Texans Can Academies

Fort Worth Can Westcreek

2025-2026 Campus Improvement Plan

Accountability Rating: C

Board Approval Date: October 9, 2025
Public Presentation Date: October 9, 2025

Mission Statement

To provide the highest quality education for all student, especially for those who have struggled in a traditional high school setting, in order to ensure their economic independence.

Vision

Students will receive an individualized education and the social emotional guidance needed to become college, career or military ready and ultimately contributing members of society.

Value Statement

Graduating Thinkers

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Comprehensive Needs Assessment

Demographics

Demographics Summary

What is the breakdown by ethnicity, gender, or other category?

Student Enrollment: 213

African American: 43.7%

Hispanic: 50.6%

White: 2.3%

Two or More: 3.1%

How has the enrollment changed over the past three years?

The enrollment for Westcreek has decreased over the past three years. Because of the decrease in enrollment and ADA, the staffing was adjusted. The goal is to increase student attendance. ADA goal for Westcreek is 165 for the 2025-2026 school year. The campus is working as an Optional Flexible School Day model and attendance is recorded based on student engagement with Bright Thinker.

What is the data for special programs and other?

Economically Disadvantaged 94%

Special Education 8.6%

Emergent Bilingual/EL 15.4%

Mobility Rate 68.8%

What area of the community do the students from?

Our students come from the southern and central area of Ft. Worth. We are hoping to partner with Crowley as well.

Demographics Strengths

Based on our campus demographics the staff resembles the diversity of the students that we serve. The campus has had more turnover with staff over the past two years.

Demographics Needs

Due to the number of Hispanic students increasing we should increase the number of Hispanic professionals on the campus. We were able to fill a vacant Math position with an Hispanic teacher.

Hiring Hispanic professionals has been challenging due to the lack of applicants in this demographic. We will continue to address this need as it seems fit.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Recruiting, retaining and improving ADA continues to be an on-going challenges
Root Cause: We are serving an at-risk population of students that traditionally struggle with attendance.

Student Achievement

Student Achievement Summary

The campus 24-25 Accountability rating is a 75 - C which was a decrease from the previous year.

Student Achievement Strengths

All STAAR scores were met or above the district average except for Algebra 1.

Student Achievement Needs

Reading performance is way below expectations from year to year.

Our SPED and ELL population must be targeted to improve performance in all areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students continue to struggle with English I and English II EOC.
Root Cause: Students across the state consistently struggle with Reading and Writing.

School Culture and Climate

School Culture and Climate Summary

The campus places a heavy emphasis on maintaining structure and monitoring student conduct. The campus works to recognize student achievement academically and behaviorally. All staff works to get to know the students well so they can advocate and support students with achieving their goals. The staff works to make the campus feel and look student focused. Expectations are set high for all students.

Students recognize that graduation is a reachable goal.

School Culture and Climate Strengths

With incorporating the House system campus wide, all teachers and staff advocate for all students. Regular team recognition and goal setting happens on a consistent basis. There is a decrease in off-task behavior and students are making good progress with their learning goals.

School Culture and Climate Needs

-Building relationships by understanding the needs of wounded students

-Establish effective school to home and home to school communication

-Create a Welcoming Environment

-Connect students and families to community resources that strengthen and support students' learning and well-being.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student enrollment and retention is a challenge.
Root Cause: Our student population traditionally struggles with attending school on a consistent basis.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of the teachers are highly-qualified for their assigned positions. All paraprofessionals meet the minimum requirements to hold their positions. Teachers are improving in delivering instructions, disaggregating the data, and providing interventions. We aim to have highly effective staff in every position.

HR recruits via job fairs and job vacancies posted on the campus website. Our staff turnover rate was higher this year than in previous years. The goal is to effectively on-board, train and support new staff members to support their transition to the organization and their roles.

Staff Quality, Recruitment, and Retention Strengths

Staff are provided with curriculum resources, professional development and coaching feedback and support.

Staff Quality, Recruitment, and Retention Needs

Since our student demographic is mostly Hispanic, we would like to recruit teachers of this ethnicity.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus has had turnover in key positions.
Root Cause: Due to the increase in teacher vacancies across the county, we are competing for the same candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our students are passing the state assessment at a high percentage in Social Studies and Science; our teachers use the TEKS to increase our passing rate. Data is used to inform curriculum, instruction, and assessments by determining early which TEKS need the most attention and the teachers develop plans to address the students' academic needs to improve scores.

Teachers also have access to the TEKS Resource System which is designed using current research-based practices to provide a foundation of aligned curriculum. Our district provides common formative and summative assessments and curriculum resources. Common Assessment data is provided to the campus from the district and is also accessible via Eduphoria.

Curriculum, Instruction, and Assessment Strengths

-Teachers start determining early which TEKS need the most attention

-Teachers are able to deliver the lesson in such a way that those areas of need are addressed

-Teachers develop plans to address the students' academic needs to improve scores

Curriculum, Instruction, and Assessment Needs

-Continue to impress upon the students the need of academic improvement

-Continue to offer opportunities for students to attend tutoring sessions

-Continue to strive to improve the quality of instruction

-Research and determine which instructional strategies proven to close the achievement gap of minority students

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers do not always know how to differentiate in order to meet the needs of all students.
Root Cause: Teachers need more support with pulling small groups and using data driven instruction to differentiate based on student's needs.

Family and Community Engagement

Family and Community Engagement Summary

Our program has designated staff to specifically assist students with different academic needs ranging from special education students to students that speak English as a second language. Results show that students, especially students with academic disabilities and needs, perform at a much higher level when the instruction is differentiated and aligned with their specific learning style and their specific learning needs are accommodated.

The CTE Specialist works with community partners to bring events and resources for students and families that focus on college, career and military readiness. Thrillshare and newsletters are used to keep families informed. Teachers also make regular phone calls home to encourage regular attendance at school.

Family and Community Engagement Strengths

The Leadership Lab is being utilized this year to support students who have previously struggled with attendance, grades, and behavior. The Student Advocate is assisting with monitoring student progress in On-line classes in Bright Thinker so that students can earn credits towards graduation. All teachers and staff get to know students so they can advocate and reach out to families as needed.

Family and Community Engagement Needs

- Increasing parental and guardian involvement

- Increasing family enrichment opportunities

- Recruiting parents to establish parent-based groups

-Implement more opportunities for school and community planning events

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: The lack of parental involvement impacts the student achievement on this campus.
Root Cause: Parents previous negative experiences with schools place a void between us to build a partnership.

School Organization

School Organization Summary

The district supports the campus' needs by providing embedded staff development and support by the Curriculum Specialists.

When it comes to deciding which assessments would be used to evaluate individual students or a program as a whole; district personnel determine which benchmarks will be used and individual assessments (mini assessments) are decided by the teachers.

The parents', students', and communities perception of the school is captured via parent conferences and surveys. The overall perception is that we are a well-structured school catering to at-risk youth. School expectations reveal that we set high expectations that lead to student success.

School Organization Strengths

The Curriculum and Instruction team provides high quality instructional materials and resources so teachers can focus on internalizing the lessons for effective implementation.

School Organization Needs

Continue to improve in the 3 core areas of organizational health results

Bridge the relational gap between the teachers and the teacher mentors

Problem Statements Identifying School Organization Needs

Problem Statement 1: Average student attendance falls below 80%
Root Cause: Many students who enroll in our school historically have poor attendance rates and fail to obtain credit as a results

Technology

Technology Summary

The campus has a sufficient amount of technology for staff and students. Smart Boards are used in classrooms to assist with effective instruction.

Technology Strengths

One-to-one Chromebooks for all students.

Technology Needs

Mobile technology for student use

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology equipment needs to have a consistent upgrade cycle to stay on top of repairs for all devices.
Root Cause: There are many devices that need to be upgraded and repaired to keep up with the needs of the staff and students.

Priority Problem Statements

Problem Statement 1: Recruiting, retaining and improving ADA continues to be an on-going challenges
Root Cause 1: We are serving an at-risk population of students that traditionally struggle with attendance.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Students continue to struggle with English I and English II EOC.
Root Cause 2: Students across the state consistently struggle with Reading and Writing.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Student enrollment and retention is a challenge.
Root Cause 3: Our student population traditionally struggles with attending school on a consistent basis.
Problem Statement 3 Areas: School Culture and Climate

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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Alternative Education Accountability (AEA) 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
- Student failure and/or retention rates

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
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: The percentage of students that reach a performance level of approaches grade level or above on the English 1 State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) will increase from 42% in August of 2025 to 60% in August of 2026.

Performance Objective 1: By May 2026, the teacher will effectively use high-quality instructional materials found on the C & I website to internalize lesson in order to effectively implement the lesson.

High Priority

HB3 Goal

Evaluation Data Sources: Observation feedback documentation, lesson plan rating .

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained on how to use research-based teaching strategies such as CHAMPS, Talk Read, Talk Write, and the Lead4ward playlist.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1.) Domain 1 STAAR Performance Goal: To increase our campus STAAR component goal. 2.) Domain 2 School Progress: Increase the combined Algebra I and English 2 school progress performance 3a.)Domain 3 Closing the Gaps: Increase all students Meets Grade Level Standard in Algebra 1. 3b.) Domain 3 Closing the Gaps: Increase all students Meets Grade Level Standard in ELA. **Staff Responsible for Monitoring:** Principal, Teachers and Staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				
○ No Progress ○ Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: The percentage of students that reach a performance level of approaches grade level or above on the English 2 State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) will increase from 33% in August of 2025 to 55% in August of 2026.

Performance Objective 1: By the end of May 2026, all teachers will identify student learning gaps and make instructional adjustments by consistently analyzing student performance on daily exit tickets, common formative assessments, and district skills checks.

High Priority

HB3 Goal

Evaluation Data Sources: campus and district assessments, walk-throughs, STAAR

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Teachers will use instructional strategies to identify procedural and conceptual gaps in student learning using the district DDI protocol.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Analyzing and tracking student performance will aide teachers in creating effective reteach plans. **Staff Responsible for Monitoring:** Campus Administrator, Teachers and Support staff. **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: The percentage of students that reach a performance level of approaches grade level or above on the Algebra 1 State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) will increase from 41% in August of 2025 to 60% in August of 2026.

Performance Objective 1: Teachers will use data driven instruction to address student learning gaps based on exit tickets and CFA data.

High Priority

HB3 Goal

Evaluation Data Sources: CFA and benchmark data

Strategy 1 Details	Reviews			
Strategy 1: Utilize re-teaching and small group instruction to meet the needs of students based on data driven instructional process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All student's grow on campus, district and state assessments **Staff Responsible for Monitoring:** Principal, Classroom Teachers, Special Ed teachers, Support Staff **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: The percentage of students that reach a performance level of approaches grade level or above on the Biology State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) will increase from 93% in August of 2025 to 97% in August of 2026.

Performance Objective 1: Teachers will utilize data driven instruction to provide interventions and support to students who are struggling.

High Priority

Evaluation Data Sources: Exit tickets, CFAs, benchmarks, interventions listed on lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Interventions and support will be provided through re-teach, small group instruction and tutoring	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student outcomes will improve on all assessments	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Classroom teachers, Support staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: The percentage of graduates that meet the Texas A-F Accountability System criteria for College, Career, & Military Readiness will increase from 38% in August 2025 (projected Class of 2024) to 45% in August 2026 (projected Class of 2025).

Performance Objective 1: All students will have an updated PGP with a plan to earn a credit for CCMR.

> **High Priority**

> **Evaluation Data Sources:** PGPs with CCMR goals, graduation data

Strategy 1 Details	Reviews			
Strategy 1: Counselors and Academic Advisors will help students develop a CCMR goal when planning and updating PGPs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase of students graduating with a CCMR point. **Staff Responsible for Monitoring:** Campus administrators, Counselors, Academic Advisor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: CCMR exposure activities and events will be planned to support students to achieve their CCMR goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monthly events will be scheduled for students throughout the year. **Staff Responsible for Monitoring:** CTE Specialist, CTE Teacher, Campus Administrator	**Nov**	**Jan**	**Mar**	**June**

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: The percentage of English Language (EL)/Emergent Bilingual (EB) students grow on the Texas English Language Proficiency Assessment System (TELPAS) composite rating will increase from 39% in August 2025 to 45% in August 2026 based on new criteria.

Performance Objective 1: Students will grow one level in their targeted domain based on TELPAS data.

High Priority

Evaluation Data Sources: TELPAS, SummitK12

Strategy 1 Details	Reviews			
Strategy 1: EB students will receive interventions in the areas of listening, speaking, reading, and writing through SummitK12.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will improve one level of performance. **Staff Responsible for Monitoring:** Campus administrator, EB para, Classroom teachers, **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

State Compensatory

Budget for Fort Worth Can Westcreek

Total SCE Funds: $100.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

tutoring