

**Texans Can Academies**  
**Austin Can Academy**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date: October 1, 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.

## Vision

## Motto

**Pound the Rock!**

"When nothing seems to help, I go and look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it will split in two, and I know it was not that blow that did it, but all that had gone before." -  
Jacob Riis

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# Comprehensive Needs Assessment

Revised/Approved: October 1, 2021

## Demographics

### Demographics Summary

During 2020-2021 school year, our students struggled in math and science achievement across the board. We will prioritize these focus areas to support our students in making up for the significant loss in learning. By prioritizing in math and science achievement, we will improve our overall data for the 2021-2022 school year. We will ensure that Data Driven Instruction practices in math and science are strong and in place from the beginning of the year. In addition, we will provide tutoring to support those students that were not successful on their STAAR assessments in Algebra 1 and Biology.

### Demographics Strengths

**Domain 1:** Increase Student Achievement component score from 25 to 38. Using 2019 campus results, we have set our STAAR Performance goals as an increase of 10 percentage points at Approaches grade level (from 56% to 66%), Meets grade level (from 17% to 27%) and Masters grade level (from 2% to 12%) across all subject areas.

**Rationale:** With increased focus on daily use of high-quality instructional materials and assessments as well as ongoing training and support for the effective use instructional strategies, we anticipate that student performance will improve from the 2018-2019 school year

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** TCA Austin will increase academic achievement in ELAR, Math, and Telpas for DII by ensuring 55% of DII students meet their progress measure **Root Cause:** Learning loss post COVID in ELAR, Math, and Language for ELL students especially Newcomers.

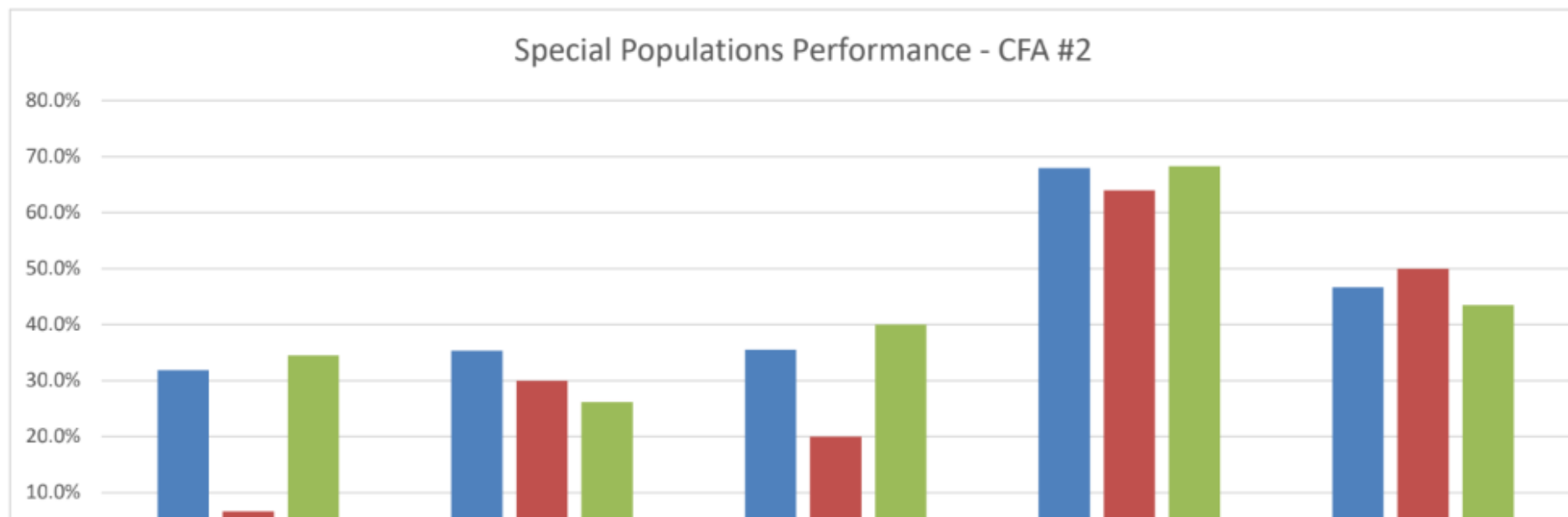
# Student Learning

## Student Learning Summary

### CFA 2 Special Populations Report - AU

(Core EOC Classes Only)

Population	Average Score	Average Score	Average Score	Average Score	Average Score
	Algebra	English 1	English 2	Biology	US History
All Students	31.9%	35.3%	35.6%	67.9%	46.7%
Special Education	6.7%	30.0%	20.0%	64.0%	50.0%
LEP	34.5%	26.2%	40.0%	68.3%	43.5%



### Student Learning Strengths

Biology and US History are areas of strength.

ELL students in Biology 68% and Special Education students in Biology as well 64%

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

**Problem Statement 1:** We did not Meet Approaches or Master for Biology or US History. Between our open enrollment and the number of student absences every day it became harder to develop all the skills needed for student success. **Root Cause:** Between our open enrollment and the number of student absences every day it became harder to develop all the skills needed for student success.

# School Processes & Programs

## School Processes & Programs Summary

TCA has monthly Teacher PLC's on TIL strategies with Region 10

TCA has monthly PD sessions with campus administrators

TCA has professional development each term with Instructional Coaches

TCA has monthly ELL PD sessions for teachers to support ELL Students

Instructional Support:

TEKS Resource System

Talk Read Talk Write

Edgenuity

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Addressing learning loss post COVID has an impact on student achievement. Social Emotional needs of staff and students has posed challenges post COVID.

**Root Cause:** Learning loss and SEL issues post COVID and it's impact on academic achievement.



# 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
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- RDA data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- 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, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

### **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
- Other additional data

# Goals

**Goal 1:** All Texans Can campuses will be rated overall at the Meets Alternative Standard on the 2020-2021 Accountability System. 2020-2021 District were not rated due to COVID19.

Domain I Goal:

2021/2022 STAAR Approaches/Meets/Masters Goal

Approaches- 56% Meets 17% Masters 3%

Domain II Goal:

2021/2022 Domain II Growth Goal- 70%

Domain III:

Graduation Rate: DIII Target is 90%

CCMR: Annual Graduates and 12 grade non-graduates- 15%

2021/2022 Goal: Increase by 5% for each D3 indicator (54 indicators)

**Goal 2:** Texans Can will ensure all teachers receive support of the new TEKS Resource System curriculum management system for 2021-2022. The goal is for 100% of all core teachers utilize the following documents:

Year At A Glance

Instructional Focus Documents

TEKS Aligned Assessments.

To ensure Texans Can reaches this goal, network visits, coaching, and modeling through job embedded staff development will support high expectations and appropriate teaching strategies.

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**Goal 5:** Texans Can will ensure all campuses are in compliance with renewal conditions outlined by TEA which include the following areas:

Graduation

Online Learning

IGC

Special Education Compliance

ELL Compliance

This goal will be measured through a district wide Review 360 audits for the district and campuses to ensure continuous improvement.

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1

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# Schoolwide and Targeted Assistance Title I Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

[https://drive.google.com/drive/folders/1\\_JauMtPjpQ4HnIHHqax0WgZTKF9fdJh8?usp=sharing](https://drive.google.com/drive/folders/1_JauMtPjpQ4HnIHHqax0WgZTKF9fdJh8?usp=sharing)

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

[https://drive.google.com/drive/folders/1\\_JauMtPjpQ4HnIHHqax0WgZTKF9fdJh8?usp=sharing](https://drive.google.com/drive/folders/1_JauMtPjpQ4HnIHHqax0WgZTKF9fdJh8?usp=sharing)

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

Title I parent event :

<https://docs.google.com/presentation/d/1Qs-lsXeqCdEn0nqEVfcV3z-7dQf4W8l/edit?usp=sharing&oid=105159147656817139919&rtpof=true&sd=true>

### 2.4: Opportunities for all children to meet State standards

Mathia <https://www.carnegielearning.com/solutions/math/mathia/>

Newsela :

<https://newsela.com/content/browse/browse-home/ckre0behu00013h60110bb6px/>

NoRedInk:

<https://www.noredink.com/login>

District Assessments:

[https://drive.google.com/drive/folders/1fSrR\\_nXQUvYWhivGHTMn\\_plluvZgiNs4?usp=sharing](https://drive.google.com/drive/folders/1fSrR_nXQUvYWhivGHTMn_plluvZgiNs4?usp=sharing)

Recommended Saturday School Tutoring Dates:

September 10 2021  
September 18, 2021  
September 25, 2021

October 9, 2021

October 16, 2021  
October 23, 2021

November 6, 2021

December 4, 2021

January 16, 2022  
January 22, 2022  
January 29, 2021

February 12, 2022

February 26, 2022

March 5, 2022  
March 26, 2022

April 2, 2022  
April 23, 2022  
April 30, 2022

May 7, 2022  
May 14, 2022

## **2.5: Increased learning time and well-rounded education**

Math Booster Tutoring

Before School: 7:00am-7:45am or Before PM Session  
After School Times: Morning Session Students- 11:50am

Afternoon Session Students - 4:37pm

Teachers/tutors will attend training on "High Impact Tutoring" and intervention platforms : Mathia, Odell Learning, Newsela, and No Red Ink.

Recommended Tutorial Saturday Dates:

September 10 2021  
September 18, 2021  
September 25, 2021

October 9, 2021  
October 16, 2021  
October 23, 2021

November 6, 2021

December 4, 2021

January 16, 2022  
January 22, 2022  
January 29, 2021

February 12, 2022

February 26, 2022

March 5, 2022  
March 26, 2022

April 2, 2022  
April 23, 2022  
April 30, 2022

May 7, 2022  
May 14, 2022

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

PGP's for 9th and 10th grade students

Edgenutiy Course Offerings

Restorative Practices PD for all staff

Talk Read Talk Write Reading Model

CCMR OSHA Oppourtunities for students

Baylor Scott & White Oppourtunities for students



Provide bus transportation for students

Offer Student Advocates with a ratio of 1/100 students

Offer Onsite ACT testing for 11th grade students

After school and Before School Programs

EOC Tutoring for Academic Achievement on STAAR

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Student Handbook for 2021-2022

Swift K12

As requested from Parents

### **3.2: Offer flexible number of parent involvement meetings**

<https://docs.google.com/presentation/d/1Qs-lysXeqCdEn0nqEVfcV3z-7dQf4W8l/edit?usp=sharing&oid=105159147656817139919&rtpof=true&sd=true>

# 2021-2022 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Alba Marrero	Principal
Administrator	Bryan Townsend	AP
Classroom Teacher	Gregory Manekis	Instructional Coach
Administrator	Jill Moeder	AP