

Texans Can Academies

District Improvement Plan

2025-2026

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

Needs Assessment Overview

Needs Assessment Overview Summary

<https://forms.gle/LUN8ZTPbY9p7cmDv6>

CILT teams will use guided questions to complete needs assessment.

District Processes & Programs

District Processes & Programs Summary

District Processes & Programs Strengths

The Executive Meets weekly with the Superintendent and Department Chiefs for planning and reflecting on the processes. Principal Seminars are held bi-monthly to provide guidance and trainings for campus administrators. District facilitated PLCs take place bi-monthly to provide instructional support for classroom teachers. The Deputy Chief for the North and South work closely with the campuses to review processes and procedures as well as collaborates with other departments to support campuses.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Need to address the Mental Health & Suicide Issues with At-Risk Students. To address this issues the district has partnerships with Tele Health Services with TCHAT to provide free counseling.

Root Cause: Mental health issues increasing among dropout recovery students.

Problem Statement 2: Increasing need for students identified as needing supporting for Dyslexia. The district has created a class to address the services and classes for Dyslexia services.

Root Cause: Increasing need for students identified as needing supporting for Dyslexia.

Perceptions

Perceptions Summary

TCA has gathered feedback from stakeholders. The following areas of focus to improve perceptions are listed below:

1. Psychological Safety & Building Trust Among Stakeholders
2. New Branding Options to define the new TCA moving forward
3. Improve Communication Pathways from Central office to Campuses
4. Collaboration & Inter department Collaboration
5. Day to Day Campus Support (Proactive)

Perceptions Strengths

The staff believes in the mission of supporting students to graduate and become productive members of society.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to build trust, clear communication workflows, and clearly defined job responsibilities.

Root Cause: The need for Psychological Safety, Re-branding the New TCA as an organization, and Sustainability within Systems.

Priority Problem Statements

Problem Statement 1: ELAR EOC Scores demonstrate a need to focus on ELA I and ELA II TEKS in writing and reading based on data.

Root Cause 1: Specific areas of concern for students is in writing and revising/editing. ELL students struggled to earn a passing score on the composition assessment on the EOC.

Problem Statement 1 Areas: Student Learning

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)
- 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
- RDA data
- 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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- 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
- Student surveys and/or other feedback
- Enrollment trends

Employee 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

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Other additional 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 45% in August of 2026.

Performance Objective 1: The percentage of students that reach a performance level of approaches grade level or above on the English I State of Texas Assessments of Academic Readiness (STAAR) Benchmark will increase 10% by November 2025.

High Priority

Evaluation Data Sources: English 1 District Benchmark
December EOC

Strategy 1 Details	Reviews			
Strategy 1: Talk Read Talk Write District Wide Increase professional development for English teachers on Friday PD Sessions on Reading Strategies District Wide Common Formative Assessments administered bi-weekly Implement Data PLC's District Wide and Campus Wide Tiered Interventions for TII and Tier II Students NoRed Ink Supplemental Support for Students Weekly Opportunities for Practicing Extended and Short Answer Constructed Responses in ELAR classes Strategy's Expected Result/Impact: English I and English II scores will increase on the December benchmark English I and English II increase overall scores to 34% Student Extended Constructed Response Scores at a minimum 3 or more Student Short Constructed Response Scores at a minimum of 3 or more Staff Responsible for Monitoring: Principals Deputy Chiefs Curriculum & Instruction Director of Accountability ELAR Teachers Instructional Coaches Results Driven Accountability	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 41% in August of 2025 to 45% in August of 2026.

Performance Objective 1: 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) Benchmark will increase from 31% to 33% by November 2025.

High Priority

Evaluation Data Sources: English 2 District Benchmark
December STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: District Wide Implementation of NoRed Ink for Additional Practice in English II Common Formative Assessments in English II to monitor student progress bi-weekly and make instructional adjustments ELAR Professional Development Bi-weekly for ELAR II teachers Provide ESC Regional Service Center Professional Development Opportunities Bi-Weekly Opportunities for students to practice Short Constructed Responses in ELAR II Classes Strategy's Expected Result/Impact: Increase skills in English II: Synthesize information across multiple texts to create new understanding * Make logical inferences and predictions based on explicit and implicit text evidence * Write well-developed essays that are suited to the writing task, with consistent command of grade-level appropriate conventions * Demonstrate proficient skills in revising and editing Staff Responsible for Monitoring: Campus Leaders Deputy Chiefs Curriculum and Instruction ELAR Specialists Director of Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</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 60% in August of 2025 to 65% in August of 2026.

Performance Objective 1: 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) Benchmark will increase from 60% in Fall 2025 to 65% in Fall 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Mathia for Tiered Interventions Implementation of STEMScopes HQIM District Professional Development to Review Alg. I Data on Common Formative Assessments Frequent Common Formative Assessments Exit Tickets Professional Development for Alg. I Teachers Strategy's Expected Result/Impact: Students achieving Meets Grade Level Performance Demonstrate: * Factor and multiply polynomial expressions * Determine the domain and range of linear, quadratic, and exponential functions * Calculate the rate of change of linear functions in mathematical and real-world problems * Determine solutions to quadratic equations, linear inequalities, and systems of linear equations in mathematical and real-world problems * Formulate linear and quadratic equations, linear inequalities, and systems of linear equations to solve problems * Estimate solutions and make predictions from linear and quadratic functions that provide a reasonable fit to data for real-world problems * Identify attributes of an exponential function from its graph * Use the properties of exponents Staff Responsible for Monitoring: Principals Deputy Chiefs Math Facilitator (Curriculum /Instruction) CAO Director of Accountability Alg. Teachers Results Driven Accountability	Formative			Summative
	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 74% in August of 2025 to 79% in August of 2026.

Performance Objective 1: 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) Benchmark will increase 10% by November 2025

High Priority

HB3 Goal

Evaluation Data Sources: District CFA and benchmark data
STAAR EOC data

Strategy 1 Details		Reviews			
Strategy 1: District Wide Professional for Biology teachers Bi-Weekly Biology Instructional Facilitator to Support Curriculum Resources HQIM Bi-Weekly Professional Learning Community Meetings for Biology to Review Data Common Formative Assessment Bi-Weekly in Biology to track and monitor data HQIM Interventions with HQIM for Tier II and Tier III students * Hands- Labs Experiences in Biology Classes Strategy's Expected Result/Impact: Students Demonstrate Improvement in these Areas to Achieve the District Goal: *Summarize the role of biomolecules in the metabolic, homeostatic, and reproductive processes that occur in cells * Analyze how viruses are different from cells and how viruses can affect cells * Describe the roles of DNA and RNA in gene expression * Describe how genes affect inheritance patterns and use this information to predict outcomes of monohybrid and dihybrid crosses * Analyze and evaluate the evidence, processes, and effects of evolutionary theory * Classify organisms based upon similarities and differences * Interpret interactions between organisms and their environment * Describe how changes in the environment alter ecosystems Staff Responsible for Monitoring: Principals Deputy Chiefs Instructional Coaches Director of Accountability Curriculum of Instruction Science Facilitator Funding Sources: HQIM - 211 ESSA Title I Part A		Formative			Summative
		Nov	Jan	Mar	June



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 31% (projected) in August 2025 (Class of 2024) to 45% in August 2026 (Class of 2025).

Performance Objective 1: The percentage of students that earn an Industry-Based Certification prior to the start of their senior year will increase from 31% in August of 2025 to 45% in August of 2026.

High Priority

HB3 Goal

Evaluation Data Sources: PEIMS Summer records: Enrollment Extension
PEIMS CTE Student Roster

Strategy 1 Details	Reviews			
Strategy 1: Adjustments Implementation of CTE programming across the district Data driven strategic plan development aligned to student interests & post-secondary goals Build instructional capacity within newly developed CTE department Restructured Development Directors to align with CTE/CCMR district goals Next Steps Increase the number of CTE course offerings aligned to IBC offerings Offer IBC opportunities for teachers Develop CTE Professional Learning Community (PLC) framework Strategy's Expected Result/Impact: Students have a desire to earn certifications post high school graduation Students participate in Afterschool Centers on Education (ACE) promoted value of IBC with fidelity to earn certifications Community partnerships afforded students certification opportunities to help students pursue certifications Staff Responsible for Monitoring: Director of CTE/CCMR Director of Accountability Workforce Coordinators ACE Project Directors CTE Teachers Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 6: The percentage of students that meet the Academic Growth Measure Component Score will increase from 51% in August 2025 to 60% in August 2026.

Performance Objective 1: The percentage of snapshot students that demonstrate annual growth in English 1 Benchmark , English 2 Benchmark, and Algebra 1 Benchmark will increase from December 2025 to March 2026 by 10% overall .

High Priority

Evaluation Data Sources: English 1 STAAR Benchmark
English 2 STAAR Benchmark
Algebra 1 STAAR Benchmark

Strategy 1 Details	Reviews			
Strategy 1: NoRed Ink for English I and English II Interventions Small Group Interventions in ELAR Classes to support writing extended constructed responses and short constructed responses Common Formative Assessments - Bi-Weekly District ELAR PLCs to support the development of English Teachers Talk Read Talk Write Strategies for All Content Areas - Daily Learning Experiences for Students Mathia Supplemental Support Intervention Fridays for Targeted Students Strategy's Expected Result/Impact: Increase passing rates for students in English I, English II, and Alg. I on Common Formative Assessments Increase passing rates for students in English I, English II, and Alg. I on Fall/Spring Benchmarks for the 2024-2025 school year Staff Responsible for Monitoring: Principals Deputy Chiefs Curriculum and Instruction ELAR Facilitator Director of Accountability CAO	Formative			Summative
	Nov	Jan	Mar	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				





Goal 7: The percentage of English Language (EL)/Emergent Bilingual (EB) students will grow on the Texas English Language Proficiency Assessment System (TELPAS) composite rating from 41% in August 2025 to 45% in August 2026 based on new criteria.

Performance Objective 1: The percentage of students who demonstrate Listening, Speaking, Reading & Writing proficiency on the Summit K12 Diagnostic Assessment will increase by 10% from October 2025 to March 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Summit K12 Diagnostic Assessment
Eduphoria Data from Common Formative Assessments in ELAR

Strategy 1 Details	Reviews			
Strategy 1: Weekly Summit K12 Pull out Interventions for Emergent Bilingual Students Weekly in class support with ELPS in Classes Weekly Small Group Interventions for Emergent Bilingual Students Professional Development for Teachers on Strategies to Support Emergent Bilingual Students Strategy's Expected Result/Impact: EB Students will improve in the following areas: Speaking: Ability to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning. Listening: Usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures. Writing: Use predominantly grade appropriate English to explain, in some detail, most self-generated writing, including; are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction. Reading: Demonstrate comprehension of most main points and most supporting ideas in grade appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning. With second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words. Staff Responsible for Monitoring: Emergent Bilingual Coordinator ELAR/ESL Teachers Principals Curriculum & Instruction Deputy Chiefs Director of Accountability Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,000,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Student Advocates (Staffing) are specific to increasing graduation rates for Texans Can Academies and reducing the Drop Out Rate for TCA students grades 9-12. Using Online Services Programming - Edgenuity to increase graduation rate and reduce drop out rates - support TCA with students at-risk of dropping out , failing classes, or being retained. TCA has a number of students that need additional interventions beyond the general program that are effected by pregnancy, homelessness, over aged students, students with a history of failed state assessments and core courses. We also have a significant number of students beyond the general program that have at-risk factors where additional support is needed which requires personalized support to ensure students are successful in meeting state requirements for graduation.

Title I

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

211 ESSA Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	HQIM		\$0.00
Sub-Total					\$0.00