

Texans Can Academies

Dallas Can Academy Charter - Oak Cliff

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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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Priority Problem Statements

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)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA 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
- 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
- SAT and/or ACT assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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 31% in August of 2025 to 41% in August of 2026.





Performance Objective 1: Increase STAAR Approaches level to 50% in Reading by EOY 25-26. This will be measured by scoring a 30% in CFA #1 and a 45% on benchmark in each Term. This will lead to a 41% passing in Reading STAAR final score.

High Priority

HB3 Goal

Evaluation Data Sources: Data used will be the CFA's and benchmarks.

Strategy 1 Details	Reviews			
Strategy 1: With the increased focus on delivering high-quality, and aligned instruction, tracking and monitoring student progress on formative assessments, and planning for instructional adjustments as a means to mitigate learning gaps, we will improve student achievement as measured in Domain 1. Strategy's Expected Result/Impact: Increase STAAR Approaches level to 50% in Reading by EOY Staff Responsible for Monitoring: Campus administrators, Classroom teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June





 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 31% in August of 2025 to 41% in August of 2026.

Performance Objective 1: All classrooms will implement Talk, Read, Talk, Write to improve students reading and writing skills.

High Priority

Evaluation Data Sources: CFA and benchmark data, classroom observations, lesson plans.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided training on Talk, Read, Talk, Write Strategy's Expected Result/Impact: Teachers will implement Talk, Read, Talk, Write strategies in all contents. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 63% in August of 2025 to 75% in August of 2026.

Performance Objective 1: The teacher will utilize data driven instruction by analyzing exit tickets to determine how to adjust instruction each week.

High Priority
Evaluation Data Sources: Exit tickets, CFA

Strategy 1 Details	Reviews			
Strategy 1: The campus will hold bi-weekly data meetings to review assessment data and to plan interventions for students. Strategy's Expected Result/Impact: Increase student outcomes in Algebra. Staff Responsible for Monitoring: Principal, Assistant Principal, classroom teachers. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

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 80% in August of 2025 to 90% in August of 2026.

Performance Objective 1: Teacher will use data driven instructional strategies to improve student outcomes.

High Priority





Evaluation Data Sources: CFA Data
Student Goal Setting
HB1416 Tutoring Data
Intervention Data
EOC Data
Summit K 12 Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide interventions and support for students who are still struggling. Strategy's Expected Result/Impact: The expected outcome is to increase student outcomes Staff Responsible for Monitoring: Campus Leadership Team, classroom teachers. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				

Goal 5: The percentage of graduates that meet the Texas A-F Accountability System criteria for College, Career, & Military Readiness will increase from 25% in August 2025 (projected Class of 2024) to 30% 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.

HB3 Goal
Evaluation Data Sources: PGPs complete, students graduation plans, students earning CCMR point

Strategy 1 Details	Reviews			
Strategy 1: Counselors and Academic Advisors will help students plan their CCMR plan. Strategy's Expected Result/Impact: An increase in students graduating with a CCMR point. Staff Responsible for Monitoring: Campus administrator, Counselor, Academic Advisor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: CCMR exposure activities and events will be conducted each month to support students to achieve their CCMR goals. Strategy's Expected Result/Impact: An increase in students achieving their CCMR point and having a plan after graduation. Staff Responsible for Monitoring: CTE Specialist, CTE Teacher, Counselors, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<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 42% in August 2025 to 50% in August 2026 based on the new criteria.

Performance Objective 1: All instruction in every content will focus on using ALL 4 TELPAS components (listening, speaking, reading and writing) on a weekly basis. This will be noted on lesson plans and in classroom observations.

Strategy 1 Details	Reviews			
Strategy 1: Summitk12 will be utilized with EB students for an intervention. Strategy's Expected Result/Impact: Students will improve one performance level in at least one domain. Staff Responsible for Monitoring: Campus administrators, EB paras, ESL clerk, classroom teachers. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				