

Texans Can Academies

Dallas Can Academy at Carrollton-Farmers Branch

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 students, 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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| 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 27% in August of 2025 to 43% in August of 2026. | 17 |
| 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 40% in August of 2025 to 65% in August of 2026. | 19 |
| 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 78% in August of 2025 to 85% in August of 2026. | 20 |
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| Goal 6: The percentage of English Language (EL)/Emergent Bilingual (EB) students will grow on the Texas English Language Proficiency Assessment System (TELPAS) composite rating from 33% in August 2025 to 40% in August 2026 based on new criteria. | 22 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Student Enrollment: 189

African American: 9.4%

Hispanic: 85.8%

White: 2.7%

Two or More: 1.6%

How has the enrollment changed over the past three years?

The enrollment for CFB has decreased over the past three years. The goal is to increase student attendance. ADA goal for CFB is 200 for the 2025-2026 school year.

What is the data for special programs and other?

Economically Disadvantaged 91.7%

Special Education 5.9%

Emergent Bilingual/EL 65.4%

Mobility Rate 62.8%

What area of the community do the students from?

Our students come from the communities of: Carrollton-Farmers Branch, Dallas, and the northern sectors of Dallas County

Demographics Strengths

There is a diverse student and staff population. The campus does have a large EB population. The staff has been very stable.

Demographics Needs

The greatest need presented by our demographics is the constant need to focus our staff development and programing to address the needs of our large Hispanic population, specifically our English Language Learns and to help students of poverty to overcome the obstacles that keep them from being successful in school.

Due to our demographics, transportation to and from school is a constant challenge, as well is attendance and participation in before/after school tutoring and Saturday school. In 2015-2016 we saw a great increase in participation in these programs. However, it will continue to be a focus of the campus to ensure those numbers continue to grow.

The campus needs to improve and increase our programs and systems to help students become advocates for their own education and future success.

This campus is in need of incentive-based strategies to not only attract students to our special programs, but also to retain students throughout the completion of such programs.

Obstacles

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our ELL students struggle with language proficiency and academic achievement on TELPAS and EOC STAAR.

Root Cause: TCA CBF has a high number of ELL's and Newcomers enrolled for the 25-26 school year.

Student Achievement

Student Achievement Summary

Domain 1: For the 2025-2026 school year, our campus will increase our Domain 1 component scaled score from a 71 to a scaled score of 77, percent Approaches to 85%, Meets to 35%, and Masters to 25% the campus will meet its goal.

Rationale: By using high-quality instructional materials aligned to instructional planning calendars, interim and formative assessments, and teachers focusing on data-driven instruction, the Accountability Rating for the school will increase from the 2024-2025 school year.

Domain 3: CFB will ensure 45% of ELL students will pass at least one language proficiency level on TELPAS by May of 2026.

Student Achievement Strengths

Utilizing Bright Thinker, students can accelerate their learning based on their individual progress with the support of classroom teachers.

Student Achievement Needs

A review of the 2016 Index goals for all 4 target areas indicate the following needs:

For Index 1: Reading EOC is our greatest area of need, especially in the writing process. The ELL scored more than 12 points below the average with a 31% compared to 43%. Biology, though it saw a 21% growth last year, it was still the lowest performing campus compared to the district. Specifically, ELL and Special Ed are areas of concern across all subjects.

For Index 2, there was not much success in student progress. A review of all students tested indicates only 38% met satisfactory progress. Focusing on the needs of the ELL will help target this index.

For Index 3, the majority of the campus is economically disadvantage, so when looking at the achievement gap our focus is to meet or exceed the state average. Compared to the district we are aligned within the subgroups used to measure district progress.

Student academic achievement needs can be met by utilizing technology, incorporating remedial instruction on a regular basis, providing opportunities for tutoring before and after class sessions and on Saturdays, ensuring teachers are provided with embedded and external professional development on instructional strategies, providing teachers with common planning periods in which to plan, review, disaggregate and discuss data, utilize district benchmark and common assessment tests to determine students' strengths and weaknesses, require students to be actively involved in the learning process and more accountable for their learning, utilize district instructional specialists to provide an enriched curriculum/instruction model that is research-based to achieve academic success for all students, provide incentives to improve student attendance and participation in class, and provide increased and enriched literacy opportunities in all content areas, especially for struggling students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: LEP students are underperforming in the areas of Math and ELA by more than 15%.

Root Cause: Our ELL students struggle with writing, listening, speaking, and reading skills. They need daily opportunities to develop language proficiency skills.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate is nurturing and supportive of both faculty and students. There are expectations in place that creates an environment conducive of optimal learning.

School Culture and Climate Strengths

Our students are engaged in coming to school, enrollment decreased, and attendance is over 70% on average.

We have a new leadership team that is developing. We have strong teachers and instructional coaches.

School Culture and Climate Needs

The results of the Organizational Health Inventor (OHI) indicate the three lowest-scored dimensions on our campus were Optimal Power Equalization (21 Percentile Score), Autonomy (24.4 Percentile Score), and Morale (24.6 Percentile Score). The low score for Optimal Power Equalization would imply that the staff do not feel that they are able to make decisions on their own that may have some risks involved. As a result, this produces an opportunity for finding ways the staff can have more input in some of the decisions that affect the school campus. Although the faculty scored high in Communication Adequacy, they do not feel as if the school is operating as a cohesive unit. The challenge is to determine ways for faculty members to all be on the same page, heading towards collective goals. According to the results, faculty members struggle with Autonomy. Improvement in this area is necessary because the freedom to fulfill their roles and responsibilities is imperative for change. If this campus is to become more successful in educating our students, faculty members need to become more comfortable with changes that are designed to have a positive impact on the success rate of our students. If the staff feels more in charge, Morale will increase.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The campus principal is new and working to establish a positive learning environment with teachers and staff.

Root Cause: Time needed to build culture and climate and incorporate processes and procedures to support student learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus began the school year with new staff and two vacancies.

Staff Quality, Recruitment, and Retention Strengths

The core content teachers on this campus have been here five years plus. There are no beginning teachers on staff. All of our teachers are either certified or highly qualified and have experience teaching their respective content areas. Teacher Incentive Allotment has begun this school year as a way to help recruit and retain high performing teachers.

Staff Quality, Recruitment, and Retention Needs

We need to continue to seek opportunities to reward and/or recognize our teachers for the excellent work that they do and to provide necessary staff development so that they continue to grow professionally; increase administrative and instructional effectiveness through embedded professional development; increase recruitment of diverse applicant pool in preparation of a growth in the student population; increase leadership capacity of administrative teams; and offer incentives for retention and recruitment of diverse staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We need to provide professional development and support for new staff members.

Root Cause: Providing time and support to get new staff acclimated to the organization and resources to support their work.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Educators are kept abreast of the development of creative and innovative techniques appropriate to the improvement of student learning. The curriculum used by our teaching staff ensures effective delivery of the TEKS, enriched content, opportunities for real-life application, and common assessments (benchmarks) for all classes to measure student mastery of the TEKS.

Curriculum, Instruction, and Assessment Strengths

Going into the 2025-2026 school, focused professional development has been scheduled to improve instructional strategies, ESL strategies and differentiated instruction that will provide teachers with various resources to increase academic achievement.

Curriculum, Instruction, and Assessment Needs

Our campus needs to continue to work towards increasing student performance in reading comprehension and writing/communication through increased and enriched literacy opportunities in all content areas, especially for struggling subgroup populations (SPED, Economically Disadvantaged, and ELL students). We also need to continue to decrease the achievement gap through access to the general curriculum, analysis of individual students, teacher data and the use of multiple teaching strategies. Teachers will develop common assessments and appropriate intervention strategies for all student populations.

A more systematic approach to RTI is needed and within that program a more robust offering of interventions to help those students that are struggling to either complete credits or pass the required state testing.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teacher consistency in using aligned district curricular resources such as TEKS Resource System that will align with teacher created lesson plans.

Root Cause: New instructional tool for TCA as a district. The need for training and consistency in use of TEKS resource to impact teaching and learning.

Family and Community Engagement

Family and Community Engagement Summary

Parental and community involvement are crucial to the success of our students. We make every opportunity to involve parents and the community in school decisions that have a direct impact on the education of our students. Parents will continue to be full partners with our educators in the education of their children.

Family and Community Engagement Strengths

Our staff including teachers, student advocate and CTE Specialist have a good rapport and relationship with students and parents. There are several opportunities throughout the school year, including Parent/Community Open House, ESL class to connect, educate, and involve parents in the education of their children.

Family and Community Engagement Needs

Parental involvement results in improved student academic success. We need to increase parental involvement through effective communication; involving parents in some aspects of the academic operation of the school, and increasing parent partnership with the school with regard to student academic success. We need to work with parents to enhance our dropout prevention efforts so that all students remain in school until they obtain a high school diploma.

Community involvement brings about a feeling of cohesiveness. We need to increase community involvement by increasing effective communication with the School Board and community leaders, involving the School Board and community leaders in the operation of the school, and increasing the community's awareness of the academic success of the school.

We will also encourage students to bring their children to the adjoining Texans Can daycare to make it easier for them to attend school.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: The largest population of students we serve are students who have dropped out, overage or are not academically supported by their parents which makes parent engagement difficult.

Root Cause: Our target audience is mostly overage.

School Organization

School Organization Summary

Our campus offers students an accelerated educational program. Students may have a flexible schedule depending on their needs. Our school campus will maintain a safe and disciplined environment conducive to student learning.

School Organization Strengths

Students who are struggling in class and/or failed any of their STAAR EOC exams may attend tutoring after school and on Fridays.

School Organization Needs

We need to continue to seek ways in which to provide a quality, accelerated educational program to students who desire an unconventional high school. Another idea is to increase participation in online education and/or Credit Recovery in order to increase the number of graduates.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Campus struggles with attendance and graduation rate.

Root Cause: Students have experienced failure and are overaged in addition to facing difficult challenges related to being parents, working, homelessness, and previous school failure.

Technology

Technology Summary

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. All of our classroom teachers will utilize technology for the benefit of enhanced classroom instruction and improved student academic performance. We provide one to one technology for students.

Technology Strengths

All classrooms on campus are equipped with chromebooks.

Technology Needs

As technology is now an integrated part of education, employment, and society, it is imperative that we integrate it into our classrooms in effective ways. This is a challenge both financially and in professional development to ensure that the technology takes the learning to the next level, so students are prepared for post-secondary education and employment.

It is a constant challenge to keep the technology we have in good working order.

Problem Statements Identifying Technology Needs

Problem Statement 1: Providing sufficient training for the technology resources that is provided by the district.

Root Cause: Making time to provide necessary training for teacher and staff to effectively utilize all programs and resources.

Priority Problem Statements

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 24% in August of 2025 to 45% in August of 2026.

Performance Objective 1: Increase academic achievement through TEKS Resource System and train all teachers and administrators.





ESF

5.1

4.1

High Priority

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Assessment - Utilize common assessment data to plan and deliver an aligned state curriculum that targets specific student weaknesses; Follow district assessment calendar.</p> <p>Collaborative planning and data analysis, support by campus leaders and the Campus Instructional Leadership Team (CILT) will continue to be implemented during PLCs.</p> <p>Strategy's Expected Result/Impact: Evidence of Impact:</p> <ol style="list-style-type: none"> 1. Eduphoria tests showing progress for students in all core content areas. 2. Increased student achievement as STAAR EOC test scores in all content areas (English, Math, Social Studies and Science) 3. PLC weekly meetings. <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Campus Instructional Coaches and all Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Title I - 6200 - Professional & Contracted Services - TEKS Resource System - \$1,303.12</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Technology- Ensure continued use, implementation of technology access, curriculum and application in all classrooms and on all campuses for the benefit of improved student learning and performance</p> <p>Increase teacher and student access to and use of technology equipment, manipulates, hardware and software - computer aided use of instruction in the classroom.</p> <p>Ensure that campus has adequate IT equipment, such as laptops, chrome books graphing calculators, smartboards to fulfill basic state requirements.</p> <p>Provide for opportunities to increase student access to innovative uses technology to help assist in learning objectives.</p> <p>Strategy's Expected Result/Impact: Evidence of Impact: Increased student achievement as evidenced by STAAR EOC test scores in all content areas (English, Math, Social Studies and Science)</p> <p>2. Lesson Plans and Lesson Plan Feedback</p> <p>3. Observations of technology within classrooms. TTESS</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Campus Instructional Coach and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> | Formative | | | Summative |
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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 27% in August of 2025 to 43% in August of 2026.

Performance Objective 1: School wide Talk, Read, Talk, Write implementation to improve reading and writing for all students.

High Priority

Evaluation Data Sources: CFA and benchmark data

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Offer EOC Support Classes for students. Ensure students are scheduled correctly from 9-12th grade. Strategy's Expected Result/Impact: Evidence of Impact: Transcript Accuracy Graduation Rate Increase EOC STAAR Score Improvement Staff Responsible for Monitoring: Principal, Assistant Principal, teacher, and tutors. School Counselor Academic Advisor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy | | Formative | | | Summative |
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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 27% in August of 2025 to 43% in August of 2026.

Performance Objective 2: Improve campus attendance and enrollment retention.

Evaluation Data Sources: Increase in ADA and decrease of students being withdrawn.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Attendance Interventions for Students at 3 absences, 5 absences, and 7 absences. Contact Students Via Phone, Letter, or Home Visits if excessive absences. Strategy's Expected Result/Impact: Lower dropout rate for the campus. Increased attendance rate for students. Documentation of home visits. Staff Responsible for Monitoring: Principal, Assistant Principals, and Student Advocate | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Leadership Lab scheduled four out of six periods. Strategy's Expected Result/Impact: Increased attendance, decrease absence and grade failures, increase student progress in on-line services, improve behavior choices Staff Responsible for Monitoring: Student Advocate, Campus administrators, Counselors | Formative | | | Summative |
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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 40% in August of 2025 to 65% in August of 2026.

Performance Objective 1: 100% of teachers will be utilize data driven instruction to provide student interventions and support based on student performance.

High Priority
Evaluation Data Sources: Exit tickets, CFAs, Benchmarks

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Bi-weekly data meetings conducted to analyze data and plan for interventions. Strategy's Expected Result/Impact: Increase in student outcomes Staff Responsible for Monitoring: Campus Principal, Assistant Principal, classroom teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - \$2,000 | Formative | | | Summative |
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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 78% in August of 2025 to 85% in August of 2026.

Performance Objective 1: Provide interventions and small group instruction for students who are still struggling.





Evaluation Data Sources: Exit tickets, CFAs, benchmarks

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Utilize hands on learning experiences and increase student engagement. Strategy's Expected Result/Impact: Students will increase their performance with interventions and support. Staff Responsible for Monitoring: Principal, Advocate, Teachers, CTE Specialist TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div> | | | | |

Goal 5: The percentage of graduates that meet the Texas A-F Accountability System criteria for College, Career, & Military Readiness will increase from 18% in August 2025 (projected Class of 2024) to 24% in August 2026 (projected Class of 2025).

Performance Objective 1: Counselors and Academic Advisors will conference with all students to help them plan for their CCMR plan.

HB3 Goal
Evaluation Data Sources: Students graduate with CCMR point.





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Counselors and Academic Advisors meet with students to discuss their graduation plan at least once a year. Strategy's Expected Result/Impact: Students will have a better understanding of their plan for graduation. Staff Responsible for Monitoring: Campus Administrators, Counselor, Academic Advisor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Monthly CCMR exposure activities and events to support students in achieving their CCMR goal. Strategy's Expected Result/Impact: Increase the number of students who earn a CCMR point and have a plan for after graduation. Staff Responsible for Monitoring: CTE Specialist, CTE Teacher, Campus Administrator, Counselor TEA Priorities: Connect high school to career and college | Formative | | | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 6: The percentage of English Language (EL)/Emergent Bilingual (EB) students will grow on the Texas English Language Proficiency Assessment System (TELPAS) composite rating from 33% in August 2025 to 40% in August 2026 based on new criteria.

Performance Objective 1: EB students will receive interventions in the areas of listening, speaking, reading, and writing through SummitK12.

High Priority

Evaluation Data Sources: TELPAS, SummitK12

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: EB students will receive an intervention utilizing SummitK12 each week. Strategy's Expected Result/Impact: Students will improve in at least one domain by one performance level. Staff Responsible for Monitoring: Campus administrators, EB para, ESL clerk, classroom teachers ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |