

Texans Can Academies
Dallas Can Academy-Garland
Campus Improvement Plan
2020-2021



Mission Statement

To provide the highest quality education for all student, especially for those who have struggled in a traditional high school setting, in order to ensure their economic independence.

Vision

To facilitate experiences focused on developing leaders who through continuous improvement and teamwork will ensure all students' success in whatever they endeavor.

Value Statement

Our core values are...

Student-centered decision making.

A rigorous curriculum based on reading and thinking.

Fulfilling every aspect of our mission with a sense of urgency.

Our philosophy is...

Reading is the key to empowerment, personal fulfillment, success, and employment.

Personal responsibility, character, values, and passion lead to good citizenship.

Learning is best accomplished in a nurturing, yet structured environment.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Students have shown growth in all academic areas in comparison to the previous year. Our overall rating as a campus was a C, which improved from a D received for the previous year. Our student performance has also improved in the Meets category in all content areas as compared to the previous year. We need to work with our EL, economically disadvantaged, and special education student groups to improve our overall rating in Domain 3 Closing the Achievement Gap.

Student Learning Strengths

TEST	Approaches	Meets	Masters
Algebra 1	75%	30%	11%
Biology	87%	33%	2%
English 1	27%	15%	0
English 2	39%	19%	0
US History	87%	36%	10%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special populations (EL, special education, and economically disadvantaged) have not performed as well as the overall student group **Root Cause:** Not having sufficient numbers in EL and special education to meet the target. Limited focus on these groups , including economically disadvantaged students.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact





Goals

Goal 1: All educational decision making will stem from a comprehensive needs assessment which will include the achievement of students in relation to the State academic content and achievement standards and stakeholder input.

Performance Objective 1: 100% of teachers will be trained on the Thinking Through Reading Across the Curriculum Process

Evaluation Data Sources: Observations and feedback to include comments aligned to Marquez Thinking Through Reading Across the Curriculum Process.

Summative Evaluation: None





Strategy 1: Provide specific feedback regarding the teaching process using the "Cognitive development Through Reading Across the Curriculum" and "A Simple Guide to the Process for Teaching" when performing classroom observations Strategy's Expected Result/Impact: TOPS Classroom Observation form Feedback Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 50% of all students will within the next 3 years reach Mastery Level on the STAAR EOC Exams required for Graduation.

Performance Objective 1: 90% of all students will demonstrate proficiency on the U.S. History STAAR/EOC and 10% of the students passing the state assessment will achieve Mastery Level

Evaluation Data Sources: EOC Scores

Summative Evaluation: None





<p>Strategy 1: Testing on new and cumulative content every 3 weeks. E. Use the 3 week data to retier and work with administration to meet deliverables/ SS Department & Admin/ Lesson Plans, Classroom Observations, Classroom Assessment Data, STAAR G. Use student driven higher order thinking to assess the understanding. H. Use the knowledge checks understanding to correct misconceptions before assessment I. Use objectives and Eduphoria software to filter strong categories and TEKS from prior assessments / SS J. Use this inventory for additional tutoring after school and during Saturday school. Use historical illustrations and cartoons for student analysis of major events in US History. Strategy's Expected Result/Impact: STAAR/EOC Scores Staff Responsible for Monitoring: Social Studies teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Use Marquez Reading for comprehension of Events occurring within US History. Use of class website for social interaction and further exploration outside of classroom. Use recall of facts to build objective readiness standards. Use explanations to redirect misconceptions. Identify facts and apply information to understand historical eras. Identify excerpts from historical documents. Review previous STAAR releases questions in order of highest frequency. Use keyword analysis to improve scores on multiple choice tests. Use of technology to engage students in weekly lesson. Use field trip to Holocaust Museum to actualize effects of war. Strategy's Expected Result/Impact: STAAR/EOC Scores Staff Responsible for Monitoring: Social Studies Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 50% of all students will within the next 3 years reach Mastery Level on the STAAR EOC Exams required for Graduation.

Performance Objective 2: 80% of all students will demonstrate proficiency on the Algebra 1 STAAR/EOC , 36% will attain Meets and 15% will attain Mastery.

Evaluation Data Sources: EOC Scores

Summative Evaluation: None

<p>Strategy 1: Students will use Marquez Reading to build vocabulary and as a reference for their learning; Students will also resource additional reference materials.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Algebra 1 Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Students will implement "YABA" paradigm in conjunction with a graphic organizer to gain understanding and further learning.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Algebra 1 Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Students will explore technology extensively and collaborate in groups to gain content knowledge and demonstrate understanding.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Algebra 1 Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Teachers will apply mediated learning methodology to enhance cognitive functions; Teachers will utilize real-life situations to develop meaning of concepts taught; Teachers will promote student driven demonstration to gain further understanding.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Algebra 1 Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: 50% of all students will within the next 3 years reach Mastery Level on the STAAR EOC Exams required for Graduation.

Performance Objective 3: 90% of all students will demonstrate proficiency on the Biology STAAR/EOC, 40% will attain Meets, and 10% Mastery.

Evaluation Data Sources: Biology EOC Scores

Summative Evaluation: None

<p>Strategy 1: 1. Marquez Thinking Activity - Students create their own higher level thinking questions from their Marquez Reading every week on three different levels: compare/contrast, opinion and explain. Once students have completed their questions they ask their peers in a "turn and talk" activity. For each question created, students are required to use their Marquez Reading as a resource through paraphrasing.</p> <ul style="list-style-type: none"> - Apply advanced cognitive demand on students - Encourage students to think beyond literal questions - Promote critical thinking skills because these types of questions expect students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts <p>Strategy's Expected Result/Impact: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Biology Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 2. Use visual aids in form of mind maps, foldables, pictures, diagrams, Frayer models, thinking maps in order to develop and apply student understanding and comprehension.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Biology Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Higher order thinking questions after Marquez Reading and throughout the whole lesson cycle. Implement FIE strategies (cognitive functions and deficiencies) to ensure quality of teaching. Weekly quizzes/assessments/pretesting - Constantly check student understanding and comprehension to review/spiral SE as needed.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC Scores</p> <p>Staff Responsible for Monitoring: Biology Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Objective - Students write down the objective for the day after we read it together in class. Students will be given an opportunity to evaluate if they have learned the objectives that have been taught. Marquez reading - Reading used as content and lecture of class and being used as a tool for student activities in the classroom.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC Scores Staff Responsible for Monitoring: Biology Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: 5. STAAR released questions - Expose students to as many STAAR released questions as possible. We will use the small whiteboards and Popsicle sticks. We will also have students go up to the board to demonstrate strategies on how to approach a specific STAAR question (read, highlight/keywords, what is the question asking for? what answer choices can we eliminate? What is the answer and why?)</p> <p>Strategy's Expected Result/Impact: STAAR/EOC Scores Staff Responsible for Monitoring: Biology Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: 50% of all students will within the next 3 years reach Mastery Level on the STAAR EOC Exams required for Graduation.

Performance Objective 4: 60% of all students will demonstrate proficiency on the English I and English II STAAR/EOC, 20% will attain Meets, and 5% will attain Mastery.

Evaluation Data Sources: English EOC Scores

Summative Evaluation: None

<p>Strategy 1: Teachers will implement stations on a weekly basis to promote collaboration and student-centered learning. Strategy's Expected Result/Impact: STAAR/EOC Scores Staff Responsible for Monitoring: ELA Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Students will be given assessments with STAAR-formatted questions on a weekly basis. Strategy's Expected Result/Impact: STAAR/EOC Scores Staff Responsible for Monitoring: ELA Teachers TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Students will complete STAAR-formatted revise and edit practice on a daily basis. Students will use hashtagging and T-charting on Marquez readings and STAAR practice readings to annotate for main idea and important details. Strategy's Expected Result/Impact: STAAR/EOC Scores Staff Responsible for Monitoring: ELA Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Students will write essays following a proven formula to prepare for the STAAR test. Teachers will include ELPS strategies in lesson plans. Strategy's Expected Result/Impact: STAAR/EOC/TELPAS Scores Staff Responsible for Monitoring: ELA Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: English 3 and 4 teachers will prepare students for the TSI reading assessment by giving practice tests from the reading portion of TSI Assessment Secret Study Guide. English 3 and 4 teachers will prepare students for the TSI writing assessment by having them write practice essays, following the TSI rubric.</p> <p>Strategy's Expected Result/Impact: TSI Scores Staff Responsible for Monitoring: English Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 50% of all students will within the next 3 years reach Mastery Level on the STAAR EOC Exams required for Graduation.

Performance Objective 5: 50% of all Special Education students will demonstrate proficiency on all STAAR/EOC.

Evaluation Data Sources: EOC scores for all subjects - Biology, Algebra 1, U.S. History, English 1, and English 2.





Summative Evaluation: None

Goal 3: All students will complete and pass 80% of courses attempted.

Performance Objective 1: All teachers will have 80% of their students or more passing their class.

Evaluation Data Sources: Students' grades in eSchool.

Summative Evaluation: None





<p>Strategy 1: Provide remediation through after school and Saturday tutoring for struggling students to ensure they pass their classes and STAAR /EOC exams</p> <p>Strategy's Expected Result/Impact: Saturday Tutoring Logs STAAR /EOC Scores Common Assessment</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: All students will have access to and utilize technology in all core subject areas to increase the effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 1: Teachers will use technology in the classroom at least 70% of the time to enhance students experiences and provide alternative educational experiences to build proficiency in all content areas

Evaluation Data Sources: Lesson Plans
Classroom Observations
Common Assessments

Summative Evaluation: None





<p>Strategy 1: Teachers will develop PowerPoints and other alternative approaches to learning to ensure engagement and student achievement.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Common Assessments Classroom Observations</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Special populations of students will achieve to their maximum potential through appropriate instruction, support and modifications to the basic instructional program and through staff development that emphasizes high expectations and appropriate teaching strategies.

Performance Objective 1: All Special Education teacher will ensure that all students in the caseload receives all services as indicated on ARD documentation.

Evaluation Data Sources: Special Education students passing rates on STAAR/EOC exams.

Summative Evaluation: None





Strategy 1: Case managers will provide the prescribed services to their as indicated in ARD. Strategy's Expected Result/Impact: Schedule of Services/Student IEP's Staff Responsible for Monitoring: Special Education Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Objective 1: ESL Instructional Aide will monitor weekly the students in her caseload to determine areas in which students might need interventions.

Evaluation Data Sources: Report Cards
Teacher Intervention Logs

Summative Evaluation: None





Strategy 1: Instructional Aide will provide the services to students on her caseload to ensure students are successful. Strategy's Expected Result/Impact: Report Cards Intervention Log Student Conference Logs Staff Responsible for Monitoring: ESL Instructional Aide TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Through enhanced dropout prevention efforts all Students will remain in school until they obtain a high school diploma. Student drop out will be less than 20%.

Performance Objective 1: 80% of all students will remain on our campus through graduation

Evaluation Data Sources: Student dropout data reported in PEIMS and TAPR.

Summative Evaluation: None





<p>Strategy 1: Student attendance will be monitored daily. Any student who is absent will be contacted by his/her advisor.</p> <p>Strategy's Expected Result/Impact: Student Attendance Reports, PEIMS, TAPR</p> <p>Staff Responsible for Monitoring: Advisors/ Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: All students and parents will have opportunities to plan effectively for post-secondary education, integration of vocational and technical education programs.

Performance Objective 1: Advisors will meet with their assigned students at least one time every term to discuss academic progress and plan for academic future.

Evaluation Data Sources: Agendas and Sign-in Sheets

Summative Evaluation: None





Strategy 1: Advisors will monitor students progress and communicate with teachers to assist students in need. Strategy's Expected Result/Impact: Report Cards Teacher Feedback Staff Responsible for Monitoring: Advisors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 9: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: School-wide expectations for behavior will be posted in every classroom and enforced throughout the school year by all staff.

Evaluation Data Sources: Discipline Reports/Climate Surveys

Summative Evaluation: None





<p>Strategy 1: Students and parents will receive an orientation upon enrollment relative to procedures and expectations for behavior. Rules will be enforced by all staff in an effort to maintain a safe, drug-free and orderly environment.</p> <p>Strategy's Expected Result/Impact: Climate Surveys/Discipline Reports</p> <p>Staff Responsible for Monitoring: Teachers/Principal/Assistant Principal/Advisors</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 10: Parents/Community Members will be full partners with educators in the education of their children and the improvement of the schools. Parental/Community involvement will increase annually for all students.

Performance Objective 1: Teachers will communicate with parents and students regarding the academic performance of their children.

Evaluation Data Sources: Parent Contact Log

Summative Evaluation: None





<p>Strategy 1: Teachers will maintain a parent communication log where they will document all email, text and phone call made to parents.</p> <p>Strategy's Expected Result/Impact: Parent Contact Log</p> <p>Staff Responsible for Monitoring: All teachers</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 11: All personnel will participate in high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet all school-wide strategies.

Performance Objective 1: Administrative team will create professional development opportunities based on classroom observation trends and specific teacher needs.

Evaluation Data Sources: Classroom Observations
Professional Development Agendas
Increase Classroom Effectiveness

Summative Evaluation: None





<p>Strategy 1: Weekly CILT meetings to discuss campus-wide implementation of goals.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets and Agendas Classroom Observations</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Weekly meetings with coaches and the administration will be held to determine needs for teachers. Prior week observations will be reviewed as a basis to determine needs. Teacher capacity will be enhanced through modeling by coaches and professional development.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets/Agendas/Observation Reports</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 12: All students will be taught by highly effective teachers. Qualified and highly effective personnel will be recruited with emphasis on 100% retention of staff.

Performance Objective 1: 100% of teachers will be State Certified

Evaluation Data Sources: HR Reports

Summative Evaluation: None

<p>Strategy 1: HR representative and the Principal will attend job fairs and coordinate with teacher certification programs to obtain certified candidates who are best suited for teaching positions on our campus.</p> <p>Strategy's Expected Result/Impact: HR Reports State Certified Teachers for all content areas.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - 199 Corporate - \$700,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our diverse population is a combination of students from Garland ISD, Richardson, Mesquite, and Dallas ISD.

During the 2018-2019 school year, our student performance improved in all areas as it relates to the percentage of students who attained Approaches. With the advent of the A-F Accountability System, 2018 was a baseline year. The exclusive focus on Approaches has evolved to focus on Approaches, Meets, Masters, dropout rate, graduation rate, and CCMR. Our 2019 performance for all subjects was as follows: 67% Approaches, 21% Meets, and 3% Masters; compared to 59% Approaches, 14% Meets, and 1% Masters the previous year. Improvement in all content areas was attained as follows: Algebra 1 Approaches 48% to 75%, Meets 4%to 30%, and Masters 0 to 11%; biology Approaches 71% to 81%, Meets 17% to 33%, and Masters 3% to 2%; English 1 Approaches 21% to 27%, Meets 7% to 19%, Masters 0 to 1%. English 2 Approaches 23% to 39%, Meets 7%to 19%, Masters 1% to 0; U.S. History Approaches 78% to 87%, Meets 27% to 36%, and Masters 4% to 10% compared to the previous year. Our overall rating improved from a D to a C for the 2018-2019 school year. this year, we will have enough EL students to enhance our rating in Domain 3 Closing the Achicbement Gaps. Our goal is to improve our rating another grade level (C to B). Goals for 2019-2020 for each domain are: Domain 1 Goal: 76 to 85 scale score. Domain 2 Goal: 81 to 85 scale score. Domain 3 Goal: 30 to 70 scale score.

Domain 3 Hispanic, African American, and Economically Disadvantaged students will be more closely targeted for closing the achievement gaps. Meets for Economically Disadvantaged students for Algebra 1 will increase from 26 to 36%. Meets for Economically Disadvantaged students for English will increase from 14 to 20%. Meets goals are: 36% Algebra 1, 20% ELA, 40% Biology and U.S. History. Approaches goals are: 90% for Biology and U.S. History, 80% Algebra 1, and 60% ELA. EL growth group will grow from 33% to 40% and the subpop will increase from 9 to 30 so we are able to gain points for Domain 3 on TELPAS. Our CCMR goal is ro move from 8 to 25%.

TEST	Approaches	Meets	Masters
Algebra 1	75%	30%	11%
Biology	81%	17%	3%
English 1	27%	19%	1%
English 2	39%	19%	1%
US History	87%	36%	4%

Improvement in all content areas was attained as follows: Algebra 1 Approaches 48% to 75%, Meets 4%to 30%, and Masters 0 to 11%; Biology Approaches 71% to 81%, Meets 17% to 33%, and Masters 3% to 2%; English 1 Approaches 21% to 27%, Meets 7% to 19%, Masters 0 to 1%. English 2, 23% to 39%; U.S. History Approaches 78% to 87%, Meets 27% to 36%, and Masters 4% to 10% compared to the previous year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP was developed with input from all campus stakeholders to include teachers, administrators, support staff, parents and community members. Surveys have been conducted to garner input from parents in an effort to bolster parental involvement. As a result, we have offered GED and ESL courses to parents through Richland College. Other parental involvement strategies include, but are not limited to Open House, Report Card Night and FSFA Night. Our CIP is monitored throughout the year for progress and adjustment as needed.

2.2: Regular monitoring and revision

Our CIP is monitored regularly throughout the school year. It is a living document. Reviews are held according to schedule to monitor progress and for adjustment purposes. The last update took place in November. The next is due in December. Although more comprehensive, Our CIP is commensurate with our Targeted Improvement Plan (TIP) for federal accountability in addition to state accountability requirements.

2.3: Available to parents and community in an understandable format and language

Our parents have access to all information in a language they can understand (mainly English and Spanish). We send information home in the form of flyers, phone blasts, text messages, and via email.

2.4: Opportunities for all children to meet State standards

All students are provided opportunities to prepare to meet state standards through our course offerings. All students have equal access to a rigorous curriculum that includes daily reading in all content areas.

2.5: Increased learning time and well-rounded education

Our class sizes are small for all content areas overall. On average, our student/teacher ratio is 18:1. Our Title 1 funds have been allocated to provide targeted instruction and supplemental educational opportunities in the areas of English and math, which are priority areas for our school. Additional personnel have been acquired through 216 funds to provide targeted instruction in the areas of English and math. In addition, Title 1 funds have been allocated for after-school and Saturday tutorials. We also offer dual credit courses and certifications that prepare students for post-secondary success.

2.6: Address needs of all students, particularly at-risk

Our school is classified as a dropout prevention and recovery program. In essence, we address the needs of all at-risk students by virtue of the reason for our mere existence. Our target population is comprised primarily of at-risk students who have fallen behind academically. In addition to the academic and extra curricular activities offered, we provide vision screenings and free glasses for all eligible students, counseling services, crisis management and various other needs as they arise.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A Parent Engagement Policy is provided to parents as a mutual agreement between the school, parent and student. Responsibilities for each party are outlined in the policy and adherence is expected. Our school accepts the majority of the responsibility relative to the Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are offered at a time that is good for parents. This has been a challenge when we have school-wide meetings, due to the fact that some of our parents work at night and cannot attend. In any event, we attempt to accommodate parents' schedules to the extent possible.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jimmy Corzine	Teacher	Credit Recovery	1.0

Campus Funding Summary

199 Corporate					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
12	1	1			\$700,000.00
Sub-Total					\$700,000.00
Grand Total					\$700,000.00

Addendums