

Texans Can Academies
Texans Can Academy - San Antonio
2021-2022 Campus Improvement Plan



Mission Statement

The mission of San Antonio Can is to provide the highest quality education for all students, especially those who struggled in a traditional high school setting, in order to ensure their economic independence.

Motto

San Antonio Can Dragons: "Come and Take It."

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We will target our Hispanic and economically disadvantaged, sub populations. Hispanic was 53% approaches, and 31% meets, while Economically Disadvantaged is 50% approaches and 30% meets in ELA. We need to make sure we are differentiating for these populations. Focusing on these students will support our accountability particularly in Domain 3. Our campus will have a large enrollment of new students that will need additional support. These metrics were aligned with our schools yearly goals.

Student Achievement

Student Achievement Summary

Domain 1: Our STAAR EOC domain one goal is to grow from 32 in 2021 to 37 this year 2022. Rationale: This will promote growth in our school. Reaching students should be possible due to teachers using data more effectively and with less experienced teachers receiving support and professional development. We expect more face-to-face interaction with students to be positive for our data. Our school will be using TEKS Resources as primary curriculum guide. We will use data more effectively to help teachers be more targeted with student interventions.

Domain 2B: Staar Scores were 20% for Reading and 14% for Mathematics. Our goal is to reach 25% for Reading and 20% for Mathematics. Our goals will be to reach 50% Reading (ELA) and 70% in Mathematics. We want to grow our overall approaches to 45% and our meets to 30% for ELA. In Math we want 70% approaches and 20% meets. (Reading scores were - 45, 20, 1 our goal will be 50, 25, 5.) (Math scores were - 67, 14, 3, our goal for this year will be 70, 20, 5. Rationale: We aim to recover learning loss from this last year. We think it is achievable and ambitious to increase our scores by 5-10% 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 and students to address. We will also increase our partnership with businesses to yield more industry based certifications.

Domain 3: closing the Gaps: 5 Targets to meet (ELA Hispanic, Texas English Language Proficiency Assessment System (TELPAS), College, Career, & Military Readiness (CCMR) for all, Hispanic, and economically disadvantaged) Rationale: Based on our scores from last year we are confident with targeted interventions and specific prioritization of subgroups we will hit these goals and achieve higher score in Domain 3 overall, which will then increase our overall accountability to a B. In 2021 we got 10 points and in 2019 we got 7. This year our goal will be to have at least 20 students receive an industry based certification point in our ALL, Hispanic and Economically disadvantaged. Our graduation rate was 37.4% in 2021, our goal this year will be 40%.

Student Achievement Strengths

Overall, no. Our our Science student performance data goal was met with students averaging within 2% of our targeted goals for all categories: approaches, meets, and masters, 62, 18, and 3 % respectively. However, our Math and Reading goals were overall higher than our actual results with our approaches goal of 60% and actual scores at 39% for Math, and 44.5% for Reading. Our Meets Mathematics results exceed expectations with 29% of students scoring Meets with our goal being 15%. Our Math Masters results also exceeded our goal with 6% scoring masters with our original goal being 4%. Our Reading goals were 25% meets and 3% masters with our actual results at 9.5% and 1% respectively. This is our first year back after COVID and it has been more challenging overall. Our attendance has been significantly lower than previous years, about 19% lower, which has a direct result on student learning. As a result we have increased home visits, parent contact, and targeted interventions within the classroom to close these gaps. Our teachers have also begun using the new TEKS Resource System, My Course Can, and Scope and Sequence and by Cycles 3 and 4 they should be more familiar with the systems and resources and be able to incorporate the materials and activities more effectively in the classroom.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our concentration will be in the ELA area, we feel it is an area of need for our campus. It has been an area of concentration for our struggling population.

Root Cause: Our last years data showed 52% for approaches and 31% for Meets. Improvement in this area will affect our domain 1 and domain 3 goals.

School Culture and Climate

School Culture and Climate Summary

This school year we will have new administrative team in San Antonio. This will be our first year together as an instructional team. We will need to ensure all faculty and staff have a clear picture of their job expectations. If they understand their roles clearly, they will be more effective. The coaching conversations and observations we become more targeted.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Enrollment and attendance have been an issue. **Root Cause:** Retention and recruitment strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Continue to hire certified teachers in ESL /Special Education.

Collaborate with HR to ensure vacancies are filled for key areas.

Principal recruits and retains staff .

Staff Quality, Recruitment, and Retention Strengths

Staff Quality:

Investment in developing leadership team.

Developing teacher leaders with instructional leadership

Recruitment:

Collaborate with HR on hiring qualified staff

Retention Strengths:

Professional Development

Support

Feedback and Coaching

Team Building

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Hiring certified staff has been a challenge and also hiring substitute teachers this school year. **Root Cause:** Post COVID it's been difficult to hire long term substitutes and teachers for key vacancies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our STAAR scores must increase in order to meet our Domain 1 goals. Our teachers and staff need to have the proper support and effective materials in order to teach high quality and effective lessons. Quality curriculum must provide effective activities that will support the needs of ELL students and students with disabilities. Training our staff to use our new TEKS Resource system will enable them to use materials that they previously did not have access to.

Working in conjunction with region 10 training will be provided throughout the year to -- Teachers on implementing the TEKS resource system. Aligned curriculum, common assessments will be provided prior to teachers creating lesson plans. DDI will be the norm on campus and teachers will be instructed on how to create backward designed lesson plans that administrators and coaches will be providing feedback on weekly. Administrators will also read and provide feedback on lesson plans to ensure rigor and alignment is there, as trained by Region 10. The use of the TEKS resources and other strategies will be observed in instructional practices in order to improve teacher effectiveness. Teachers will be observed regularly to ensure they are using these materials effectively and with fidelity. All school leaders will be trained on how to properly support our teaching staff.

By May 2022, the expectation will be that 90% of all classes observed will be demonstrating the use of activities and materials provided from the TEKS Resources system. Teachers will achieve alignment in their lessons and feedback will be around the level of the rigor and level of success they have achieved as evidenced by lesson plans and their ratings. Teachers will also show 90% proficiency at using Multiple Response Strategies (MRS) for more effective questioning, including turn and talks, whip arounds, and white boards as evidenced by lesson plans, observations, and scores/comments on lesson plan feedback.

Curriculum, Instruction, and Assessment Strengths

Lesson plans have shown progress from the beginning of the year as evidenced by improved weekly scores and overall feedback. Teachers have received feedback around their lessons, alignment, activities, timing, and questioning every week. Overall, lesson plans have become more clear with aligned objectives, activities, and exit tickets. Teachers received training on using the TEKS Resource System and continue to draw on materials from My Course Can as well. Teachers are following the scope and sequence to ensure alignment with CFAs and District Skills Checks to ensure all required TEKS are covered. Lesson plans have been turned in on Friday as expected with the rare exception due to other challenges that may have occurred that week.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Some of the challenges our administrative team will encounter are : learning new systems and processes, time management. man power (fully staffed). Be flexible enough to cover each other and gaps that arise, including learning curves, illnesses, etc. **Root Cause:** Teachers need focused action plans created will target these challenges.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Under Parental Involvement Program

Parent and Community Engagement Strengths

<https://drive.google.com/drive/folders/1M7TpbKQLIBb5ZcYYCdWouI5FHJDApSb1?usp=sharing>

https://drive.google.com/drive/folders/15sibRPIXkFGeAqwhi_EXiLqE6h0kO-on?usp=sharing

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We serve overaged students that are parents and also are sole providers of their household. **Root Cause:** Serving overaged parents make it challenging to engage parents for our at-risk students.

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: By May 2022, the expectation will be that 90% of all classes observed will be demonstrating the use of activities and materials provided from the TEKS Resources system. Teachers will achieve alignment in their lessons and feedback will be around the level of the rigor and level of success they have achieved as evidenced by lesson plans and their ratings. Teachers will also show 90% proficiency at using Multiple Response Strategies (MRS) for more effective questioning, including turn and talks, whip arounds, and white boards as evidenced by lesson plans, observations, and scores/comments on lesson plan feedback.

Targeted or ESF High Priority

Evaluation Data Sources: Weekly evaluation using MCC

Summative Evaluation: Met Objective

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: By the end of the 90 days, lesson plans should improve progressively to achieve proficiency. During lesson plan evaluations, admin will ensure activities and parts of TRS is evident and being used regularly. Alignment of MCC with TRS and common assessments.

Targeted or ESF High Priority

Summative Evaluation: Met Objective

Goal 3: Texans Can will increase awareness and education, capacity, coordination, access, and schoolwide mental health services. This includes school-community partnerships that provide a continuum of mental health services to support all students and the school community. Each campus will have a Student Support Team to support both academic and behavior needs of all students.

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Performance Objective 1: By May 2022, all campus leadership will have completed tasks, continued to have provided feedback on lesson plans at 100%, completed STAAR successfully, TELPAS testing, PDs on instruction, and should be continuing weekly admin meetings .

Summative Evaluation: Significant progress made toward meeting Objective

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

<https://drive.google.com/drive/folders/1Aiz4wavOvEDMnd-6WNgKxI7VD5tfYYPyC?usp=sharin>

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

TCA Student Handbook

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

TCA Student Handbook

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

3.2: Offer flexible number of parent involvement meetings

https://drive.google.com/drive/folders/15sibRPIXkFGGeAqwhi_EXiLqE6h0kO-on?usp=sharing