

# **Texans Can Academies**

## **Dallas Can Academy at Pleasant Grove**

### **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

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

Student Enrollment: 532

African American: 30.5%

Hispanic: 65.3%

White: 1.9%

Two or More: 1.9%

#### How has the enrollment changed over the past three years?

The enrollment for Pleasant Grove 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 PG is 425 for the 2025-2026 school year.

#### What is the data for special programs and other?

Economically Disadvantaged 91.7%

Special Education 8.5%

Emergent Bilingual/EL 34%

Mobility Rate 66.4%

#### What area of the community do the students from?

Over 60 percent of students enrolled come from the zip code 75217, but we receive students for all over the Metroplex. Our students come from the communities of: Dallas, Duncanville, Cedar Hill, Desoto, Lancaster, Wilmer, Balch Springs, Hutchins, Mesquite, Garland, Glenn Heights, and the southern sectors of Dallas County

## **Demographics Strengths**

Students are interested in enrolling at the Pleasant Grove campus. It is a good location for recruiting students.

## **Demographics Needs**

The majority of students entering Dallas Can Academy function two or three grade levels below their current grade in reading and math. Many students the enroll in Dallas Can Academy @ Pleasant Grove are socially promoted and many have been socially promoted more than once.

There is currently an over representation of male students receiving SPED services. Currently, 69% of students receiving SPED services are male, while only 31% are female. This trend is also present in the ESL population, with 30% being female and 70% being male. This population of students were identified and enrolled in SPED and ESL services in their previous districts.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** This campus has a high number of SPED students who have been identified at their previous school.

**Root Cause:** Feeder schools within the cluster area has a high population of SPED students.

# Student Achievement

## Student Achievement Summary

The campus accountability rating for the 24-25 school year is an C.

## Student Achievement Strengths

All STAAR EOC data at PG is higher than the district average.

## Student Achievement Needs

Overall Social Studies scores decreased from a 78% to a 66% passing rate

There is a noticeable gap in how the ninth grade performs versus the performance of our exit level students.

Students in special programs made some gains in test scores but the overall passing rate remains low. It is the lowest subpopulation in all areas except Science.

Overall Hispanic Student Achievement decreased from 59% to 56%. Specifically, they struggled most in Social Studies, dropping from 82% to 65%.

The ELL student population did not meet target goals for mathematics.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English I and English II data needs significant improvement for all students.

**Root Cause:** Students across the state consistently struggle with Reading and Writing.

# School Culture and Climate

## School Culture and Climate Summary

The students and staff are very appreciative of our campus and respect the area as their own. The campus has had transition in the campus leadership with two new Assistant Principals, so the leadership team is working to put processes and procedures in place and to re-build the campus culture and climate. All students are satisfied to some extent with the school culture and climate because Texans Can Pleasant Grove is a choice; however each student has their own social challenges that often reflect their accuracy ratio of attendance tardiness and other behaviors. The students believe that the school is safe, nurturing, and a relationship based environment. The staff believe that we are catalyst for learning and are able to motivate students, as well as parents. The data reflects that we have moderate gang activity. The students that are involved in these hazardous safety issues are part of the surrounding communities. We know that the majority of the students have been influenced by their environment.

## School Culture and Climate Strengths

The students believe that the school is safe, nurturing learning environment where the staff works to establish a positive relationship with all students. The campus provides many opportunities for students to engage in college, career and military experiences to help them plan for their path after high school.

## School Culture and Climate Needs

The apartment complex across the street causes distractions and causes a safety concern for students who do not live in the Pleasant Grove area.

We have experienced challenges with local gang members trying to intimidate staff and students. Overall the staff and students feel safe in the environment. We utilize Vision Regeneration to provide prevention and intervention for gang related issues.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** We have teachers and staff so we must reestablish norms and expectations for teaching and learning with our students.

**Root Cause:** Transitioning new staff members who are learning new platforms and putting new processes and procedures in place takes time and professional development to increase everyone's effectiveness.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

General data reflects a very highly qualified teaching staff that averages six or more years of teaching experience. It has been a challenge recruiting and retaining teachers in core contents as well as special education. Each year, we have had to add a new person in the Counseling Department.

All staff attends professional development training by the C & I department as well as district and campus PLCs.

## Staff Quality, Recruitment, and Retention Strengths

With the assistance of the HR department, teachers are staff are recruited based on their experiences and knowledge. Beginning the TIA this year will hopefully assist with recruiting and retaining teachers.

## Staff Quality, Recruitment, and Retention Needs

It has been difficult to find and retain highly qualified teachers in ELA.

As the demographics of the students shifts to a more Hispanic community, the teaching staff needs to become more diverse as well.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Hiring and training up staff at a large campus with an accelerated program is challenging.

**Root Cause:** New staff can easily get overwhelmed by the volume and speed of the work that is required in an alternative education setting.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Curriculum and Instruction team provides high quality curriculum resources that are aligned to the state standards and assessments. The district provides a beginning of the year screener, plus assessments to provide on-going data on student progress. Weekly district and campus PLCs are held to support teachers with lesson plan internalization and implementation.

## Curriculum, Instruction, and Assessment Strengths

Curriculum specialists collaborate with teachers and administrators to provide planning and coaching support for each department. The staff also works together to support all students with learning. PLCs are held each week and teachers review the data in order to develop interventions for students.

## 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 effectively utilizing curriculum resources to plan and implement effective teaching to impact student achievement.

**Root Cause:** Developing a consistent instructional and coaching model to meet the needs of teachers and students.

# Family and Community Engagement

## Family and Community Engagement Summary

Parent meetings have been established in order to bolster parent involvement and provide access to campus initiatives and input opportunities.

We provide family support services through district resources, campus give-a-ways, and occasional charitable donations.

We also act as a liaison between families and local community outreach programs.

This campus has a diverse staff that supports the language needs of all of the student demographics that are currently enrollment.

## Family and Community Engagement Strengths

With the support of the CTE Specialist, the campus partners with many community partners to provide motivating experiences and CCMR opportunities for all students.

## Family and Community Engagement Needs

Student attendance data, parent participation data, teacher survey data and parent survey data confirms the Parent and Family Services Coordinator continues to be a need and is a high priority for this campus.

While parent participation is considered to be strong, an analysis of parent sign-in sheets reveals that parent involvement is not equal among the parents of all student groups. The root cause may be a perceived language and/or cultural barrier.

The parent survey reports that working parents are unable to participate as much as stay-at-home parents. The root cause is that due to the various working hours and demands of their jobs, working parents cannot always come to school.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Our students are overaged and at-risk. Some students are parents themselves and support their household.

**Root Cause:** Overaged students with household responsibilities make it a challenge to engage their parents.

# School Organization

## School Organization Summary

There is a high standard for best instructional practices as well as building social character at TCA. Pleasant Grove's focus goes far beyond just STAAR Scores.

Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization.

We work hard to ensure that instructional time is protected. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction.

All staff meets weekly to provide feedback in regards to academic concerns and operational issues. All staff are equal stakeholders in the success and outcomes of the campus. Professional Learning Communities and Common Planning time is used to determine assessments used and data. Moreover, the school district is very supportive and provides ongoing embedded staff development.

## School Organization Strengths

The students and staff are very appreciative of our campus and respect the area as their own. Our school culture embraces unity, social skills, academic growth, self-empowerment and school pride; these components aide in the overall climate of our school. The school expectations reveal that students have begun to embrace high academic expectations.

The school district is very supportive and provides ongoing embedded staff development.

## School Organization Needs

Some students have struggled to reach goals established by the school.

Bridge the relational gap between the teachers and Student Advisors.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** Changing the behavior and patterns of adults to focus on being a student centered campus.

**Root Cause:** Transitioning of new staff and the need to establish priorities as led by the leadership team.

# Technology

## Technology Summary

All classes utilize chrome books for students, teacher laptops and computers to assist with instruction. Science and math teachers also use calculators. Teachers leverage computer technology to create a project-based learning environment that teaches students essential skills they will need to thrive. The effects are that student proficiency increases, it accelerates, and enriches and deepens basic skills needed to function in scholastic and real world environments. Because of this students are empowered and more engaged in coursework.

## Technology Strengths

Staff feels that the use of technology greatly enriches classroom instruction.

Use of Technology APPS:

Google

No Red Ink

Mathia

Bright Thinker

NearPod

Edpuzzle

## Technology Needs

While staff displays advanced proficiency in the use of these technologies, student proficiency is moderate.

Student's lack of proficiency impacts student achievement specifically on the Algebra I STAAR Test. Increased proficiency with the calculators will improve student performance.

Faulty equipment that is not maintained and serviced in a timely manner hinders consistency in the classroom. Slow bandwidth and prevents students from utilizing laptops in a way that supports classroom instruction.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers having the training that they need to blend technology to engage all students in the learning.

**Root Cause:** Professional development needed for teachers and administrators to increase student engagement.

# 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
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- 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

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

## **Employee Data**

- State certified and high quality staff data
- T-TESS data

## **Parent/Community Data**

- Parent engagement rate

## **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 41% in August of 2025 to 52% in August of 2026.

**Performance Objective 1:** We will have a 10% increase in the passing rate for SpEd and EB students in reading and writing.

**Evaluation Data Sources:** STAAR/EOC reports , CFAs and district benchmarks







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will ensure effective, engaging, and enriching instruction and experiences for each student in a safe supportive environment.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>- Provide EOC overview and analysis of scores to determine focus areas and groups for instructional emphasis.</li> <li>- Conduct weekly PLCs to review best practices and analyze student data.</li> <li>- Use Eduphoria and Cambien data tools, Aware, for gathering and dis aggregating testing data.</li> <li>- Tutor targeted students who were unsuccessful on EOC.</li> <li>- Benchmark students in core subjects in order to provide vital data for student monitoring.</li> <li>- Monitor student's failure rate through progress reports and report cards.</li> <li>- Increase the number of special education students graduating under recommended plan.</li> <li>- Provide instructional material, so teachers can adequately prepare students for assessments.</li> <li>- Use document cameras to model note taking, vocabulary review, and reading strategies.</li> <li>- Implementation &amp; monitoring of Cognitive Development through Reading Across the Curriculum &amp; The Process for Teaching.</li> <li>- Select students from Special Populations will participate in prescriptive tutorials.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Increased % of students passing STAAR, improvement in benchmark and skills checks, low failure rate on progress reports and report cards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators and district members</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> After School Tutoring and Part Time Tutors - \$3,000, Tutorials - \$15,000, General supplies - \$1,000, Extra Duty Pay - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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 39% in August of 2025 to 55% in August of 2026.

**Performance Objective 1:** Students will show improvement on their CFAs and benchmarks based based on data driven instruction.





**Evaluation Data Sources:** CFAs and benchmarks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Talk, Read, Talk, Write instructional strategies will be utilized in all content areas.  Action Steps: .Professional Development provided on TRTW - Review lesson plans to make sure they are aligned to the Curriculum <b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Students will have opportunities to read and write in all content areas. <b>Staff Responsible for Monitoring:</b> Teachers, administrators  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> 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>				

**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 61% in August of 2025 to 70% in August of 2026.

**Performance Objective 1:** 100% of staff members will receive professional development designed to improve professional practices.

**Evaluation Data Sources:** walk-throughs, observations, CFA and benchmark data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will provide time and support for professional learning communities at the campus and district to ensure ongoing improvements in teaching and student learning.  Action Steps: - Provide professional development to core area teachers, advisors, and administrators on STAAR End of Course requirements. - Focus on instruction and assessment. - Support Professional Learning Communities through providing uninterrupted focus and time for teachers to collaborate and discuss best instructional practices. -Utilizing onsite teacher mentor to provide embedded profession development. -Conduct weekly walk-throughs  <b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Improvement in instructional practices and knowledge shown through an increase in passing rates for standardized test. <b>Staff Responsible for Monitoring:</b> Administration and District Specialists	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 88% in August of 2025 to 90% in August of 2026.

**Performance Objective 1:** Teachers will provide interventions and support for students who continue to struggle.

**Evaluation Data Sources:** Exit tickets, CFAs, Benchmarks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will ensure effective, engaging and enriching instruction and experiences for each student during interventions, small group instruction and tutoring.  Action Steps: - Provide student feedback and conferences to review data - Offer prescriptive tutorials for students who are struggling or at risk of dropping out. - Students scheduled in Leadership Lab to get additional support - Conduct ongoing intervention conferences between advisors and students. <b>Strategy's Expected Result/Impact:</b> Student academic growth <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, District staff	Formative			Summative
	Nov	Jan	Mar	June
<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 21% in August 2025 (projected Class of 2023) to 30% 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 will graduate with a CCMR point.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors and Academic Advisors will meet with all students to plan how students will earn a CCMR credit <b>Strategy's Expected Result/Impact:</b> Students will graduate with a CCMR point. <b>Staff Responsible for Monitoring:</b> Campus administrators, Counselors, Academic Advisors  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Parent Meetings - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CCMR exposure activities and events will be planned each month to increase the number of students who achieve their CCMR goal. <b>Strategy's Expected Result/Impact:</b> There will be an increase in the number of students who have a CCMR point and a plan for after graduation. <b>Staff Responsible for Monitoring:</b> CTE Specialist, CTE Teacher, Counselor, Campus Administrators	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 English Language (EL)/Emergent Bilingual (EB) students grow on the Texas English Language Proficiency Assessment System (TELPAS) composite rating from 38% in August 2025 to 45% in August 2025 based on the 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			
<b>Strategy 1:</b> EB students will receive a weekly intervention utilizing SummitK12. <b>Strategy's Expected Result/Impact:</b> Students will increase one performance level in a domain. <b>Staff Responsible for Monitoring:</b> Campus administrators, EB para, ESL clerk, classroom teachers  <b>ESF Levers:</b> 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>				