Texans Can Academies

Dallas Can Academy Charter - Oak Cliff

2022-2023 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.

Value Statement

Core Values:

- 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

Demographics

Demographics Summary

Dallas CAN Academy is located in Oak Cliff, Texas and serves a variety of students from various backgrounds. Our 2021-2022 demographic summary is as follows:

- Total of 666 students enrolled
- 9th-grade Enrollment: 117 (Represents 17.6% of campus)
- 10th-grade Enrollment: 180 (Represents 27.0% of campus)
- 11th-grade Enrollment: 241 (Represents 36.2% of campus)
- 12th-grade Enrollment: 128 (Represents 19.2% of campus)

Student Ethnicity distribution is as follows:

- Hispanic 548 Students (Represents 82.3& of campus)
- African American 109 (Represents 16.4% of campus)
- Caucasian 9 (Represents 1.4% of campus)

The Economic distribution of our population is:

- 645 Economically Disadvantaged 645 (Represents 96.8% of campus)
- Non-Educationally Disadvantaged 21 (Represents 3.2% of campus)

English Language Learners (ELLS) 143 (Represents 21.5% of the campus)

At-Risk Students 626 (Represents 94.0% of the campus)

Students with Disabilities:

- Total 53
- Students with Intellectual Disabilities 45
- Students with Behavioral Disabilities 5

Mobility for 2021-22:

- Total Mobile Students 884 (71.4%)

Program Demographics 2021-2022:

- ESL Program 143 (21.5%)
- Career & Technical Education 72 (10.8%)
- Special Education 53 (8%)

Graduates (Class of 2021):

- Total Graduates 414
- African American 79
- Hispanic 325
- White 8
- American Indian 1
- Two or More Races 1

Graduation Plans (Class of 2021)

- Minimum H.S. Plan 8
- Recommended H.S. Plan/DAP 399
- Foundation H.S. Plan (No Endorsement) 7
- Special Education Graduates 18

Staff Demographics:

- Total Staff 50.7
- Professional Staff 48.7
- Teachers 32.7
- School Leadership 4
- Educational Aides 2

Teachers by Highest Degree Held:

- No Degree 0 (0%)
- Bachelors 26.7 (81.8%)
- Masters 5.9 (18.2%)

Demographics Strengths

Staff population is varied and reflective of our student population.

Staff Ethnicity and Sex:

- African American 11.9
- Hispanic 13.9
- White 5.9
- Asian 1
- Males 15.8
- Females 16.8

We have a low percentage of beginning teachers:

Teachers by Years of Experience:

- Beginning Teachers 4.9 (15.1%)
- 1-5 Years Experience 21.8 (66.7%)
- 6-10 Years Experience 4 (12.1%)
- 11-20 Years Experience 2 (6.1%)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our population contained 94% At-Risk students for the 2021-2022 school year.   **Root Cause:** Students enroll at our campus from a wide-variety of locations, may have dropped out and returned to school, or may have struggled in a traditional school setting.

Student Learning

Student Learning Summary

2021-2022 STAAR Data:

English I

- 2017 30%   African American 28% Hispanic 30% Econ Dis 30% ELL 24%
- 2016 40%   African American 46% Hispanic 39% Econ Dis 38% ELL 29%

English II

- 2017 38%   African American 33% Hispanic 38% Econ Dis 38% ELL 28% Spec Ed 20%
- 2016 35%   African American 23% Hispanic 38% Econ Dis 36% ELL 26%

Algebra I

- 2017 84%   African American 68% Hispanic 89% Econ Dis 84% ELL 89% Spec Ed 89%
- 2016 81%   African American 77% Hispanic 82% Econ Dis 80% ELL 95% Spec Ed 63%   White 100%

Biology

- 2017 84%   African American 75% Hispanic 86% Econ Dis 84% ELL 71% Spec Ed 82%
- 2016 80%   African American 92% Hispanic 79% Econ Dis 80% ELL 80% Spec Ed 61%

US History

- 2017 84%   African American 80% Hispanic 85% Econ Dis 85% ELL 77% Spec Ed 50%
- 2016 83%   African American 80% Hispanic 83% Econ Dis 83% ELL 78% Spec Ed 44%

Attendance:

2015-2016 Campus 95.9% African American 95.8% Hispanic 96% White 95.2% SpEd 95.3% Econ Dis 96.4% ELL 96.6%

2014-2015 Campus 96.4% African American 95.5% Hispanic 96.7% White 96.5% SpEd 95.7% Econ Dis 96.8% ELL 96.9%

Student Learning Strengths

Our 2017 Algebra I scores of 84% and significantly higher than the district average of 64%, and slightly above the Texas state average of 83%. Additionally, 89% of our Special Education students were successful in Algebra I and also 89% of ELL students were also successful on the same test for 2017.

Additionally, 2017 Biology scores hit 84% which outpace the district average of 70%. As well, 82% of the Special Education students met the standard for Biology.

US History scores also surpassed district achievement by hitting 84% on our campus versus 80% across the district.

Our high attendance rate, 95.9% for the 2015-2016 year, contributed to the academic success of the students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in the 2016-2017 year scored 30% achievement in English I.   **Root Cause:** Students lack literacy skills necessary to meet the assessment expectations.

Problem Statement 2: Students in the 2016-2017 year scored 40% achievement in English II.   **Root Cause:** Students lack literacy skills necessary to meet the assessment expectations.

Problem Statement 3: Only 50% of Special Education students met achievement in the US History STAAR in 2017.   **Root Cause:** Students require more individualized instruction to target their specific areas of weakness.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Our goal is to increase overall performance (in each performance standard) by 15% minimum. By increasing Approaches from 45% to 51%; Meets from 14% to 21%; Masters from 1% to 2%. Rationale: Most growth trends are from 5 to 10%.

Performance Objective 1: Increase STAAR Approaches level to 40% in Reading by EOY 22-23. This will be measured by scoring a 27% in CFA #1 and a 40% on CFA #2 in each Term. This will lead to a 40% passing in Reading STAAR final score.

High Priority

HB3 Goal

Evaluation Data Sources: Data used will be the CFA's provided 2 per Term and the final Reading EOC's.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: With the increased focus on delivering high-quality, and aligned instruction, tracking and monitoring student progress on formative assessments, and planning for instructional adjustments as a means to mitigate learning gaps, we will improve student achievement as measured in Domain 1.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase STAAR Approaches level to 40% in Reading by EOY 22-23. **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**	25%	40%	60%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: The goal for CCMR goals for Domain I annual graduates will be 25% by June 2023 through various offerings of state approved programs to earn certifications through OSHA, Baylor Scott and White, Microsoft, and others.

Performance Objective 1: Obtain a minimum of 25% of our potential graduates for the 22-23 school year and ensure they obtain a certification.

High Priority

Evaluation Data Sources: CCMR Tracker will be used to record 15% by December 2022 and increasing to 30% by May of 2023.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Incentives and awards will be given to students that obtain a certification.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student motivation to obtain certifications and reaching our campus goal.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	10%	30%	80%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: The Oak Cliff Campus will increase awareness and education, capacity, coordination, towards schoolwide mental health services support for all students and the school community as evidenced through the Multi Tiered System of Support Systems.

Performance Objective 1: Insure students have behavioral interventions through the MTSS Process.
Implement the use of Restorative Practices to provide support for students to meet their social emotional needs.
Implement student attendance interventions for those scholars who fail to attend school through the MTSS process.
Implement CHAMPS as a behavior management strategy to positively engage students in their classes and on campus.
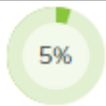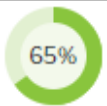
High Priority

Evaluation Data Sources: MTSS Data - Interventions and Progress Monitoring of Student Plans in Aeries
 CHAMPS Observation Data
Discipline Referrals
Student Feedback

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement Restorative Circles to improve student and staff social emotional needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the number of referrals by 50% and increase positive climate and culture by scoring a 70% on the student and staff survey.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, advocates, and teachers. **Title I:** 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	5%	50%	65%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Through improved Reading, Writing, Listening, and Speaking strategies and support, TELPAS score for Domain III will be 36% or higher for ELL students on the TELPAS by Spring of 2023.

Performance Objective 1: Oak Cliff campus will progress monitor the writing of ELL students each term.
ELL students will receive high quality instruction in all classes as evidenced by reading, writing, listening and speaking in each class. (ELPS instruction)

High Priority

Evaluation Data Sources: CFA Data
TELPAS Data
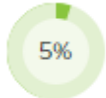Student Goal Setting
HB4545 Tutoring Data
Intervention Data in Aeries
EOC Data
Writing Samples
Summit K 12 Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: All instruction in every content will focus on using ALL 4 TELPAS components on a weekly basis. This will be noted on lesson plans and in classroom observations.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The expected outcome is to increase all components for 36% of all ELL students by 1 level. **Staff Responsible for Monitoring:** Campus Leadership Team **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**		5%	30%	70%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	With the increased focus on delivering high-quality, and aligned instruction, tracking and monitoring student progress on formative assessments, and planning for instructional adjustments as a means to mitigate learning gaps, we will improve student achievement as measured in Domain 1.
2	1	1	Incentives and awards will be given to students that obtain a certification.
3	1	1	Implement Restorative Circles to improve student and staff social emotional needs.
4	1	1	All instruction in every content will focus on using ALL 4 TELPAS components on a weekly basis. This will be noted on lesson plans and in classroom observations.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	With the increased focus on delivering high-quality, and aligned instruction, tracking and monitoring student progress on formative assessments, and planning for instructional adjustments as a means to mitigate learning gaps, we will improve student achievement as measured in Domain 1.
2	1	1	Incentives and awards will be given to students that obtain a certification.
3	1	1	Implement Restorative Circles to improve student and staff social emotional needs.
4	1	1	All instruction in every content will focus on using ALL 4 TELPAS components on a weekly basis. This will be noted on lesson plans and in classroom observations.

2022-2023 Needs Assessment Team

Committee Role	Name	Position
Administrator	Zack Cazares	Principal
Administrator	Willisa House Sassa	Assistant Principal
Parent	Marylee Flores	Parent-Volunteer
Classroom Teacher	Warren Jones	Teacher
Classroom Teacher	Verdna Rogers	Teacher