

Houston Independent School District
100 Texas Connections Academy
2022-2023 Campus Improvement Plan



Value Statement

Texas Connections Academy will empower our learning community through powerful, educational opportunities so that all students will elevate to their highest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Texas Connections Academy has a total enrollment of 8290 students in the 2022-2023 school year as compared to a total enrollment of 10126 students during the 2021-2022 year, 7118 students during the 2020-2021 year, and 4229 students in the 2019-2020 school year. TCAH is a Title I school with 42.4% economically disadvantaged and a 34.8% mobility rate. Special Populations include 5.5% Special Education and 4.1% English Learners. The Race/Ethnicity breakdown is 13.1% African American; 25.6% Hispanic; 50.5% White; 0.9% American Indian; 4.6% Asian; 0.5% Pacific Islander; 4.7% two or more races.

Demographics Strengths

The demand for enrollment at TCAH is high. Eighty-nine percent of Texas Connections Academy @ Houston's families indicated that they are more satisfied with TCAH than they were with their previous school; 94% gave the school either an A or B grade on the annual parent satisfaction survey, and 96% said that they would recommend TCAH to a family who is not enrolled in the program.

TCAH celebrates several data points in 2022. TCAH is the most tenured Texas Online School in the state with an impressive 98% teacher retention rate of highly credentialed teachers. It is common for families to refer to TCAH as the future of schooling and for teaching applicants from top-performing school districts to seek employment with TCAH. About 50% of all certified staff have advanced degrees, including six with their doctorate. All TCAH teachers are certified for the subject they teach and are experts in the field of online teaching including the practice of iNACOL standards and the use of online accessibility tools and strategies. TCAH staff members have an average of 15 years of experience in education. The majority of the TCAH teachers work across the state in ten Regions (North Texas, East Texas, South Texas, Upper Gulf Coast Area, South Texas, Central Texas and West Texas/Panhandle) so that they can collaborate and facilitate face-to-face socials/meets & greets, field studies, college visits, academic camps, state testing, and tutoring.

In 2022-2023, we expect that the TCAH school community will facilitate up to 200 activities across the Regions for TCAH students. Over the last ten years, TCAH has been the feature of approximately four dozen newspaper and magazine articles/features and more than half a dozen television news interviews with our students both academically and competitively in gymnastics and the entertainment industry. TCAH has been featured or mentioned in Chalkbeat, Education Week, the Texas Tribune, Texas Monthly, The Dallas Morning News, the New York Times, and the Houston Chronicle. These articles capture the excitement of TCAH families.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): TCAH is committed to increasing the diversity represented in the faculty and staff as a representation of the students we serve in the regions we

serve. **Root Cause:** TCAH needs to be strategic about marketing, communication, and outreach equitably.

Student Learning

Student Learning Summary

Texas Connections Academy is significantly progressing in closing the gaps for students, while experiencing exponential growth. Student enrollment during the 2021-2022 school year was 10126 as compared to 7116 during the 2020-2021 school year and 4229 students during the 2019-2020 school year.

In terms of student progress, TCAH students are demonstrating academic growth. In Math, 93.5% of students completed their math course satisfactorily, a 0.5% increase compared to the 2020-2021 school year and 4.5% increase compared to the 2019-2020 school year. In ELA, 93.6% of students satisfactorily completed their courses, a 1.6% increase compared to the 2020-2021 school year and a 6.6% increase compared to the 2019-2020 school year.

TCAH's 4 year graduation rate is steadily increasing year to year. The 4 year class of 2021 graduation rate was 78.7% compared to 67.6% for the class of 2020 and 59% for the class of 2019.

At the elementary level, 64% of students achieved Approaches and 37% of students achieved Meets on the 3rd grade Math STAAR test, compared to 59% of students at Approaches and 35% of students at Meets during the previous school year. In Reading, 83% of students achieved Approaches and 59% of students achieved Meets on the 3rd grade Reading STAAR test, compared to 82% of students at Approaches and 62% of students at Meets during the previous school year.

Student Learning Strengths

Over the past two years, the faculty at TCAH has laid the foundation for strong Professional Learning Communities. Our PLCs are constantly analyzing application student data, calibrating assessment and feedback, and efficiently intervening quickly when students need additional help. Additionally, TCAH has implemented RtI roundtables and data teams, which were critical in the progress that was made over the last year.

Students demonstrated growth in the following areas when comparing school year 2020-2021 performance data to school year 2021-2022 performance data:

3rd grade Reading: Approaches increased from 82% to 83%

4th grade Reading: Meets increased from 54% to 59%

6th grade Reading: Meets increased from 53% to 54%

7th grade Reading: Approaches increased from 90% to 91%; Meets increased from 63% to 70% & Masters increased from 36% to 51%

8th grade Reading: Approaches increased from 90% to 92%; Meets increased from 66% to 67% & Masters increased from 39% to 45%

3rd grade Math: Meets increased from 35% to 37%

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): The percentage of students scoring at the Meets/Masters levels on STAAR/EOCs for 3rd through English II needs to increase by 5 percentage points annually between Spring 2022 until Spring 2023. **Root Cause:** Texas Connections Academy has had an unprecedented growth in the last two years across the state of Texas. Our students have struggled in the traditional school environment, which causes gaps in learning. Additionally, with this growth, we have hired many new teachers that are developing their craft in the online environment.

School Processes & Programs

School Processes & Programs Summary

TCAH is committed to hiring the best teachers and staff. The administrative team collaborated on an updated vision for TCAH during summer 2021. The process included the redevelopment and commitment to a shared vision and mission. Administrators are actively hiring new teachers and supporting current faculty and staff in alignment with this new vision and mission. Teachers kicked off the school year with beginning of the year activities that included time to connect with TCAH families through Welcome Calls, targeted and purposeful professional development, streamlining of division communication and meetings, and the gift of a book study entitled, Dare to Lead. Leadership opportunities are part of our culture and decision-making as seen through the Master Teacher role, New Teacher Specialists, Strand Leaders and PLC leadership.

Instructionally, TCAH laid a strong foundation in the work of active PLCs. As this work continues this year, PLCs will be focused on actionable data analysis, mastery grading, and instructional strategies to support 504 and ELL learning groups. Dedicated time for data analysis and instructional reflection is embedded in our PLC work.

Additionally, TCAH has put together a comprehensive CCMR action plan to ensure our students are prepared to pursue their dreams. Our CCMR goal is to have 50% of our students meet at least one of the CCMR outcomes by August of 2024. The plan includes strategies to train teachers and staff on the importance of the components of CCMR, utilization of a CCMR counselor, preparation and registration of students into the appropriate college entrance exams, parent and student communication, individual student progress monitoring, and guidance counselor lessons.

School Processes & Programs Strengths

Texas Connections Academy is committed to school improvement across each division. The school leadership team meets weekly, the SIT meets quarterly, division leadership meets weekly, PLCs have dedicated time weekly to meet, and PLC Leads meet monthly. Each of these meetings focus on school improvement and appropriate teacher and student support to ensure student progress. Texas Connections Academy has dedicated RtI round table meetings and data team meetings in order to provide high-impact structured support to students in need. Additionally, TCAH has dedicated time each week for dedicated professional development for each staff member.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career Readiness component of the Texas accountability system shall increase to 80% by Spring 2022. **Root Cause:** TCAH has limited access to most of the CCMR outcomes. Of the 9 possible indicators, TCAH has access to 3 indicators (SAT or ACT/AP/TSI/dual credit course completion).

Perceptions

Perceptions Summary

During the school year 2021-2022, TCAH took ownership of our shared vision and mission.

Be E3: Empower-Educate-Elevate

Vision: TCAH will be an A+ School.

Mission: Everyone at TCAH will be highly successful in our personalized learning community as they pursue their dreams.

Goal: Team TCAH will empower our learning community through powerful educational opportunities so that everyone will elevate to their highest potential.

These statements are embedded in ALL of the work that we do at Texas Connections Academy.

Perceptions Strengths

The power of our vision, mission and goal statement is that they were developed by voices across our organization. They are concise, exciting, and push every member of Team TCAH to work together to achieve our shared goals. Additionally, all members of Team TCAH are encouraged to see themselves and their work through our vision, mission, and goal.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): In the past, the faculty and staff simply accepted the vision, mission, and goal of the campus, but did not see themselves as part of the development and implementation. As we have collaboratively developed our shared vision, we are now working together to embed them in all of the work that we do at TCAH. **Root Cause:** The mission, vision, and values statement was simply handed down from year-to-year without collaboration, renewal, or review. As we have not revised each of these statements, we are now having to work to renew team TCAH's commitment to the mission, vision and goal statement.

Priority Problems of Practice

Problem of Practice 2: TCAH is committed to increasing the diversity represented in the faculty and staff as a representation of the students we serve in the regions we serve.

Root Cause 2: TCAH needs to be strategic about marketing, communication, and outreach equitably.

Problem of Practice 2 Areas: Demographics

Problem of Practice 1: The percentage of students scoring at the Meets/Masters levels on STAAR/EOCs for 3rd through English II needs to increase by 5 percentage points annually between Spring 2022 until Spring 2023.

Root Cause 1: Texas Connections Academy has had an unprecedented growth in the last two years across the state of Texas. Our students have struggled in the traditional school environment, which causes gaps in learning. Additionally, with this growth, we have hired many new teachers that are developing their craft in the online environment.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 3: The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career Readiness component of the Texas accountability system shall increase to 80% by Spring 2022.

Root Cause 3: TCAH has limited access to most of the CCMR outcomes. Of the 9 possible indicators, TCAH has access to 3 indicators (SAT or ACT/AP/TSI/dual credit course completion).

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: In the past, the faculty and staff simply accepted the vision, mission, and goal of the campus, but did not see themselves as part of the development and implementation. As we have collaboratively developed our shared vision, we are now working together to embed them in all of the work that we do at TCAH.

Root Cause 4: The mission, vision, and values statement was simply handed down from year-to-year without collaboration, renewal, or review. As we have not revised each of these statements, we are now having to work to renew team TCAH's commitment to the mission, vision and goal statement.

Problem of Practice 4 Areas: Perceptions

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)

- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 59% in spring 2022 to 64% in spring 2023.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: 100% of 3rd grade students, who are below grade level for reading, will receive targeted small group instruction.

Evaluation Data Sources: Renaissance 360





Individual Oral Reading Screenings

Reading Plus

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Reading Plus with fidelity to targeted, instructional, small groups. Strategy's Expected Result/Impact: Reading Plus will help improve Reading Levels for 3rd grade students. Staff Responsible for Monitoring: 3-8 Division Principal (Lorin Watkins) and Assistant Principal II (Jana Andrews) Action Steps: Teachers will prepare and support student participation in formative and summative assessments. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of ELAR PLCs will facilitate the implementation of formative assessments and exit tickets in order to inform small group reteaching opportunities and reassessment needs.

Evaluation Data Sources: PLC Data Analysis

Strategy 1 Details	Reviews			
Strategy 1: Formative Assessment/Exit Ticket Data Analysis Strategy's Expected Result/Impact: Allow for reteaching/relearning opportunities in order to address gaps in learning immediately. Staff Responsible for Monitoring: PLC Leads Action Steps: 1. PLC Instructional Support 2. Implementation of Exit Tickets 3. Data Analysis 4. Progress Monitoring Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: 100 % of Campus leadership will utilize the TCAH Instructional Observation tool to provide feedback that evaluates alignment between lesson objective, activities, standards, scope and sequence, and expected level of rigor.

Evaluation Data Sources: Instruction Observation Tool Analysis

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 37% in spring 2022 to 42% in spring 2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of TCAH students who are not on track with 3rd grade Math expectations will receive targeted instruction.

Evaluation Data Sources: Renaissance 360 screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Using strategic interventions, the Math team will target gap areas using Progress Learning/Lift Off. Strategy's Expected Result/Impact: This strategy will help fill gaps in learning for 3rd Grade Math students. Staff Responsible for Monitoring: Lorin Watkins/John McKittrick/Allison Stone Action Steps: 1. Complete Universal Screenings (Ren360) for all 3rd Graders 2. Data Analysis / Assign students who score below grade level on the screener to targeted, small group instruction with Elementary Math Interventionist. 3. Analyze individual, student data to provide reteach/relearn opportunities throughout the school year. 4. Provide data analysis based on student progress to PLCs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Campus Instructional leaders will meet after each relevant assessment period to disaggregate and review math data in order to make data informed decisions.

Evaluation Data Sources: Math interim assessments, Ren 360 data, Progress Learning/Lift Off data

Strategy 1 Details		Reviews			
Strategy 1: The School Leadership Team and Division Leadership will meet weekly to discuss Math data and student progress in order to make campus-wide decisions that support student growth in Math. Strategy's Expected Result/Impact: Targeted growth in Math that is aligned across the campus 3rd grade -12th grade. Staff Responsible for Monitoring: Lorin Watkins/Candice Ayala Action Steps: 1. Math Data Analysis will be added to the SLT agenda 2. Progress Monitor and Action Steps will come from this data reflection Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Measurable Objective 3: 100% of English and Math PLCs will facilitate the implementation of formative assessments and exit tickets in order to inform small group re-teaching opportunities and reassessment of needs in Math.

Evaluation Data Sources: Formative Assessment analysis and Exit Tickets

Strategy 1 Details		Reviews			
Strategy 1: Formative Assessment / Exit Ticket Data Analysis Strategy's Expected Result/Impact: Allow for re-teaching/re-learning opportunities in order address gaps in learning immediately. Staff Responsible for Monitoring: PLC Leads Action Steps: 1. PLC Instructional Support 2. Implementation of Exit Tickets 3. Data Analysis 4. Progress Monitoring Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.





Goal 1: SCHOOL PROGRESS Increase CCMR indication in Domain 1 from 32% to 52% by August 2024.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percent of College Career Military Readiness (CCMR) students that meet the threshold for CCMR Outcomes Bonus for college readiness will increase annually by at least 5 percentage points from 32% to 52% by August 2024.

Evaluation Data Sources: TCAH CCMR Progress Monitoring Tracker

Strategy 1 Details		Reviews			
Strategy 1: Train teachers, mentors, and staff on CCMR criteria and their embedded role in helping students accomplish their CCMR goals. Strategy's Expected Result/Impact: This strategy will help increase the ability of teachers and staff to support students in their CCMR goals. Staff Responsible for Monitoring: KT Trimbur-Glenn, Candice Ayala Action Steps: 1. Streamline Communication 2. Embed in Department Chair Communication 3. Assign CCMR Mentors 4. Intentionally track CCMR indicators individually, by mentor, and within each strand. Title I: 2.6 - TEA Priorities: Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Measurable Objective 2: TCAH will increase the number of students enrolled in the College Bridge Course by 30%.

Evaluation Data Sources: College Bridge completion

Strategy 1 Details	Reviews			
Strategy 1: Target, recruit, and enroll students in the College Bridge Course. Strategy's Expected Result/Impact: Students who complete the College Bridge Course in Math and ELA are more prepared for college and will demonstrate college, career readiness. Staff Responsible for Monitoring: KT Trimbur-Glenn, Candice Ayala Action Steps: 1. Target Juniors and Seniors in need of TSI / CCR 2. Create a communication Plan 3. Enroll Students 4. Progress Monitor 5. Celebrate Successful completion of the course Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: TCAH will increase the number of students taking and passing the TSI by 5%.

Evaluation Data Sources: TSI passing rates

Strategy 1 Details	Reviews			
Strategy 1: Junior and Senior teachers will have a greater understanding of the skills required for students to pass the TSI assessment. Strategy's Expected Result/Impact: Improve students college/career readiness skills. Staff Responsible for Monitoring: KT Trimbur-Glenn, Candice Ayala Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.





Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 5 percentage points from 34% in spring 2022 to 39% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 80% of students supported through Special Education will participate in the Ren360 assessment, BOY/MOY/EOY.

Evaluation Data Sources: Ren360

Strategy 1 Details	Reviews			
Strategy 1: The Special Education Teachers will manage REN360 participation in the aggregate and individually. Strategy's Expected Result/Impact: We expect that by increasing participation in Ren360, teachers will have greater understanding of necessary interventions to increase reading comprehension and in order access higher learning levels. Staff Responsible for Monitoring: Angela Vinson Action Steps: 1. Assess Ren360 participation 2. Reach out to individual students who have not participate 3. Ensure that students and learning coaches understand the process and importance of Ren360 Assessments 4. Provide data analysis and progress monitoring to Special Education Coordinators and individual PLCs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 80% of the students supported through Special Education will successfully complete their Reading/Language Arts course within the year that they first enrolled in that course.

Evaluation Data Sources: Reading / Language Arts Course Completion Data

Strategy 1 Details	Reviews			
Strategy 1: The Special Education teachers will progress monitor the students at a minimum of each 3 weeks. Strategy's Expected Result/Impact: We expect the students to work directly with their special education teacher and/or other interventionist to receive targeted instructional support in the area of Reading/Language Arts. Staff Responsible for Monitoring: Angela Vinson, Stephanie Stafford-Cole Action Steps: 1. Special Education teachers will contact individual students that have a score of below 70 in their English class to require the student to work directly with that Special Education teacher 2. Provide strategies to progress through the curriculum 3. Provide support and/or instruction on specific TEKS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: 80% of the students supported through Special Education will successfully complete English 1 and English II within two years of entering high school.

Evaluation Data Sources: Course Completion Data Analysis

Strategy 1 Details	Reviews			
Strategy 1: The Special Education teachers will progress monitor the students at a minimum of each 3 weeks. Strategy's Expected Result/Impact: We expect the students to work directly with their special education teacher and/or other interventionist to receive targeted instructional support in the area of English I or English II. Staff Responsible for Monitoring: Angela Vinson, Stephanie Stafford-Cole Action Steps: 1. Special Education teachers will contact individual students that have a score of below 70 in their English class to require the student to work directly with that Special Education teacher 2. Provide strategies to progress through the curriculum 3. Provide support and/or instruction on specific TEKS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 1: ATTENDANCE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students will engage in course work in all subjects.

Evaluation Data Sources: Gradebooks/transcripts

Strategy 1 Details		Reviews			
Strategy 1: Data will be used to identify and target failing students with specific skill deficits or under-engaged students with specific skill deficits. Strategy's Expected Result/Impact: TCAH will improve student outcomes for promotion and eligibility for graduation. Staff Responsible for Monitoring: Lorin Watkins/Candice Ayala Action Steps: 1. Students who are in alarm for participation, performance, and/or contacts will be placed on an Escalation Action Plan. 2. Interventions, multi-tiered support, and/or behavior plan will be required supports for failing students. 3. Students who have failed semester courses will receive strategic scheduling / placement in the E3 Elevate program in order to graduate on-time. 4. Enforce 5 days for required start-up tasks. TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being





Measurable Objective 1: TCAH will implement a consistent academic integrity initiative in order to prevent plagiarism and ensure students are achieving academic success with fidelity.

Evaluation Data Sources: TCAH Academic Integrity Data View

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: TCAH will utilize the academic integrity data view that includes teacher action items and student action items for when issues involving academic integrity arise.</p> <p>Strategy's Expected Result/Impact: This strategy is expected to ensure that students are completing their own work to the best of their ability in order to ensure academic success.</p> <p>Staff Responsible for Monitoring: Jana Andrews</p> <p>Action Steps: 1. Review, Review, and train teachers and staff regarding the Academic Integrity process, data view, action steps, and consequences. 2. Communication with all stakeholders the importance of Academic Integrity and possible consequences to violations. 3. Implement the Academic Integrity process with fidelity. 4. Analyze data for actionable steps based on progress monitoring.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: 100% of TCAH activities will have clear expectations for face-to-face student behaviors, which will be communicated clearly to students, parents, caretakers, and learning coaches prior to face-to-face interactions and/or events.

Evaluation Data Sources: Discipline IAs

Strategy 1 Details		Reviews			
Strategy 1: TCAH Parent Engagement Specialist & SLT will craft expectations for each face-to-face event and include it in webmails to students and caretakers. Strategy's Expected Result/Impact: This strategy will ensure that clear expectations are set for students prior to face-to-face interactions. Staff Responsible for Monitoring: Assistant Principals Angela Daniels Action Steps: 1. SLT will craft a guiding document for face-to-face expectations 2. Angela Daniels will ensure that this information is sent out prior to each face-to-face meeting. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Ensure that 100% of TCAH staff complete required training and ensure that 100% of students and learning coaches complete orientations, which includes information regarding access to health and safety resources.

Evaluation Data Sources: Sectioning Course Training Report

Data Views

Strategy 1 Details	Reviews			
Strategy 1: Ensure that 100% of staff completes required state and local training. Strategy's Expected Result/Impact: This strategy will ensure that staff understand the resources available and have received proper violence prevention training. Staff Responsible for Monitoring: Perla Marquez Action Steps: Staff will receive training in (1) bully prevention; (2) Child abuse prevention and reporting; (3) Discipline Management; (4) Drug, Tobacco, and Alcohol prevention; (5) Mental health and Child Welfare processes(SEL); (6) Suicide Prevention; (7) Positive Behavior Intervention; (8) Trauma Informed Care; and (9) Managing Seizures TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: TCAH will improve the learning outcomes for the following special populations: African Americans and ELs by 10% in the 2022-2023 school year in both ELA and Math across grades 3-12 as measured by STAAR, EOC, and the preparedness indicator data.

Evaluation Data Sources: STAAR, EOC, CCMR indicators, Formative Assessments throughout the year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: TCAH will provide targeted professional development to ensure that teachers have the tools they need to support English Learners and their needs.</p> <p>Strategy's Expected Result/Impact: Professional Development will improve the learning outcomes for our English Learners.</p> <p>Staff Responsible for Monitoring: Holley Prescott/Lorin Watkins/Candice Ayala</p> <p>Action Steps: 1. Reach out to instructional leadership resources(HISD Multilingual, Regional Offices, Solution Tree) for teacher professional development opportunities 2. Provide teachers with multiple professional development sessions. 3. Look for strategies and exemplar teaching for modeling and future development. 4. Progress monitoring around student outcomes and data analysis.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: EL Coordinators will provide opportunities for students to authentically practice language acquisition strategies in all four domains: listening, speaking, reading, writing. Strategy's Expected Result/Impact: This strategy will improve student progress on the TELPAS. Staff Responsible for Monitoring: Holley Prescott/Lorin Watkins/Candice Ayala Action Steps: 1. Strategize with EL Coordinators 2. Create a detailed plan / lessons to provide students monthly opportunities to practice listening and speaking. 3. Monitor student progress based on the Proficiency Level Descriptors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 5: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: Increase the percentage of parents awarding TCAH an A or B on the Parent Satisfaction Survey when responding to, "My child's attitude toward learning has improved with TCAH," by 5 percentage points from 82.5% in school year 2021-2022 to 87.5% in school year 2022-2023.

Evaluation Data Sources: Parent Satisfaction Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 100% of TCAH students will have a Learning Coach and the Learning Coach is provided with resources to positively support their students.</p> <p>Strategy's Expected Result/Impact: Student engagement improves when a learning coach is an active partner in the curriculum.</p> <p>Staff Responsible for Monitoring: Brita Lindsey, Amanda Viola, Lorin Watkins, Candice Ayala</p> <p>Action Steps: 1. Require the Learning Coach designation as part of the enrollment process. 2. Communicate the Role of Learning Coach and available resources throughout the school year. 3. CT / LC engagement in Parent University sessions.</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: Provide 100% of Title I Notifications

Evaluation Data Sources: Title I Data View / Webmails

Strategy 1 Details	Reviews			
Strategy 1: WebMail key information through a Parent and Family Engagement WebMail box. Strategy's Expected Result/Impact: Ensure parents understand Title I and the resources available. Staff Responsible for Monitoring: Parent Engagement Team Action Steps: 1. Send Title I Notifications 2. Monitor Message Read Receipts 3. Post notifications in the following locations: message boards, Parent Dashboard, TCAH website Title I: 4.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: MANDATED HEALTH SERVICES The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 28, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 21, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 21, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 21, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before December 21, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: School Nurse, Melissa Guevara

Board Goal 5: N/A - Additional Campus Goals

Goal 7: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of TCAH students and caretakers will be provided educational information regarding fitness, healthy nutrition, and physical education.

Evaluation Data Sources: Communication: Timeline and Content

Strategy 1 Details	Reviews			
Strategy 1: Parent Engagement Team will disseminate quarterly information to students and caretakers regarding topics of need. Strategy's Expected Result/Impact: Students and families will be more aware of how healthy choices impact student success as well as the variety of resources offered by Texas Connections Academy. Staff Responsible for Monitoring: Angela Daniels/KT Trimbur-Glenn/CIS Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

State Compensatory

Budget for 100 Texas Connections Academy

Total SCE Funds: \$4,498,859.00

Total FTEs Funded by SCE: 54

Brief Description of SCE Services and/or Programs

The State Compensatory Education Funding is used to support and provide social emotional learning support, academic interventions, and resources for students that are at risk of not being successful in the learning environment. SCE funding is also used to provide appropriate resources, training, and development focused on at-risk students and the optimization of their learning experience.

Personnel for 100 Texas Connections Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adams, Melissa J.	Secondary Teacher	1
Aguilar, Amy A.	Special Programs Manager	1
Amdall, Michelle Y.	School Counselor	1
Avalos, Laura	School Counselor	1
Cakir, Armagan	Secondary Teacher	1
Calame, Sandee	504 Coordinator	1
Cedillo, Christy L.	Advisory Teacher	1
Chenault, Maronda M.	School Counselor	1
Collins, Samara	Dyslexia/Special Education Teacher	1
Corona, Pilar M.	School Counselor	1
Coulter, Erin	School Counselor	1
Cowart, Millie J.	Secondary Teacher	1
Daniels, Caitlyn	School Counselor	1
Estes, James S.	Advisory Teacher	1
Fierro, Mariela	School Counselor	1
Flores, Kathleen F.	Advisory Teacher	1
Ford, Johna J.	School Counselor	1
Fox, Kelly	School Counselor	1
Gander Caskey, Amanda	504 Coordinator	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garcia, Linda	Teacher Assistant	1
Garrett, James L.	School Counselor	1
Glasson, Wendy S.	504 Coordinator	1
Gonzalez Jr., Caleb	School Counselor	1
Holt, Kendyl	School Counselor	1
Hubbard Jr., Paul P.	Secondary Teacher	1
Jordan, Laura A.	School Counselor	1
Junek, Victoria L.	504 Coordinator	1
Kubiak-Marburger, Alyssa	504 Coordinator	1
Kulhanek, Susan K.	Secondary Teacher	1
Lillard, Lindsey	Assistant Manager of Counseling Services	1
Lines, Jo E.	Secondary Teacher	1
Lovaglio, Maria E.	School Counselor	1
Mckanna, Kristen	504 Coordinator	1
McLaughlin, Edith	Advisory Teacher	1
McNeal, Angie	School Counselor	1
McNeill, Brittany	School Counselor	1
Meers, Pamela J.	Dyslexia/Special Education Teacher	1
Melendez, Hema	Teacher Assistant	1
Miller, Dylan P.	Secondary Teacher	1
Morris, Paige A.	School Counselor	1
Neal Carter, Jennifer	504 Coordinator	1
Neel, Jennifer L.	Secondary Teacher	1
Payton, Courtney S.	Elementary Teacher	1
Ramirez, Suzanne H.	Secondary Teacher	1
Sagraves, Heather E.	School Counselor	1
Schuelke, Carrie	Secondary Teacher	1
Scott, Dominique	School Counselor	1
Soto, Diana	School Counselor	1
Spears, Suzette G.	Dyslexia/Special Education Teacher	1
Stark, Deann	School Counselor	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Trimbur-Glenn, Katanra L.	Manager of Counseling Services	1
Tuel, Raegan	School Counselor	1
Underwood, Jennifer G.	School Counselor	1
Vela, Katherine	Dyslexia/Special Education Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Daniels	Parent Engagement Representative	Title 1	1
Angela Stevens	Interventionist	Title 1	1
Carrie Flynt Velder	Interventionist	Title 1	1
Cathy Berryhill	Interventionist	Title 1	1
Dawn Taylor	Interventionist	Title 1	1
Delmi (Lyzet) Flores	Parent Engagement Representative	Title 1	1
Diana Case	Interventionist	Title 1	1
Diane Vera	Parent Engagement Representative	Title 1	1
Emmalea Salley	Social Worker	Title 1	1
Erin Coulter	CCMR Counselor	Title 1	1
Francisco Galindo	Interventionist	Title 1	1
Lacy Hale	Interventionist	Title 1	1
Lisa Laster	Interventionist	Title 1	1
Melissa McPherson	Graduation Coach	Title 1	1
Michael Rybak	Interventionist	Title 1	1
Nadia Farooqi	Social Worker	Title 1	1
Rebecca Smith	Interventionist	Title 1	1
Sallie Bennazouz	Graduation Coach	Title 1	1
Susan Perez	Graduation Coach	Title 1	1

Addendums