

Texas Leadership Charter Academy
San Angelo
2018-2019 Campus Improvement Plan
Accountability Rating: Met Standard

Board Approved

July 19, 2018



Mission Statement

Creating an environment that develops people and instills quality education.

Vision

To see students become leaders in all areas of life.

Value Statement

Character - *"Doing the right thing even when no one is watching"*

Growth - *"Continually developing and improving"*

Servant Leadership - *"Helping people perform as highly as possible"*

Empowerment: *"Giving people the authority and freedom to fulfill their responsibilities"*

Commitment: *"Being dedicated to accomplish our mission"*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Over the past three school years there has been steady growth. During the 2014-2015 school year there were 1198 students enrolled, whereas during the 2016-2017 school year there were 1296 students enrolled.

Enrollment by Race/Ethnicity reveals the following data:

- African American 2.0%
- Hispanic 54.0%
- White 39.2%
- American Indian 0.2%
- Asian 1.6%
- Pacific Islander 0.1%
- Two or More Races 2.9%

School population is predominately Hispanic and White.

Enrollment by Student Group:

- Economically Disadvantaged 43.1%
- English Language Learners 2.5%
- Special Education 7.3%

Almost half of our student population is economically disadvantaged.

Community:

San Angelo, TX has a population of 100,702 people. There is a large military presence through Goodfellow Air Force Base from which some of our students are derived. There is also a large collegiate community through Angelo State University and Howard Community College from which some of our teaching staff are derived.

Attendance:

Student attendance rate for the San Angelo campuses is 97%

Parents in Action:

We do not have equal representation throughout our Parents in Action (PIA). PIA meetings are not well attended.

Watch D.O.G.S.

We have a strong male role model presence at the elementary campus through the Watch D.O.G.S. program.

Demographics Strengths

Stable enrollment, TLCA shows steady growth.

19:1 student to teacher ratio

97% attendance rate

Parents are looking for alternative to the traditional public school.

TLCA's ethnic and economic breakdown mirrors the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A small percentage of the student population creates a large percentage of our discipline issues.

Student Academic Achievement

Student Academic Achievement Summary

Generally speaking our students are doing well and showing progress from year to year. Below are the results from the 2016-2017 Texas Education Agency School Report Card.

STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)

	Year	State	District	All Students
All Subjects	2017	75%	65%	71%
	2016	75%	63%	68%
Reading	2017	72%	67%	72%
	2016	73%	68%	73%
Mathematics	2017	79%	66%	72%
	2016	76%	60%	66%
Writing	2017	67%	53%	62%
	2016	69%	60%	64%
Science	2017	79%	65%	73%
	2016	79%	57%	60%
Social Studies	2017	77%	64%	67%
	2016	77%	66%	66%

STAAR Percent at Meets Grade Level or Above (Sum of All Grades Tested)

	Year	State	District	All Students
Two or More Subjects	2017	48%	30%	38%
	2016	45%	25%	31%
Reading	2017	48%	36%	42%

	2016	46%	33%	37%
Mathematics	2017	48%	28%	34%
	2016	43%	22%	26%
Writing	2017	38%	20%	25%
	2016	41%	27%	30%
Science	2017	52%	30%	35%
	2016	47%	20%	26%
Social Studies	2017	51%	39%	42%
	2016	47%	39%	39%

Student Academic Achievement Strengths

The 2017 Accountability Rating for TLCA is: **Met Standard**

TLCA students have received a 2017 Distinction Designation from the Texas Education Agency for Academic Achievement in Social Studies.

TLCA has an impressive graduation rate (Grades 9-12):

	State	District	Campus
Class of 2016	89.1%	100.0%	100.0%
Class of 2015	89.0%	100.0%	100.0%
Class of 2014	90.4%	100.0%	100.0%

Students have the opportunity to graduate with 30 hours worth of college hours through our dual credit program.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: According to the Texas Education Agency (TEA) 2016-2017 School Report Card the Progress of Prior-Year Non-Proficient Students in Reading (Sum of Grades 4-8) showed a slight decrease from 45% (2016) to 36% (2017).

Problem Statement 2: Students are not achieving at state level.

School Processes & Programs

School Processes & Programs Summary

TLCA provides the following programs and processes:

- Leader in Me
- Kagan Structures
- Data Rooms
- Response to Intervention (RtI)
- Students on Academic Rise (SOAR)
- After school tutoring
- Benchmark Literacy Curriculum
- Accelerated Reader (AR)
- Math peer tutoring at Jr. High
- Staff are given resource binder at beginning of school year

School Processes & Programs Strengths

- Aligned reading and mathematics across grade levels
- Organized discipline procedures
- RtI program is data driven and evaluated frequently
- We have a positive teacher culture

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Stronger orientation training is needed for new teachers and students.

Problem Statement 2: There is a challenge in attracting quality personnel and retaining them.

Problem Statement 3: Not all teachers are aware of and utilizing the online resources provided by the district.

Perceptions

Perceptions Summary

TLCA provides a leadership culture through the Leader in Me process. This is the third full year of Leader in Me implementation at the elementary campus.

Most TLCA students believe that their teachers have high expectations for students, are very committed to teaching, are familiar with the surrounding community/neighborhood, and they make learning fun. This belief is based off data received through student surveys.

There is a positive community perception of TLCA.

Perceptions Strengths

The following information is derived from student surveys and reflects perceived strengths and weaknesses.

- Most students at TLCA believe they are being prepared well for after high school.
- Most students at TLCA feel they are encouraged to develop their own voice.
- Most students at TLCA say they have enough time to get from one class to the next.
- Most students at TLCA are happy with their choices for extra-curricular activities.
- The majority of TLCA students feel that their school is safe.
- Most students at TLCA feel that teachers value what students have to say.
- The majority of TLCA students say their teachers respect all races and cultures.
- Most students at TLCA believe they are held accountable for doing their work.
- Most students at TLCA say they get to be creative and use their abilities in school.
- The majority of TLCA students say they are liked and respected by their teachers.

- The majority of TLCA students say their teachers give them a lot of encouragement.
- Most TLCA students say their teachers' notice when they are doing a good job and let them know about it.
- The majority of TLCA students say their teachers' will help them improve their work if they do poorly on an assignment.
- The majority of TLCA students state that their school has clear rules and consequences for behavior.
- The majority of TLCA students say their school is kept clean.
- The student population at TLCA is almost evenly split saying that harassment, intimidation and bullying by other students is a problem at their school.
- The student population at TLCA is evenly split saying that students in their school are often teased or picked on by peers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to student surveys half of the student population believes that there is a problem at their school with harassment, intimidation, and bullying. **Root Cause:** TLCA does not provide enough anti-bullying prevention programs through direct instruction.

Problem Statement 2: According to parent and student surveys many parents do not feel welcomed and respected. **Root Cause:** Poor communication due to failure to recognize the value of parental involvement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data


Goals

Goal 1: By May 2019, 75% of all students will attain a minimum of one year's growth in all subjects taught, and all student subpopulations will show a 10% increase in the percentage of students with one or more years growth.

Performance Objective 1: By May 2019, 75% of all students and each student group, including ELL, At-Risk, and Special Education students tested, will meet the STAAR Progress Measure on the state assessment.

Evaluation Data Source(s) 1: 2018 summarized STAAR data reflects 66% of students make one or more years progress on STAAR assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMS Critical Success Factors CSF 1 CSF 2 1) During PLC meetings, all core teaching staff will analyze STAAR/EOC data as well as common assessment data and develop instructional strategies to address student needs.	2.4, 2.6	Classroom Teachers Instructional Coaches Principals	Increase in STAAR progress for all students and sub-populations				
Problem Statements: Student Academic Achievement 2							
							

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 2: Students are not achieving at state level.

Goal 1: By May 2019, 75% of all students will attain a minimum of one year's growth in all subjects taught, and all student subpopulations will show a 10% increase in the percentage of students with one or more year's growth.

Performance Objective 2: African-American will increase from 60% to 66%
 Hispanic will increase from 65% to 71%
 White will increase from 68% to 75%
 Special Education will increase from 59% to 65%
 Economically Disadvantaged will increase from 66% to 73%
 English Learners will increase from 67% to 73%

Evaluation Data Source(s) 2: Progress monitoring data
 District Benchmark data
 STAAR data
 TELPAS data
 TPRI data
 ARD, LPAC expectations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 1) During PLC meetings, all core teaching staff will analyze STAAR/EOC data as well as common assessment data and develop instructional strategies to address student needs.	2.4, 2.6	Classroom Teachers Instructional Coaches Principals	Increase of STAAR progress for all students and sub-populations				
Problem Statements: Student Academic Achievement 2							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: Students are not achieving at state level.

Goal 2: All students in TLCA will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: Building self-confidence and awareness in all student groups and staff by increasing security levels at each campus thereby fostering a safe environment.

Evaluation Data Source(s) 1: Staff and student surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Implementation of Guardian Program at all TLCA campuses. Random drug testing and drug dogs will be utilized on campuses.		All TLCA staff will be situational aware of their campus and surrounding areas.	Safer environment				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 6 2) Teachers will be educated in Anti-Bullying procedures and will monitor and coach their students.	2.5	Classroom teachers, principals	Fewer bullying complaints and fewer discipline issues.				
	Problem Statements: Perceptions 1						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: According to student surveys half of the student population believes that there is a problem at their school with harassment, intimidation, and bullying. Root Cause 1: TLCA does not provide enough anti-bullying prevention programs through direct instruction.

Goal 3: Parents and students will feel welcome and respected on all TLCA campuses.

Performance Objective 1: Administrators, Teachers, and Staff effectively communicate the opportunities to visit and participate in their child's education.

Evaluation Data Source(s) 1: Parents surveys, Student surveys, Parent sign-in sheets.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Train all TLCA staff in customer service / relations. Give parents and students opportunities to reflect and express their opinions via surveys given at campus level every 9 weeks.	3.1, 3.2	Classroom Teachers Principals Campus Directors	Reduced discipline referrals, positive parental engagement and involvement, increased student moral.				
Problem Statements: Demographics 1 - Perceptions 1, 2							

Performance Objective 1 Problem Statements:

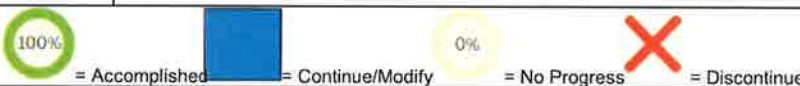
Demographics
Problem Statement 1: A small percentage of the student population creates a large percentage of our discipline issues.
Perceptions
Problem Statement 1: According to student surveys half of the student population believes that there is a problem at their school with harassment, intimidation, and bullying. Root Cause 1: TLCA does not provide enough anti-bullying prevention programs through direct instruction.
Problem Statement 2: According to parent and student surveys many parents do not feel welcomed and respected. Root Cause 2: Poor communication due to failure to recognize the value of parental involvement.

Goal 4: TLCA San Angelo will implement the district curriculum in reading and math.

Performance Objective 1: Uniform curriculum implementation in reading and math; training, coaching, and scheduling for small group instruction; high expectations.

Evaluation Data Source(s) 1: Student achievement STAAR data and progress measure
 Professional development records
 PLC notes of discussions regarding curriculum
 Principal observation of use of curriculum maps and resources

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 1) 1) Using curriculum-based assessments to analyze the effectiveness of the curriculum scope and sequence	2.4, 2.5, 2.6	Teachers, administrators, instructional coaches, district curriculum coordinator, ARD and LPAC committees	Tighter alignment between the written, taught, and assessed curriculum resulting in better student performance.				
Problem Statements: Student Academic Achievement 1, 2							
							

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 1: According to the Texas Education Agency (TEA) 2016-2017 School Report Card the Progress of Prior-Year Non-Proficient Students in Reading (Sum of Grades 4-8) showed a slight decrease from 45% (2016) to 36% (2017).
Problem Statement 2: Students are not achieving at state level.

Goal 5: Increase appropriate and effective technology usage by teachers and students.

Performance Objective 1: Train 100% of teachers and students on the available online resources.

Evaluation Data Source(s) 1: End-of-year teacher and student surveys
Instructional materials survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7 1) 1) Provide professional development for teachers and campus administrators regarding available online resources and how the resources can be used in the classroom.	2.4	District Curriculum Coordinator, District Director of Schools, Campus Director of Schools, Campus Instructional Coaches	Increase use of online resources to increase student achievement and increase in the retention of classroom teachers.				
Problem Statements: School Processes & Programs 2, 3							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a challenge in attracting quality personnel and retaining them.
Problem Statement 3: Not all teachers are aware of and utilizing the online resources provided by the district.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	During PLC meetings, all core teaching staff will analyze STAAR/EOC data as well as common assessment data and develop instructional strategies to address student needs.
1	2	1	During PLC meetings, all core teaching staff will analyze STAAR/EOC data as well as common assessment data and develop instructional strategies to address student needs.
4	1	1	1) Using curriculum-based assessments to analyze the effectiveness of the curriculum scope and sequence.