

Texans Can Academies
Houston Can Academy - Hobby
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.

Core Beliefs

- Student centered decision making.
- A rigorous curriculum based on reading and thinking skills.
- Fulfilling every aspect of our mission with a sense of urgency.

Our philosophy ...

- 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

Student Achievement

Student Achievement Summary

Our Domain 1: Our goal is to increase our campus overall STAAR EOC passing percentages to 54% students scoring in Approaches, 14% of our students scoring Meets, and 2% scoring Masters.

Rationale: By achieving this goal we will move our campus to a "B" rating.

Our Domain 2B goal is if we have 15 D2 progress measures this year, that 11 of those 15 will achieve progress, earning a full point and meeting the D3 EL target. If achieve this goal, then we will earn a "B" rating for 2021-2022.

Our D3 goal is to increase our EL Math EOC testers by two additional students scoring in Meets/Masters for Algebra 1 EOC. by percentage, increasing this population by 15% (2 tests) this will help us hit our math target of 40%, up from 25%. We chose this goal because increasing this special pop (ELs) by only 2 additional tests will help us hit our target of 40%. In addition we will maintain our TELPAS percentage of students progressing at least one level at 44%, which is the percentage we achieved in the 2020-2021 school year. We will also increase our CCMR percent to 6%.

Student Achievement Strengths

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Problem Statements Identifying Student Achievement Needs

Problem Statement 1: As students and staff return back to on campus learning, it is imperative that we establish norms and expectations for a safe and welcoming learning environment learning for all students. **Root Cause:** Barriers to address during this cycle will be welcoming students back to in person learning and reestablishing norms and high expectations after many have been out of school or doing remote instruction for 1.5 years. Engaging families and stakeholders to ensure they attend school events.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- STAAR EL progress measure data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

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: Students will achieve their maximum academic potential through targeted instruction and HB4545 tutoring support for EOC content areas.

Evaluation Data Sources: STAAR EOC Reports, TAPR, * , TELPAS results, District Assessments (6, 12, 18 weeks of assessments)

Goal 2: Texans Can will ensure all teachers receive support of the new TEKS Resource System curriculum management system for 2021-2022. The goal is for 100% of all core teachers utilize the following documents:

Year At A Glance

Instructional Focus Documents

TEKS Aligned Assessments.

To ensure Texans Can reaches this goal, network visits, coaching, and modeling through job embedded staff development will support high expectations and appropriate teaching strategies.

Performance Objective 1: Campuses will consistently perform at proficient or above for TTESS and TPSS. Term 1 and Term 2 will be practice and calibration for evaluations. Spring 2022 will be the formal observation. Data from district and campus learning walks will provide areas to target professional development based on observations.

Evaluation Data Sources: District Observational Performance System Report from TTESS and TPSS Rating.

Goal 3: Texans Can will ensure all campuses are in compliance with renewal conditions outlined by TEA which include the following areas:

Graduation
Online Learning
IGC
Special Education Compliance
ELL Compliance

This goal will be measured through a district wide Review 360 audits for the district and campuses to ensure continuous improvement.

Performance Objective 1: Review 360 audit scores for all campuses will result in 90% or above for each term. The district will also provide technical support for campuses identified in need.

Evaluation Data Sources: Review 360 Scores for Term 1, Term 2, Term 3, Term 4
Campus visits and audits
Leadership Review 360 meeting agendas

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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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

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

As requested from parents from the campus principal

3.2: Offer flexible number of parent involvement meetings

Fall and Spring Parent Events

ESL Parent Night

Parent Events:

<https://drive.google.com/drive/folders/18F9kIVP8GmrLvk-6XwH4Zp1ENT5TjLX1?usp=sharing>