4 categories of language proficiency domains (reading, writing, speaking and listening). Teachers will attend an instructional focus professional development session to focus on Talk Read Talk Write and implement in class.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Academic Specialist & Digital Learning Coach						
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: Increase the percentage of students who score at Meets or above on STAAR Algebra I from 33.01% to 38.01 % by May 2024. Increase the percentage of Currently Emergent Bilingual students from 25.32% to 28.32% at meets or above on Algebra I by May 2024.

Evaluation Data Sources: MAP
DCAs
Benchmarks
EOC

Strategy 1 Details	Reviews			
Strategy 1: Teachers will work with students to improve mastery of skills. Teachers will provide multiple opportunities for students to show mastery on standards and TEK based skills using Common Formative Assessments. CFAs will be created in PLCs that focus on standards and TEK based skills. Data review of CFAs will occur weekly.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Mastery of TEKS **Staff Responsible for Monitoring:** Academic Specialist, Math Department Chair **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Success time for math enrichment and intervention during the school day. Designated days in Success class will be centered around Delta Math. Delta Math will enable students to practice standards repeatedly to show mastery.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Strategy's Expected Result/Impact: Intervention and enrichment during the school day. **Staff Responsible for Monitoring:** Jennifer Casas				

Strategy 3 Details	Reviews			
Strategy 3: All Geometry and Algebra classrooms have access to a math dictionary that includes visuals of key vocabulary terms and written definitions for students to reference. These math dictionaries are available for any student online and will aid in the scaffolding of math academic skills and language.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**July**
Staff Responsible for Monitoring: Math Department Chair				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Increase the percentage of students who meet or exceed (fall to spring) projected growth on MAP Growth Mathematics from 52% to 60% by May 2024.

Increase the percentage of Asian students who meet or exceed projected MAP Math growth from 50% to 60% by May 2024.

Strategy 1 Details			Reviews			
Strategy 1: In math classes, teachers will spiral previously learned skills into the lesson of the day in the form of a bell ringer each class period. **Staff Responsible for Monitoring:** Academic Specialist			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**July**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: Increase the percentage of students attaining CCMR from 76.4% to 85% by May 2024.
Increase the percentage of Hispanic graduating students meeting CCMR from 76% to 86% by May 2024.

> **Evaluation Data Sources:** TSIA
> AP Exams
> Dual Credit
> Industry-Based Certifications
> Associate Degree (4 Year Graduation Plan)
> SPED Advanced Diploma (Graduation Plan)
> College Bridge & Texas Bridge

Strategy 1 Details		Reviews		
Strategy 1: Implement College Bridge within CPMATH and and Texas Bridge within English 4 class to prep seniors for college readiness.		**Formative**		**Summative**
		Nov	Feb	Apr	July
Strategy's Expected Result/Impact: Students will earn a CCMR point in math and English. **Staff Responsible for Monitoring:** CCMR Coach **TEA Priorities:** Connect high school to career and college					

Strategy 2 Details		Reviews		
Strategy 2: Implement testing prep for ACT, SAT and TSIA within Success classes. Testing prep strategies will be introduced and practiced within Success classes to prep students for upcoming tests.		**Formative**		**Summative**
		Nov	Feb	Apr	July
Strategy's Expected Result/Impact: Increase the number of students who meet CCMR criteria through measures identified by TEA. **Staff Responsible for Monitoring:** Testing Coordinator, Academic Specialist **TEA Priorities:** Connect high school to career and college					

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Singley Academy will increase parent and family engagement by providing a variety of opportunities to attract multiple audiences to campus events during the 2023-2024 school year. Attendance at such events will increase by 5%.

    Evaluation Data Sources: Parent Sign-in Sheets for events

Strategy 1 Details		Reviews			

Strategy 1: The Parent Liaison will advertise and host 4 All Pro Dad meetings. Parent Liaison will work with Success Coaches to inform parents about the event and use Kinvolved and all media sources to communicate the events.
    Strategy's Expected Result/Impact: Increased attendance at All Pro Dad meetings
    Staff Responsible for Monitoring: Parent Liaison
Admin over Parent Engagement
		Formative			**Summative**

		Nov	Feb	Apr	July

Strategy 2 Details		Reviews			

Strategy 2: Singley Academy will increase the number of parent conferences through mandatory parent conferences each six weeks. Teachers will use grades, attendance and behavior to identify students who need a parent conference. SSPs will be developed.
    Strategy's Expected Result/Impact: Increased parent engagement
    Staff Responsible for Monitoring: Dean
		Formative			**Summative**

		Nov	Feb	Apr	July

Strategy 3 Details		Reviews			

Strategy 3: Singley Academy counselors will hold various events such as College Night, Senior Parent Night, FAFSA/TASFA and Dual Credit sessions for parents and students.
    Strategy's Expected Result/Impact: Increase parent education and involvement for after high school.
    Staff Responsible for Monitoring: Lead Counselor
CCMR Coach
		Formative			**Summative**

		Nov	Feb	Apr	July

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: Singley Academy will decrease referrals by 10% by implementing MTSS, Social Emotional Learning by May 2024.

Evaluation Data Sources: Referrals
Attendance

Strategy 1 Details			Reviews			
Strategy 1: Teachers will use Multi-Tiered System of Supports (MTSS) to intervene with students early to ensure success for the student.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Building relationships with students **Staff Responsible for Monitoring:** Dean Admin over PEIMS			**Nov**	**Feb**	**Apr**	**July**

Strategy 2 Details			Reviews			
Strategy 2: Implement SEL lessons within Success time, core and elective classes.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Strong relationships with teachers and students for student success **Staff Responsible for Monitoring:** SEL Coordinator Dean			**Nov**	**Feb**	**Apr**	**July**
0% No Progress	100% Accomplished		Continue/Modify		Discontinue	

State Compensatory

Budget for Jack E. Singley Academy

Total SCE Funds: $75,522.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We have decided to allocate SCE funds towards providing: PLC Professional Learning support for staff, classroom supplies and materials, supporting our Advanced Placement testing for math and tutorial support for students.