

Texans Can Academies
Dallas Can Academy at Pleasant Grove
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

Our vision is to become the leader in educational solutions that transform education in the United States.

Motto

"Nothing is difficult

Everything's a challenge

From the first child, To the last

We fight, We fight, We fight!"

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Comprehensive Needs Assessment

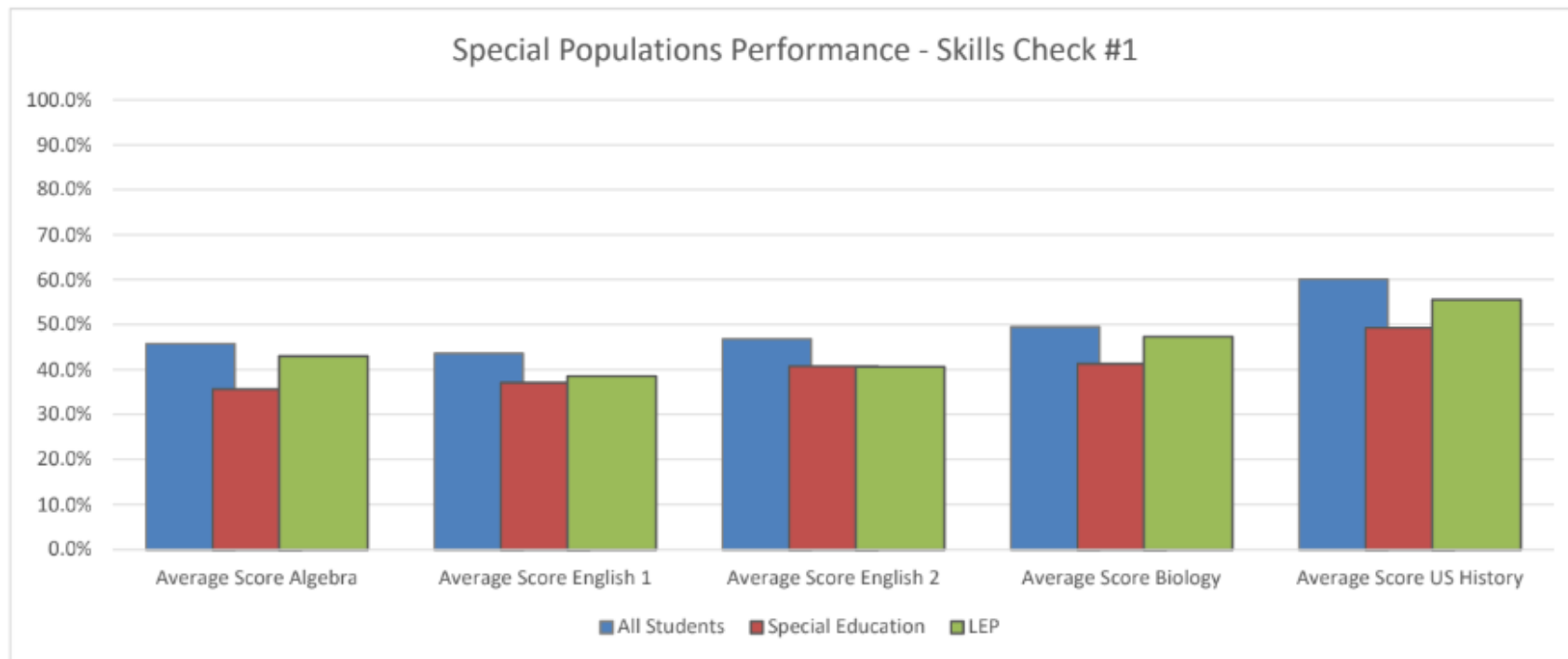
Student Learning

Student Learning Summary

Skills Check #1 Special Populations Report - District

(All Classes)

Population	Average Score	Average Score	Average Score	Average Score	Average Score
	Algebra	English 1	English 2	Biology	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%



Student Learning Strengths

Alg. I

U.S History

Biology

Domain 1: The campus will increase CCMR performance in Domain 1 from 59 to 64 by increasing the number of annual graduates who have earned a CCMR point. Increasing the number of graduates who have earned a CCMR point will have a significant impact on our Domain 1 total score.

Domain 2: The campus will improve our scale score from 55 to 60 by focusing on English Domain 2 students. While our accountability comes from both English and Algebra students, the number of accountability students for Algebra is much lower than the number of English accountability students. By targeting English student we can secure our growth in Domain 2.

Domain 3: In regards to Student Achievement in Domain 3, the campus will focus on African American, and Special Ed students in Math. These indicators have been selected because we have shown continuous growth, and we are closest to meeting the target in these areas. For African Americans in Math we only needed 8 students in order to reach the indicator goal of 31%. In the Special Education sub-population, we only needed 6 more students to reach the indicator of 23%. With regard to English Language Proficiency the campus goal is to maintain performance relative to TELPAS.

Our goal for CCMR is to increase the number of students in certification programs such as OSHA 30 in Construction and General, Microsoft Office, Baylor Scott & White, and TSI by 2% from 3% to 5%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In regards to Student Achievement in Domain 3, the campus will focus on African American, and Special Ed students in Math **Root Cause:** Additional interventions with our AA and Special Education students in Alg. I due to learning loss post COVID.

Priority Problem Statements


Goals


Goal 1: Improve Academic Performance: Students will improve performance in reading and writing in English I, II, and TELPAS.


Performance Objective 1: We will have a 10% increase in the passing rate for LEP and EL students in reading and writing.


Evaluation Data Sources: STAAR/EOC reports and TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: We will ensure effective, engaging, and enriching instruction and experiences for each student in a safe supportive environment.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Implement the use of an Academic Achievement Specialist to streamline data management and dissemination. - Provide EOC/TAKS overview and analysis of scores to determine focus areas and groups for instructional emphasis. - Conduct weekly PLCs to review best practices and analyze student data. - Use Eduphoria and Argot data tools, Aware, for gathering and dis aggregating testing data. - Tutor targeted students who were unsuccessful on EOC. - Benchmark students in core subjects in order to provide vital data for student monitoring. - Monitor student's failure rate through progress reports and report cards. - Increase the number of special education students graduating under recommended plan. - Provide instructional material, so teachers can adequately prepare students for assessments. - Use document cameras to model note taking, vocabulary review, and reading strategies. - Implementation & monitoring of Cognitive Development through Reading Across the Curriculum & The Process for Teaching. - Use Plan4Learning to help with development of CIP. - Select students from Special Populations will participate in prescriptive online tutorials. <p>Strategy's Expected Result/Impact: Evidence of Impact: Increased % of students passing STAAR, improvement in benchmark and skills checks, low failure rate on progress reports and report cards.</p> <p>Staff Responsible for Monitoring: Teachers, administrators and district members</p> <p>- Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: After School Tutoring and Part Time Tutors - \$30,000, Laptops - \$20,000, Tutorials - \$15,000, Marquez Reading and Writing - \$10,000, General supplies - \$10,000, Academic Achievement Specialist - \$42,000, Extra Duty Pay - \$30,000, Travel Expenses - \$17,000, Travel for College Tours - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished


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Goal 2: Increase Graduation Rate:
We will increase the graduation rate


Performance Objective 1: We will have at least a 10% increase in the graduation rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will prepare students for responsible citizenship in a global society.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Utilize a Compliance and Accountability Specialist to aid in the retention of students. - Students participate in Ready to Work program in order to prepare for post-secondary options by applying for financial aid, college admission, attending college visits and completing ACT/SAT (vouchers provided). - Students enrolled in CTE classes will investigate characteristics of successful workers and relate to high school education. - Host a college/career fair which includes parents & the community. - Assign all students an advisor and advisors will meet with students weekly to review academic progress, cohort, attendance, and academic goals. - Implementation of Career Guidance Systems (COINS) - Maintain data room which lists students by cohort, provides credit acquisition, and assessment performance. - Track students using the SLR spreadsheet and worksheet. <p>Provide personal graduation plans for tracking student progress.</p> <ul style="list-style-type: none"> - Teach students how to read their graduation checklist and update it each term. - Provide credit recovery through Pearson Gradpoint so students can obtain credit and catch up with cohort. - Provide Saturday school so students can catch up with cohort. - Grade level assemblies to review graduation requirements. <p>Select student ambassadors to help motivate their peers.</p> <ul style="list-style-type: none"> - Provide incentives for seniors. <p>Strategy's Expected Result/Impact: Evidence of Impact: Increased in graduation rate from previous school year. n crease in the number of students enrolling in college.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, Ready to Work Advisor, clerks, Campus Transition Coordinator</p> <p>Funding Sources: Extra duty pay - \$12,000, General Supplies - \$10,000, Eduphoria - \$1,783, Recovery Teacher - \$44,000, Summer School - \$30,000, Faith Memorial Gang Intervention and Prevention - \$28,000, Purchase Alert Solutions, INC DbA BLI Mssaging Inc - \$905, NCS Pearson Inc. Gradpoint Licenses Renewal - \$15,350, Ready To Work Pass Program - \$31,436, Compliance and Accountability Clerk - \$33,500, Campus Transition Coordinator - \$50,000</p>	Formative			Summative
	Nov	Jan	Mar	June

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Goal 3: Professional Development :

Encourage development of exemplary employees who are actively committed to and supported in improving their practice

Provide teachers PLC sessions with Region 10 - TIL strategies

District Professional Development during the school year as a district, campus, and network.

Performance Objective 1: Achieve 100% of staff members will receive professional development designed to improve professional practices.


Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide time and support for relevant and innovative professional learning to ensure ongoing improvements in teaching and student learning.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Provide professional development to core area teachers, advisors, and administrators on STAAR End of Course requirements. - Online staff development using resources such as ProjectShare - Focus on instruction and assessment. - Region 4 content specialist to provide instructional coaching & support in lesson design & student analysis. - Eduphoria workshop for staff training. - Training on Thinking Through Reading Across Curriculum & The Simple Teaching Process. - Send staff or provide training through Region 10, conferences such as Title 1, Texas Charter School, School Improvement and online training. - Support Professional Learning Communities through providing uninterrupted focus and time for teachers to collaborate and discuss best instructional practices. -Utilizing onsite teacher mentor to provide embedded profession development. -Conduct weekly walk-through with teachers. <p>Strategy's Expected Result/Impact: Evidence of Impact: Improvement in instructional practices and knowledge shown through an increase in passing rates for standardized test.</p> <p>Staff Responsible for Monitoring: Administration and District Specialists</p> <p>Funding Sources: Professional Development and Travel - \$15,000, Model School Conference - \$10,000, Charter School Conference - \$10,000, AIE Conference - \$15,000, Embedded Staff Development- Region 10 - \$8,000, OHI - \$5,345, - \$20,000</p>	Formative			Summative
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Goal 4: Student Retention:


We will increase the retention rate of our students for 2021-2022


Performance Objective 1: We will increase the retention rate of our campus by 10%.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will ensure effective, engaging and enriching instruction and experiences for each student in a safe and supportive environment.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Provide student incentives for high academic performance. - Provide student incentives for perfect attendance. <p>Assign each student with an advisor that provides support with school and home resources.</p> <ul style="list-style-type: none"> - Maintain a safe environment by having drug dog visits, and requiring students to wear ID badges. - Designate and monitor duty stations for staff to ensure positive student behavior. - Have monthly assemblies such as Winner's Circle, programs, and college fairs. - Publish student handbook & enforce positive standards of behavior. - Invite staff to sponsor clubs & service organizations. - Allow students to earn dress down day based on high attendance rate or high passing rate for report cards. - Conduct student dances, prom, and senior trips. - Offer prescriptive tutorials for students who are struggling or at risk of dropping out. - Recognize students with "caught being good tickets" and conduct monthly drawings. - Conduct ongoing intervention conferences between advisors and students. - Foster parent, teach and student communication through positive relationships. <p>Strategy's Expected Result/Impact: Evidence of Impact: Decrease in mobility rate and increase in student enrollment.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Funding Sources: Accountability and Compliance - \$33,500, Recovery Teacher - \$44,000, Additional Advisor - \$20,000, Faith Memorial Gang Prevention and Intervention - \$28,000, Additional Advisor - \$15,000</p>	Formative			Summative
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Goal 5: Parent Involvement:

Our parents/guardians will be active partners with our school as it relates to their child's education.

Performance Objective 1: We will have at least 80% of our parents/guardians attend quarterly parent meetings, orientation and/or conferences.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will actively engage the parents/guardians and community to strengthen partnerships that support the evolving needs of students and the district.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Conduct Parent Open House, Moms and Muffins and Dads and Donuts. - Host quarterly meetings with the parents that offer food and door prizes. - Contact parents by phone and mail and social media to invite them to events at school. - Host career and college fairs that involve the parents and community. - Parents will attend new student orientation. - Parents will participate in conferences when scheduled. - Partner with community through Development Council and coordinator. - Keep grounds attractive for the community. <p>Strategy's Expected Result/Impact: Evidence of Impact: An increase in parent participation at events shown through parent sign in sheets.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Funding Sources: Four Scheduled Open House - \$6,000, Bi-Weekly Parent Meetings - \$3,000</p>	Formative			Summative
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Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

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

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

ESL Parent Events TCA School Website: Here: <https://www.texanscan.org/parent-student/> Under Parental Involvement Program

2.4: Opportunities for all children to meet State standards

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.

2.5: Increased learning time and well-rounded education

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

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Here: <https://www.texanscan.org/parent-student/>

Under Parental Involvement Program

TCA Student Handbook

3.2: Offer flexible number of parent involvement meetings

Parent Events in Fall, Spring, and On-Going

Parent events:

<https://drive.google.com/drive/folders/1AUWnMsB0WLM7wev21TjFzuKVxlBokeT2?usp=sharing>