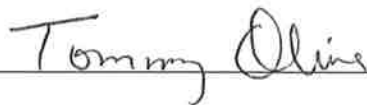


Texas Leadership Charter Academy
Abilene
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Board Approved

July 19, 2018



Mission Statement

To create 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

Abilene TLCA demographics: 4.6% African American, 39% Hispanic, 51.5% Anglo, .8% Asian, 4.1% two or more races. Student enrollment by group is 56.1% ECD, 1.3% English Learners, and 9.4% Special Education. The campus mobility rate is 21.9% (lower than the district rate of 22.2% but higher than the state rate of 16.2%). School demographic data shows over 1/2 of the student population is economically disadvantaged. The student population is primarily Anglo. There is a small number of students classified as English Learners. The number of students needing additional support via special education is relatively high. Our demographic information appears to indicate the TLCA Abilene campus has a student population with unique needs.

Attendance Data:

2016-17: 96.2%

2017-18: 94.6%

Abilene TLCA experienced a 1.6% drop in attendance. One of the factors which may have lead to this reduction is student illness. This school year, Abilene TLCA experienced a high number of students becoming ill with the flu.

Enrollment Data

Location	2015-2016	2016-2017	2017-2018
TLCA Abilene	290	392	429

Enrollment data for Abilene TLCA has shown an increase in student enrollment. Student enrollment has increased by 139 students over a three year period.

Staff Quality, Recruitment and Retention (Equity Plan)

A review of the campus data obtained for the district equity plan indicated 54.2% of Abilene TLCA teachers were inexperienced. 0% of Abilene TLCA

teachers were out of field. 46.6% of Abilene TLCA students were identified as students of color. The data obtained indicated Abilene TLCA did not appear to have an equity gap.

The TLCA district as whole realizes educator quality is an important element in providing an environment conducive to learning. The following strategies have been identified to aide in the hiring of quality teaching staff for TLCA students:

- continue to seek high quality staff
- maintain staff morales and provide staff development in the areas of need identified by our teachers, campus, and district leaders
- continue recruitment efforts
- competitive salaries
- reimbursement for ESL certifications obtained by teachers
- use of hiring rubric to recruit and hire educators who best meet the cultural and academic needs of students

Demographics Strengths

TLCA Abilene demographic data shows the school has a student population with diverse needs. It appears economic needs are the greatest.

Strengths:

- Student to teacher ratio is small and conducive to providing individualized instruction.
- There did not appear to be an equity gap
- Measures have been activated to facilitate the hiring of qualified teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 50% of the teachers hired are inexperienced teachers. **Root Cause:** The majority of educators hired are new to the teaching profession

Student Academic Achievement

Student Academic Achievement Summary

3rd Reading: 78% approaching

3rd Math: 62% approaching

4th Reading: 57% approaching

4th Math: 46% approaching

4th Writing: 33% approaching

5th grade Reading: 100% approaching

5th grade Math: 91% approaching

5th grade Science: 50% approaching

6th grade Reading: 48% approaching

6th grade Math: 76% approaching

7th grade Reading: 67% approaching

7th Math: 59% approaching

7th Writing: 52% approaching

Student Academic Achievement Strengths

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

5th grade Math and Reading scores had an increase of 30% in the approaching standard category.

3rd grade reading score had an increase of 18% over 2017.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th and 7th grade students perform well below the state average on Writing assessments **Root Cause:** Teachers next explicit PD in teaching writing and more quality resources for instruction.

School Processes & Programs

School Processes & Programs Summary

TLCA- Abilene 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)
- Staff are given resource binder at beginning of school year
- Guided Reading training from Region 15

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: TLCA-Abilene needs a more comprehensive orientation program for new teachers to our campus. **Root Cause:** The majority of educators hired are new to the teaching profession

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Goals

Goal 1: TLCA-Abilene will use a uniform curriculum implementation 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:

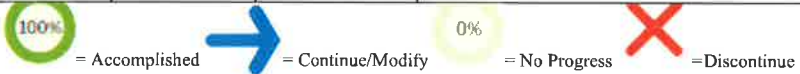
Goal 2: By the end of the 2018-2019 school year, all student subpopulations will show a 10% increase in the percentage of students with one or more year's growth

Performance Objective 1: By May 2019, 90% of all students and each student group, include ELL, At-Risk, and Special Education students tested, will meet the STAAR Progress Measure on the state assessment.

Evaluation Data Source(s) 1: Grade level team meeting agendas/deliberations. Lesson plans.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) 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	Core subject teachers Instructional Coach Principal	Higher quality, targeted instruction through collectively analyzing data.				

Critical Success Factors CSF 1 2) State adopted or campus approved equivalent programs will be used with all students, especially Special Education, ELL, and At-Risk.	2.6	Core subject teachers Instructional Coach Principal	Improved performance on concept-specific aligned assessment.				
Critical Success Factors CSF 1 3) Daily use of critical thinking skills by all students, especially Special Education, ELL, and At-Risk.	2.6	Core subject teachers SpEd teachers Instructional Coach Principal	Increase students' problem solving skills in order to increase probability of growth on STAAR/EOC.				
Critical Success Factors CSF 1 4) Computer assisted STAAR preparation and remediation will be available for all students.		Instructional staff Instructional coach Principal	Improved performance on concept-specific aligned assessments.				
Critical Success Factors CSF 1 CSF 4 5) All At-Risk students will be provided with targeted interventions and tutorials include SOAR and before/after school sessions.	2.6	Instructional staff Intervention staff Tutorial staff Instructional coach Principal	Improved performance on concept-specific aligned assessment.				
Critical Success Factors CSF 1 6) Highly qualified paraprofessionals or teacher available for math and reading classes to target instruction for Special Education students in an inclusion setting.	2.6	Paraprofessional SpEd teacher Teacher Instructional Coach Principal	Improved performance on concept-specific aligned assessment.				
							

Goal 3: Increase communication and training for all parents, teachers, and students to improve discipline management.

Performance Objective 1: Decrease discipline referrals from 55 (total) to 44 (10% reduction) for the 2018-2019 school year.

Evaluation Data Source(s) 1: district and campus discipline data

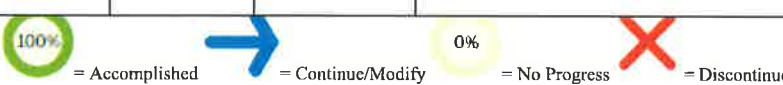
Summative Evaluation 1:

Goal 4: 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
Critical Success Factors CSF 1 1) Computer on Wheels (COW) work computers will be distributed to classrooms.	2.5	Principal	Improved performance on concept-specific aligned assessment.				
Critical Success Factors CSF 1 CSF 4 2) Increase computer usage by purchasing computers and/or iPads for more technology based learning.	2.4, 2.5	IT Administration	Improved performance on concept-specific aligned assessment.				
Critical Success Factors CSF 1 3) Teachers will have access to technology training and will be encouraged to integrate technology into the curriculum across disciplines.	2.4	IT Principal	Improved performance on concept-specific aligned assessment.				
							

Goal 5: Parents and students will feel respected and welcomed on all TLCA campuses.

Performance Objective 1: Increase positive comments regarding communication on parent and student surveys

Evaluation Data Source(s) 1: Parent surveys
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 5 1) Parents and teacher will meet at "Meet the Teacher Night" and Parent information meetings	3.1	Principal/Faculty	Create a family/school partnership				
Critical Success Factors CSF 5 2) Teachers will hold and individual parent/teacher conference with each family to communicate their students' academic progress	3.1	Principal/Faculty	Create a family/school partnership				
Critical Success Factors CSF 5 3) Parents will be kept abreast of school happenings via monthly newsletters, blackboard emails, and Facebook posts	3.1	Principal/PIA/Administrative Staff	Create a family/school partnership				
Critical Success Factors CSF 5 4) Parents and teachers will support an active PIA through attending parent involvement meetings and volunteering	3.1	Principal PIA board staff	Create a family/school partnership				
Critical Success Factors CSF 5 5) The school will provide at least 1 family friendly event each semester	3.1	Principal PIA staff					
							

17-18 Needs Assessment Team

Committee Role	Name	Position
Administrator	Carmen Crane	principal
Classroom Teacher	Allyson Solymosy	teacher
Community Representative	Tim Whitecotton	community member
Parent	Candi Hershey	parent
Classroom Teacher	William Allen	teacher