

**Teague Independent School District**  
**Lion Academy**  
**2022-2023 Campus Improvement Plan**  
**Accountability Rating: B**

# Mission Statement

As a learning community, our mission is to equip our students with a wealth of knowledge, skills, and experiences by providing a quality education and maximizing opportunities for success.

## Vision

Fresh Start, New Beginnings

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# Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

## Demographics

### Demographics Summary

Teague Lion Academy is a high school of choice. TLA offers an alternative high school setting. Teague Lion Academy is located in the rural town of Teague, Texas. It is a Title I campus. The campus serves approximately 30 students a year. The campus student groups are as follows: African American 10.3%, Hispanic 13.8%, White 62.1%, American Indian 0.1%, Asian 0.3%, Pacific Islander 0.2%, and Two or More Races 13.8%. TLA is 69% Economically Disadvantaged, 24.1% Special Education, and 0.0% English Learner. The majority of our students are At-Risk and attendance is below state averages. Teague Lion Academy has retained teachers over the last several years. Teachers are veteran teachers that are highly qualified.

### Demographics Strengths

1. Teague Lion Academy is accepting of students and staff regardless of their race, ethnicity, or sexual orientation.
2. Teague Lion Academy creates an environment of acceptance which results in the retention of highly qualified teachers.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Teague Lion Academy has a high at-risk percentage rate. **Root Cause:** The campus was designed to meet the needs of at-risk students.

# Student Achievement

## Student Achievement Summary

Student data is disaggregated throughout the year using STAAR EOCs, Grade Completion and Course Completion, and Attendance Reports. Data reveals that students that come to TLA as a Freshman or Sophomore struggle to reach graduation status quickly. Those students have not received adequate in-class training in EOC-tested subjects. The foundation has not been established for many of these students. With the small class size, it is difficult to break down the percentages by ethnicity. Ethnicity does not appear to play a huge factor in the student's achievement. The factors of being economically disadvantaged and/or at-risk are the driving force on our campus for struggling students. Teague Lion Academy offers interventions on tested subjects. Those interventions use systematic materials to ensure that learning is occurring.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	18	7	5	10	40	
Approaches GL or Above	7	3	4	5	19	48%
Meets GL or Above	3	0	0	2	5	13%
Masters GL	1	0	0	0	1	3%
Total Percentage Points						64%

% passing	61%	43%	80%	70%	63%
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## Student Achievement Strengths

- 1. Longitudinal data indicates that student's enrolled in Lion Academy are achieving course credit at an accelerated rate versus traditional high school.
- 2. We created a data wall in a common area so that students can easily see their progress and they always know what the expectations are for graduation.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students' achievement rate in ELAR and mathematics is low. **Root Cause:** Students are coming to TLA without receiving the foundational skills needed to pass the EOCs.

**Problem Statement 2:** TLA students that are successful on the EOCs are frequently at the approaches level. **Root Cause:** Our curriculum is not structured to enhance higher-order thinking skills. The program consists of questions about knowledge that was just taught and basic comprehension.

# School Culture and Climate

## School Culture and Climate Summary

Teague Lion Academy prides itself on the climate and culture that we create. The environment is very open, understanding, and accepting. We strive to ensure that all staff, students, and parents feel safe and valued. We portray a family atmosphere. The students understand that there are rules and consequences but they also know that their opinions matter and can be voiced. Parents are comfortable calling and visiting with the staff.

TISD has worked hard to establish a place to learn that is safe for our students. Interior and exterior doors are shut and locked at all times. There have been Nightlocks placed on interior doors without a lock. A Ring camera and doorbell have been installed at the front door. This allows the staff to see who is at the door before approaching it, but it also provides parents and visitors with a warm welcome to our campus since we can communicate through the system.

Discipline issues are rare at TLA. Most students are here to work and graduate. The climate also allows students to feel more comfortable which reduces anxiety and outbursts.

Expectations are set high so that all students can succeed. Academically students are on an individualized self-paced curriculum. They must be motivated to be successful in the program.

## School Culture and Climate Strengths

1. Most students attend Lion Academy by their own choice so they want to be here.
2. Staff understands the need to build positive relationships with students and they strive to do that on a daily basis.
3. We created a designated counseling area to better serve our students. Counselors within the district and community now know exactly where to go when they come over to talk with our students. Students are more comfortable knowing they have a designated spot to go meet with their counselors.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students sometimes come to us angry, standoffish, reserved, and embarrassed. They are dealing with many factors that affect their daily mental state. Often they do not trust individuals or the school. **Root Cause:** Teague Lion Academy's at-risk population is very high.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The Lion Academy teacher is a certified individual. She has obtained a Master's Degree. The teacher has been here running the program for 8 years and previously at another school district. All paraprofessionals that work with students have been trained in their area of work. Lion Academy has hired and maintained highly qualified teachers.

Walkthroughs are conducted every 6 weeks, but the administration is in the rooms daily for support and guidance. Formal evaluations are given to enhance teaching strategies and growth in the profession.

Teachers are encouraged to attend conferences and workshops throughout the year and summer to build their knowledge and gain insight. The Lion Academy teacher attended a math conference to give her ideas on how to raise EOC scores. She also attended several webinars that focused on the new STAAR test format and how questions might be presented. Teague ISD promotes their teachers to participate in professional development. They use contractors, in-person training, webinars, and Region 12.

Math, science, ELAR, and Sped stipends are given to teachers that instruct those subjects.

The administration strives to build a family atmosphere where the staff understands they are appreciated. Daily praise is given to staff. Words of encouragement and support are offered at all times. Everyone works together for the same goal.

## Staff Quality, Recruitment, and Retention Strengths

1. Staff want to come to work they understand their worth with our students.
2. Staff are eager to help at-risk students.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Staff needs to attend beneficial training for our student population. **Root Cause:** Covid allowed staff to enroll in webinars or just not attend training. Hands-on activities and time away can be rejuvenating.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teague Lion Academy students utilize Edgenuity, which is a web-based curriculum. The program has a scope and sequence and is aligned with the TEK. Edgenuity is designed with lessons, vocabulary checks, quick checks, chapter tests, unit tests, and cumulative assessments. This ensures the student has adequate time to master a concept. Besides the online teacher teaching the lesson, the student also has access to the certified teacher that is actually in the classroom. The curriculum is self-paced. Students have the opportunity to work at home in the evenings as well. The district provides Chromebook to each student for use at school and at home. The curriculum can be accessed 24 hours a day 7 days a week. Students have several opportunities to master assessments. Reports can be generated to ensure that students are understanding and working towards completion.

Intervention is offered for EOC subjects. HB 4545 ensures that even if a student is not taking a course currently they still have the opportunity for intervention in the subject that they did not meet standards on. Intervention is taught by a certified teacher. Small groups are pulled from class and extra instruction is given in the needed areas. A student that has not been successful on any STAAR exams would be pulled out at different times for each of the subjects.

## Curriculum, Instruction, and Assessment Strengths

1. Edgenuity is a self-paced program that allows students to accerlate through the course.
2. Intervention is offered to close gaps in our student's education.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Attendance is low at the Lion Academy, which causes instruction and learning to be hindered. **Root Cause:** Students have gotten used to staying at home every time they have a runny nose or cough. So, they frequently miss because they simply just don't feel good when they wake up.

**Problem Statement 2:** Students are not performing well on EOC exams. **Root Cause:** The curriculum does not reteach topics that the student does not understand. They did not receive an adequate foundation in the subject before transferring to Lion Academy.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent and Community involvement is essential to us at the Lion Academy. TISD has a parental involvement policy that clearly outlines the mission and purpose of fostering collaborative efforts from individual families to support student learning. Each campus has a school and parent compact that articulates the important areas that the school, parents, and individual students are responsible for to ensure success. Parents have the opportunity to provide feedback through open meetings, surveys, and face-to-face conversations.

Multiple events are held in the district throughout the year to engage all stakeholders. Lion Academy offers Meet the Staff night and a family/community reception after graduation.

At Lion Academy, we meet with each parent/guardian individually at the beginning of the year to discuss the student's graduation plan. This gives parents the opportunity to voice any concerns they may have about the school year. We listen to concerns with an open mind and analyze the situation to see what is best for the student. Parents understand that we are here to establish structure so that their student can obtain a diploma. Parents know-how and are comfortable contacting staff and administration during and after school hours.

Families are involved in the community and take pride in their town. Community members support events at the school. Our community offers many churches and organizations for financial and mental support. TISD has school counselors, nurses, and a SHAC committee.

All communication with parents is conducted in the families' home language.

## Parent and Community Engagement Strengths

1. Teague Lion Academy builds an inviting culture that is accepting to all stakeholders.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Teague Lion Academy does not offer many opportunities for parent/community involvement. **Root Cause:** By the time the students reach high school, the family members are not eager to volunteer. Many have had what they view as a bad experience with a school.

# School Context and Organization

## School Context and Organization Summary

Our district is extremely supportive of Teague Lion Academy. The program was established to reach students that needed an alternative setting. Campus principals throughout the district are readily available to help in any situation. The special education department works with staff to ensure all student's needs are met. The superintendent and central office staff are available at any time to guide TLA in procedures and policies.

Students' schedules are flexible since our curriculum is self-paced. We are able to work with each individual student to develop a program that works best for them. The curriculum is designed for that specific student. We offer small group pullout intervention for students that have performed unsatisfactorily in subject areas. TLA follows HB4545 guidelines to ensure needs are met for students that were not successful on the STAAR EOC exams. A certified teacher is available to assist as needed one-on-one in the classroom.

Our campus and district have created committees to support our schools. This allows for all stakeholders to have input. Teachers are encouraged to voice their opinions. The administration's door is always open at all campuses and levels within the district. Anyone can ask to be placed on the board agenda and speak, as long as the correct procedures are followed.

## School Context and Organization Strengths

1. TLA is a tool that is utilized to support THS. Not all students learn in a traditional setting and TISD offers an alternative. Therefore, the district is supportive of our campus.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** We are often left out of district-wide events/trainings. **Root Cause:** We are a separate campus and our curriculum and program layout do not match that of a traditional school setting. We do not have a PTO to help build morale.

# Technology

## Technology Summary

Teague Lion Academy offers a computer-based curriculum, Edgenuity. Our program relies on technology and the internet successfully working. We have cameras, Ring doorbell, projectors, and Chromebooks. Each staff member has their own laptop. Every student is issued a Chromebook that they can utilize at school, as well, as at home.

The district is staffed with three full-time technology staff members. We are able to submit technology requests via our campus's hub. Requests are usually taken care of in a timely manner.

The staff at lion academy has a basic knowledge of technology. They are able to run Edgenuity successfully.

## Technology Strengths

Every student is issued a Chromebook to use at school and home.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Staff needs more training to become efficient in all aspects of education. **Root Cause:** Teachers and administration were forced during Covid to learn to utilize resources that enhanced learning virtually. Lion Academy did not have to do this because the entire curriculum was already on the internet and easy for students to access. Nothing changed except for the location of the learning.

# 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 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Observation Survey results

## 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
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Teague Lion Academy will strive to provide a well-rounded program of instruction to promote academic excellence for all students.

**Performance Objective 1:** TISD will provide quality professional development and resources to all instructional staff.

**Evaluation Data Sources:** Professional Development certificates, walk-throughs, budget reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will conduct planning meetings, staff will attend professional development and bring back to share with staff members <b>Strategy's Expected Result/Impact:</b> Increase teachers' understanding and enhance teaching strategies. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** Teague Lion Academy will strive to provide a well-rounded program of instruction to promote academic excellence for all students.

**Performance Objective 2:** TLA will offer additional, intense research-based instruction to those students that are taking the EOC STAAR test for the first time, as well as those that have scored not satisfactorily in the past.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** weekly lesson plans, walk-throughs, attendance data from interventions

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TLA will target those students that need extra instruction in a smaller group setting. <b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of the concepts being taught, therefore, improving EOC scores. <b>Staff Responsible for Monitoring:</b> Principal, teacher  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
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**Goal 2:** Teague Lion Academy will continue to identify, evaluate, and create intentional plans to address the literacy levels of all students.

**Performance Objective 1:** A weekly intervention schedule will be implemented and followed.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** student scores, walk-throughs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Intervention will be conducted weekly. Students will participate in small group instruction. <b>Strategy's Expected Result/Impact:</b> Students will have a better understanding of content and their scores will increase. <b>Staff Responsible for Monitoring:</b> Principal, teacher, superintendent  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Goal 3:** Teague Lion Academy will continue to encourage and challenge students to finish high school being college, career, or military ready (CCMR).

**Performance Objective 1:** Students will increase their performance on EOC test.

**Evaluation Data Sources:** State Assessment evaluations

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Students will gain accuracy on the EOC test increasing their passing percentage by 2%. We will strive to have 2 students at the master's level and 2 at the meets level on each test. <b>Strategy's Expected Result/Impact:</b> A greater number of students pass the EOC the first time it is offered and score at higher levels of mastery. <b>Staff Responsible for Monitoring:</b> Teacher, Principal, Superintendent  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools -		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

**Goal 3:** Teague Lion Academy will continue to encourage and challenge students to finish high school being college, career, or military ready (CCMR).

**Performance Objective 2:** All students will attempt the TSI three times before graduation. If they are unsuccessful they will take the College Readiness Course for the subject.

**High Priority**  
**Evaluation Data Sources:** TSI Results, Campus Ratings

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> TLA students will graduate as CCMR-ready. They will have tried to pass the TSI test three times by December. If they are not successful they will have the courses added to their workload for 2nd semester. <b>Strategy's Expected Result/Impact:</b> All students will graduate CCMR-ready from TLA. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
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**Goal 4:** All students at Teague Lion Academy will be educated in a safe, inviting environment that allows learning to occur.

**Performance Objective 1:** TISD will evaluate safety concerns and address any needs that are found.

**High Priority**

**Evaluation Data Sources:** District security audits, local law enforcement safety checks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly door audits documented and turned in <b>Strategy's Expected Result/Impact:</b> Ensure safety and awareness for students and staff to monitor door locks <b>Staff Responsible for Monitoring:</b> Principal, superintendent  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct drills on a regular basis <b>Strategy's Expected Result/Impact:</b> Staff and students will be prepared for a crisis and know how to react <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 4:** All students at Teague Lion Academy will be educated in a safe, inviting environment that allows learning to occur.

**Performance Objective 2:** TISD will address the needs of students in crisis





**Evaluation Data Sources:** Bullying documentation, suicide prevention plan, Threat assessment teams, SpEd referrals, 504 referrals, student assistance team

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and staff will be aware of student needs and address them within the proper channel. They will ensure a timely and confidential process. <b>Strategy's Expected Result/Impact:</b> Students' needs will be addressed and they will receive the help they need. <b>Staff Responsible for Monitoring:</b> Teacher, Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 5:** Teague Lion Academy will ensure students graduate from high school.

**Performance Objective 1:** TLA will strive for a 100% graduation rate.

**Evaluation Data Sources:** TAPR, local reports, accountability reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will meet with each parent during the first 12 weeks of school. <b>Strategy's Expected Result/Impact:</b> Students and parents will understand the expectations at TLA. They will know the graduation plan and what is necessary to achieve graduation. <b>Staff Responsible for Monitoring:</b> Teacher, Principal  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Post accomplishments on the FaceBook page with parent approval. <b>Strategy's Expected Result/Impact:</b> Students will feel a sense of achievement. <b>Staff Responsible for Monitoring:</b> Teacher, Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Campus Improvement Committee

Committee Role	Name	Position
Administrator	Virginia Self	TLA Principal
Classroom Teacher	Beverly Strange	Dean of Students/TLA Teacher
Classroom Teacher	Lori Dugger	ABU Teacher/SpEd
Paraprofessional	Dennis Cox	ABU Paraprofessional
Paraprofessional	Michelle Burns	DAEP Paraprofessional
Business Representative	Angie Whitaker	Business Representative
Parent	Glynnis Severance	Parent
Community Representative	Tasha Ibbeken	Community Member
Student	Mary Guinn	Student
Student	Autumn Munoz	Student