

| CAMPUS/SCHOOL NAME |   |  |  |  |  |  |  | 2014-15 School Action Plan |
|--------------------|---|--|--|--|--|--|--|----------------------------|
| N DALLAS           |  | SELECT YOUR CAMPUS FROM THE DROP DOWN MENU |  |  |  |  |  |                            |

## Achievement Targets

**Instructions: The metrics below are aligned with the metrics in the District Action Plan. Using your most recent data, determine goals for SY2015.**

| Metric  | SY2014 Score             | SY2015 Goal              | SY2016 Goal | SY2017 Goal | SY2018 Goal | SY2019 Goal |      |
|---|--------------------------|--------------------------|-------------|-------------|-------------|-------------|------|
| <b>High School (9-12)</b>   | 2014                     | 2015                     | 2016        | 2017        | 2018        | 2019        | 2020 |
| STAAR at Level III-Advanced (%) - English I   | 1                        | 10                       | 11          | 12          | 14          | 16          | 20   |
| STAAR at Level III-Advanced (%) - English II  | 0.5                      | 10.0                     | 11          | 12          | 14          | 16          | 20   |
| STAAR at Level III-Advanced (%) - Algebra I   | 2.5                      | 10.0                     | 11          | 12          | 14          | 16          | 20   |
| STAAR at Level III-Advanced (%) - Biology   | 3.2                      | 10.0                     | 11          | 12          | 14          | 16          | 20   |
| STAAR at Level III-Advanced (%) - U.S. History  | 1.7                      | 10.0                     | 11          | 12          | 14          | 16          | 20   |
| STAAR gap at Level II Recommended (% Gap: State white vs. School African American & Hispanic Results) - English I   | AA: 39.5%<br>H: 39.5%    | AA: 30%<br>H: 23%        |             |             |             |             |      |
| STAAR gap at Level II Recommended (% Gap: State white vs. School African American & Hispanic Results) - English II  | AA: 39.1%<br>H: 31.5%    | AA: 30%<br>H: 23%        |             |             |             |             |      |
| STAAR gap at Level II Recommended (% Gap: State white vs. School African American & Hispanic Results) - Algebra I   | AA: 30%<br>H: 21%        | AA: 28%<br>H: 19%        |             |             |             |             |      |
| STAAR gap at Level II Recommended (% Gap: State white vs. School African American & Hispanic Results) - Biology     | AA: 3.7%<br>H: 10.9%     | AA: 1.7%<br>H: 8.9%      |             |             |             |             |      |
| STAAR gap at Level II Recommended (%Gap: State white vs. School African American & Hispanic Results) - U.S. History | AA: 7.3%<br>H: 8.7%      | AA: 5.3%<br>H: 6.7%      |             |             |             |             |      |
| Average of Campus End and Mid-Year Course ACPs (%passing) - English I   | Mid: 40.2%<br>End: 46.7% | Mid: 58%<br>End: 60.0%   |             |             |             |             |      |
| Average of Campus End and Mid-Year Course ACPs (%passing) - English II  | Mid: 61.7%<br>End: 58.9% | Mid: 63.7%<br>End: 60.9% |             |             |             |             |      |
| Average of Campus End and Mid-Year Course ACPs (%passing) - Algebra I   | Mid: 34.8%<br>End: N/A   | Mid: 58%<br>End: N/A     |             |             |             |             |      |
| Average of Campus End and Mid-Year Course ACPs (%passing) - Biology   | Mid: 48.3%<br>End: N/A   | Mid: 58%<br>End: N/A     |             |             |             |             |      |
| Average of Campus End and Mid-Year Course ACPs (%passing) - U.S. History  | Mid: 34.1%<br>End: 66.7% | Mid: 50%<br>End: 68.7%   |             |             |             |             |      |
| AP (% exams passed - score of at least 3)   | 11%                      | 27%                      |             |             |             |             |      |

|   |                     |                     |                     |                       |                     |                       |                     |  |  |  |
|---|---------------------|---------------------|---------------------|-----------------------|---------------------|-----------------------|---------------------|--|--|--|
| Grade 12 SAT/ACT (Sum of average SAT Critical Reading and Mathematics or ACT Reading and Mathematics) | SAT: 763<br>ACT: 16 | SAT: 882<br>ACT: 18 | SAT: 800<br>ACT: 19 | SAT: 820<br>ACT: 19.5 | SAT: 840<br>ACT: 20 | SAT: 860<br>ACT: 20.5 | SAT: 880<br>ACT: 21 |  |  |  |
| College Readiness (% of seniors: ACT 21 or SAT of 990)  | 5.3                 | 15                  | 18                  | 22                    | 27                  | 33                    | 40                  |  |  |  |
| FAFSA % of seniors applying   | 35%                 | 45%                 |                     |                       |                     |                       |                     |  |  |  |
| ApplyTexas % of seniors applying  | 86%                 | 87%                 |                     |                       |                     |                       |                     |  |  |  |
| Scholarships % of Seniors receiving scholarships  | 24%                 | 30%                 |                     |                       |                     |                       |                     |  |  |  |
| Index 4 - STAAR EOC Level III   | 5%                  | 10%                 |                     |                       |                     |                       |                     |  |  |  |
| Index 4 - RHSP/DHSP   | 82%                 | 85%                 |                     |                       |                     |                       |                     |  |  |  |
| Index 4 - Graduation Rate 4-Year Plan   | 81.70%              | 85%                 |                     |                       |                     |                       |                     |  |  |  |
| Grade 10 Sum of the Average PSAT Scores (Critical Reading and Math)                                   |                     | 75                  |                     |                       |                     |                       |                     |  |  |  |

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| <b>North Dallas High School [24]</b>   |
| <b>Division 3</b>  |
| <b>N DALLAS FP</b>   |
| <b>2014-15 School Action Plan</b>  |
| <b>Needs Related to Student Achievement Data:</b>  |
| Spring 2014 STAAR EOC English I Level II for first-time test takers - 47 % passing. Level III 2% . Retesters - Level II 25%.   |
| STAAR EOC English II Level II for first-time test takers - 56% , Level III 1%. Retesters - Level II 19%  |
| STAAR EOC Algebra 1 Level II for first-time test-takers - 68% passing. Level III 3%. Retesters 42%.  |
| STAAR EOC Biology Level II for first-time test-takers - 88% passing. Level III 3%. Retesters 62%.  |
| 36% of all ALgebra I students scored satisfactory in Algebra I Fall ACP. 29% of Sped scored satisfactory in Algebra I Fall 2013 ACP as compared to 36% of all students.  |
| 47% of all English I students scored satisfactory in English I Fall 2013 ACP. 37% of Sped and 42% of LEP scored satisfactory in English I Fall 2013 ACP.   |
| 43% of SPED, 48% of LEP scored satifactory in Eglish I Spring 2014 ACP, as compared to 54% of all students. 53% of AA and 50% of Sped scored satisfactory in English II.   |
| SRI scores BOY Grade 9 : Advanced 4, Proficient 17, Basic 26, Below Basic 53. MOY Grade 9: Advanced 4, Proficient 17, Basic 22, Below Basic 57. EOY Grade 9: Advanced 7, Proficient 13, Basic 25, Below Basic 55.  |
| SRI scores BOY Grade 10 : Advanced 42, Proficient 27, Basic 29, Below Basic 41. MOY Grade 10: Advanced 2, Proficient 33, Basic 19, Below Basic 46. EOY Grade 10: Advanced 1, Proficient 33, Basic 23, Below Basic 43.  |
| The TELPAS summary report reveals the following for 9th grade: out of 23 students, 28% progressed at least one Proficiency Level from 2013 to 2014; 10th grade: out of 38 students, 51% progressed at least one Proficiency Level from 2013 to 2014; 11th grade: out of 36 students, 62% progressed at least one Proficiency Level from 2013 to 2014; 12th grade: out of 20 students, 49% progressed at least one Proficiency Level from 2013 to 2014. |
| <b>Needs Related to Improving the Quality of Instruction:</b>  |
| Spot Observation data, on a scale from 1 to 3, reveals an average score for the four categories: DOL average score was 1.73, LO average score was 1.78, purposeful instruction average score was 1.89 and student engagement average score was 1.84.   |
| The DISD Spring 2014 Climate Survey reveals the following: 73.1% of staff feel campus leadership helps them improve the quality of their instruction, 65.4% of staff feel instructional feedback helps them improve the quality of their instruction, and 64.1% of staff feel the professional development sessions helped improve instruction.  |
| SRI scores BOY Grade 9 : Advanced 4, Proficient 17, Basic 26, Below Basic 53. MOY Grade 9: Advanced 4, Proficient 17, Basic 22, Below Basic 57. EOY Grade 9: Advanced 7, Proficient 13, Basic 25, Below Basic 55.  |
| SRI scores BOY Grade 10 : Advanced 42, Proficient 27, Basic 29, Below Basic 41. MOY Grade 10: Advanced 2, Proficient 33, Basic 19, Below Basic 46. EOY Grade 10: Advanced 1, Proficient 33, Basic 23, Below Basic 43.  |
| 65% of teachers are proficient or higher as measured by the new teacher evaluation system (TEI).   |
| 80% of classroom teachers are proficient or higher on key instructional priorities as measured by individual District spot observations.   |

2% of North Dallas High School teachers will be proficient in personalized learning instructional delivery as measured by the district-created rubric.

#### Needs Related to System Evaluation (philosophy, processes, implementation, capacity):

The Spring 2014 Climate Survey reveals 22.2% of campus believe that discipline is enforced consistently and effectively at my campus; 25.3% believe that unruly students are not permitted to disrupt the learning environment; and 40.4% believe that morale has improved this year.

Attendance rate for 2014 for students is 93.6% and staff attendance is 94%.

Discipline data reveals that Levels 2 and 3 offenses resulted in 189 out of school suspensions.

Discipline data reveals that predominantly African American students and Special Ed receive the highest percentage of referrals and discipline issues

#### Goals Developed from Needs Assessment:

Specify specific needs

Increase academic achievement

Improve school climate and culture, and increase parent and community involvement

Increase teacher quality and leadership density

Increase college and career readiness

Decrease achievement gap on STAAR EOC passing rate, graduation rates and STAAR EOC Level III advanced.

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| Division 3   |   |                   |                         |      |      |                     |               |          |                            |
| N DALLAS FP  |   |                   |                         |      |      |                     |               |          |                            |
|  |   |                   |                         |      |      |                     |               |          |                            |
| NO.  | KEY ACTION (Briefly state the specific goal or objective.)  |                   |                         |      |      |                     |               |          |                            |
| 1  | Increase academic achievement in English and Algebra 1 in STAAR EOC, ACP, and common assessments.   |                   |                         |      |      |                     |               |          |                            |
| NO.  | INDICATORS OF SUCCESS (Measurable results that describe success.)   |                   |                         |      |      |                     |               |          |                            |
| 1  | By May 2015, at least 55% of students will meet passing standards for STAAR EOC Algebra I and 46% for English I and II.   |                   |                         |      |      |                     |               |          |                            |
| 2  | At least 50% of students will meet passing standards by MOY and 60% by the EOY on district ACP and campus common assessments.   |                   |                         |      |      |                     |               |          |                            |
| 3  | At least 55% of Special Education students will meet passing standards for STAAR EOC Algebra I.   |                   |                         |      |      |                     |               |          |                            |
| 4  | By May 2015, each department will meet two SMART goals aligned to campus reading and writing literacy action plan.  |                   |                         |      |      |                     |               |          |                            |
| 5  | By MOY, at least 60% of students will increase their SRI score by one grade level, and at least 70% by EOY.   |                   |                         |      |      |                     |               |          |                            |
|  |   |                   |                         |      |      |                     |               |          |                            |
| REF  | SPECIFIC ACTION(S)  | LINK TO INDICATOR | TITLE I                 | FUND | OBJ  | ITEM                | AMOUNT        | NLT DATE | STATUS                     |
| SCHOOL LEADERSHIP ACTIONS (What specific action steps will the building leaders take to accomplish the objective?) |   |                   |                         |      |      |                     |               |          |                            |
| A1   | Utilize CIC to provide teacher training on expository and persuasive writing.   | 1,2,4             | HQ PD                   | 211  | 6100 | PD                  | \$ 162,000.00 | 8/18/14  | IN PROGRESS                |
| B1   | Allocate resources to provide additional time for instruction in Saturday School, before/after school tutoring/study halls and summer academic enrichment programs.   | 1,2,3,4           | Timely Add'l Assistance | 286  | 6100 | Materials/Resources | \$ 50,000.00  | 8/1/14   | IN PROGRESS                |
| C1   | Provide materials, resources, software, technology equipment, furniture, books and textbooks in the classroom.  | 1,2,3,4           | Needs assessment        | 286  | 6600 | Materials/Resources | \$ 350,000.00 | 8/1/14   | IN PROGRESS                |
| D1   | Provide data trends to all teachers to analyze specific student needs, such as SRI, Schoolnet, common assessments, TELPAS, and STAAR EOC.   | 1,2,3,4           | Assessment Dec-Mak      | 286  | 6300 | Materials/Resources | \$ 50,000.00  | 8/18/14  | IN PROGRESS                |
| E1   | Conduct goal-setting conferences with each department and ensure that all have at least two specific goals in their Professional Development Plan with measureable indicators of success by the end of the 1st six weeks. | 1,2,4             | Instr by HQ tchrs       | 286  | 6100 | Other               | \$ 50,000.00  | 8/18/14  | IN PROGRESS                |
| F1   | Provide opportunities for on-going job-embedded, student learning centered professional development.  | 1,2,4             | HQ PD                   | 286  | 6400 | PD                  | \$ 35,000.00  | 8/1/14   | IN PROGRESS                |
| G1   | Utilize the Professional Learning Community structure and Teacher Instructional Leadership Team to instill collaboration and professional development.  | 1,2,4             | HQ PD                   | 286  | 6100 | PD                  | \$ 50,000.00  | 8/18/14  | IN PROGRESS                |

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| NO.  | KEY ACTION (Briefly state the specific goal or objective.)   |                   |                   |      |      |                     |              |          |                            |
| 2  | Improve quality of teaching through on-going professional development and instructional feedback   |                   |                   |      |      |                     |              |          |                            |
| NO.  | INDICATORS OF SUCCESS (Measurable results that describe success.)  |                   |                   |      |      |                     |              |          |                            |
| 1  | At least 65% of teachers will achieve Proficient on TEI evaluation system in Indicators 2.1 and 2.3  |                   |                   |      |      |                     |              |          |                            |
| 2  | By October 2014, 65% will have met Proficient on their SLO goal setting.   |                   |                   |      |      |                     |              |          |                            |
| 3  | Using the teacher spot observaton tool, 55% of teachers will score proficient or higher by MOY and 65% by EOY in the areas of presenting instructional content, student engagement, and maximizing instructional time. |                   |                   |      |      |                     |              |          |                            |
| 4  | Using the teacher spot observaton tool, 55% of teachers will score proficient or higher by MOY and 65% by EOY in the areas of establishing clear, aligned learning objectives and student demonstration of learning.   |                   |                   |      |      |                     |              |          |                            |
| 5  | By Sept. 2015, 65% of teachers will have met Proficient on their SLO goal.   |                   |                   |      |      |                     |              |          |                            |
|  |  |                   |                   |      |      |                     |              |          |                            |
| REF  | SPECIFIC ACTION(S)   | LINK TO INDICATOR | TITLE I           | FUND | OBJ  | ITEM                | AMOUNT       | NLT DATE | STATUS                     |
| SCHOOL LEADERSHIP ACTIONS (What specific action steps will the building leaders take to accomplish the objective?) |  |                   |                   |      |      |                     |              |          |                            |
| A1   | Administrators and instructional coaches will collect and analyze data, provide constructive ongoing feedback, and model lessons to improve instruction and develop teacher effectiveness.                             | 1, 2, 3, 5        | HQ PD             | 286  | 6100 | PD                  | \$ 50,000.00 | 8/1/14   | IN PROGRESS                |
| B1   | Administrators will provide a rigorous and accurate observation with staff to track improvement in writing and balances literacy components.   | 2, 3,4            | HQ PD             | 286  | 6100 | PD                  | \$ 50,000.00 | 8/25/14  | NOT STARTED                |
| C1   | Provide materials, resources, software, technology equipment, and books for professional development sessions.   | 1                 | HQ PD             | 286  | 6300 | Materials/Resources | \$ 50,000.00 | 8/1/14   | IN PROGRESS                |
| D1   | Provide professional development training to all teachers, counselors, and staff in pedagogy, content, instructional strategies for struggling learners and technology.  | 1,5               | HQ PD             | 286  | 6100 | PD                  | \$ 50,000.00 | 8/1/14   | IN PROGRESS                |
| E1   | Monitor posting of objectives and alignment through spot observations. Collect this alignment data and disseminate to the administrative team every three weeks.   | 2,3,4             | HQ PD             | 286  | 6100 | PD                  | \$ 50,000.00 | 8/25/14  | NOT STARTED                |
| F1   | Review spot observation data with each teacher during the mid-year conference and annual summative conference.   | 1,2               | Reform strategies | 199  | 6100 | Other               | \$ 5,000.00  | 8/25/14  | NOT STARTED                |
| G1   | CIC's and primary apprasiers will provide feedback to support teachers in the implementing of their SLO's.   | 1,5               | Reform strategies | 211  | 6100 | PD                  | \$ 3,000.00  | 8/18/14  | IN PROGRESS                |

|  |   |           |                     |         |      |                     |              |         |             |
|--|---|-----------|---------------------|---------|------|---------------------|--------------|---------|-------------|
| H1   | Create a team of teacher leaders to identify qualified candidates for teaching positions.   | 1,3,5     | Attracting HQ staff | 199     | 6100 | Other               | \$ 5,000.00  | 8/18/14 | IN PROGRESS |
| I1   | Teacher leader team will attend job fairs and work with universities and other organizations to attract qualified candidates.                     | 1         | Attracting HQ staff | 199/211 | 6100 | Other               | \$ 5,000.00  | 8/1/14  | IN PROGRESS |
| J1   | Utilize college and university potential teaching candidates to gain classroom and real world experience.   | 1         | Attracting HQ staff | 286     | 6300 | Materials/Resources | \$ 50,000.00 | 8/25/14 | NOT STARTED |
| <b>STAFF ACTIONS (What specific action steps will the staff take to accomplish the objective?)</b> |   |           |                     |         |      |                     |              |         |             |
| A2   | Staff will utilize spot observations, evaluations, and walk-throughs to build instructional capacity.   | 2,3,5     | Instr by HQ tchrs   | 199     | 6100 | Other               | \$ 5,000.00  | 8/25/14 | NOT STARTED |
| B2   | Staff will be trained on the spot evaluation form and TEI.  | 1,2,5     | HQ PD               | 286     | 6100 | PD                  | \$ 50,000.00 | 8/11/14 | IN PROGRESS |
| C2   | Campus CIC will plan and develop training and implementation of the instructional elements of the DALLAS ISD spot observations.                   | 1,3,4,    | HQ PD               | 211     | 6100 | PD                  | \$ 3,000.00  | 8/11/14 | IN PROGRESS |
| D2   | Ensure the targeted SE's are embedded in the six weeks calendars and spiraled in common assessments.  | 1,5       | Needs assessment    | 286     | 6300 | Materials/Resources | \$ 50,000.00 | 8/18/14 | IN PROGRESS |
| E2   | Staff will conduct data-driven PLC collaboration to improve student performance.  | 1,3,5     | Needs assessment    | 286     | 6300 | Materials/Resources | \$ 50,000.00 | 8/18/14 | IN PROGRESS |
| F2   | Both formal and informal observations will show that at least 80% of all campus time is spent on meaningful instructional activity.               | 1,2       | Reform strategies   | 286     | 6300 | Materials/Resources | \$ 5,000.00  | 8/25/14 | NOT STARTED |
| G2   | Teachers, counselors, and staff will attend trainings, conferences, and workshops in pedagogy, content, instructional strategies, and technology. | 1,3,5     | HQ PD               | 286     | 6400 | PD                  | \$ 35,000.00 | 8/1/14  | IN PROGRESS |
| H2   | Staff will examine student work during PLC and Academy meetings to identify areas for instructional improvement.                                  | 1,3,4,5   | Needs assessment    | 286     | 6300 | Materials/Resources | \$ 50,000.00 | 8/25/14 | NOT STARTED |
| I2   | Collaborative teams facilitated by teacher-leaders will implement new strategies learned to show evidence of improved student learning.           | 1,3,4,5   | Reform strategies   | 286     | 6300 | Materials/Resources | \$ 50,000.00 | 8/25/14 | NOT STARTED |
| J2   | Teachers will create, monitor, and assess their SLO goal and revise based on CIC and Primary administrator feedback.                              | 1,2,3,4,5 | Needs assessment    | 286     | 6300 | Materials/Resources | \$ 50,000.00 | 8/18/14 | IN PROGRESS |



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|  |   |                   |                      |      |      |                     |              |                            |             |
| NO.  | KEY ACTION (Briefly state the specific goal or objective.)  |                   |                      |      |      |                     |              |                            |             |
| 3  | Increase leadership density   |                   |                      |      |      |                     |              |                            |             |
| NO.  | INDICATORS OF SUCCESS (Measurable results that describe success.)   |                   |                      |      |      |                     |              |                            |             |
| 1  | All teachers will be provided a weekly professional development to be led by administrators, and instructional coaches.   |                   |                      |      |      |                     |              |                            |             |
| 2  | By MOY, 50% of all teachers will have taken on a leadership role on campus. By EOY, 65% of teachers will have taken on a leadership role on campus.   |                   |                      |      |      |                     |              |                            |             |
| 3  | By end of each semester, teachers will feel they have opportunitues to develop their leadership potential to 70% by MOY and 77% by EOY as measured by the Fall and Spring Climate Survey.   |                   |                      |      |      |                     |              |                            |             |
| 4  |   |                   |                      |      |      |                     |              |                            |             |
| 5  |   |                   |                      |      |      |                     |              |                            |             |
|  |   |                   |                      |      |      |                     |              |                            |             |
| REF  | SPECIFIC ACTION(S)  | LINK TO INDICATOR | TITLE I              | FUND | OBJ  | ITEM                | AMOUNT       | NLT DATE                   | STATUS      |
| SCHOOL LEADERSHIP ACTIONS (What specific action steps will the building leaders take to accomplish the objective?) |   |                   |                      |      |      |                     |              |                            |             |
| A1   | The principal will meet with assistant principals and other members of the school lesdership team regularly throughout the school year to provide professional development  | 1                 | Attracting HQ staff  | 286  | 6100 | PD                  | \$ 50,000.00 | 8/1/14                     | IN PROGRESS |
| B1   | The principal will lead professional development training with administrators, and staff on an ongoing basis.   | 1                 | Reform strategies    | 286  | 6100 | PD                  | \$ 50,000.00 | 8/1/14                     | IN PROGRESS |
| C1   | The principal, external monitor and executive director will collaborate together on an ongoing basis throughout the school year.  | 1                 | Coordination of Svcs | 199  | 6100 | Other               | \$ 5,000.00  | 7/21/14                    | IN PROGRESS |
| D1   | Formal and informal professional development opportunities will be offered by the principal to increase leadership capacity throughout the year.  | 1,3               | Instr by HQ tchrs    | 286  | 6100 | PD                  | \$ 50,000.00 | 8/1/14                     | IN PROGRESS |
| E1   | Principal and leadership team will ensure that each staff member has the opportunity to take on a leadership role in NDHS.  | 1,3               | Assessment Dec-Mak   | 286  | 6300 | Materials/Resources | \$ 5,000.00  | 8/1/14                     | IN PROGRESS |
| F1   | Ongoing professional development will be provided by administrators, instructional coaches, and teacher leaders through modeling of lessons, observing of classroom instructions and support teachers to improve their professional skills. | 1,2,4             | Reform strategies    | 286  | 6100 | PD                  | \$ 50,000.00 | 8/1/14                     | IN PROGRESS |
| G1   | Leadership team members and teachers will be provided off-campus opportunities for leadership-focused professional development.   | 1,2,3,4           | HQ PD                | 286  | 6100 | PD                  | \$ 50,000.00 | 7/21/14                    | IN PROGRESS |

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|  |   |  |  |                   |                      |      |      |                     |               |                            |             |
| NO.  | KEY ACTION (Briefly state the specific goal or objective.)  |  |  |                   |                      |      |      |                     |               |                            |             |
| 4  | Improve school climate and culture, and increase parent and community involvement   |  |  |                   |                      |      |      |                     |               |                            |             |
| NO.  | INDICATORS OF SUCCESS<br>(Measurable results that describe success.)  |  |  |                   |                      |      |      |                     |               |                            |             |
| 1  | Results of the "Beliefs and Priorities" category on the Fall 2014 Climate Survey and Spring 2015 Climate Survey will improve from the second quintile to the 3rd quintile.  |  |  |                   |                      |      |      |                     |               |                            |             |
| 2  | Results of the two discipline indicators (unruly students in classrooms and consistently enforced discipline) on the Spring 2015 Climate Survey will improve by 5% each by EOY.   |  |  |                   |                      |      |      |                     |               |                            |             |
| 3  | Increase attendance rate to 94% in MOY, and at least 95% EOY. Student Groups by 2.5% from: All 91.9%, African American 89.4%, Hispanic 92.4%, White 90.3%, SpEd 90%, Econ. Disadv. 92.5%, and ELL 93.3% by June 2015. Teacher by EOY attendance will increase to 95% EOY.                         |  |  |                   |                      |      |      |                     |               |                            |             |
| 4  | At least 60% of parents are enrolled in Parent Portal by MOY and 80% by EOY and are able to participate in school events as evidenced by event attendance and surveys.  |  |  |                   |                      |      |      |                     |               |                            |             |
| 5  | At least 70% of students will be involved in extra-curricular activities, clubs, assemblies, and events as tracked by individual student enrollment, event attendance, and surveys.   |  |  |                   |                      |      |      |                     |               |                            |             |
|  |   |  |  |                   |                      |      |      |                     |               |                            |             |
| REF  | SPECIFIC ACTION(S)  |  |  | LINK TO INDICATOR | TITLE I              | FUND | OBJ  | ITEM                | AMOUNT        | NLT DATE                   | STATUS      |
| SCHOOL LEADERSHIP ACTIONS (What specific action steps will the building leaders take to accomplish the objective?) |   |  |  |                   |                      |      |      |                     |               |                            |             |
| A1   | Provide professional development related to "Beliefs and Priorities" category of the District Climate Survey in August and January to ensure alignment to DISD Core Beliefs   |  |  | 1                 | Assessment Dec-Mak   | 286  | 6100 | PD                  | \$ 50,000.00  | 8/1/14                     | IN PROGRESS |
| B1   | Monitor discipline management systems for authentic implementation of intervention strategies such as peer mediation, PBIS, and SST   |  |  | 2                 | Coordination of Svcs | 286  | 6300 | Materials/Resources | \$ 350,000.00 | 8/18/14                    | IN PROGRESS |
| C1   | Design advocacy period lesson plans and activities that will focus on teaching students about positive habits of mind at the proficient and advanced levels.  |  |  | 1,2               | Needs assessment     | 286  | 6300 | Materials/Resources | \$ 50,000.00  | 8/18/14                    | IN PROGRESS |
| D1   | Utilize the Social Services Advisor, Counselors, School Psychologist, Parent Liaison, and Community Liaison throughout the 2014-2015 school year to prevent at-risk students from dropping out, assist students academic achievement and graduation, and support PBIS implementation initiatives. |  |  | 3,4,5             | Coordination of Svcs | 286  | 6100 | Other               | \$ 100,000.00 | 8/1/14                     | IN PROGRESS |
| E1   | Conduct goal-setting conferences with each department and ensure that all have at least two specific goals related to discipline management with measurable indicators of success by the end of 1st Six Weeks.  |  |  | 1,2,3             | Assessment Dec-Mak   | 286  | 6300 | Materials/Resources | \$ 50,000.00  | 8/18/14                    | IN PROGRESS |

|  |   |       |                         |     |      |                     |               |         |             |
|--|---|-------|-------------------------|-----|------|---------------------|---------------|---------|-------------|
| F1   | Link academic meetings to school events and celebrations  | 4     | Parent involvement      | 199 | 6100 | Other               | \$ 5,000.00   | 8/1/14  | IN PROGRESS |
| G1   | Monitor data such as teacher/student attendance, failure rates, and credit recovery on an on-going basis with Data Review Team.   | 1,2   | Assessment Dec-Mak      | 286 | 6300 | Materials/Resources | \$ 50,000.00  | 8/25/14 | IN PROGRESS |
| H1   | Increase student participation in school-sponsored activities such as field trips, summer camps and events by providing transportation  | 5     | Grade-level transitions | 286 | 6200 | Materials/Resources | \$ 35,000.00  | 8/1/14  | IN PROGRESS |
| I1   | Increase communication to parents about teacher HQ status, Personalized Learning, academics, and attendance, through face to face parent meetings and parent workshops, parent center, the use of School Messenger, calendars, newsletters. | 4,5   | Parent involvement      | 286 | 6200 | Materials/Resources | \$ 35,000.00  | 8/1/14  | IN PROGRESS |
| J  | Provide opportunities for parents to participate in PTA, and SBDM.  | 4     | Parent involvement      | 286 | 6300 | Materials/Resources | \$ 50,000.00  | 8/11/14 | IN PROGRESS |
| <b>STAFF ACTIONS (What specific action steps will the staff take to accomplish the objective?)</b> |   |       |                         |     |      |                     |               |         |             |
| A2   | Staff will be able to analyze and complete the Staff Action section of the 2014-2015 school action plan.  | 1,2   | Assessment Dec-Mak      | 286 | 6300 | Materials/Resources | \$ 50,000.00  | 8/18/14 | IN PROGRESS |
| B2   | Analyze student achievement data trends including demographics, student achievement, college-readiness levels, attendance, and grades to improve teacher-student relationships  | 2,3   | Assessment Dec-Mak      | 286 | 6300 | Other               | \$ 50,000.00  | 8/18/14 | IN PROGRESS |
| C2   | Utilize school climate tracker to improve staff and student climate and culture.  | 1,2,3 | Needs assessment        | 286 | 6300 | Materials/Resources | \$ 350,000.00 | 8/18/14 | IN PROGRESS |
| D2   | Meet regularly as PLC teams to analyze student data and create tiered behavioral interventions for at-risk students.  | 2,3   | Assessment Dec-Mak      | 199 | 6100 | Other               | \$ 5,000.00   | 8/25/14 | IN PROGRESS |
| E2   | Create at least one student achievement goal and one professional growth goal in Professional Growth Plan with measurable indicators of success by the end of the First Six Weeks.  | 1,2,3 | Reform strategies       | 286 | 6100 | PD                  | \$ 50,000.00  | 8/18/14 | IN PROGRESS |
| F2   | Utilize School Counselors, Social Services Advisor, Parent Liaison, and Community Liaison to prevent students from dropping out, provide academic assistance, and provide post-secondary assistance.  | 2,3,4 | Coordination of Svcs    | 286 | 6100 | Other               | \$ 100,000.00 | 8/1/14  | IN PROGRESS |
| G2   | Staff will consistently implement discipline management systems and interventions by communicating with parents and students.   | 2,3,4 | Parent involvement      | 211 | 6300 | Materials/Resources | \$ 5,000.00   | 8/25/14 | IN PROGRESS |
| H2   | All staff will participate in sponsoring or planning at least one extra-curricular activity, clubs, assembly, and/or event.   | 5     | Grade-level transitions | 286 | 6300 | Materials/Resources | \$ 50,000.00  | 8/1/14  | IN PROGRESS |
| I2   | Staff will develop a summer freshmen camp program for all incoming freshmen students.   | 4,5   | Grade-level transitions | 286 | 6100 | Other               | \$ 50,000.00  | 8/1/14  | IN PROGRESS |
| J2   | PBIS teacher leader committee meets each six weeks to analyze discipline data using the "Big 5" analysis tool.  | 2,3   | Assessment Dec-Mak      | 286 | 6300 | Materials/Resources | \$ 50,000.00  | 8/18/14 | IN PROGRESS |

|  |   |                   |                         |      |      |                     |              |                            |             |
|--|---|-------------------|-------------------------|------|------|---------------------|--------------|----------------------------|-------------|
|  | North Dallas High School [24]   |                   |                         |      |      |                     |              | 2014-15 School Action Plan |             |
|  | Division 3  |                   |                         |      |      |                     |              |                            |             |
|  | N DALLAS FP   |                   |                         |      |      |                     |              |                            |             |
|  |   |                   |                         |      |      |                     |              |                            |             |
| NO.  | KEY ACTION (Briefly state the specific goal or objective.)  |                   |                         |      |      |                     |              |                            |             |
| 5  | Improve graduation rate and college and career readiness of students  |                   |                         |      |      |                     |              |                            |             |
| NO.  | INDICATORS OF SUCCESS<br>(Measurable results that describe success.)  |                   |                         |      |      |                     |              |                            |             |
| 1  | 90% of the 2014 cohort of graduating seniors will complete ApplyTexas.org registration online by January 2015.  |                   |                         |      |      |                     |              |                            |             |
| 2  | At least 80% of juniors and graduating seniors will take the SAT/ACT testing by December 2014. At least 85% will take the SAT/ACT exam by February 2015.                                    |                   |                         |      |      |                     |              |                            |             |
| 3  | Increase 4-year Graduation Rates in Student Groups by 2.5% from: African American 69.8%, White 66.7%, and Sp.Ed. 62.1%, and ELL 59.1%   |                   |                         |      |      |                     |              |                            |             |
| 4  | Increase the number of students attaining RHSP by 2%, FAFSA to 37%, scholarships to 30%, and ApplyTexas to 87%  |                   |                         |      |      |                     |              |                            |             |
| 5  | At least 15% of students will attain a 21 or higher composite score on the ACT or 990 in Reading/Math on the SAT  |                   |                         |      |      |                     |              |                            |             |
| 6  | At least 28% of students will attain a score of 3 or higher on AP exams   |                   |                         |      |      |                     |              |                            |             |
|  |   |                   |                         |      |      |                     |              |                            |             |
| REF  | SPECIFIC ACTION(S)  | LINK TO INDICATOR | TITLE I                 | FUND | OBJ  | ITEM                | AMOUNT       | NLT DATE                   | STATUS      |
| SCHOOL LEADERSHIP ACTIONS (What specific action steps will the building leaders take to accomplish the objective?) |   |                   |                         |      |      |                     |              |                            |             |
| A1   | Administrators and other school leaders will promote a culture of college and career readiness by linking student behaviors with professional expectations.                                 | 1,2               | Needs assessment        | 286  | 6200 | Materials/Resources | \$ 35,000.00 | 8/25/14                    | IN PROGRESS |
| B1   | Provide students opportunities to raise their awareness of college and career options through such activities as participation in college fairs, college visits, speakers, and field trips. | 1,2,3             | Reform strategies       | 286  | 6400 | Other               | \$ 10,000.00 | 8/25/14                    | IN PROGRESS |
| C1   | NDHS will implement the use of academies as a precursor to students' successful college and career experiences.   | 3                 | Grade-level transitions | 286  | 6300 | Materials/Resources | \$ 50,000.00 | 8/18/14                    | IN PROGRESS |
| D1   | Provide opportunities for teachers to participate in professional conferences, business visits, and other activities to build teacher capacity in preparing college-ready students.         | 1,2               | Reform strategies       | 286  | 6400 | PD                  | \$ 35,000.00 | 8/25/14                    | IN PROGRESS |
| E1   | Administrators and CICs will provide instructional resources and monitor classroom practices to ensure that rigorous instruction is the norm at NDHS.                                       | 1,2               | Reform strategies       | 286  | 6300 | Materials/Resources | \$ 50,000.00 | 8/25/14                    | IN PROGRESS |
| F1   | Provide opportunities for teachers to collaborate with NAF and academy teachers to fully enhance small learning community structure.  | 4                 | Coordination of Svcs    | 286  | 6100 | PD                  | \$ 50,000.00 | 8/1/14                     | IN PROGRESS |

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|  |  |                   |                         |      |     |      |        |                            |        |
|--|--|-------------------|-------------------------|------|-----|------|--------|----------------------------|--------|
| North Dallas High School [24]  |  |                   |                         |      |     |      |        | 2014-15 School Action Plan |        |
| Division 3   |  |                   |                         |      |     |      |        |                            |        |
| N DALLAS FP  |  |                   |                         |      |     |      |        |                            |        |
|  |  |                   |                         |      |     |      |        |                            |        |
| NO.  | KEY ACTION (Briefly state the specific goal or objective.)                             |                   |                         |      |     |      |        |                            |        |
| 6  | Decrease 2011-2012 achievement gaps on STAAR by 2014-2015.                             |                   |                         |      |     |      |        |                            |        |
|  |  |                   |                         |      |     |      |        |                            |        |
| NO.  | INDICATORS OF SUCCESS<br>(Measurable results that describe success.)                   |                   |                         |      |     |      |        |                            |        |
| 1  | Decrease 2013-2014 achievement gaps on STAAR by 25% in reading and math by 2014-15.    |                   |                         |      |     |      |        |                            |        |
| 2  | Increase graduation rate by 3% by 2014-15.   |                   |                         |      |     |      |        |                            |        |
| 3  | Increase ACT scores by 1.5 points by 2014-15.  |                   |                         |      |     |      |        |                            |        |
| 4  | Increase SAT scores by 120 points by 2014-15.  |                   |                         |      |     |      |        |                            |        |
| 5  |  |                   |                         |      |     |      |        |                            |        |
|  |  |                   |                         |      |     |      |        |                            |        |
|  |  |                   |                         |      |     |      |        |                            |        |
| REF  | SPECIFIC ACTION(S)   | LINK TO INDICATOR | TITLE I                 | FUND | OBJ | ITEM | AMOUNT | NLT DATE                   | STATUS |
| SCHOOL LEADERSHIP ACTIONS (What specific action steps will the building leaders take to accomplish the objective?) |  |                   |                         |      |     |      |        |                            |        |
| A1   | Provide professional development on how to analyze student data and make action plans. | 1,2,3,4           | Needs assessment        |      |     |      |        |                            |        |
| B1   | Monitor the effectiveness of tutoring in math and reading.                             | 1,2,3,4           | Needs assessment        |      |     |      |        |                            |        |
| C1   | Monitor counselor's interactions with those students needing credits.                  | 1,2,3,4           | Needs assessment        |      |     |      |        |                            |        |
| D1   | Organize SAT and ACT prep sessions on Saturdays.                                       | 1,2,3,4           | Needs assessment        |      |     |      |        |                            |        |
| E1   | Support CIC with the Culturally Responsive Training for teachers.                      | 1,2,3,4           | Needs assessment        |      |     |      |        |                            |        |
| F1   | Identify advocates for AASI group and provide support to advocate.                     | 1,2,3,4           | Reform strategies       |      |     |      |        |                            |        |
| G1   | Monitor the implementation of intervention plans.                                      | 1,2,3,4           | Needs assessment        |      |     |      |        |                            |        |
| H1   | Monitor school academic goals by student group.  | 1,2,3,4           | Grade-level transitions |      |     |      |        |                            |        |
| I1   | Monitor the implementation of intervention plans.                                      | 1,2,3,4           |                         |      |     |      |        |                            |        |
| J  | Provide professional development training through Region X on Cultural Sentivity.      | 1,2,3,4           | Coordination of Svcs    |      |     |      |        |                            |        |
| STAFF ACTIONS (What specific action steps will the staff take to accomplish the objective?)                        |  |                   |                         |      |     |      |        |                            |        |

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|   |          |             |   |          |             |
|---|----------|-------------|---|----------|-------------|
| North Dallas High School [24]   |          |             | 2014-15 School Action Plan  |          |             |
| Division 3  |          |             |   |          |             |
| N DALLAS FP   |          |             |   |          |             |
| KEY ACTION PROGRESS REPORT  |          |             |   |          |             |
| KEY ACTION 1  |          |             | KEY ACTION 1  |          |             |
| Increase academic achievement in English and Algebra 1 in STAAR EOC, ACP, and common assessments.   |          |             | Increase academic achievement in English and Algebra 1 in STAAR EOC, ACP, and common assessments.   |          |             |
| SCHOOL LEADERSHIP ACTIONS   |          |             | STAFF ACTIONS   |          |             |
| SPECIFIC ACTION(S)  | NLT DATE | STATUS      | SPECIFIC ACTION(S)  | NLT DATE | STATUS      |
| Utilize CIC to provide teacher training on expository and persuasive writing.   | 8/18/14  | IN PROGRESS | Teachers will implement the expository writing strategies learned from the CIC during PD and incorporate them in lessons.   | 8/18/14  | IN PROGRESS |
| Focus on essential elements on response to intervention strategies such as researched based instruction and intervention for struggling students,universal screening, progress monitoring, fidelity and evaluation.       | 8/1/14   | IN PROGRESS | Focus on essential elements on response to intervention strategies such as researched based instruction and intervention for struggling students,universal screening, progress monitoring, fidelity and evaluation. | 7/21/14  | IN PROGRESS |
| Allocate resources to provide additional time for instruction in Saturday School, before/after school tutoring/study halls and summer academic enrichment programs.   | 8/1/14   | IN PROGRESS | Utilize the Professional Learning Community structure to analyze formative assessment data in a way that drives instructional practices, provides impactful student feedback and informs intervention plans.        | 8/18/14  | NOT STARTED |
| Provide data trends to all teachers to analyze specific student needs, such as SRI, Schoolnet, common assessments, TELPAS, and STAAR EOC.   | 8/18/14  | IN PROGRESS | Utilize data (SRI reading levels, ACP's, common assesments, TELPAS and STAAR EOC) to identify students at risk or in need of intervention strategies.   | 8/18/14  | IN PROGRESS |
| Conduct goal-setting conferences with each department and ensure that all have at least two specific goals in their Professional Development Plan with measureable indicators of success by the end of the 1st six weeks. | 8/18/14  | IN PROGRESS | Teachers will attend all required campus and districtwide professional development training, including faculty meetings.  | 8/18/14  | IN PROGRESS |
| Conduct goal-setting conferences with each department and ensure that all have at least two specific goals in their Professional Development Plan with measureable indicators of success by the end of the 1st six weeks. | 8/1/14   | IN PROGRESS | Teachers will use progress monitoring tools to track the progress of student achievement and interventions.   | 8/18/14  | IN PROGRESS |
| Utilize the Professional Learning Community structure and Teacher Instructional Leadership Team to instill collaboration and professional development.  | 8/18/14  | IN PROGRESS | Teachers will attend trainings on personalized learning environments.   | 8/18/14  | IN PROGRESS |
| Provide data driven SIOP and Special Education Training to all campus staff by October 2014.  | 8/18/14  | IN PROGRESS | Selected teachers will implement PL intervention strategies in core classrooms.   | 7/21/14  | IN PROGRESS |
| Employ and monitor teacher usage of progresss monitoring measures to track the progress of student achievement and interventions.   | 8/18/14  | IN PROGRESS |   |          |             |
| Allocate resources for Personalized Learning (PL) Environment   | 7/21/14  | IN PROGRESS |   |          |             |
| KEY ACTION 2  |          |             | KEY ACTION 2  |          |             |
| Improve quality of teaching through on-going professional development and instructional feedback  |          |             | Improve quality of teaching through on-going professional development and instructional feedback  |          |             |
| SCHOOL LEADERSHIP ACTIONS   |          |             | STAFF ACTIONS   |          |             |
| SPECIFIC ACTION(S)  | NLT DATE | STATUS      | SPECIFIC ACTION(S)  | NLT DATE | STATUS      |
| Administrators and instructional coaches will collect and analyze data, provide constructive ongoing feedback, and model lessons to improve instruction and develop teacher effectiveness.                                | 8/1/14   | IN PROGRESS | Staff will utilize spot observations, evaluations, and walk-throughs to build instructional capacity.   | 8/25/14  | NOT STARTED |
| Administrators will provide a rigorous and accurate observation with staff to track improvement in writing and balances literacy components.  | 8/25/14  | NOT STARTED | Staff will be trained on the spot evaluation form and TEI.  | 8/11/14  | IN PROGRESS |
| Provide materials, resources, software, technology equipment, and books for professional development sessions.  | 8/1/14   | IN PROGRESS | Campus CIC will plan and develop training and implementation of the instructional elements of the DALLAS ISD spot observations.   | 8/11/14  | IN PROGRESS |
| Provide professional development training to all teachers, counselors, and staff in pedagogy, content, instructional strategies for struggling learners and technology.   | 8/1/14   | IN PROGRESS | Ensure the targeted SE's are embedded in the six weeks calendars and spiraled in common assessments.  | 8/18/14  | IN PROGRESS |
| Monitor posting of objectives and alignment through spot observations. Collect this alignment data and disseminate to the administrative team every three weeks.  | 8/25/14  | NOT STARTED | Staff will conduct data-driven PLC collaboration to improve student performance.  | 8/18/14  | IN PROGRESS |
| Review spot observation data with each teacher during the mid-year conference and annual summative conference.  | 8/25/14  | NOT STARTED | Both formal and informal observations will show that at least 80% of all campus time is spent on meaningful instructional activity.   | 8/25/14  | NOT STARTED |

|  |          |             |  |          |             |  |                                    |
|--|----------|-------------|--|----------|-------------|--|------------------------------------|
| Provide materials, resources, software, technology equipment, and books for professional development sessions.   | 8/18/14  | IN PROGRESS | Teachers, counselors, and staff will attend trainings, conferences, and workshops in pedagogy, content, instructional strategies, and technology.                              | 8/1/14   | IN PROGRESS |  |                                    |
| Provide professional development training to all teachers, counselors, and staff in pedagogy, content, instructional strategies for struggling learners and technology.  | 8/18/14  | IN PROGRESS | Staff will examine student work during PLC and Academy meetings to identify areas for instructional improvement.   | 8/25/14  | NOT STARTED |  |                                    |
| Teacher leader team will attend job fairs and work with universities and other organizations to attract qualified candidates.  | 8/1/14   | IN PROGRESS | Collaborative teams facilitated by teacher-leaders will implement new strategies learned to show evidence of improved student learning.  | 8/25/14  | NOT STARTED |  |                                    |
| Utilize college and university potential teaching candidates to gain classroom and real world experience.  | 8/25/14  | NOT STARTED | Teachers, counselors, and staff will attend trainings, conferences, and workshops in pedagogy, content, instructional strategies, and technology.                              | 8/18/14  | IN PROGRESS |  |                                    |
| <b>KEY ACTION 3</b>  |          |             | <b>KEY ACTION 3</b>  |          |             |  |                                    |
| Increase leadership density  |          |             | Increase leadership density  |          |             |  |                                    |
| <b>SCHOOL LEADERSHIP ACTIONS</b>   |          |             | <b>STAFF ACTIONS</b>   |          |             |  | <b>COMMENTS/ NEXT ACTION STEPS</b> |
| SPECIFIC ACTION(S)   | NLT DATE | STATUS      | SPECIFIC ACTION(S)   | NLT DATE | STATUS      |  |                                    |
| The principal will meet with assistant principals and other members of the school leadership team regularly throughout the school year to provide professional development   | 8/1/14   | IN PROGRESS | Staff will attend monthly faculty meetings.  | 8/18/14  | IN PROGRESS |  |                                    |
| The principal will lead professional development training with administrators, and staff on an ongoing basis.  | 8/1/14   | IN PROGRESS | Staff seek out leadership training opportunities that align with district and campus goals.  | 8/18/14  | IN PROGRESS |  |                                    |
| The principal, external monitor and executive director will collaborate together on an ongoing basis throughout the school year.   | 7/21/14  | IN PROGRESS | Staff will take on leadership within content meetings and grade-level meetings.  | 8/18/14  | IN PROGRESS |  |                                    |
| Formal and informal professional development opportunities will be offered by the principal to increase leadership capacity throughout the year.   | 8/1/14   | IN PROGRESS | Academy Advisory board members, SBDM, and stakeholders will meet monthly to discuss, plan and take action on various activities that support student achievement.              | 9/2/14   | IN PROGRESS |  |                                    |
| Principal and leadership team will ensure that each staff member has the opportunity to take on a leadership role in NDHS.   | 8/1/14   | IN PROGRESS | Provide in-state and out-of state professional development trainings and workshops for administration team, teachers, and counselors to attend.                                | 9/2/14   | IN PROGRESS |  |                                    |
| Ongoing professional development will be provided by administrators, instructional coaches, and teacher leaders through modeling of lessons, observing of classroom instructions and support teachers to improve their professional skills.  | 8/1/14   | IN PROGRESS | Data-driven, teacher-led professional development sessions will be provided each six weeks.  |          | NOT STARTED |  |                                    |
| Leadership team members and teachers will be provided off-campus opportunities for leadership-focused professional development.  | 7/21/14  | IN PROGRESS |  |          |             |  |                                    |
| The principal will provide opportunities for growth for teachers through professional development.   | 8/1/14   | IN PROGRESS |  |          |             |  |                                    |
| The principal will meet with members of the teachers leadership team and student leaders on a regular basis.   | 8/1/14   | IN PROGRESS |  |          |             |  |                                    |
| : With the knowledge that building leadership capacity is a key component for increasing student achievement, NDHS will strengthen leadership density by providing opportunities for teachers to practice leadership, reflect on their leadership abilities and experiences, and share leadership responsibilities with school administration, district leaders, and students. |          |             |  |          |             |  |                                    |
| <b>KEY ACTION 4</b>  |          |             | <b>KEY ACTION 4</b>  |          |             |  |                                    |
| Improve school climate and culture, and increase parent and community involvement  |          |             | Improve school climate and culture, and increase parent and community involvement  |          |             |  |                                    |
| <b>SCHOOL LEADERSHIP ACTIONS</b>   |          |             | <b>STAFF ACTIONS</b>   |          |             |  | <b>COMMENTS/ NEXT ACTION STEPS</b> |
| SPECIFIC ACTION(S)   | NLT DATE | STATUS      | SPECIFIC ACTION(S)   | NLT DATE | STATUS      |  |                                    |
| Provide professional development related to "Beliefs and Priorities" category of the District Climate Survey in August and January to ensure alignment to DISD Core Beliefs  | 8/1/14   | IN PROGRESS | Staff will be able to analyze and complete the Staff Action section of the 2014-2015 school action plan.   | 8/18/14  | IN PROGRESS |  |                                    |
| Monitor discipline management systems for authentic implementation of intervention strategies such as peer mediation, PBIS, and SST  | 8/18/14  | IN PROGRESS | Analyze student achievement data trends including demographics, student achievement, college-readiness levels, attendance, and grades to improve teacher-student relationships | 8/18/14  | IN PROGRESS |  |                                    |
| Design advocacy period lesson plans and activities that will focus on teaching students about positive habits of mind at the proficient and advanced levels.   | 8/18/14  | IN PROGRESS | Utilize school climate tracker to improve staff and student climate and culture.   | 8/18/14  | IN PROGRESS |  |                                    |

|   |          |             |  |          |             |  |                                    |
|---|----------|-------------|--|----------|-------------|--|------------------------------------|
| Utilize the Social Services Advisor, Counselors, School Psychologist, Parent Liaison, and Community Liaison throughout the 2014-2015 school year to prevent at-risk students from dropping out, assist students academic achievement and graduation, and support PBIS implementation initiatives. | 8/1/14   | IN PROGRESS | Meet regularly as PLC teams to analyze student data and create tiered behavioral interventions for at-risk students.   | 8/25/14  | IN PROGRESS |  |                                    |
| Conduct goal-setting conferences with each department and ensure that all have at least two specific goals related to discipline management with measurable indicators of success by the end of 1st Six Weeks.  | 8/18/14  | IN PROGRESS | Create at least one student achievement goal and one professional growth goal in Professional Growth Plan with measurable indicators of success by the end of the First Six Weeks.                         | 8/18/14  | IN PROGRESS |  |                                    |
| Link academic meetings to school events and celebrations  | 8/1/14   | IN PROGRESS | Utilize School Counselors, Social Services Advisor, Parent Liaison, and Community Liaison to prevent students from dropping out, provide academic assistance, and provide post-secondary assistance.       | 8/1/14   | IN PROGRESS |  |                                    |
| Monitor data such as teacher/student attendance, failure rates, and credit recovery on an on-going basis with Data Review Team.   | 8/25/14  | IN PROGRESS | Staff will consistently implement discipline management systems and interventions by communicating with parents and students.  | 8/25/14  | IN PROGRESS |  |                                    |
| Increase student participation in school-sponsored activities such as field trips, summer camps and events by providing transportation  | 8/1/14   | IN PROGRESS | All staff will participate in sponsoring or planning at least one extra-curricular activity, clubs, assembly, and/or event.  | 8/1/14   | IN PROGRESS |  |                                    |
| Increase communication to parents about teacher HQ status, Personalized Learning, academics, and attendance, through face to face parent meetings and parent workshops, parent center, the use of School Messenger, calendars, newsletters.   | 8/1/14   | IN PROGRESS | Staff will develop a summer freshmen camp program for all incoming freshmen students.  | 8/1/14   | IN PROGRESS |  |                                    |
| Provide opportunities for parents to participate in PTA, and SBDM.  | 8/11/14  | IN PROGRESS | PBIS teacher leader committee meets each six weeks to analyze discipline data using the "Big 5 "analysis tool.   | 8/18/14  | IN PROGRESS |  |                                    |
| <b>KEY ACTION 5</b>   |          |             | <b>KEY ACTION 5</b>  |          |             |  |                                    |
| Improve graduation rate and college and career readiness of students  |          |             | Improve graduation rate and college and career readiness of students   |          |             |  |                                    |
| <b>SCHOOL LEADERSHIP ACTIONS</b>  |          |             | <b>STAFF ACTIONS</b>   |          |             |  | <b>COMMENTS/ NEXT ACTION STEPS</b> |
| SPECIFIC ACTION(S)  | NLT DATE | STATUS      | SPECIFIC ACTION(S)   | NLT DATE | STATUS      |  |                                    |
| Administrators and other school leaders will promote a culture of college and career readiness by linking student behaviors with professional expectations.   | 8/25/14  | IN PROGRESS | Throughout the year, teachers' lesson plans will focus on literacy, technology, work-based competencies, and other 21st century skills.  | 8/18/14  | IN PROGRESS |  |                                    |
| Provide students opportunities to raise their awareness of college and career options through such activities as participation in college fairs, college visits, speakers, and field trips.   | 8/25/14  | IN PROGRESS | Throughout the year, teachers will implement Advocacy-period lessons to encourage college awareness and skills preparation.  | 8/25/14  | NOT STARTED |  |                                    |
| NDHS will implement the use of academies as a precursor to students' successful college and career experiences.   | 8/18/14  | IN PROGRESS | Throughout the year, teachers will prepare students for AP exams, ACP, and STAAR EOC.  | 8/25/14  | NOT STARTED |  |                                    |
| Provide opportunities for teachers to participate in professional conferences, business visits, and other activities to build teacher capacity in preparing college-ready students.   | 8/25/14  | IN PROGRESS | Teachers will create opportunities for students to interact with professionals in their potential fields via Career Days.  | 8/25/14  | NOT STARTED |  |                                    |
| Administrators and CICs will provide instructional resources and monitor classroom practices to ensure that rigorous instruction is the norm at NDHS.   | 8/25/14  | IN PROGRESS | Teachers will create opportunities for students to interact with college admissions representatives and recruiters via College Fairs.  | 8/25/14  | NOT STARTED |  |                                    |
| Provide opportunities for teachers to collaborate with NAF and academy teachers to fully enhance small learning community structure.  | 8/1/14   | IN PROGRESS | Academy coordinators will provide opportunities for students to meet business leaders and partners capable of providing internships, speakers, skills training, and other work-based support for students. | 8/25/14  | NOT STARTED |  |                                    |
| Provide opportunities for seniors and other students to enroll in credit recovery, extended year, and summer school   | 8/25/14  | NOT STARTED | Counselors will meet with parents of struggling seniors to discuss progress toward graduation requirements.  | 8/25/14  | NOT STARTED |  |                                    |
| Conduct parent meetings with seniors on HB5 and graduation requirements.  | 8/25/14  | NOT STARTED | The data review committee will review graduating cohort data every six weeks.  | 9/2/14   | NOT STARTED |  |                                    |
| Provide students with Passport to Success/Graduation which will track students progress throughout the year.  | 8/25/14  | NOT STARTED | As an intervention, every six weeks teachers will determine which TEKS, assessments, modules need to be recovered based on student mastery.  | 8/25/14  | NOT STARTED |  |                                    |
|   |          |             |  |          |             |  |                                    |
|   |          |             |  |          |             |  |                                    |
| <b>KEY ACTION 6</b>   |          |             | <b>KEY ACTION 6</b>  |          |             |  |                                    |
| Decrease 2011-2012 achievement gaps on STAAR by 2014-2015.  |          |             | Decrease 2011-2012 achievement gaps on STAAR by 2014-2015.   |          |             |  |                                    |
| <b>SCHOOL LEADERSHIP ACTIONS</b>  |          |             | <b>STAFF ACTIONS</b>   |          |             |  | <b>COMMENTS/ NEXT ACTION STEPS</b> |
| SPECIFIC ACTION(S)  | NLT DATE | STATUS      | SPECIFIC ACTION(S)   | NLT DATE | STATUS      |  |                                    |
| Provide professional development on how to analyze student data and make action plans.  |          |             | Counselors will review student's graduation plans with student and parent and monitor credit recovery.   |          |             |  |                                    |
| Monitor the effectiveness of tutoring in math and reading.  |          |             | Teachers will profile student's progress on common assessments and ACPs to identify academic need.   |          |             |  |                                    |

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|---|--|--|---|--|--|--|--|
| Monitor counselor's interactions with those students needing credits. |  |  | Teachers and counselors will communicate to students and parents about ACT and SAT prep sessions. |  |  |  |  |
| Organize SAT and ACT prep sessions on Saturdays.                      |  |  | Teachers will implement intervention plans for struggling students throughout the year.           |  |  |  |  |
| Support CIC with the Culturally Responsive Training for teachers.     |  |  | The CIC will conduct Culturally Responsive Training to the campus.                                |  |  |  |  |
| Identify advocates for AASI group and provide support to advocate.    |  |  |   |  |  |  |  |
| Monitor the implementation of intervention plans.                     |  |  |   |  |  |  |  |
| Monitor school academic goals by student group.                       |  |  |   |  |  |  |  |
| Monitor the implementation of intervention plans.                     |  |  |   |  |  |  |  |
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|  | North Dallas High School [24] |  |  |  |  |
|  | Division 3                    |  |  |  |  |
|  | N DALLAS FP                   |  |  |  |  |

## 2014-2015 PROFESSIONAL DEVELOPMENT PLAN

| DATE      | TOPIC   | PRESENTER  | IDENTIFIED AUDIENCE | FOLLOW-UP   | RESULTS |
|-----------|---|--|---------------------|---|---------|
| 8/18/2014 | Data Driven Instruction   | Patty Rodriguez & Brandi Cranmer                         | Teachers/Staff      | Weekly PLC's/Common assessments/ACP's   |         |
| 8/18/2014 | ESL Sheltered Instructional Strategies Training   | Daren Stark  | Teachers/Staff      | Weekly PLC's  |         |
| 8/19/2014 | Teacher Excellence Initiative training(TEI)   | Dinnah Escanilla   | Teachers            | Revisit each month at Faculty meetings  |         |
| 8/20/2014 | Response to Intervention (RTI)  | Truman Thomas  | Teachers/staff      | Every three weeks   |         |
| 8/19/2014 | School Action Plan  | Dinnah Escanilla   | Teachers/Staff      | Revisit each month at Faculty meetings  |         |
| 8/20/2014 | Student Learning Objective (SLO)  | Instructional Coaches                                    | Teachers            | PLC's/SPOT Observation/CIC's  |         |
| 8/21/2014 | Good First Instruction. Grit, Perseverance and Success  | Dinnah Escanilla   | Teachers/Staff      | PLC's/CIC's   |         |
| 8/21/2014 | PBIS overview training  | Bradley/ Goodfrey/ Thomas                                | Teacher/Staff       | PBIS walkthroughs/SPOTS/Discipline referrals  |         |
| Quarterly | Positive Behavioral Intervention Supports   | PBIS team  | Teachers/Staff      | PBIS team meets each six-weeks with leadership team and SST to determine tiered interventions for students with repetitive behavior violations using data from discipline referrals, SDS, cycle grades, attendance reports, Exceed and PBIS walkthroughs. |         |
| 1/5/2014  | Best Practices Review/Data Review of ACP's and Common assesments/Department Breakout sessions | Administrators/ Teachers/Staff                           | Teachers/Staff      | PLC's/SPOT observations/CIC's   |         |
| Ongoing   | Professional Learning Communities, Data and Assessment, Planning                              | Department Chairs, instructional Coaches, Administrators | Teachers/Staff      | Ongoing   |         |
| Ongoing   | National Academy Foundation   | Academy Team   | Teachers/Staff      | Ongoing   |         |
| Monthly   | Faculty Meetings  | Administrators/ Teachers/Staff                           | Teachers/Staff      | Ongoing   |         |
|           |   |  |                     |   |         |
|           |   |  |                     |   |         |
|           |   |  |                     |   |         |