

**Texans Can Academies**

**Dallas Can Academy at Carrollton-Farmers Branch**

**2021-2022 Campus Improvement Plan**

# 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.

## Motto

Graduating Thinkers

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Goals	14
Goal 1: Provide hands-on, interactive instruction, and curriculum/assessment components aligned to the Texas Essential Knowledge and Skills that will ensure that all student subgroups satisfy the 2018 - 2019 State Accountability Rating of Met Alternative Standard in English (Reading/Writing), Mathematics (Algebra 1), Social Studies (US History), and Science (Biology).	15
Goal 2: Increase the overall graduation rate by 10% for 2021-2022	18
Goal 3: Recruit, develop, and retain highly-qualified and effective teachers at a rate of 90%, and ensure quality instruction for all of our students by providing ongoing professional development.	21
Goal 4: The campus will work cooperatively with the ACE program to increase and strengthen family and community partnerships by 10% to help support students educational and personal growth.	25
Goal 5: All Texans Can campuses will be rated overall at the Meets Alternative Standard on the 2021-2022 Accountability System.	27
Goal 6: Texans Can will ensure all teachers receive support of the coaching model through job embedded staff development that emphasizes high expectations and appropriate teaching strategies.	28
Goal 7: Texans Can will increase awareness and education, capacity, coordination, access, and schoolwide mental health services. This includes school-community partnerships that provide a continuum of mental health services to support all students and the school community.	29
Goal 8: Texans Can will ensure all graduates have transition options for college, license, certificate or military placement.	30
State Compensatory	31
Budget for Dallas Can Academy at Carrollton-Farmers Branch	32
Personnel for Dallas Can Academy at Carrollton-Farmers Branch	32
Schoolwide and Targeted Assistance Title I Elements	33
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	34
1.1: Comprehensive Needs Assessment	34
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	34
2.1: Campus Improvement Plan developed with appropriate stakeholders	34
2.3: Available to parents and community in an understandable format and language	34
2.5: Increased learning time and well-rounded education	34
2.6: Address needs of all students, particularly at-risk	35
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	36
3.1: Develop and distribute Parent and Family Engagement Policy	36



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Of the 371 students currently enrolled during the 2021-2022 school year, the majority ethnic background is Hispanic, which represents 89%. Our Non-Hispanic student population is 11%, which is comprised of 28 African American as the largest other subgroup. The gender breakdown of our student population is 53% male and 47% female. Our campus currently has 61% of the students coded as at risk and 70% coded as economically disadvantaged. As the year goes, it is anticipated that these percentages will grow as more “at risk” and “socioeconomically disadvantaged” students are identified. Our Special Education population has grown considerably and is currently at 36 students (10%) . Over 20% of our students are coded as limited English proficiency (LEP), new enrollees have been identified as TELPAS testers in the past and probably still classify as LEP. The demographic compilation of our teaching staff is comprised of 7 males and 10 females, 35% are Hispanic, 29% are White, 23% are African-American and 12% are Asian.

### Demographics Strengths

With regard to ethnicity, gender, and at-risk categories, enrollment has remained constant over the past 3 years with the exception of 20-21 during COVID. The majority of our students reside within 10-15 miles of our school campus and their demographics mirror the community, which encourages community involvement. The diversity of our campus teaching staff provides students with a level of comfort in that both teachers and students understand and relate to each other. This encourages rapport-building, which also improves academic interaction.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our ELL students struggle with language proficiency and academic achievement on TELPAS and EOC STAAR. **Root Cause:** TCA CBF has a high number of ELL's and Newcomers enrolled for the 21-22 school year.

# Student Achievement

## Student Achievement Summary

**Domain 1:** For the 2021/2022 school year, our campus will increase our Domain 1 component score from a 65 (scaled score of 85) to a (scaled score of 82) percent Approaches to 85%, Meets to 35%, and Masters to 25% the campus will meet its goal. Data-driven meetings throughout the year will lead to achieving an overall A rating for 2022.

**Rationale:** By using high-quality instructional materials aligned to instructional planning calendars, interim and formative assessments, and teachers focusing on data-driven instruction, the Accountability Rating for the school will increase from the 2018-2019 school year.

Alternative education campuses and alternative education accountability charter schools are not evaluated on School Progress, Part B due to the small number of districts and campuses available for comparison.

Domain 3: CFB will ensure 36% of ELL students will pass at least one language proficiency level on TELPAS by May of 2022.

The campus is 96% Hispanic so we will increase our CCR from 8 points to 18 points by offering certification in OSHA 30, Community Health Care Worker, and Microsoft certifications and will increase Graduation Rate from 76 to 80 component score. All juniors and seniors will be scheduled to take TSI College entry exam before graduation. Our target for ELL is 70 out of 214 students pass the TELPAS to meet our goal of 36%.

## Student Achievement Strengths

(All Classes) Population Average Score Algebra Average Score English 1 Average Score English 2 Average Score Biology Average Score US History All Students 28.5% 39.7% 43.7% 41.2% 58.6% Special Education 21.7% 66.0% 68.0% 33.0% 61.8% LEP 26.1% 32.1% 40.9% 40.4% 59.5%

## Skills Check #1 Special Populations Report - District

(All Classes)

Population	Average Score Algebra	Average Score English 1	Average Score English 2	Average Score Biology	Average Score US History
All Students	45.7%	43.6%	46.8%	49.5%	60.1%
Special Education	35.7%	37.1%	40.8%	41.3%	49.3%

LEP

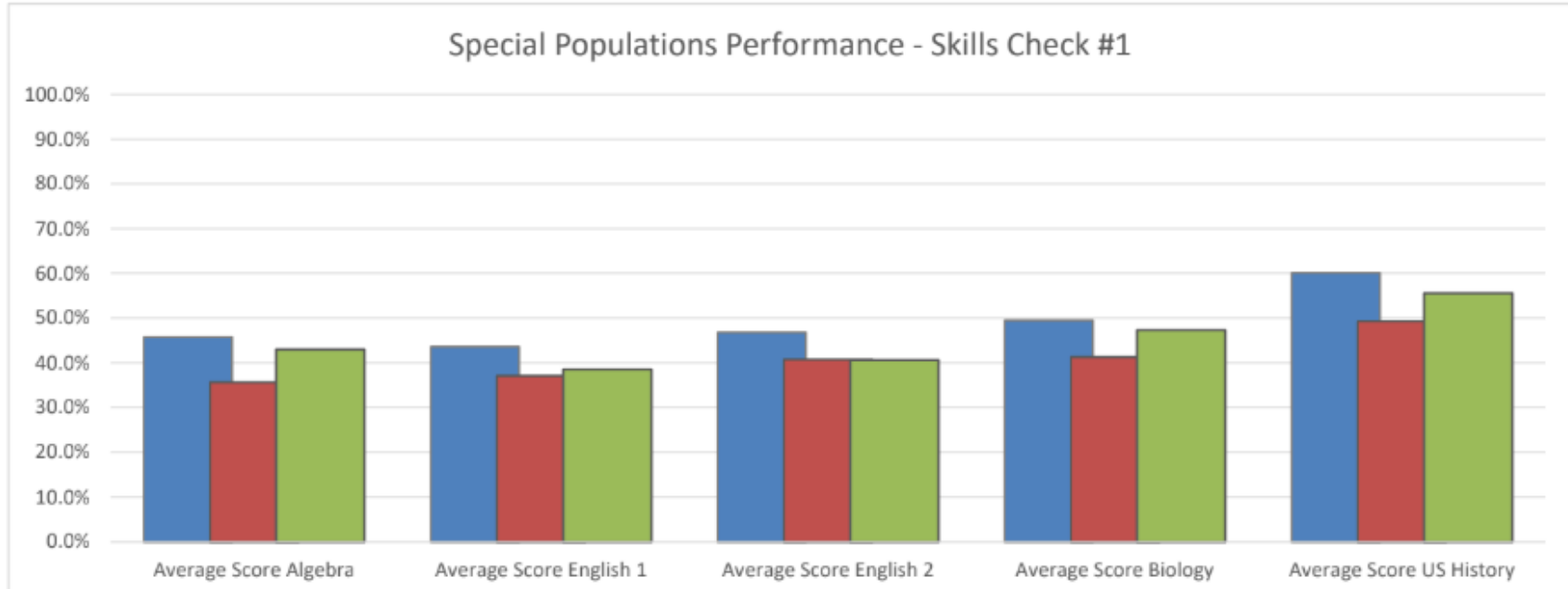
43.0%

38.5%

40.6%

47.3%

55.5%



**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** LEP students are underperforming in the areas of Math and ELA by more than 15%. **Root Cause:** Our ELL students struggle with writing, listening, speaking, and reading skills. They need daily opportunities to develop language proficiency skills.

# School Culture and Climate

## School Culture and Climate Summary

The school culture and climate is nurturing and supportive of both faculty and students. There are expectations in place that creates an environment conducive of optimal learning.

## School Culture and Climate Strengths

Our students are engaged in coming to school, enrollment is increasing for the 21-22 school year, and attendance is over 70% on average.

We have a new leadership team that is developing.

We have strong teachers and instructional coaches.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** We have a new leadership team developing and post COVID, we must reestablish norms and expectations for teaching and learning with our students. **Root Cause:** Returning to full structure of school post COVID.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

We did not begin the 2021-2022 school year fully staffed. We had an unforeseen issues with hiring and filling vacancies including long term substitutes.

## Staff Quality, Recruitment, and Retention Strengths

There are no beginning teachers on staff. All of our teachers are Highly Qualified and has experience teaching their respective content areas. Teachers teaching high-need content areas (i.e. Math and Science) qualifies for incentive pay, which allows us to compete with surrounding school districts and to retain quality teachers for our students. There is also incentive pay for good attendance. An Instructional Coach was added to the staff to assist new teachers and to provide ongoing support to all teachers on campus. The district also added an Academic Achievement Specialist to provide administrator and teacher support with disaggregating data, tutoring, and testing.

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

**Problem Statement 1:** Hiring highly qualified staff and certified staff in critical areas continues to be an issue. **Root Cause:** Lack of certified candidates in areas of ELAR /ESL at the secondary level.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Educators are kept abreast of the development of creative and innovative techniques appropriate to the improvement of student learning. The curriculum used by our teaching staff ensures effective delivery of the TEKS, enriched content, opportunities for real-life application, and common assessments (benchmarks) for all classes to measure student mastery of the TEKS.

## Curriculum, Instruction, and Assessment Strengths

The district purchased a new assessment program designed to focus on student mastery of the TEKS. There is also an Academic Achievement Specialist on campus to assist teachers in deciphering the disaggregated data and developing appropriate intervention measures to address deficiencies across content areas and for all student subpopulations.

Marquez Reading is done with fidelity throughout the campus and all new teachers will be fully trained by the middle of September.

Going into the 2016-2017 school, focused professional development has been scheduled to improve students writing across the content areas with a particular commitment of the ELA department who is meeting with a consultant on Wednesday evenings and Saturdays.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parental and community involvement are crucial to the success of our students. We make every opportunity to involve parents and the community in school decisions that have a direct impact on the education of our students. Parents will continue to be full partners with our educators in the education of their children.

## Parent and Community Engagement Strengths

We have a history of family and community involvement. Our advisors have a good rapport and relationship with our students' parents and have provided several opportunities throughout the school year, including Parent Reptocard Nights, and Parent/Community Open House to connect, educate, and involve parents in the education of their children. Our partnership with our 21st Century ACE coordinator helps to reach out and enhance the experience and turn-out at these events.

In 2015-2016, with in a joint effort with school staff and ACE staff, a career and a college fair were put together to help students make connections with their community and find choices for their future success.

A English as a second language classes were offered to parents on Saturdays. It was a great success and the parents continued their efforts as a group even after the program concluded for the year.

# School Context and Organization

## School Context and Organization Summary

Our campus offers students an accelerated educational program. Students may attend classes for the AM session (from 7:45 am - 11:54 am) and/or the PM session (from 12:27 pm - 4:36 pm). Our school campus will maintain a safe and disciplined environment conducive to student learning.

## School Context and Organization Strengths

Students who are struggling in class and/or failed any of their STAAR EOC or TAKS exams may attend tutoring before and/or after school during. In 2015-2016 the campus ran a successful Saturday School program for several weeks prior to testing.

# Technology

## Technology Summary

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. All of our classroom teachers will utilize technology for the benefit of enhanced classroom instruction and improved student academic performance.

## Technology Strengths

We have 3 classrooms on campus that are equipped with computers. The Learning Lab currently has 15 computers that are mainly used for supplemental learning for our SPED student population. Other students can also utilize the Learning Lab to make up assignments, work on projects, or take make-up tests. Our Credit Recovery classroom has 31 computers that students can use to take accelerated classes online and earn credits toward their graduation. And, one of our electives classrooms will increase from 15 to 24 computers to use for classroom activities. All computers are available to use for online TAKS and STAAR EOC testing.

In addition to the labs, the campus has 2 computer carts that hold between 18-20 computers that can be utilized in the classroom to enhance engagement and instruction.

# Priority Problem Statements

# Goals

**Goal 1:** Provide hands-on, interactive instruction, and curriculum/assessment components aligned to the Texas Essential Knowledge and Skills that will ensure that all student subgroups satisfy the 2018 - 2019 State Accountability Rating of Met Alternative Standard in English (Reading/Writing), Mathematics (Algebra 1), Social Studies (US History), and Science (Biology).

**Performance Objective 1:** Increase academic achievement through TEKS Resource System and train all teachers and administrators.





ESF

5.1

4.1

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assessment - Utilize common assessment data to plan and deliver an aligned state curriculum that targets specific student weaknesses; Follow district assessment calendar.</p> <p>Collaborative planning and data analysis, supported campus leaders and the Campus Instructional Leadership Team (CILT), will continue to be implemented during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact:</p> <ol style="list-style-type: none"> <li>1. Eduphoria tests showing progress for students in all core content areas.</li> <li>2. Increased student achievement as STAAR EOC test scores in all content areas (English, Math, Social Studies and Science)</li> <li>3. PLC weekly meetings.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principals, Instructional Specialists , Campus Instructional Coach and all teachers</p> <p>- <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Title I - 6200 - Professional &amp; Contracted Services - TEKS Resource System - \$1,303.12</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Curriculum/Instruction-Training on Talk Read Talk Write TEKS Resource System</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of teaching and learning. Increase in EOC STAAR assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principals, Campus Instructional Coach and all teachers</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Technology- Ensure continued use, implementation of technology access, curriculum and application in all classrooms and on all campuses for the benefit of improved student learning and performance</p> <p>Increase teacher and student access to and use of technology equipment, manipulates, hardware and software - computer aided use of instruction in the classroom.</p> <p>Ensure that campus has adequate IT equipment, such as laptops, chrome books graphing calculators, smartboards, ELMOs to fulfill basic state requirements.</p> <p>Provide for opportunities to increase student access to innovative uses technology to help assist in learning objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Increased student achievement as evidenced by STAAR EOC test scores in all content areas (English, Math, Social Studies and Science)</p> <p>2. Lesson Plans and Lesson Plan Feedback</p> <p>3. Observations of technology within classrooms. TTESS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principal, Campus Instructional Coach and Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Provide hands-on, interactive instruction, and curriculum/assessment components aligned to the Texas Essential Knowledge and Skills that will ensure that all student subgroups satisfy the 2018 - 2019 State Accountability Rating of Met Alternative Standard in English (Reading/Writing), Mathematics (Algebra 1), Social Studies (US History), and Science (Biology).

**Performance Objective 2:** Ensure that at least 55% of re-testers meet level 2 Satisfactory scores on EOC tests





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Targeting students in need through systematic Restorative practices and intervention initiatives.</p> <p>Tracking and analyzing data for attendance, assessments, and EOC Scores</p> <p>Intervention initiatives include: Saturday School, Before/After school ACE sponsored activities, and individual mentoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact:</p> <p>Reduction of Discipline Increased attendance Increased Retention Rates and Graduation Rates</p> <p>Attendance sheets for Saturday School, ACE Program, and other individual tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principals, Academic Achievement Specialist, Campus Instructional Coach, Teachers, and ACE staff.</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 1:** Provide hands-on, interactive instruction, and curriculum/assessment components aligned to the Texas Essential Knowledge and Skills that will ensure that all student subgroups satisfy the 2018 - 2019 State Accountability Rating of Met Alternative Standard in English (Reading/Writing), Mathematics (Algebra 1), Social Studies (US History), and Science (Biology).

**Performance Objective 3:** Increase % of ELL students that increase proficiency levels on TELPAS to achieve 55% overall in Domain III.





**Evaluation Data Sources:** TELPAS Scores Composite  
 District Skills Check  
 Domain III Overall Score for TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Providing training for teachers to implement ELPS reading, writing, speaking, listening strategies.  <b>Strategy's Expected Result/Impact:</b> TTESS observations of ELL strategies being use in all classes                      Lesson plans to include ELP learning objectives on the board and in lesson plans.</p> <p>Increase TELPAS scores.  <b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Instructional Coach, and teachers</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Increase the overall graduation rate by 10% for 2021-2022

**Performance Objective 1:** Increase student graduation rates by scheduling students for accelerated classes through Online Services , as well as providing extended day and summer school opportunities.





**Evaluation Data Sources:** Graduation Rate  
CCMR %  
Number of Courses Completed in Edgenuity

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Offer EOC Support Classes for students. Ensure students are scheduled correctly from 9-12th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Transcript Accuracy Graduation Rate Increase EOC STAAR Score Improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, teacher, and tutors. School Counselors Academic Advisors</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide extended days, Saturday school, and summer school opportunities to increase student graduation rates.</p> <p>Action Steps: Extended School Year Provide extended learning opportunities to increase student learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Increased student achievement as evidenced by increased TAKS/STAAR EOC test scores, increased graduation rate and decreased student drop out rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Teachers</p> <p>- Comprehensive Support Strategy</p> <p><b>Funding Sources:</b> Materials and supplies for Extended Year Program - \$7,279</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Increase the overall graduation rate by 10% for 2021-2022





**Performance Objective 2:** Provide students a plan for expected graduation date ; meet with all 9th and 10th graders regarding their PGP.

**Evaluation Data Sources:** PGP for 9th and 10th grade students  
Increase Graduation Rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student participation in the SAT, ACT or any other College Readiness activities for juniors and seniors.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>1. Provide post-secondary preparation strategies to assist students with college applications, financial aid processes and employable skills.</li> <li>2. Provide TSI prep classes for juniors and seniors that have completed their STAAR courses already.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Increased college enrollment rate, decreased student drop out rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, School Counselor, and Student Advocates</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Increase the overall graduation rate by 10% for 2021-2022





**Performance Objective 3:** Decrease dropout rate of the campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance Interventions for Students at 3 absences, 5 absences, and 7 absences. Contact Students Via Phone, Letter, or Home Visits if excessive absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower dropout rate for the campus. Increased attendance rate for students. Documentation of home visits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Student Advocate</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Recruit, develop, and retain highly-qualified and effective teachers at a rate of 90%, and ensure quality instruction for all of our students by providing ongoing professional development.

**Performance Objective 1:** 100% of teachers will be highly qualified or certified  
100% Certified Teachers for SPED and ESL.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HR continues to recruit and retain high quality staff.</p> <p>Action Steps: Continue communication with HR to pre-qualify candidates and increase marketing to attract candidates.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Increased retention of teachers post COVID Reduce Turnover Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p><b>Funding Sources:</b> - \$20,000, - \$2,000, - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** Recruit, develop, and retain highly-qualified and effective teachers at a rate of 90%, and ensure quality instruction for all of our students by providing ongoing professional development.

**Performance Objective 2:** Provide ongoing campus professional development to build content capacity and increase teacher confidence, which will improve retention rates.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Instructional Coach to model lessons, facilitate instructional planning, provide teacher training in unpacking state standards (TEKS) and utilizing data analysis to drive instruction, and Region 10 TIL strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Teaching and Learning EOC Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principals, Instructional Coaches, Instructional Specialists.</p> <p><b>Funding Sources:</b> Professional Development Activities - \$4,118</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify embedded training opportunities</p> <p>Identify professional development opportunities aligned to campus goals (i.e. professional organizations, best practices, regional service center, book study and OHI)</p> <p>Provide embedded professional development opportunities to include differentiated instruction for all student groups</p> <p>Identify Professional Development aligned to federal/state regulations</p> <p>Provide professional development opportunities in the summer for staff to take advantage of.</p> <p><b>Strategy's Expected Result/Impact:</b> Low turnover rate Increased student achievement Teacher Scores on TTESS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal /Assistant Principal/CILT /Instructional Coach</p> <p><b>Funding Sources:</b> Professional Development Activities - Workshops and Conferences - \$4,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Retain consultant to train all core content teachers to be able to implement reading, writing, and ESL strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of TELPAS Scores to achieve 55%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, LPAC Chair</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Systematically recognize teacher contributions and commitment to campus goals, professional development, leadership initiative, and school culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Recognition of bulletin boards, Reward and Praise Staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Promote and encourage staff to pursue ESL certification, offer stipends for ESL teachers /ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance of ESL/ELAR certified teachers.</p> <p><b>Staff Responsible for Monitoring:</b> HR Principal</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 3:** Recruit, develop, and retain highly-qualified and effective teachers at a rate of 90%, and ensure quality instruction for all of our students by providing ongoing professional development.

**Performance Objective 3:** Continue to hire a diverse population of professional staff will be representative of the ethnicity of the body of students served.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase recruitment of diverse applicant pool</p> <p>Action Steps:                      Incorporate marketing tools for prospective applicants.                      Plan recruitment at colleges and universities that will assist in increasing cultural diversity.                      Provide differential pay for teachers in critical shortage areas, high need areas.                      Become more involved in non-traditional educator preparation programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Increased retention of HQ teachers as evidenced by low turnover rate and increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 4:** The campus will work cooperatively with the ACE program to increase and strengthen family and community partnerships by 10% to help support students educational and personal growth.

**Performance Objective 1:** Increase effective communication with parents and the community

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mailing promoting family and community events will be sent for each major event.</p> <p>Flyers are distributed to students for all activities. (college tours/ field trips/ parent nights)</p> <p>Personal contact made to parent by school staff including advocates, teachers, and ACE staff. SwiftK12 system will send messages regarding subjects tutoring and testing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Advisors and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** The campus will work cooperatively with the ACE program to increase and strengthen family and community partnerships by 10% to help support students educational and personal growth.

**Performance Objective 2:** We will empower parents with training and support that will encourage active participation in their children's education by investing in our families lives with educational resources and ensuring that they are well informed and invited to be involved.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement programs in coordination with ACE that directly impacts parent participation</p> <p>ESL Class for parents</p> <p>GED class for parents</p> <p>Career training for parents</p> <p><b>Strategy's Expected Result/Impact:</b> Class enrollment and attendance sheets</p> <p><b>Staff Responsible for Monitoring:</b> Administration, ACE coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent and Community nights to promote interaction between staff, community, parents and students.</p> <p>Fall and Spring Open House</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Student Retention</p> <p>Increased EOC Scores</p> <p>Attendance Rates will improve</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>CILT</p> <p>Teachers</p> <p>Student Advocates</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Promote and develop programs that allow for students to access a CCMR opportunity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase CCMR certifications and license.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>ACE</p> <p>Student Advocates</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** All Texans Can campuses will be rated overall at the Meets Alternative Standard on the 2021-2022 Accountability System.

**Goal 6:** Texans Can will ensure all teachers receive support of the coaching model through job embedded staff development that emphasizes high expectations and appropriate teaching strategies.

**Goal 7:** Texans Can will increase awareness and education, capacity, coordination, access, and schoolwide mental health services. This includes school-community partnerships that provide a continuum of mental health services to support all students and the school community.

**Goal 8:** Texans Can will ensure all graduates have transition options for college, license, certificate or military placement.

# State Compensatory

## Budget for Dallas Can Academy at Carrollton-Farmers Branch

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 22

Brief Description of SCE Services and/or Programs

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## Personnel for Dallas Can Academy at Carrollton-Farmers Branch

<u>Name</u>	<u>Position</u>	<u>FTE</u>
		0
		0
		0
Chelsey Floyd	Teacher	1
Edward Sepulveda	Teacher	1
Ellen Beckert	Teacher	1
Fernanda Siguenza	Teacher	1
Isidro Aguirre	Teacher	1
Janice Wilson	Teacher	1
Laura Barrera	Teacher	1
Liza Revelo	Teacher	1
Lucila Morin	Student Advisor	1
Marady Parker	Teacher	1
Mavis Bowman	Teacher	1
Norma Ponce	Teacher	1
Patrick Ulbrich	Teacher	1
Rene Gonzalez	Teacher	1
Roberto Ayala	Teacher	1
Samuel Rangel	Teacher	1



<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stephanie Castro	Teacher	1
Terrance Lewis	Student Advisor	1
Tracy Burke	Teacher Aide	1
Vacancy	Teacher	1
Willie Goodin	Student Advisor	1
Yolanda Gamez	Student Advisor	1

# Schoolwide and Targeted Assistance Title I Elements

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

### 1.1: Comprehensive Needs Assessment

Domain 3: CFB will ensure 36% of ELL students will pass at least one language proficiency level on TELPAS by May of 2022.

The campus is 96% Hispanic so we will increase our CCR from 8 points to 18 points by offering certification in OSHA 30, Community Health Care Worker, and Microsoft certifications and will increase Graduation Rate from 76 to 80 component score. All juniors and seniors will be scheduled to take TSI College entry exam before graduation. Our target for ELL is 70 out of 214 students pass the TELPAS to meet our goal of 36%.

**Domain 1:** For the 2021/2022 school year, our campus will increase our Domain 1 component score from a 65 (scaled score of 85) to a (scaled score of 82) percent Approaches to 85%, Meets to 35%, and Masters to 25% the campus will meet its goal. Data-driven meetings throughout the year will lead to achieving an overall A rating for 2022.

**Rationale:** By using high-quality instructional materials aligned to instructional planning calendars, interim and formative assessments, and teachers focusing on data-driven instruction, the Accountability Rating for the school will increase from the 2018-2019 school year.

The goal for TCA CFB for CCR is 25% of annual graduates will earn a CCR point by May 2022.

The federal graduation rate goal for CFB is to increase by 10% with our 4 year cohort students by June of 2022:

Federal Graduation Rate Target : 34%

## 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

Parent Involvement Opportunities shared in Student Handbook

TCA Website: <https://www.texanscan.org/schools-and-programs/dallas-carrolltonfarmers-branch/>

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

HB4545

Edgenuity Online Classes

AM/PM Optional Schedule

Saturday School Tutoring

EOC Tutoring

Skills Checks and Assessments on TEKS to determine mastery

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

Data for the past 4 years suggest that our dropout rate has seen an increasing trend as follows: 13.5% (2018), 22.7% (2019), 21.9 (2020). For the 2020-2021 school year, our dropout rate was 37.6% for an enrollment of 7790, with 2928 students coded as leavers (code 98). There are several factors that impact our increasing dropout rates. First, as dropout-recovery schools, we serve students who have dropped out 1-2 times and who are typically 1-3 years behind their graduation cohort.

The majority of students enrolling at Texans Can Academies have a history for nonattendance exacerbated by academic failure, inconsistent engagement or disengagement, lack of preparation for school, pregnancy, teen parenting responsibilities, economic hardships, family problems, domestic and relationship violence, mental illness, and alcohol or drug abuse.

Another recent effect has been the COVID-19 pandemic. With Texas Education Agency (TEA) guidance, we closed schools during the spring of 2020. The shift from in-person to remote learning created a disconnect with our students as they struggled with Internet access, lack of hardware (laptops or Chromebook) access, and skill set to navigate our learning management system (LMS). Moreover, the financial crisis triggered by the pandemic has seen a rise in unemployment and students' reason for nonattendance or dropping out as "need to work to support my family" or "need to work to support myself." More importantly, our students need a moderate amount of in-person academic, social and emotional supports.

Offering support for all learners include using researched based practices for all students. We also offer Edgenuity online services for students. We offer OSHA and CCMR programs for students including Baylor Scott & White. We offer HB4545 interventions for students for all students to ensure academic success on EOC STAAR and increase graduation rates.

Edgenuity - Online Service Options for increased learning time

Newsela -ELA platform for increased learning time

Mathia -Math platform for increased learning time

No Red Ink - Writing platform for increased learning time

TEKS Resource System - All TEKS for CORE Subjects to ensure well-rounded education

CCMR - OSHA /Baylor Scott and White Options for students to ensure well-rounded education

TIL Professional Development for Teachers

Saturday School for learning time

Before School for tutorials

After School for tutorials

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

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

[https://drive.google.com/drive/folders/1XPq9\\_940usQmzDV0cnmB4ATz53Hrw7PN?usp=sharing](https://drive.google.com/drive/folders/1XPq9_940usQmzDV0cnmB4ATz53Hrw7PN?usp=sharing)

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

[https://drive.google.com/drive/folders/1XPq9\\_940usQmzDV0cnmB4ATz53Hrw7PN?usp=sharing](https://drive.google.com/drive/folders/1XPq9_940usQmzDV0cnmB4ATz53Hrw7PN?usp=sharing)