

**Texans Can Academies**  
**Texans Can Academy - Fort Worth Westcreek**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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

## Value Statement

Our core values are...

Student-centered decision making.

A rigorous curriculum based on reading and thinking.

Fulfilling every aspect of our mission with a sense of urgency.

Our philosophy is...

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

## School Culture and Climate

### School Culture and Climate Summary

FW Westcreek has a positive school culture with a focus on creating CCMR opportunities for students, high expectations for students, and strong relationships with stakeholders.

### School Culture and Climate Strengths

Positive relationships with students and staff.

Promotes high expectations for all students.

Strong Leadership Team

Student Centered Learning Environment

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Returning to a normal school setting and meeting the social emotional needs of students. There is a need to retrain students on school norms and routines.

**Root Cause:** There is a need to retrain students on school norms and routines.

# Priority Problem Statements

# Goals

**Goal 1:** The role of an instructional leader is to ensure effective teaching practices to promote student achievement. Developing clear roles and responsibilities will aid in the improvement of planning and instruction through timely observation and feedback, coaching, collaboration, and professional development.

**Performance Objective 1:** By May 2022, 85% of all teachers will use a corrective action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause for misconceptions, and create a reteach plan for instructional adjustments. This will be evidenced by the completed Westcreek Data Meeting Prewrite document collected after each CFA and district skills check, student common formative assessment performance data collected from Eduphoria, and summative assessment data (STAAR/EOC).

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Campus Calendar with Data Meeting dates set within one week of test administration

**Summative Evaluation:** Significant progress made toward meeting Objective

**Goal 2:** TCA is committed to providing TEKS aligned materials. TEKS alignment is necessary for producing rigorous student lessons; student engagement in rigorous lessons is necessary for learning to occur. Formative assessments are necessary for determining how well students are performing.

**Performance Objective 1:** By May 2022 campus leaders will have built teacher capacity to proficiently utilize new district curricula and resources. 90% of the teachers will have regularly used bi-weekly common formative assessments as evidenced in lesson plans.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Classroom observations of PD strategies  
Lesson plans  
Teacher Feedback  
Completion certificates from TRS and district Training Tracker.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Goal 3:** We will focus on data driven instruction because it is important for teachers to learn how to monitor and adjust their instruction. The impact of a focus on DDI will allow teachers to use data to respond to student learning outcomes more effectively by creating reteach plans that align to their students' academic needs.

**Performance Objective 1:** By May 2022, 85% of all teachers will use a corrective action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause for misconceptions, and create a reteach plan for instructional adjustments. This will be evidenced by the completed Westcreek Data Meeting Prewrite document collected after each CFA and district skills check, student common formative

assessment performance data collected from Eduphoria, and summative assessment data (STAAR/EOC).

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Campus Calendar with Data Meeting dates set within one week of test administration

**Summative Evaluation:** Met Objective

# Schoolwide and Targeted Assistance Title I Elements

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

### 1.1: Comprehensive Needs Assessment

Domain 1: For 2021-2022, we will increase our Domain 1 from a component score of 71 to 83. Using our 2019 campus results, we have set our STAAR performance goals as an increase of 10 percentage points for the Approaches level (60% to 70%), 5 percentage points for the Meets level (18% to 23%) and 5 percentage points for Mastery level (3% to 8%) across all grade levels. For 2021-2022, we will increase our CCR goal by 10 percentage points from 5% to 15%. Our campus graduation rate for all students was 73% in 2019; our goal for 2021-2022 is to maintain this percentage.

Rationale: Based on our 2019 data, improving these areas in Domain 1 will improve our Domain 1 letter grade from a D to a B.

With the administration of 2020/2021 STAAR testing, Domain II School Progress will be utilized for the 2021/2022 accountability school year. As a campus, we earned a 77 in 2018/2019. Our 2021/2022 goal is to have 70% of our progress measures meet their individual growth goal in English II and Algebra I in order to achieve an 84 scale score and thereby earn a “B” for this Domain.

Domain 3: We previously met Academic Achievement target for AA students in Math for Domain 3 in 2019. For the 2021-22 school year, we will increase our Academic Achievement Math target for AA students from 31% to 35% and meet the 36% Eco. Dis. target (an increase from 21%). Student Success: Our STAAR Component Score will meet the ED target of 38 (increase from 27). Student Success: School Quality- we will meet the Hispanic CCR target at 41% mastery (increase from 17%). ELP Component: Our campus will increase our ELs TELPAS progress rate to 72%

Rationale: This is our lowest performing domain. If we are able to meet our targets in academic achievement and EL Proficiency it will improve our Domain 3 score from a D to a B.

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.

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

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

<https://drive.google.com/drive/folders/1Aiz4wavOvEDMnd-6WNgKxI7VD5tfYPyC?usp=sharing>

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

TCA Student Handbook

TCA Website : <https://www.texanscan.org/schools-and-programs/fort-worth-westcreek/>



## **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

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Saturday School for learning time

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## **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

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

Fall Open House

Spring Open House

Parent Conferences

ESL Parent Night