Texans Can Academies

Dallas Can Academy Charter - Dallas North

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 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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus struggles with students' average daily attendance. The Leadership Lab is assisting to support students with improved attendance, grades and progress with On-line services in Bright Thinker.

Demographics Strengths

Staff Retention Rate remained steady
100% of the instructional staff are certified or working towards certificaiton

There is a balance of varying years of experience among staff members.

Strong diversity in culture of learners accepted

Equity in acceptance of Dallas North for learners identified within special population groups (SpEd, 504, ESL, At Risk, EconDis) and completion of graduation requirements.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to remain culturally aware of our current learner needs.
Root Cause: Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed

Student Learning

Student Learning Summary

Dallas North learners demonstrated there is an increased need for differentiated instruction for specified demographics. Students are not performing at the targeted rate for the district. There were no demographics that successfully met the targeted score during the 2025 STAAR administration.

Student Learning Strengths

Dallas North learners utilize various learning modalities to complete coursework designated. Dallas North educators communicate weekly regarding assignments and grades to individualize each learner's pathway of instruction. Dallas North learners receive remediation as needed when assessments are below expectations and ample opportunities for reassessment are provided as needed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to continually refine the rigor and learning outcomes for all students using specified instructional techniques.
Root Cause: Barriers exist in setting challenging and rigorous learning targets meaningful to most learners due to the varying abilities, prior knowledge and constant roster changes of a dynamic population

School Processes & Programs

School Processes & Programs Summary

Staff members are selected based upon certification areas, technology adaptability, experience in best practices with struggling learners and relationship building skills. All instructional staff members are certified or working towards certificaiton. Campus staff meet twice weekly, once as a PLC to review and strategize learner progress and another to clarify and communicate professional learning and/or daily operations needs. Instruction and classroom activities are planned collaboratively. Edgenuity is an online learning platform that provides the instructional centerpiece for online academic instruction which is TEKS aligned. Bright Thinker provides many components that support struggling learners.

School Processes & Programs Strengths

Restorative Discipline approaches are utilized when possible allowing educators and learners to collaborate and process areas of concern regarding the implementation of the campus non-negotiatbles. Lunch learning, mentor groups and restorative circles are utilized to facilitate opportunities for growth discussions and it's social-emotional effects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a continued need for the implementation of post-secondary goal setting: career, college and military readiness
Root Cause: The need for re-adjusted learner priorities in an accelerated setting where graduation is imminent.

Perceptions

Perceptions Summary

We believe that we are service providers to our learners, families and fellow campuses. Learners apply to Dallas North due to varying needs. Expectations/values and beliefs are clearly outlined during the interview process (which includes learner and a parent) to ensure transparency and understanding of the expectations of the culture. Distractions are limited, including technology, and classroom environments are structured to promote a conducive setting for learners to complete their coursework and interact with others. Incentives are available for learners demonstrating responsibility and effort as they earn privileges. Individual orientation meetings are held for learners.

Perceptions Strengths

A Restorative Discipline approach to behavior choices and social-emotional growth is the preferred model of skill building in a culture of a healthy growth mindset. We value our partnership with local high schools throughout the city. Educators facilitate assignments through the traditional model of in-person instruction. We believer that our mission is to provide the highest quality education for all students, especially those who have struggled in a traditional high school setting, in order to ensure their economic independence.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to identify and elevate additional measures of success for learners.
Root Cause: Lack of focus on the whole child and using multiple measure to show evidence of growth

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

Accountability Data

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

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Employee Data

- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources 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 25% in August of 2025 to 45% in August of 2026.

Performance Objective 1: Students will increase their performance on campus and district assessments throughout the year with the support of interventions based on data driven instructional strategies.

High Priority

Evaluation Data Sources: campus and district assessments, STAAR

Strategy 1 Details				Reviews			
Strategy 1: Teachers will participate in weekly PLC meetings that include teachbacks, data analysis, development of re-teach plans and small group instruction.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive more intentional instruction based on student's needs.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: English teacher, campus administrator, support staff **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 will implement meaningful academic writing across content areas.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Writing practice with fidelity will boost writing scores on STAAR as they will be receiving on-going feedback on writing process and explaining academic ideas through written expression.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Core content teachers in Social Studies, Science, Math, and English. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**							

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 30% in August of 2025 to 45% in August of 2026.

Performance Objective 1: Student engagement will be improved for all classrooms.

    Evaluation Data Sources: Walk-throughs, classroom feedback and observations.

Strategy 1 Details		Reviews			
Strategy 1: Dallas North will implement researched-based, best practices for the classroom with campus-wide initiatives and programs focused on learner outcomes.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Formative Assessment, TELPAS Results, Progress Monitoring
    Staff Responsible for Monitoring: Principal, Teachers and Support Staff
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**					

Strategy 2 Details		Reviews			
Strategy 2: Dallas North teachers will differentiate instruction in the classroom to engage and meet the needs of the learners including Special Education, EB,, and economically disadvantaged students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Formative Assessments, TELPAS Results, Progress Monitoring
    Staff Responsible for Monitoring: Principal, Special Ed Teacher, Classroom Teachers, Support Staff
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

⬤ 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 30% in August of 2025 to 45% in August of 2026.

Performance Objective 2: There will be evidence of Talk, Read, Talk, Write in all classrooms.

    High Priority

    Evaluation Data Sources: Lesson plans, Classroom observations.

Strategy 1 Details	Reviews			
Strategy 1: Roadmaps and IPCs will be utilized to plan and internalize lesson for effective implementation each week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Weekly PLCs, walk-throughs, coaching and mentoring, network collaboration.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, ELA Teacher, Special Ed teacher and Support Staff **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Strategy 2 Details	**Reviews**			
Strategy 2: Feedback cycle will be used to provide on-going feedback to students on their writing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved writing skills on short and extended constructive responses.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All classroom teachers, principal, support staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments				

○ 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 36% in August of 2025 to 45% in August of 2026.

Performance Objective 1: Classroom teachers will have a greater understanding of the TEKS and alignment to the state assessment.

High Priority

Evaluation Data Sources: Weekly PLC, classroom feedback and observations. lesson planning support

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLCs will be held to increase teacher understanding of the curriculum and how to align instructional practices.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase teachers knowledge and skills to positively impact students outcomes. **Staff Responsible for Monitoring:** Principal, classroom teachers. **ESF Levers:** Lever 3: Positive School Culture				
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 76% in August of 2025 to 83% in August of 2026.

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

    Evaluation Data Sources: Participating in district and campus PLCs, strategies implemented in the classroom

Strategy 1 Details	Reviews			
Strategy 1: Walk-throughs conducted each week to ensure implementation of professional learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ongoing professional development will increase teacher capacity in instructional practices and classroom culture.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Teacher, District Science Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Strategies from Get Better Faster by Bambrick will be used to drive professional development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Utilize Do Nows , Exit tickets and district assessments to monitor progress	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Teacher, District Content Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **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 18% in August 2025 (projected Class of 2024) 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			
Strategy 1: Counselors and Academic Advisors will meet with all students to develop and update their graduation plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will have an updated PGP with a plan to earn a credit for CCMR. **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	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Monthly CCMR exposure activities and events to support students to achieve their CCMR goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in 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	**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 will increase from 36% in August 2025 to 45% in August 2026 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			
Strategy 1: SummitK12 will be utilized to provide an intervention for EB students.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase at least one performance level in at least one domain. **Staff Responsible for Monitoring:** Campus administrators, EB para, ESL clerk and classroom teachers. **ESF Levers:** Lever 5: Effective Instruction			**Nov**	**Jan**	**Mar**	**June**

⭕ No Progress   🟢 Accomplished   ➡ Continue/Modify   ❌ Discontinue