

Texans Can Academies
Dallas Can Academy - Grant East
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

"All children are of immeasurable value and incalculable worth.

All children can learn.

Children learn best in a compassionate, positive and nurturing environment that builds self-esteem and teaches respect for others."

"Discipline in Private, Reward in Public.

Rules without Relationship breed rebellion.

Behavior is Based on Need."

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment - Approximately 341 80.9 %- (African American) 16.1% - (Hispanics) 2.1% - (White) 0.6%- (American Indian) 0.3%- (Pacific Islander)

Female Students -44% Male Students - 56%

Attendance rate (2015-2016) - 93% Campus 92.9% - District

Economically Disadvantaged - 99.4%

At- Risk 97.7%

English Language Learners - 8% (14 Students)

Special Education - 11.7% (40 Students)

Number of Students to teacher ratio 22 :1

Staff - 68.4% - (African American) 21.0% - (Hispanic) 2% - (White)

52.6 % - Staff Males 47.4% - Staff Females

Demographics Strengths

Our student males/females percentage is very close in proximity to our staff/female percentage. Low student to teacher ratio.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ensuring our ELL students are successful and developing language proficiency on TELPAS and EOC STAAR. (Domain III) **Root Cause:** ELL students with learning loss post COVID need acceleration in writing, listening, reading, and speaking.

Priority Problem Statements





Goals

Goal 1: All educational decision making will stem from a comprehensive needs assessment which will include the achievement of students in relation to the state academic content and achievement standards and stakeholder input.

Performance Objective 1: Increase student performance on state assessments

Targeted or ESF High Priority





Evaluation Data Sources: Through STAAR One assessments, benchmark scores, Eduphoria, and TAPR we will be able to evaluate the needs of our students

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on results from comprehensive needs assessments, benchmarks, and STAAR One assessments students will demonstrate exemplary performance in the understanding of mathematics, science, and social studies</p> <p>2) Students will participate in tutorials to improve their chances on passing EOC examinations</p> <p>3) Departments will utilize pre and post tests followed by STAAR released tests as needs assessments</p> <p>4) Profile folders will be utilized that has student test data in them, to see target areas for students</p> <p>Strategy's Expected Result/Impact: 1) Student content mastery and student achievement will increase.</p> <p>2) Departments will create a a community of learning with more rigor and use of the I-Can model</p> <p>3) Biweekly assessments will increase students overall performance</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist, General Education Teachers, Inclusion Teachers, Assistant Principal of Curriculum Instruction, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1) Through the use of Marquez reading, students reading comprehension will increase</p> <p>Strategy's Expected Result/Impact: 1) Students will increase their reading fluency and reading comprehension</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist, General Education Teachers, Inclusion Teachers, Assistant Principal of Curriculum Instruction, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: 80% of all students will within the next 3 years reach the Approaches Level and Meet Standard Level on the STAAR EOC Exams required for Graduation.

Performance Objective 1: Increase the level of instructional strategies for students





Evaluation Data Sources: Evidence through progress reports, report cards, district benchmark assessments, and EOC examination results

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Using data provided we will determine the best research based instructional strategies to achieve our campus goals.</p> <p>2) Students will keep up with their academic progress, including personal graduation plans, report cards, and progress reports.</p> <p>3) Instructional materials and packets provided for classroom/individual student use</p> <p>4) Collaboratively work together in the collection, disaggregating and analysis of student data to ensure that 80% of our students will reach phase II standards on EOC exams</p> <p>Strategy's Expected Result/Impact: Improved academic performance</p> <p>Staff Responsible for Monitoring: Inclusion teachers, General education teachers, Academic Achievement Specialist, Assistant Principal of Curriculum Instruction, Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1) Saturday tutoring for STAAR exam will increase student productivity/content mastery.</p> <p>2) Sample questions will be used weekly with students with the aid of departmental strategies (RELAX, RACE, etc) to assist with test comprehension</p> <p>Strategy's Expected Result/Impact: 1) Growth/Increase in students STAAR scores</p> <p>2) Increase in weekly assessments</p> <p>3) Increased vocabulary in all forms of writing and increase in reading fluency.</p> <p>Staff Responsible for Monitoring: Academic Achievement Specialist, General Education Teachers, Inclusion Teachers, Assistant Principal of Curriculum Instruction, Principal</p>	Formative			Summative
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Goal 3: Students will exhibit growth outside of the classroom





Performance Objective 1: Ensure student activities exist that will enhance growth of the student outside of the classroom

Evaluation Data Sources: Leadership and extracurricular activities provided for students

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic and athletic clubs and organizations provided for students.</p> <p>2) Increased student awareness of post secondary careers. Programs provide embedded professional development for rigorous, relevant, and relationship based learning environment</p> <p>3) Provide post secondary preparation strategies from Ready to Work to assist students with college applications, financial aid processes, and employability skills</p> <p>4) Provide college tours and employment seminars for students</p> <p>Strategy's Expected Result/Impact: Increased enrollment, increased student achievement as evidenced in EOC STAAR/TAKS Exams</p> <p>Staff Responsible for Monitoring: ACE Program, Ready to Work</p>	Formative			Summative
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<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 4: All students will have access to and utilize technology in all core subject areas to increase the effectiveness of student learning, instructional management, staff development, and administration.





Performance Objective 1: Teachers and students are able to utilize technology through the use of smart-boards placed in the classrooms. Smart-boards enable students to have a hands on approach (by the use of graphing calculators and writing tools) when completing their math and science assignments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Student use graphing calculators in order to complete assignments</p> <p>2) Students have independent hands on learning through the use of computers in our credit recovery/learning labs</p> <p>3) ACE programs have tablets that students are able to utilize 21st century learning skills</p> <p>Strategy's Expected Result/Impact: There will be an increase in student effectiveness</p> <p>Staff Responsible for Monitoring: ACE Program, Math department, Credit recovery, Assistant Principal of Curriculum and Instruction, Campus Principal</p> <p>Funding Sources: - 265 21st Century After school Program - \$25,000</p>	Formative			Summative
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Goal 5: Special populations of students will achieve to their maximum potential through appropriate instruction, support and modifications to the basic instructional program and through staff development that emphasizes high expectations and appropriate teaching strategies.

Performance Objective 1: Special population of students will demonstrate reading proficiency and mastery of concepts in mathematics, science and social studies





Evaluation Data Sources: Increased student achievement as evidenced on EOC/TAKS scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve student performance in reading and comprehension and in writing and communication through increased and enriched literacy opportunities in all content areas, especially for struggling learners in science, math, ELA, and social studies classrooms</p> <p>2) Decrease the achievement gap through access to the general curriculum, analysis, of individual student, teacher data and the use of multiple teaching strategies especially in the reading, math, science, and social studies classroom</p> <p>Strategy's Expected Result/Impact: The achievement gap between special populations and general education students will decrease</p> <p>Staff Responsible for Monitoring: Inclusion teachers, General education teachers, Assistant Principal of Curriculum and Instruction, Campus Principal</p> <p>Funding Sources: - 224 IDEA Part B - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1) Access to Learning Lab and SPED teachers to assist with understanding material in class.</p> <p>2) Modifications, one on one instruction, tailored instruction, and differentiated instruction will be used for our special population students to ensure comprehension</p> <p>Strategy's Expected Result/Impact: 1) Increase in student performance reflected on assessments</p> <p>Staff Responsible for Monitoring: General education teachers, Special Education Specialist, Inclusion teachers</p> <p>Funding Sources: - 420 Foundation School Program - \$25,000, - 224 IDEA Part B - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Objective 1: Increase participation and provide curricular and instructional solution in the structure of ELA students

Evaluation Data Sources: Provide basic reading and higher order thinking skills in all content areas

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will provide students with basic reading and higher order thinking skills, fluency and mastery in reading for information.</p> <p>2) Testing data provided will meet the needs of individual students and increase student achievement</p> <p>3) Inclusion teachers will provide school wide staff support, and implement standardized bench marking across all campuses at designated intervals in math and science</p> <p>Strategy's Expected Result/Impact: Decrease in the student achievement gap and a mastery in EOC/STAAR One Assessments.</p> <p>Staff Responsible for Monitoring: English teacher, ACE Program, Assistant Principal of Curriculum and Instruction, Inclusion teacher, Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1) ELA Department will encourage the use of bilingual or picture dictionaries, vocabulary flashcard will also be created to ensure comprehension</p> <p>Strategy's Expected Result/Impact: 1) There will be a increase in STAAR reading scores, TELPAS, and school wide assessments.</p> <p>Staff Responsible for Monitoring: English department, inclusion teachers, ESL clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 7: All students and parents will have opportunities to plan effectively for post-secondary education, integration of vocational and technical education programs


Performance Objective 1: Parents will partner with educators to assist with the education of their children


Targeted or ESF High Priority


Evaluation Data Sources: Parenting programs, parental involvement during parent conference night and also meet with our College and Career Transition Coordinator regularly to discuss post-secondary options.

Strategy 1 Details	Reviews			
<p>Strategy 1: Providing parents with accessibility to community services, effective communication and increased opportunities for input. ACE Programs have created a parent program that will teach parents how to communicate with their children.</p> <p>Action steps are: holding parent conference night twice a session, create a open dialogue of communication for administrators/teachers and parents, parent conference night</p> <p>Strategy's Expected Result/Impact: This will help build the partnership between school, the parents and the community</p> <p>Staff Responsible for Monitoring: Advisors, Campus Principal, Assistant Principal of Curriculum and Instruction, Assistant Principal of Student Services, ACE Program</p> <p>Funding Sources: - 265 21st Century After school Program - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 7: All students and parents will have opportunities to plan effectively for post-secondary education, integration of vocational and technical education programs

Performance Objective 2: Parents/Community Members will be full partners with educators in the education of their children and the improvement of the schools. Parental/Community involvement will increase annually for all students.





Goal 8: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Students and faculty are constantly being monitored by campus security

Strategy 1 Details	Reviews			
<p>Strategy 1: To ensure that our campus is safe and drug free, Campus security constantly walks the premises to ensure that students are in class and the grounds are safe.</p> <p>2) Drug dogs will complete random drug checks to ensure that our campus is drug free</p> <p>Strategy's Expected Result/Impact: By having safe/drug free premises students are able to focus on the completion of school work. Student effectiveness will increase</p> <p>Staff Responsible for Monitoring: Campus security, Student Advisors, Assistant Principal of Student Services, Campus Principal</p>	Formative			Summative
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Goal 9: All students will be taught by highly qualified and effective teachers. Qualified and highly effective personnel will be recruited with emphasis on 100% retention of staff.





Performance Objective 1: Qualified personnel will be recruited, developed, and retained.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Verify that all staff meets highly effective standards.</p> <p>2) Human Resources identifies professional development or programs that non certified teachers can attend.</p> <p>3) Incentive based on academic performance to retain highly effective teachers</p> <p>Strategy's Expected Result/Impact: With highly qualified professionals, student achievement/success will be reflected in their EOC scores.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - 204 Teacher Incentive Fund - \$20,000, - 255 ESSA Title II Part A - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: Through enhanced dropout prevention efforts all students will remain in school until they obtain a high school diploma. Student drop out will be less than 20%.

Performance Objective 1: Advisors will go on home visits to pick up students that are absent from school. Having and making constant feedback and communication about the progress of graduation.


Targeted or ESF High Priority


Strategy 1 Details	Reviews			
<p>Strategy 1: Advisors will make sure that their case load of students are on campus every day. Home visits allow advisor the opportunity to ensure that their students are in school and in apart of the learning environment</p> <p>Strategy's Expected Result/Impact: Increased student achievement, an increase in EOC scores</p> <p>Staff Responsible for Monitoring: Student Advisors</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 10: Through enhanced dropout prevention efforts all students will remain in school until they obtain a high school diploma. Student drop out will be less than 20%.


Performance Objective 2: ACE Programs will provide extracurricular activities to students who are enrolled on campus

Strategy 1 Details	Reviews			
<p>Strategy 1: ACE Programs provide academic assistance to our students. ACE programs have students council, prom committed, intramural sports, art expression, and community service opportunities for the students.</p> <p>Ready to work programs provides students with the tools needed to be successful in postsecondary education. Ready to work helps graduating students with resume preparation and help filling out job applications</p> <p>Strategy's Expected Result/Impact: Attendance improves, students have better engagement and behavior, because students are in school they graduate on time and are better prepared for life after high school</p> <p>Staff Responsible for Monitoring: ACE Programs, Ready to work programs</p> <p>Funding Sources: - 265 21st Century After school Program - \$10,000, - 420 Foundation School Program - \$20,000, - 211 ESSA Title I Part A - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

To focus on the graduation rate of students to be able to given them and opportunity for studnts who are not on track to graduate on time and opportunity to catch and graduate with required and expected cohort. In order to meet these needs we will need to hire a credit recovery teacher in which students can't take classes online to help them get back on track with their cohort to earn credits to help increase the schools graduation and completion rate.

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

Student Handbooks in English /Spanish

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

2.4: Opportunities for all children to meet State standards

HB4545

Edgenuity Online Classes

AM/PM Optional Schedule

Saturday School Tutoring

EOC Tutoring

Skills Checks and Assessments on TEKS to determine mastery

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

Saturday School for learning time

Before School for tutorials

After 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.

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy is distributed through student handbook and website.

3.2: Offer flexible number of parent involvement meetings

Parent Meetings are geared to focus on the accountability and student growth in knowing their own academic PGP personal graduation plan.

Parent meetings, Senior Meetings, Report card Nights, and progress report nights are directly geared to help increased parent involvement opportunities for the parents in order for them to be more involved in the development of their child's overall academic growth.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jordan Haddock	Credit Recovery Teacher		
Taliyah Edwards	Instructional Aide		