

Texans Can Academies

Houston Can Academy - Hobby

2025-2026 Campus Improvement Plan

Accountability Rating: B



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 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 43% in August of 2025 to 53% in August of 2026. | 9 |
| 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 43% in August of 2025 to 53% in August of 2026. | 11 |
| 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 65% in August of 2026. | 12 |
| 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 86% in August of 2025 to 93% in August of 2026. | 13 |
| 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 (Class of 2024) to 35% in August 2026 (Class of 2025). | 15 |
| 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 40% in August 2025 to 45% in August 2026. | 17 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hispanic - 65.2%

Af Am - 33.4%

White - .8%

Two or more races - .6%

Econ Dis - 94.7%

SpEd - 8.6%

Emergent Bilingual - 26.2%

CCMR - 32%

Mobility - 55%

Demographics Strengths

Attendance rate has maintained above 80%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are underperforming among the district and the state.

Root Cause: Academic gaps due to prior attendance and/or external obstacles.

School Processes & Programs

School Processes & Programs Summary

TCA has bi-monthly Teacher PLC's on TIL strategies with Region 10

TCA has monthly PD sessions with campus administrators on alternating Fridays

TCA has professional development each term with Instructional Coaches

TCA has monthly ELL PD sessions for teachers to support ELL Students

Instructional Support:

C&I Curriculum website

Talk Read Talk Write

Edgenuity

School Processes & Programs Strengths

Utilizing bi-monthly Fridays for targeted professional development at campus level, district, and then lesson planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Addressing learning loss post COVID has an impact on student achievement. Social Emotional needs of staff and students has posed challenges post COVID.

Root Cause: Learning loss and SEL issues post COVID and it's impact on academic achievement

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance 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 43% in August of 2025 to 53% in August of 2026.

Performance Objective 1: Houston Hobby will score 56 % in Domain I for all EOC assessments through the use of high quality materials, rigorous targeted instruction, high quality lesson plans, tiered interventions, frequent assessments, and tutorials.

High Priority

Evaluation Data Sources: Student EOC Data





Goal Setting Data

STAAR EOC Reports

CFA Data

District Assessments (6, 12, 18 weeks assessment results)

Exit Ticket Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: All students will engage in rigorous instruction, cycle of TEKS based assessments, and tutoring interventions to support students with academic achievement.</p> <p>Provide high quality tutoring using IXL and Literacy Support , TEKS Resources , and NO Red Ink Support for Students to increase the number of students earning Approaches, Meets, and Masters on the EOC exam.</p> <p>Provide professional development for teachers with Lead4ward and Regional Service Centers</p> <p>Provide Long Term Substitutes to support class coverage for professional development and tutoring to increase the number of students earning Approaches, Meets, and Masters on the EOC exam.</p> <p>Provide Data Reports through Eduphoria</p> <p>Provide Data Reports through Online Service Support</p> <p>Strategy's Expected Result/Impact: Successful Student Outcomes on EOC assessments by June 2026 based on TCA Student Outcome Goals for 2025-2026.</p> <p>Increased academic achievement for all students grades 9-12</p> <p>Staff Responsible for Monitoring: Campus admin Teachers C & I Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 43% in August of 2025 to 53% in August of 2026.

Performance Objective 1: PLCs will be utilized weekly to analyze data and develop action plans to address student outcomes.

High Priority

Evaluation Data Sources: CFA
Benchmarks
Exit tickets

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Data driven instructional strategies will be modeled and utilized in weekly PLCs to support student outcomes. Strategy's Expected Result/Impact: Utilization of data driven instructional strategies Staff Responsible for Monitoring: Campus Administration Teachers ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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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 59% in August of 2025 to 65% in August of 2026.

Performance Objective 1: Teachers will utilize data driven instruction utilizing exit tickets and district assessments to plan for student interventions and support.

HB3 Goal
Evaluation Data Sources: Exit tickets, data meetings and intervention plans

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Data meetings will be held bi-weekly to develop intervention plans. Strategy's Expected Result/Impact: Students will improve on struggling TEKS Staff Responsible for Monitoring: Campus admin Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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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 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 86% in August of 2025 to 93% in August of 2026.

Performance Objective 1: Houston Hobby will meet School Progress by ensuring 55% of Domain II students meet their progress measure in English II EOC and/or Alg. I EOC by Spring of 2026.

Provide high quality tutoring using SummitK12

Provide assessments for DII students including a district interim assessment (December/March)

Provide professional development for teachers with Lead4ward and Regional Service Centers

Provide Long Term Substitutes to support class coverage for professional development and tutoring

Provide Data Reports through Eduphoria

Provide Data Reports through Bright Thinker

- High Priority**
- Evaluation Data Sources:** CFA Data
- Master Schedule for Domain II Students
- Term by Term Meetings with Campus Leadership by Accountability Director
- DDI PLC's
- Student Goal Setting Trackers
- HB1416 Intervention Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Strategy 1: Provide high quality tutoring using SummitK12 Provide assessments for DII students including a district assessments Provide professional development for teachers with Lead4ward and Regional Service Centers Provide Long Term Substitutes to support class coverage for professional development and tutoring Provide Data Reports through Eduphoria Strategy's Expected Result/Impact: Increase Domain II School Progress for English II and Alg. I Staff Responsible for Monitoring: Director of Accountability Testing Coordinator Curriculum and Instruction Principals Deputy Chiefs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 25% in August 2025 (Class of 2024) to 35% in August 2026 (Class of 2025).

Performance Objective 1: Increase the number of 12th students by 10% earning Industry Based Certifications by June 2026 for CCMR
Increase the number of students earning a passing score by 10% on the ACT/SAT by June 2026 for CCMR
Increase the number of students earning a passing score on TSIA by 10% by June 2026 for CCMR
Increase the number of students completing a CTE program of study pathway by 10% by June 2026 for CCMR

- High Priority**
- Evaluation Data Sources:** Progress monitoring tools to track data:
The number of students completing offered IBC program offerings
The number of students completing IBC by term
The number of students identified and enrolled in CTE pathway course
The number of ACT/SAT participants
The number of TSIA students enrolled in prep courses and registered for assessment by term.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Build partnerships with local community colleges and universities for college trips, TSI testing opportunities, and CTE course offering options. Strategy's Expected Result/Impact: Increase the number of seniors who are college ready with TSI scores, increase of college applications, and increase enrollment in CTE courses with certification opportunities. Staff Responsible for Monitoring: Campus admin Counselor Academic Advisors ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Monthly CCMR exposure activities and events to support students achieving their CCMR goals. Strategy's Expected Result/Impact: Increase the number of students who graduate with a CCMR point and 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 |
| | Nov | Jan | Mar | June |
| | | | | |



No Progress



Accomplished



Continue/Modify



Discontinue

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 40% in August 2025 to 45% in August 2026.

Performance Objective 1: Houston Hobby will progress monitor the writing of ELL students each term.
Houston Hobby will ensure ELL students receive high quality instruction in all classes as evidenced by reading, writing, listening and speaking in each class. (ELPS instruction)

- High Priority**
- Evaluation Data Sources:** CFA Data
TELPAS Data
Student Goal Setting
HB1416 Tutoring Data
Intervention Data in Aeries
EOC Data
Writing Samples
Summit K 12 Data

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide high quality in-class support for ELL students Progress monitor ELL progress in writing, listening, speaking, and, reading on CFA's Progress monitor ELL progress essay and revising and editing writing Provide high quality tutoring for ELL students including Fridays, Before/After School Tutorials Provide long term substitutes to cover classes to provide professional development for ELL support Strategy's Expected Result/Impact: Increase scores for ELL students on TELPAS by June 2026 Staff Responsible for Monitoring: Classroom Teachers LPAC Chairpersons Principal Director of Accountability | Formative | | | Summative |
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