Texans Can Academies

Dallas Can Academy - Grant East

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

Demographics

Demographics Summary

Student Demographic Information

- African American 71.9%
- Hispanic 25.1%
- White 0.9%
- Two or More Races 2.1%
- Economically Disadvantaged 100.0%
- Special Education 10.9%
- Emergent Bilingual/EL 11.5%
- Mobility Rate 71.3%

Teacher Demographic Information
There are 4 general education teachers, 2 special education teachers, 1 ARD facilitator, 1 administrator, 4 support staff members
86% of teachers are certified

Demographics Strengths

Matching diversity of staff and student population
Economic disadvantage provides access to funding and personnel support

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American students comprise the majority of the student population, but their performance in state assessments have significant gaps in identified target performance scores.
Root Cause: Teachers consistently utilizing high quality resources to meet the needs of all students.

Problem Statement 2: We serve overaged students and parent engagement is difficult for a number of reasons, including work schedule or lack of involvement for older students. Parents do not take advantage of conference opportunities at our desired frequency.
Root Cause: Serving overaged students.

Student Learning

Student Learning Summary

Our accountability rating for 2024-25 is Overall " C"

Student Learning Strengths

With Bright Thinker, our students have the ability to accelerate their own learning. Students make progress at their own pace with teacher support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student attendance has averaged at 75% from the beginning of the 2025-26 school year.
Root Cause: Our students face many obstacles such as limited access to transportation, no district bus system, working to support their families, and homelessness.

Problem Statement 2: Barriers include the following: Teacher consistency in using new district curricular resources such as TEKS Resource System and Talk Read Talk Write. Teacher knowledge of creating aligned lesson plans.
Root Cause: Refined instructional tool the district. The need for additional training and consistency in use of the resources.

Problem Statement 3: Students do not always take advantage of designed and offered instructional interventions.
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.

School Processes & Programs

School Processes & Programs Summary

Teaching and Learning is accomplished at our campus by implementing Teams and Professional Learning Communities (PLC).

- We participate in team-based professional development.
- We communicate frequently/constantly.
- We make "plans of action" based on needs and data.
- We transform most plans into systemic actions.
- We use the Team and point-person approach for everything that must get done in order for teaching and learning to take place.

In addition to professional development, we institute a coaching structure based on an Instructional Leadership Team who each provide ongoing coaching and feedback to the teachers.

Further student instructional supports include our offering flexible course scheduling referred to as "course selection track." These flexible tracks give students the opportunity to get extra support when needed at their discretion.

School Processes & Programs Strengths

We have a varied approach to meeting the needs of the whole child as outlined in the answers to each previous prompt.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students do not always take advantage of designed and offered instructional interventions.
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.

Problem Statement 2: Student attendance has averaged at 75% from the beginning of the 2025-26 school year.
Root Cause: Our students face many obstacles such as limited access to transportation, no district bus system, working to support their families, and homelessness.

Problem Statement 3: Our current, greatest obstacle to recruitment is the follow-through of identifying applicants to on-boarding applicants.
Root Cause: Non-competitive salaries and wages

Problem Statement 4: Creating a classroom environment with seamless technology integration can be problematic for ensuring that graded assignments.
Root Cause: Technological adjustments are sometimes difficult in getting multiple district-level data management software to sync correctly.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- 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 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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

Employee Data

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

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 15% in August of 2025 to 30% in August of 2026.

Performance Objective 1: Campus instructional leaders operate from clear roles and responsibilities, and core leadership tasks as evidenced by the consistent use meeting protocols, data analysis, and deliberate individual coaching and feedback.

High Priority

Evaluation Data Sources: STAAR, District Common Formative Assessments, District Skills Checks, Classroom Data Analysis, Coaching and Evaluation Feedback

Strategy 1 Details				Reviews			
Strategy 1: The principal communicates clear roles, responsibilities, and expectations to the Instructional Leadership Team (ILT) composed of campus administrators, instructional coaches, and department leaders.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Meetings will be consistently formulated around unified protocols **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy**							

Strategy 2 Details				Reviews			
Strategy 2: The instructional leadership team will regularly meet to review and refine written protocols and processes to lead their respective teams.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Refinement of protocols centered on data analysis and refinement of teaching practices **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning							

○ 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 27% in August of 2025 to 40% in August of 2026.

Performance Objective 1: Teachers demonstrate proficiency in the collecting, analyzing and interpreting of student performance.

High Priority

Evaluation Data Sources: STAAR results, District Common Formative Assessments, District Skills Checks, Data Driven Instructional tools, PLC, Student Data tracker,

Strategy 1 Details	Reviews			
Strategy 1: Teachers analyze common formative assessment (CFA) results by placing the data in the Data Driven Instruction (DDI) form to analyze misconceptions and review trends.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Common Formative Assessment results will demonstrate a trend toward expected STAAR results **Staff Responsible for Monitoring:** Principal, Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: End-of-course teachers (Algebra, Biology, ELA, and Social Studies) conduct spiral reviews by adjusting lesson plans, modifying the scope and sequence, or differentiating instruction for the learners.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Common Formative Assessment results will demonstrate a trend toward expected STAAR results especially with regards to school progress **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 3 Details		Reviews			
Strategy 3: The campus administrators lead the Instructional Leadership Team in facilitating tracked coaching feedback aligned with campus leadership goals and aligned instructional standards.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Strong coaching and feedback structure resulting in the retention of high quality teachers **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning					
○ 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 59% in August of 2025 to 74% in August of 2026.

Performance Objective 1: Teachers use district adopted curriculum, scope and sequence, year at a glance , and TEKS Resource System to create effective lesson plans and formative assessments.

  Evaluation Data Sources: STAAR, District Common Formative Assessments, District Skills Checks

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team regularly provide professional development and training for all teachers on utilizing district resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teaching, reteaching, and spiraling will be based on high-leverage TEKS **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers regularly make adjustments to classroom instruction by participating in campus-wide, department, and district PLC based resulting in instructional adjustments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: High-leverage TEKS-based instruction, instructional adjustments that address learning deficits within the school year. **Staff Responsible for Monitoring:** Principal, Instructional Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

⬤ 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 67% in August of 2025 to 80% in August of 2026.

Performance Objective 1: Special populations have access to learning opportunities that meet their needs from teachers use of instructional resources and collaborative planning.

Strategy 1 Details	Reviews			
Strategy 1: Special Education Teachers will provide structured support according to service time defined by the ARD while working cooperatively with General Education Teachers in class and during PLCs and other collaborative opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students perform with increasing success in District Common Formative Assessments and District Skills Checks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, ARD Facilitator **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: ESL Teachers and will regularly use language acquisition support materials and regularly provide opportunities for students to engage in listening, speaking, reading, and writing practices beyond general education opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet progress measures in STAAR and TELPAS **Staff Responsible for Monitoring:** Principal, Assistant Principal, LPAC, ESL Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

⬤ 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 15% in August 2025 (Class of 2024) to 30% in August 2026 (Class of 2025).

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

    High Priority

    Evaluation Data Sources: PGP conferences held each year

Strategy 1 Details	Reviews			
Strategy 1: PGP meetings are scheduled each term and when students enroll.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will have a conference to discuss their graduation plan. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Academic Advisor **ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Monthly CCMR Exposure activities and events are held to support students to achieve their CCMR goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in 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	**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 from 40% in August 2025 to 55% 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 be provided a weekly intervention utilizing SummitK12.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their TELPAS scores by one performance level in at least one domain. **Staff Responsible for Monitoring:** Campus administrator, classroom teachers, EB para, ESL clerk **ESF Levers:** Lever 5: Effective Instruction		**Nov**	**Jan**	**Mar**	**June**
No Progress	Accomplished	Continue/Modify		Discontinue	