Texans Can Academies

Fort Worth Can Academy - Lancaster Avenue

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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.

Table of Contents

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.

This section provides demographic information about TEXANS CAN ACADEMY - FORT WORTH LA, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable. Campus District State Attendance Rate (2019-20) 92.2% 92.7% 98.3% Enrollment by Race/Ethnicity African American 42.4% 30.6% 12.7% Hispanic 52.0% 64.0% 52.9% White 2.3% 3.1% 26.5% American Indian 0.0% 0.2% 0.3% Asian 0.6% 0.3% 4.7% Pacific Islander 0.0% 0.0% 0.2% Two or More Races 2.6% 1.8% 2.7% Enrollment by Student Group Economically Disadvantaged 100.0% 100.0% 60.3% Special Education 4.1% 7.8% 11.1% Emergent Bilingual/EL 18.6% 26.9% 20.7% Mobility Rate (2019-20) 68.9% 69.8% 13.8% Campus District State Class Size Averages by Grade or Subject Secondary English/Language Arts 7.5 8.2 15.7 Mathematics 7.3 8.9 16.9 Science 7.2 9.2 17.9 Social Studies 8.0 10.5 18.3

Demographics Strengths

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Our ELL struggle with ELAR I and ELAR II. **Root Cause:** Lack of language proficiency for our ELL students.

Student Learning

Student Learning Summary

As of 2/22/19 campus data from December STAAR and common assessments suggest that, though we will improve over last year's date, we will fall short of acheiving state and federal expectations for Domain 2. However, Domian 3 looks to increase over the previous year due to better planning and more timely interventions is support of our LEP population. As well, tiering of students for reading interventions supports students in the Sped and ESL programs. The combination of improvement in Domains 2 & 3 will hopefully get us out of improvement required. FWLA should also receive help in Domain 1 next year due to the implemenation of dual credit.

Student Learning Strengths

See above

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student scores not increasing enough in all populations **Root Cause:** High student mobility, students with low lexile levels, and low parental support academically

Perceptions

Perceptions Summary

Ensure students attend school daily.

Greet students daily and assign an advocate to support their soocial emotional well being.

Equip our teachers with tools to ensure they help students be successful academically.

Perceptions Strengths

WHY TEXANS CAN ACADEMY - FORT WORTH LANCASTER AVENUE?

Texans Can Academies offers a second chance to any students who have struggled in a traditional high school setting.

It is our mission to provide every student the opportunity to pursue their dreams while removing barriers that keep them from attaining their education. From day care services to clothes, eyeglasses, or other basic human needs, we provide solutions for our students.

Our learning methods and nurturing environment empower our students to be lifelong thinkers, ensuring their path to economic independence.

We have a unique network of 14 charter schools across Texas that are tuition-free, open enrollment, public high schools of choice, welcoming students from all walks of life.

An education from Texans Can Academies transforms students, graduating thinkers that positively impact our community, changing their mentality from surviving to thriving.

Fort Worth High School Students Begin Program to Become Skilled Electricians

Twenty-seven Texans Can Academy – Fort Worth Westcreek and Fort Worth Lancaster Avenue students celebrated their entrance into the TRIO Electric Pre-Apprenticeship Program during a commitment ceremony held recently at the campuses.

Texans Can Academies has partnered with TRIO Electric to provide students the skills they need to become skilled electricians in commercial construction, further ensuring their economic independence after graduation. The TRIO Electric Pre-Apprenticeship Program is a hands-on program where students meet five days a week for three hours each day. Completion of the program qualifies students for a guaranteed job with TRIO Electric as promised by the company's CEO, Beau Pollock.

TRIO Electric is a full-service electrical contractor focusing on commercial and light industrial projects. The company's successful Pre-Apprenticeship Program has already impacted hundreds of students across the state in Houston, Austin, and Dallas.

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- 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
- 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 and participation data
- Male / Female 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
- Section 504 data
- Homeless data
- Dyslexia Data

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

Goals

Goal 1: Develop campus instructional leaders with clear roles and responsibilities

Performance Objective 1: The Region 10 TIL partners will provide face to face PD, implementation support, and on site coaching for our team. This program will help build the capacity of our instructional leaders to better support our teachers. By November 2022, 100% of administrators will have a comprehensive list of roles and responsibilities and a master calendar of all team meetings.

Targeted or ESF High Priority

Evaluation Data Sources: Campus folder with artifacts which include weekly calendar, PLC agenda items, Sign In Sheets, Leadership Agendas , TIL PD tools, Observation Calendars, Roles List

Strategy 1 Details			Reviews			
Strategy 1: CLT will meet with teachers during content PLCs so they can internalize instructional look-fors during walk throughs and observations; and create campus calendars for department observations			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Funding Sources: Extra Duty Pay; Salaries, Incentives						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 1: Develop campus instructional leaders with clear roles and responsibilities

Performance Objective 2: Campus Instructional leaders will utilize the disaggregated data to track and monitor the progress of all students and provide evidence based feedback to all teachers.
Being able to effectively disaggregate data and identifying student misconceptions, will allow teachers to improve the quality of their instruction and improve instructional
outcomes for students.

Strategy 1 Details		Reviews			
Strategy 1: By the end of February 2022, 75% of all teachers will utilize a written DDI protocol during bi-weekly PLCs to identify trends in student misconceptions, root cause for misconceptions, and create a reteach plan that demonstrates instructional adjustments measured by teachers submitting their completed protocol in the shared google drive with feedback rubric **Comprehensive Support Strategy**		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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outcomes for students.

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Data Analysis Needs Assessment

Student Achievement
What accountability goal has your campus set for this year?
Domain 1: 66% of all students will meet the Approaches level for overall STAAR; 26% of all students will meet the Meets level for overall STAAR; 12% will meet the Masters level for overall STAAR.
Rationale: We aim to recover learning loss from this past year. We think it is both achievable and ambitious to increase our scores by 5-10 pts for App/Meets/Masters. We will focus on tutoring supports for our students that did not pass STAAR to support in this area. Our focus on DDI will also help us prioritize which standards/students to address

School Progress
What accountability goal has your campus set for this year?
At this time, the district has decided not to include an accountability goal as the pandemic did not allow for a goal last school year.

Closing the Gaps
What accountability goal has your campus set for this year?
Domain 3: If we prioritize achieving our targets for our Academic Achievement in Math for Hispanic, AA and ED student groups, we will achieve three additional targets.
We also want to focus on our TELPAS target and ensure we meet this target. Setting a goal to achieve 3 more indicators in Domain 3 will helps us make up for student loss this year and increase in campus performance.

Subject Areas and Student Groups
Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?
ELA will have targeted and focused data-driven PLC with lessons aligned to TEKS with collaborative teaching methods via differentiated instruction.
55% of the 2021-2022 Cohort year students will graduate. 20% of graduates will attend college. 15% of graduates will have an accredited certification.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

CCMR
What goals has your campus set for CCMR?
The goal for CCMR goals for Domain I annual graduates will be 25% by June 2022 through various offerings of state approved programs to earn certifications through OSHA, Baylor

Scott and White, MicroSoft, and others.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?
The federal graduation rate goal is to increase by 10% with our 4 year cohort students by June of 2022:

Federal Graduation Rate Target : 22 %
2020-2021 Domain III Graduation Rate: 12.5% of four year student cohort graduated from FW LC.

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

CILT Team Meetings

https://drive.google.com/drive/folders/1tIlHtqOiaWm0WZ95wlLFifk5avdT6kxa?usp=sharing

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

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

Under Parental Involvement Program

TCA Student /Parent Handbook

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). Several factors affect our increasing dropout rates. First, as dropout-recovery schools, we serve students who have dropped out one-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.

Student Assistance Program

SAS Guide
Help for problems affecting you or your school work. Counseling is off-campus and appointments are in a counselor's office or through a mobile app. You make the arrangements, Texans Can Academies is not involved. Written parental consent is required for students under 18. Texans Can Academies pay an independent company for the program; no information is given to Texans Can Academies about who uses the program (federal law).
You decide when you want help, sooner is better. You decide how you want it: in a local counselor's office or through a confidential mobile app.
Texans Can Academies does not want to know if or when a student uses the counseling service. It cares that students use it to help themselves.

What to expect:
– Up-to-three (3) counseling appointments for each problem, each year.

– Call a private number, 24 hours/7 days a week for emergencies or to schedule appointments.

– Expect to talk to caring people and to be treated fairly.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Fall and Spring Events for Parents and Community

ESL Parent Events

TCA School Website:

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

Under Parental Involvement Program

3.2: Offer flexible number of parent involvement meetings

Parent Events :

https://drive.google.com/drive/folders/16mfc54ycY2SQSBzIIXAll0leN3OWK02Y?usp=sharing

https://drive.google.com/file/d/1BDcdsL7bxTICL2jbaDWOJPI7LYVMnYzZ/view?usp=sharing