

**Texans Can Academies**  
**Fort Worth Can Academy - Lancaster Avenue**  
**Campus Improvement Plan**  
**2020-2021**

# Mission Statement

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

## Core Beliefs

- 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

## Demographics

### Demographics Summary

Fort Worth Lancaster Avenue averages 450 students. Of these, a total of 782 total students were served by our campus throughout the year. Enrollment has remained consistent but we are expecting growth due to the continuous development and the expansion of our facility. The mobility rate for our campus was approximately 43.48%. The majority of students served come from ISDs in North Fort Worth and Tarrant County. According to 2017-2018 targeted data disaggregation approximately 96.37% of students at our campus are At-Risk and 91.77% are classified as Economically Disadvantaged. The majority of students enrolled come from Hispanic and African American backgrounds. Due to growing facilities and continuous enrollment we expect an increase in number of special populations and plan to provide additional support on an as needed basis. Staff demographics show a total of 40 members. This includes 21 teachers, 14 Professional Support Staff, 3 Campus Administrators and 2 Educational Aides. Our staff also contains members of various ethnicity to reflect the student population. Continuous monitoring of a Campus Instructional Leadership Team and Facility Advisory Committee will be maintained to monitor campus improvement in all state, federal and PBMAS standards. FWLA has a diverse staff to reflect our student population, a staff that is highly qualified, bilingual staff to strengthen needs of families and community, and a small 23:1 teacher to student ratio. We also have high teacher to student ratio in with our SPED students.

Building relationship with parents and the community through holding meetings on campus and attending them in the community.

### Demographics Strengths

Diverse staff to reflect our student population, a staff that is highly qualified, bilingual staff to strengthen needs of families and community, and a 23:1 teacher to student ratio. We also have a high teacher to student ratio in with our SPED students.

Recognition of ethnic achievements during designated months and honorary speakers from business and political communities who speak to our students is also utilized.

# Student Learning

## Student Learning Summary

Student Achievement data is disaggregated through the use of Professional Learning Communities. Eduphoria is the software used to disaggregate student learning objectives. Our staff disaggregates state, local, and class data to improve instruction. Through ongoing collaboration, all students served by our campus are provided targeted instruction. **According to the TEA 2019 A-F Accountability listing, Fort Worth Can Academy-Lancaster Avenue earned a C rating, with a score of 77%. This was achieved by combining an 80% in Domain 2 and 70% in Domain 3. To contrast, FWCA-LA scored an F (58%) in 2018.** There were also increases for Hispanics and Economically disadvantaged. Sped and African-Americans were masked in 2018, so no comparison was made. Instructional research based strategies such as thinking through the research curriculum a.k.a. Marquez Reading, Deconstructing the TEKS, Higher Order Thinking activities, and curricular alignments with the TEKS, small teacher to student ratio, SPED Inclusion Support, targeted tutoring and technology will all be in effect to ensure continued positive student success.

Dual credit courses, Microsoft certification classes, and increase Military enrollment will support CCMR domains.

## Student Learning Strengths

**FWCA's overall letter grade improved from a 58 (F) to 77 (C). In short, this was achieved through the Marquez Reading process, building teacher capacity (Coaching), small group interventions, data driven decisions, and caring for the 'whole' student, through social/emotional programs.**

## Texas Education Agency

2019 Accountability Ratings Overall Summary FORT WORTH CAN ACADEMY LANCASTER A (057804008) - TEXANS CAN ACADEMIES

Accountability Rating Summary

Component

Score

Scaled Score

Rating

Overall 77

71 Student Achievement STAAR Performance College, Career and Military Readiness Graduation Rate

School Progress Academic Growth Relative Performance (Eco Dis: 91.8%)

Not Rated

Closing the Gaps 70

\* This is an Alternative Education campus. This campus was evaluated by alternative education accountability provisions.

Percent

Bonus Points

Earned

AEA Bonus Points RHSP/DAP/FHSP-E/FHSP-DLA Graduates EOC Retest Assessments at Approaches Grade Level or Above

0

7% 39%

Identification of Schools for Improvement

This campus is a comprehensive support and improvement reidentified school.

Distinction Designations

ELA/Reading Mathematics Science Social Studies Comparative Academic Growth

Not Eligible Not Eligible Not Eligible Not Eligible Not Eligible

Texas Education Agency | Governance and Accountability | Performance Reporting

August 2019

Texas Education Agency

2019 STAAR Performance FORT WORTH CAN ACADEMY LANCASTER A

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

**Problem Statement 1:** A mobility rate that is 42% disrupts and/or delays instruction **Root Cause:** Students leave due to low attendance or to return to their home school after getting caught up on credits, impacting instruction and continuity in the classroom.

# School Processes & Programs

## School Processes & Programs Summary

Marquez reading, FIE, accelerated scope and sequence. Students are identified and tiered based on literacy needs. Support in reading fluency and comprehension occurs daily through choral, small group, and one-to-one interventions. Fort Worth Can continues to grow in serving the social and emotional needs of its students. A 24/7 hotline and app for free counseling is made available to all students. FWCA also has a social worker internship partnership with UT Arlington to help students with resources.

## School Processes & Programs Strengths

See above

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** A mobility rate that is 42% disrupts and/or delays instruction **Root Cause:** Students leave due to low attendance or to return to their home school after getting caught up on credits, impacting instruction and continuity in the classroom.

**Problem Statement 2:** 41% teacher turnover affects the fidelity and acumen of the processes **Root Cause:** Increased expectations caused some not bought in with the mission to resign. As well, the first year principal had a steep learning curve, as well.

# Perceptions

## Perceptions Summary

We are mission driven and highly relationship based. FWLA believes all students can learn, but not in the same way. At our core is knowing that student literacy is the key to empowerment and economic independence. Therefore, students read out loud in every class, every day. Marquez Reading is the process through which this is achieved.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** A mobility rate that is 42% disrupts and/or delays instruction **Root Cause:** Students leave due to low attendance or to return to their home school after getting caught up on credits, impacting instruction and continuity in the classroom.

**Problem Statement 2:** 2018 to 2019 OHI data shows a decline in Cohesiveness and Morale **Root Cause:** Increased expectations and new leadership with a first year principal



# 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- 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
- Student failure and/or retention rates
- Running Records results
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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

# Addendums