

Texans Can Academies

Fort Worth Can Academy - Lancaster Avenue

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: 292

African American: 31.6%

Hispanic: 64.4%

White: 1.3%

Two or More: 2.5%

How has the enrollment changed over the past three years?

The enrollment for Lancaster 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 Lancaster is 250 for the 2025-2026 school year.

What is the data for special programs and other?

Economically Disadvantaged 90.5%

Special Education 10.1%

Emergent Bilingual/EL 27.2%

Mobility Rate 74.1%

What area of the community do the students from?

Our students come from the communities central and north Ft. Worth.

What are the staff demographics?

African American 29.7%

Hispanic 22%

White 32.4%

American Indian: 5.5%

Pacific Islander: 11%

Demographics Strengths

The campus' staff reflects the demographics of the student population. The support staff and campus leadership has been a consistent presence.

Demographics Needs

Continuation of rigorous recruitment from local schools and throughout Tarrant County. Teachers would also benefit from learning opportunities which reflect cultural insight and social influence on the student population served by our campus to target multiple needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We are working to retain students to reduce the number of students dropping out.

Root Cause: We are serving an at-risk population of students who traditionally struggle with attendance.

Student Achievement

Student Achievement Summary

The 2025 campus accountability score was a C.

Student Achievement Strengths

English II, Biology and US History STAAR scores are above the district average. The student graduation rates are growing each year.

Student Achievement Needs

Our campus intends to purchase technological materials to enhance teacher quality via multimedia devices. Student Achievement Data indicates a decrease of 20% in English scores from 2015-2016. Thus, we plan to add Professional Development activities with new and existing staff to achieve better results. The campus also hired new highly qualified personnel to provide additional support.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students consistently reading and writing in all content areas to improve English I and English II student outcomes.

Root Cause: Students across the state struggle with reading and writing.

School Culture and Climate

School Culture and Climate Summary

FWLC is a model campus. FWLC has a strong instructional program and high academic standards.

FWLC has a strong leadership team and CILT team.

FWLC has a strong positive climate and culture.

FWLC has strong partnerships with the community.

School Culture and Climate Strengths

Enrollment

Attendance

Discipline Reduction

Leadership team that is visible

Strong Student Advocate Team

Strong Community Partners

OSHA Program

School Culture and Climate Needs

A continuous effort to create a unified atmosphere that encourages a sense of pride within our campus and support among staff.

OHI data indicated high ratings in all areas, but scored Autonomy at the lowest end of the categories. To address this we will find ways to build capacity in our school by supporting employee professional growth and ensuring strengthened autonomy in their positions.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): To maintain a positive culture, we have to "retrain" our students on school norms and routines.

Root Cause: Social emotional needs of our students and staff have increased.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Collaboration with HR to hire qualified and certified staff. We provide intense professional development for our teachers.

We strive to ensure we hire the best candidate for FW LC in all positions.

We collaborate with the district to recruit positions.

Staff Quality, Recruitment, and Retention Strengths

The leadership team, will create clear, written, and transparent roles and responsibilities for the members of the leadership team and provide greater clarity to ILT members on how to lead their departments through regular scheduled professional development with focus on best practices. We are prioritizing this area because our reflection indicates this as an area of opportunity for our campus.

By May 2026, 100% of the instructional leaders will understand and implement their roles and responsibilities, regularly participate in professional development around PLCs and the use of data, and set measurable goals to improve instructional practices and improve student achievement, and calendaring observations and feedback.

Campus leaders create a calendar to reflect instructional priorities such as PLC scheduled time, Leadership meetings, Classroom observations; leaders will adhere to a set schedule that will ensure time is allocated for instructional leadership tasks

Staff Quality, Recruitment, and Retention Needs

Professional Development conferences on the state and national level to increase leadership. Effective communication and development of new teams to discuss changing needs of the campus as a whole will also be implemented to improve quality and satisfaction among team members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting and retaining certified teachers has been a challenge.

Root Cause: The need to have a quality pool of candidates for all content areas in a proactive strategy with HR.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

. Essential Action 5.3: Data-driven instruction. Implementation Level: Beginning Implementation Rationale: Campus Instructional leaders will utilize the disaggregated data to track and monitor the progress of all students and provide evidence based feedback to all teachers. Being able to effectively disaggregate data and identifying student misconceptions, will allow teachers to improve the quality of their instruction and improve instructional outcomes for students. Campus Instructional leaders will meet after each relevant assessment, Coaching and support of teachers using the data will include student work samples to assess rigor and impact of instruction.: The leadership team will meet regularly with all department leads as well as instructional staff to disaggregate the data on a weekly basis as well as after each assessment. The Campus Instructional Leadership Team (CILT) will assist in providing information and updates as the school year progresses. Teachers will be provided with the assessment calendar and will be reviewed before an assessment is given. We will ensure our staff is aware of our campus priorities in our beginning of the year professional development. We will revisit our focus on data disaggregation at our weekly PLC meetings. . Desired Annual Outcome: By May 2026, 90% of all teachers will analyze student data from common formative assessments and skills checks using a written DDI protocol, that allows teachers to use a corrective instruction action plan. Identify trends in student misconceptions, root cause of misconceptions, and create a reteach plan that demonstrates instructional adjustments.

Curriculum, Instruction, and Assessment Strengths

We are progressing towards this goal as teachers have internalized our DDI protocol and know the expectation. It took time and practice for them to learn the process for DDI.

Curriculum, Instruction, and Assessment Needs

Continuous training and team building activities centered on school data. Our campus will also need to utilize resources to purchase material to enhance bell to bell instruction from researched based vendors such as Lead4ward. Teachers will also benefit from more collaborative planning time to address writing gaps to enhance the cross curriculum writing process.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Not scheduling a follow up to the data meeting by campus leaders in order to monitor student progress and not enough time for teachers to be trained on how to interpret data. Teachers not using the data provided to self assess.

Root Cause: Lack of teacher buy-in. Teachers needing professional development to understand the data.

Family and Community Engagement

Family and Community Engagement Summary

Parent Events during Fall and Spring

ESL Parent Nights

TCA Website to post parent/student information

PGP conferences with students

ARDS

Parent Conferences with parents as needed to address attendance and discipline, and social emotional needs

Family and Community Engagement Strengths

Strong communication with parents

Thrillshare with families for communications

Email Communications

TCA School Website

Family and Community Engagement Needs

Provide parents with multiple ongoing opportunities to engage with the campus, such as parent classes, open house events and college fairs to promote making parents our partners.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Our students are at-risk and overaged. It is difficult to engage parents.

Root Cause: When students are overaged and support themselves, it is difficult to engage their parents. Many students are on their own and working.

School Organization

School Organization Summary

FWLC is a positive school where students and staff are thriving.

FWLC is a school with strong community partnerships.

FWLC is a school with a strong leadership team.

FWLC is a school with a strong counseling department.

FWLC is a school with high expectations for teaching and learning.

School Organization Strengths

Strong Principal

Positive School Climate

Social Emotional Learning Support for Students and Staff

Strong Student Advocate TEam

Strong Leadership Team /CILT Team

School Organization Needs

Continuing to aggregate data into a decision support system. Campus also needs resources to integrate processes to ensure reliability, availability, and manageability that will provide immediate feedback to the teachers and administrators.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Building norms and procedures to sustain a positive culture and ensuring a focus on teaching and learning.

Root Cause: Many students who are enrolled struggle with attendance, academic and behavioral goals.

Technology

Technology Summary

We are committed to providing a Chromebook device for every student's use while on campus.

Technology Strengths

One-to-one technology for all students. Teachers have access to Smart boards to facilitate effective learning.

Technology Needs

To purchase technological materials to enhance teacher quality via multimedia devices.

Problem Statements Identifying Technology Needs

Problem Statement 1: Training students and staff on integrating technology.

Root Cause: Integrating technology in the classrooms to ensure aligned instruction.

Priority Problem Statements

Problem Statement 1: Students consistently reading and writing in all content areas to improve English I and English II student outcomes.

Root Cause 1: Students across the state struggle with reading and writing.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: To maintain a positive culture, we have to "retrain" our students on school norms and routines.

Root Cause 2: Social emotional needs of our students and staff have increased.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: We are working to retain students to reduce the number of students dropping out.

Root Cause 3: We are serving an at-risk population of students who traditionally struggle with attendance.

Problem Statement 3 Areas: Demographics

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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
- Male / Female performance, progress, 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

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) 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 2024 to 46% in August of 2025.

Performance Objective 1: By October 2024, 100% consistent PLCs and data meetings will be held to impact student outcomes.

High Priority

Evaluation Data Sources: Campus folder with artifacts which include weekly calendar, PLC agenda items, Sign In Sheets, Leadership Agendas , TIL PD tools, Observation Calendars, Roles List

Strategy 1 Details	Reviews			
Strategy 1: CLT will meet with teachers during content PLCs so they can internalize instructional look-fors during walk throughs and observations; and create campus calendars for department observations Funding Sources: Extra Duty Pay; Salaries, Incentives	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 2024 to 46% in August of 2025.

Performance Objective 2: Campus Instructional leaders will utilize the disaggregated data to track and monitor the progress of all students and provide evidence based feedback to all teachers.

Being able to effectively disaggregate data and identifying student misconceptions, will allow teachers to improve the quality of their instruction and improve instructional outcomes for students.





Strategy 1 Details	Reviews			
Strategy 1: By the end of February, 75% of all teachers will utilize a written DDI protocol during bi-weekly PLCs to identify trends in student misconceptions, root cause for misconceptions, and create a reteach plan that demonstrates instructional adjustments measured by teachers submitting their completed protocol in the shared google drive with feedback rubric	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 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 46% in August of 2024 to 55% in August of 2025.

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

High Priority

Evaluation Data Sources: Weekly meetings, PLC agendas, data analysis, intervention plans





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: Teachers will utilize weekly data from exit tickets, unit assessments, CFAs and skills checks to analyze and adjust instructional strategies to meet the needs of all students. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, Classroom teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - 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 41% in August of 2024 to 46% in August of 2025.

Performance Objective 1: Teachers will use data driven instruction to close learning gaps for students.

High Priority





Evaluation Data Sources: Exit tickets, and CFAs

Strategy 1 Details	Reviews			
Strategy 1: The campus will use daily exit tickets to track student learning outcomes and make adjustments to instruction on a weekly basis. Strategy's Expected Result/Impact: Learning gaps will be decreased based on student needs. Staff Responsible for Monitoring: Campus Administrators, Advocates, Academic Advisor, Registrar, Classroom teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	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 75% in August of 2024 to 83% in August of 2025.

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





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 administrators, Academic Advisor, Counselor,, Classroom teachers TEA Priorities: Connect high school to career and college - 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>				

Goal 5: The percentage of graduates that meet the Texas A-F Accountability System criteria for College, Career, & Military Readiness will increase from 27% in August 2024 (projected Class of 2023) to 35% in August 2025 (projected Class of 2024).

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 include a CCMR goal.





Strategy 1 Details	Reviews			
Strategy 1: Counselor and Advisors will meet with all students to establish a CCMR goal when developing their graduation plans. Strategy's Expected Result/Impact: An increase of students graduating with a CCMR point. Staff Responsible for Monitoring: Campus administrators, 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: Monthly CCMR exposure activities and events planned to support students with achieving their CCMR goal. 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
<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 will increase from 44% in August 2024 to 45% in August 2025.

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 an intervention utilizing SummitK12. Strategy's Expected Result/Impact: Students will grow one performance level on TELPAS Staff Responsible for Monitoring: Campus administrators, EB paras, Classroom teachers, ESL clerk 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>				