

Texans Can Academies
Dallas Can Academy-Garland
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.

Vision

To facilitate experiences focused on developing leaders who through continuous improvement and teamwork will ensure all students' success in whatever they endeavor.

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

Demographics

Demographics Summary

We are engaged with the local area schools surrounding TCA Garland. We also partner with OHSA and Baylor Scott and White to extend license and certification programs for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increasing attendance for students that are overaged. **Root Cause:** Motivating our overaged students to attend school daily to ensure they graduate.

Priority Problem Statements

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)

Performance Objective 1: Campus instructional leaders will provide teachers with time to map out reteach lessons in PLC's after common formative weekly assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Classroom Observations
Student Results on Skills Checks
Student work samples

Strategy 1 Details	Reviews			
<p>Strategy 1: We will review 100% of lesson plans weekly to ensure lesson objectives are tightly aligned based on TEKS based curriculum, district, and state standards.</p> <p>Strategy's Expected Result/Impact: Meeting Domain II targets EOC Scores Increase in ELA II and Alg. I</p> <p>Staff Responsible for Monitoring: Principal IC Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Texans Can will ensure all graduates have transition options for college, license, certificate or military placement. The goal for 2021-2022 is for Texans Can to reach 15% of all annual graduates to earn a CCMR point by earning license, certificates, and TSI scores; in addition to earning dual credit for 2022-2023.

Goal 3: : We will maintain a component score of 30 (scaled score of 76). This will be accomplished by maintaining 67% Approaches, 21% Meets, and 3% Masters on all tests; and a raw score of 8 for CCMR and 60% Graduation Rate

Performance Objective 1: Ensure students are enrolled in OSHA and Baylor Scott and White to meet this CCMR goal.
Increase the number of students earning Micro Soft Certifications.

Evaluation Data Sources: Domain III CCMR Score
Number of Certificates for OSHA BSW MS Certs.

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

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

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

3.2: Offer flexible number of parent involvement meetings

Parent Events in Fall, Spring, and On-Going

<https://drive.google.com/drive/folders/1vvNdfseGe7329iAMqFl4m0SjJZVxY5Pv?usp=sharing>