

# Campus Improvement Plan

## 2016-2017

### MISSION

Our mission at Martin Weiss Leadership Academy is to utilize our rigorous, performance based, leadership development model **that is driven by the following pedagogical approaches:**

- **Socio-Emotional Learning**
  - Socio-Emotional development via “The Leader in Me” (2) character development regimen.
- **Project Based Learning**
  - Project Based Learning Instructional Framework (1) via training and resources offered by the Buck Institute.
- **Personal Leadership Portfolio PK-5**
  - A cumulative leadership portfolio comprising measurable characteristics that define the 5 Levels of Transformational Leadership. (Includes Grade 5 Leadership Internship)

Our goal is to place academic excellence, career and college readiness, and social development at the forefront of our educational philosophy. Using the Project Based Learning Cycle coupled with our 7 Excellent Leadership Habits, learners will demonstrate competency in the Five Levels of Transformational Leadership. We will develop critical thinkers, consumers of information, informed researchers, and effective communicators. As group collaborators and informed decision makers, our scholars will engage in authentic leadership.

### VISION

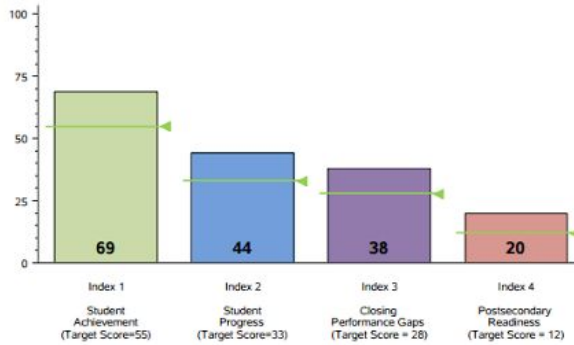
Martin Weiss School of Leadership will be a premiere school of choice serving the Oak Cliff community with pride and excellence that prepares students to lead both nationally and globally by facilitating data-driven, leadership focused, project-based instruction.

Name	Position
Shundra Brown	<i>Principal</i>
Euraine Patin	<i>Professional Staff Members</i>
Reverend White, Friendship West	<i>Community Member(s)</i>
Regina Washington, AART	<i>Business Representative(s)</i>
Angela Solis	<i>Parent(s)</i>
Tafetta Harris	<i>Special Education Teacher</i>
	<i>Other</i>

**2013-2014**

<b>Met Standards on</b>	<b>Did Not Meet Standards on</b>
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE

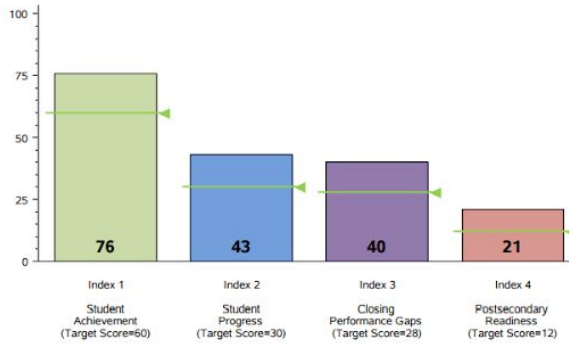
**Performance Index Report**



**2014-2015**

<b>Met Standards on</b>	<b>Did Not Meet Standards on</b>
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Performance Index Report**



## DALLAS INDEPENDENT SCHOOL DISTRICT BOARD GOALS

Martin Weiss School of Leadership Campus Improvement Plan

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**In accordance with TEC 11.251, District Performance Goals/Objectives (approved by Dallas ISD Board of Trustees, January 26, 2016) are aligned with Campus Performance Goals/Objectives.**

- GOAL 1: All students will exhibit Satisfactory or above on performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth.
- GOAL 2: Dallas ISD schools will be the primary choice for families in the district.
- GOAL 3: The achievement gap by race, ethnicity, and social economic status will be no greater than 10% on all academic measures.
- GOAL 4: 95% of students will graduate. Of the graduates, 90% have the qualifying scores for community college, college, military, or industry certification.
- GOAL 5: 95% of entering kindergarten students are school-ready on a multi-dimensional assessment.
- GOAL 6: All students will participate in at least one extracurricular or co-curricular activity each year.

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.



**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**SCHOOL YEAR:**

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>● Climate Survey, ACP Data, Parent Survey, STAAR Data, ISTATION Data, Reasoning Minds Data, Referral Data, Think Through Math</li> <li>● District Data Packet</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p><b>Diversity</b> is most certainly a strength for Martin Weiss School of Leadership. The school is comprised of 530 students. The population consists of 75% Hispanics, 23% African Americans, and 2% other. There are 237 (50%) students served in the Bilingual Program, 30 students served in the Specialized Special Education Units, 11 students served in the Inclusion Special Education Program and 69 students are in the TAG Program. Pre-K: 54, Kinder: 77 First: 77 Second: 77 Third: 78 Fourth:86 Fifth:71</p>	<ul style="list-style-type: none"> <li>● We need to improve attendance to reflect the top 25% of our STAAR comparison group.</li> <li>● Additionally, we need innovative schoolwide initiatives that strategically recruit neighborhood students to our campus to ensure the continued growth and progress of the campus.</li> </ul>	<ul style="list-style-type: none"> <li>● A strategic program of instruction that encourages parents and students to attend Weiss.</li> <li>● Campus programs, policies, and information to increase attendance rates.</li> <li>● Add additional bilingual teachers to serve our growing bilingual population.</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>● Our campus data reflects progress in creating college ready students thusly: In 2013, we received a rating of met standard; in 2014, we</li> </ul>	<ul style="list-style-type: none"> <li>● The 2015-2016 student achievement results for Martin Weiss Elementary indicate that the percentage of students meeting passing</li> </ul>	<ul style="list-style-type: none"> <li>● With very few of our students outperforming the District in Math; Mathematics has been identified as an instructional priority on our campus. The success of our efforts in this area will be</li> </ul>



	<p>met standards on STAAR with one ELA Distinction; and in 2015, we met standards with a Top 25% distinction.</p> <ul style="list-style-type: none"> <li>• This year alone, we increased Level 2 passing percentages in all of the tested areas.</li> <li>• Our campus exceeded district and feeder averages in more than 60% of the tested categories on both administrations of the ACP in the 2014-2015 school year.</li> </ul>	<p>standards for STAAR reflects an achievement gap between campus minority students and the state’s white student performance averages.</p> <ul style="list-style-type: none"> <li>• The level of rigor and 21st Century skills being taught in the classroom allowed students to meet passing standards. However, we must focus on the holistic preparation of our students in order to create leaders that will be successful in College and Careers. Therefore, we will revise our curricular framework to focus on the following instructional priorities: Project Based Learning, Socioemotional Learning, and Leadership Portfolios.</li> <li>• Many of our students struggle with the new rigorous standards associated with the revised TEKS. Though we implement Reasoning Minds and Think Through Math, our campus wide instructional framework for math needs revision to ensure students</li> </ul>	<p>evident when our passing percentage on the STAAR exam surpasses the District passing percentage by more than 10%.</p> <ul style="list-style-type: none"> <li>• Improve student academic achievement as indicated by a minimum of 80% of tested students achieving scores reflecting Level II passing standards in all content areas. Additionally, a minimum of 20% of students will reach Level III passing standards.</li> </ul>
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		<p>are prepared for the new level of rigor.</p> <ul style="list-style-type: none"> <li>In order to increase student academic achievement in all core contents, we need to implement Authentic Literacy to ensure a strategic focus on Reading/ Writing/ Speaking and Listening.</li> </ul>	
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>Discipline referrals decreased more than 50% in the 2015-2016 school year when compared to the previous year's student discipline data.</li> <li>Climate survey reflected percentages within the top two quartiles of the district.</li> <li>More than 80% of teachers feel that the school is headed in the right direction.</li> </ul>	<ul style="list-style-type: none"> <li>The climate survey indicates that there is a need to ensure staff members understand how the district and campus core beliefs/philosophy will lead to student success.</li> <li>There is a need for ongoing feedback and morale boosting activities.</li> <li>Climate survey indicates that facility maintenance is still an issue for parents and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Improve climate and culture as evidenced by a minimum of 5% increase by the end of the first semester and a total of 10% by the end of the school year on the climate survey item indicating that employees believe the facility is safe and clean.</li> <li>Engage in collaborative sense making and decision making.</li> <li>Conduct morale boosting activities</li> </ul>
<b>Staff Quality/ Professional Development</b>	<p>The Martin Weiss staff is stable This year, our campus retained more than 90% of our staff. We have 2 new teachers coming on board this year who were required to teach a sample lesson to Weiss employees and/or scholars in addition to</p>	<ul style="list-style-type: none"> <li>Our campus needs to maintain an intense focus on recruiting and retaining bilingual teachers, teachers with Project Based Learning experience, and teachers with Leader in Me Certifications.</li> </ul>	<ul style="list-style-type: none"> <li>We will implement a protocol for proactively recruiting and retaining highly qualified bilingual teachers.</li> <li>Implement professional development and structured Professional Learning Communities each week.</li> </ul>

	<p>touring the campus and receiving feedback. 1 of the teachers is new to Weiss and 1 of them is new to teaching. Turn over this year was less than 10%. Every teacher has been deemed certified and is highly qualified. This year, our leadership team used custom rubrics, scenarios, and prototypes when hiring new teachers. According to in house surveys, teachers elect to work at Weiss due to the recognition for a job well done and the increase in student academic achievement scores.</p>	<ul style="list-style-type: none"> <li>• We need to structure interactions, professional development, and curricular practice into learning communities.</li> </ul>	
<p><b>Curriculum, Instruction, Assessment</b></p>	<p><b>Our campus has benefited from the implementation of the following curricular/instructional elements:</b></p> <p><b>Socio-Emotional Learning</b></p> <ul style="list-style-type: none"> <li>•Socio-Emotional development via “The Leader in Me” (2) character development regimen.</li> </ul> <p><b>Project Based Learning</b></p> <ul style="list-style-type: none"> <li>•Project Based Learning Instructional Framework (1) via training and resources offered by the Buck Institute.</li> </ul> <p><b>Personal Leadership Portfolio PK-5</b></p> <ul style="list-style-type: none"> <li>•A cumulative leadership portfolio comprising measurable characteristics that define the 5 Levels of Transformational</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to strategically incorporate critical thinking, mathematics, and science into every aspect of daily instruction.</li> <li>• There is a need to increase student engagement and rigor in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the quality of instruction as evidenced by, student work samples, lesson plans, and classroom observations indicating that 75% of the faculty effectively implements campus instructional initiatives (Balanced Literacy, Writing across the Curriculum, and Project Based Learning) by December 2015, increasing to 100% by the end of the year.</li> </ul>

	Leadership. (Includes Grade 5 Leadership Internship)		
<b>Family and Community Involvement</b>	<p>Family involvement at Weiss is increasing. Families attend all school events and classroom events. Parents tend to be most involved when their children are showcasing their talents and academic achievement. Families support the school by attending carnivals, programs, and performances. All families are invited to Martin Weiss to volunteer. Parents have the opportunity to participate in the classrooms, library, lunchroom, and office. Each month, parents are invited to attend a Parent Workshops that address school concerns, provides parenting tips, and gives programmatic information. Parents are requested to provide more visibility when students are having difficulty in the classes and with behavior. Parents are asked to assist with homework and reading to their children. We need to make a concerted effort to ensure that the PTA has an active board.</p>	<ul style="list-style-type: none"> <li>• Streamlined parent communication.</li> <li>• Facility cleanliness and upkeep.</li> <li>• Organized and independent PTA</li> </ul>	<ul style="list-style-type: none"> <li>• We will make a concerted effort to ensure that the PTA has an active board.</li> <li>• There needs to be a system for registering and recording volunteers.</li> </ul>
<b>School Context and Organization</b>	<p>There are several committees with members that hold leadership roles for various activities i.e. Fieldtrip</p>	<ul style="list-style-type: none"> <li>• We need to manage our systems to ensure that arrival, dismissal and hallway procedures are effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage and monitor our systems to ensure that arrival, dismissal and hallway procedures are effective.</li> </ul>

	Coordinator, Faculty Staff Advisory, Cultural Committees, Grade Placement, Discipline Management, Arts Partners, Parent Involvement, etc.	<ul style="list-style-type: none"> <li>• We need to build leadership capacity by spreading leadership duties amongst staff as opposed to a small few.</li> </ul>	<ul style="list-style-type: none"> <li>• Build leadership capacity via leadership development and delegation.</li> </ul>
<b>Technology</b>	<p>We are eager to help our students learn how to use computer and mobile technology. We have several options, which include one computer lab with 29 desktop computers (located on the second floor, room 205), one resource laptop lab with 17 laptops (located on the central hallway, COW(computer on wheels) with at least 18 portable devices (laptops/Surfaces, ELMOs, Smart Boards, digital classrooms (laptop, projector, whiteboard, interactive pen, and audio system) in Math/Science classrooms 1st through 5th grade, Google Chrome Books, and data projectors.</p> <p>However, we still need E-Readers and IPADS for our students.</p> <p>Our students are in a digital era. We are providing them with skills that help close the gaps by integrating</p>	<ul style="list-style-type: none"> <li>• One to one technology in Grades 3- 5.</li> <li>• At least one computer cart in grades K-2.</li> <li>• One classroom set of fully functioning IPADS in Pre-K.</li> <li>• A greater level of IT support for the campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase technology usage and available inventory via additions to our portable computers.</li> </ul>

	<p>technology in core academics. The campus technology enables project based learning where students can apply knowledge and skills learned in the core classroom using computer technology applications and Reading/Math/Science/SS enrichment. Our 5th Graders have one to one technology in their classrooms using Google Chrome Books! We have partnered with the Dallas ISD STEM and Ed Tech Departments to ensure our 21st century digital learners are fully equipped and supported for a holistic learning experience.</p> <p>Students use technology in grades Pre-K-5 as resources for iStation, Reasoning Minds, Think through Math, research and presentations through project based learning. They are able to uses variety of technology to enhance learning with Computer Literacy (knowledge of integral hardware, keyboarding, and software (MS Word, MS Excel, PowerPoint, Google Docs, and Internet Research). Educating students in technology provides</p>		
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	them with the knowledge and skills for elements of Project-Based Learning.		
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## **Title I, Part A**

### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



**Dallas ISD Board Goal Alignment: (Select all goals that align to the objective)**

- Goal 1: All students will exhibit Satisfactory or above on performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth.
- Goal 2: Dallas ISD schools will be the primary choice for families in the district.
- Goal 3: The achievement gap by race, ethnicity, and social economic status will be no greater than 10% on all academic measures.
- Goal 4: 95% of students will graduate. Of the graduates, 90% have the qualifying scores for community college, college, military, or industry certification.
- Goal 5: 95% of entering kindergarten students are school-ready on a multi-dimensional assessment.
- Goal 6: All students will participate in at least one extracurricular or co-curricular activity each year.

**Goal 1**

**Ideal State: Implement campus and feeder pattern instructional priorities effectively and with fidelity. (Project Based Learning, Leadership Portfolio, STEAM, Authentic Literacy and Nehaus Reading Program-AASI.)**

**Objective(s):**

- 3<sup>rd</sup>-5<sup>th</sup> Grade Reading Level III advanced percentages (English and Spanish Combined) will increase from 11.2% to 15% on the STAAR test administration in spring of 2017.
- 3<sup>rd</sup>-5<sup>th</sup> Grade Math Level III advanced percentages will increase from 8.8% to 15% on the STAAR test administration in spring of 2017.
- 3<sup>rd</sup> Grade, 4<sup>th</sup> Grade, and 5<sup>th</sup> Grade Reading Level II passing percentages (English and Spanish Combined) will increase from 50% to 70%, 76% to 80%, and 76% to 80% respectively.
- 3<sup>rd</sup> Grade, 4<sup>th</sup> Grade, and 5<sup>th</sup> Grade Math Level II passing percentages (English and Spanish Combined) will increase from 50% to 70%, 62% to 70%, and 85% to 90% respectively.
- By June of 2017, the achievement gap between minority students in STAAR performance and state's white students, will reduce from -21.6 to -18 based on percentage of tests passing at Level 2.
- By June of 2017, more than 70% of our K-2 students will test at or above the 40<sup>th</sup> Percentile on the Trinova and Super Tests for both Math and Reading.
- Given the Pre-K Circle assessment in May of 2017, 95% of entering kindergarten students will qualify as school-ready.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
1.1-Use the 11 data meetings to create a next steps implementation plan (Presentation of	Principal, Assistant Principal,		Bi-Weekly	Climate Survey, Spot Observation Data, STAAR	STAAR, ACP, Tera Nova & Super Data	Test Monitoring to ensure fidelity, Oath	1,8

-Data, Analysis of Data and Next Steps)	Counselor, CICs, Teachers			Data, ACP Data, Parent Survey Data (Indicators are embedded for each component)		Signatures, ongoing training and feedback.	
1.2-Maintain a tutoring program (Saturday school, before & after school) to address students' academic needs.	Principal, Assistant Principal, Counselor, CICs, Teachers	Split funded from 199 \$6,000-211-\$5,000-199	Weekly	Climate Survey, Spot Observation Data, STAAR Data, ACP Data, Parent Survey Data (Indicators are embedded for each component)	STAAR, ACP, Terra Nova & Supera Data	Administrative monitoring, feedback, and student surveys.	1,2,9,10
1.3-Engage state certified teachers and staff in ongoing professional development that reinforces effective implementation of the following key concepts: Project Based Learning, Leadership Portfolio, STEAM, and Authentic Literacy.	Principal, Assistant Principal, Counselor, CICs, Teachers	199 funds. \$1,000=Title One \$50,000=199	Weekly	Climate Survey, Spot Observation Data, STAAR Data, ACP Data, Parent Survey Data (Indicators are embedded for each component)	STAAR, ACP, Terra Nova, Supera, and Spot observation Data	Administrative monitoring, feedback, and follow up training.	3,4
1.4-Create instructional and tutorial calendars/ schedules and design collaborative projects to address the academic, social and psychological needs of students.	Principal, Assistant Principal, Counselor, CICs, Teachers	"Provide instructional resources and materials to support differentiated instruction in all core content".	Each Six Weeks	Climate Survey, Spot Observation Data, STAAR Data, ACP Data, Parent Survey Data (Indicators are embedded for each component)	STAAR, ACP, Terra Nova & Supera Data	Administrative monitoring, feedback, and follow up training.	1,
1.5-Build PLC Calendar, Instructional Calendar, and Master Schedule	Principal, Assistant Principal,	"Provide instructional	Each semester	Calendar Artifact, Climate Survey, Spot Observation	Calendar Artifact, Agendas, Sign-In Sheets	Teacher Check Ins, Leader in Me Session Notes,	1,2,

that includes PBL Planning time and exhibition check-ins.	Counselor, CICs, Teachers	resources and materials to support differentiated instruction in all core content”.		Data, STAAR Data, ACP Data, Parent Survey Data (Indicators are embedded for each component)		Administrative Progress Monitoring	
1.6-Analyze and utilize assessment data (CFAs, benchmarks, etc.) to guide instruction in order to provide opportunities for Pre-K and Kindergarten teachers to work together in developing student assessments.	Principal, Assistant Principal, Counselor, CICs, Teachers	\$4,000=Title One	Weekly	Climate Survey, Spot Observation Data, STAAR Data, ACP Data, Parent Survey Data (Indicators are embedded for each component)	STAAR, ACP, Terra Nova & Supera Data	Administrative monitoring, data powerpoints, feedback, and anecdotal notes.	7,8
1.7-Identify 7 PBL Grade Level Leads: Teacher leaders who will dedicate additional time, training, and leadership talents to planning projects and exhibitions. The PBL Leads will assist the campus with creating a best-in-class PBL project bank that will be utilized as the campus project curriculum for future years.	Principal, Assistant Principal, Counselor, CICs, Teachers	“Provide instructional resources and materials to support differentiated instruction in all core content”.	Annually	Climate Survey, Spot Observation Data, STAAR Data, ACP Data, Parent Survey Data (Indicators are embedded for each component)	Upon the collection several forms of anecdotal data, (exit tickets, PD artifacts, verbal feedback sessions etc.) more than 60% of campus teachers will indicate that interactions with their PBL Lead had a positive impact	anecdotal data, (exit tickets, PD artifacts, verbal feedback sessions	2,4

					on their instruction.		
1.8-Create a project bank for Martin Weiss Elementary School.	<b>Principal, Assistant Principal, Counselor, CICs, Teachers</b>	<b>\$500.00- Title One \$20,000-General</b>	<b>7/20/2016-6/1/2017</b>	<b>Calendar Artifact, Agendas, Sign-In Sheets</b>	Given an in-house survey, more than 70% of teachers will indicate that the project bank created by PBL Leads assisted them in the effective implementation of project based learning.	<b>anecdotal data, (exit tickets, PD artifacts, verbal feedback sessions</b>	<b>1</b>
1.9- Maintain a New Teacher Academy that recruits, trains, mentors, and empowers new state certified teachers.	<b>Principal, Assistant Principal, CICs and Mentor Teachers</b>		<b>Weekly</b>	<b>Surveys, sign-in sheets</b>	Upon the collection several forms of anecdotal data, (exit tickets, PD artifacts, verbal feedback sessions etc.) more than 60% of campus teachers will indicate that the New Teacher Academy had a	<b>anecdotal data, (exit tickets, PD artifacts, verbal feedback sessions</b>	<b>3,5</b>

					positive impact on their instruction.		
<p><b>Dallas ISD Board Goal Alignment: (Select all goals that align to the objective)</b></p> <p><input type="checkbox"/> Goal 1: All students will exhibit Satisfactory or above on performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth.</p> <p><input checked="" type="checkbox"/> Goal 2: Dallas ISD schools will be the primary choice for families in the district.</p> <p><input type="checkbox"/> Goal 3: The achievement gap by race, ethnicity, and social economic status will be no greater than 10% on all academic measures.</p> <p><input checked="" type="checkbox"/> Goal 4: 95% of students will graduate. Of the graduates, 90% have the qualifying scores for community college, college, military, or industry certification.</p> <p><input type="checkbox"/> Goal 5: 95% of entering kindergarten students are school-ready on a multi-dimensional assessment.</p> <p><input checked="" type="checkbox"/> Goal 6: All students will participate in at least one extracurricular or co-curricular activity each year.</p>							
<p><b>Goal 2</b></p> <p><b>Ideal State: Implement research-based “Leader in Me Framework” to maintain a campus culture that promotes academic excellence, inspires leadership in all stakeholders, and creates college and career ready scholars.</b></p>							
<p><b>Objective(s):</b></p> <ul style="list-style-type: none"> <li>• Currently, 13% of our students have a Personal Leadership Portfolio as a result of the “Leader in Me” pilot program in 5th grade. By June of 2017, the percentage of Weiss scholars with a complete Personal Leadership Portfolio will increase from 13% to 100% as a result of campus wide expansion of Leader in Me.</li> <li>• By May of 2017, 100% of Martin Weiss Scholars in grades PK-5 will participate in the Leader in Me elective, have a leadership notebook, and hold a campus or classroom job as evidenced by artifacts, rubrics and observations.</li> <li>• By June of 2017, the number of 5th graders entering magnet and choice schools will increase from 65% to 70%.</li> <li>• By June of 2017, the percentage of students who have committed disciplinary infractions will reflect a decrease from 2.7% to 1%.</li> <li>• The climate survey indicator that reads "The PD sessions at my school helped me improve instruction will increase from 72.7% to 80% as evidenced by the spring climate survey.</li> <li>• The climate survey indicator that reads: “College posters, banners, and pennants are visible in hallways and other common areas.” Will increase from 75.9 % agreeing to a great extent to 80% agreeing to a great extent.</li> <li>• Given the district climate survey indicator that reads: "Unruly students are not permitted to interrupt the learning environment...", our campus will increase from 75% to 80%.</li> </ul>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>

2.1-Leadership team will engage the highly qualified staff in collaborative planning and use research based sense making protocols centered on the district's vision and core beliefs.	<b>Principal, Assistant Principal, Counselor, CICs, Teachers</b>		<b>7/20/2016-6/1/2 017</b>	<b>Agendas &amp; Meeting Artifacts</b>	<b>District and In House Climate Survey Data</b>	<b>Surveys, Anecdotal Notes, Ongoing Feedback, Committee Check Ins</b>	<b>2,4</b>
2.2-Principal will collaborate with a team of highly qualified faculty/ staff members that comprise the campus Culture Committee in order to monitor and improve campus culture.  -Leadership team will utilize the Driven by Data system of culture tracking to monitor morale boosting activities and ensure that all actions are in alignment with DISD's Core Beliefs. (Culture Committee)	<b>Principal, Assistant Principal, Counselor, CICs, Teachers</b>		<b>7/20/2016-6/1/2 017</b>	<b>Culture Tracker, Culture Binder</b>	<b>District and In House Climate Survey Data</b>	<b>Surveys, Anecdotal Notes, Ongoing Feedback, Committee Check Ins</b>	<b>2,4</b>
2.3-Leadership team will coordinate and conduct Feeder, Division and District level trainings to ensure teachers understand current initiatives and implement them with fidelity.	<b>Principal, Assistant Principal, Counselor, CICs, Teachers</b>		<b>7/20/2016-6/1/2 017</b>	<b>Agendas &amp; Meeting Artifacts</b>	<b>District and In House Climate Survey Data</b>	<b>Surveys, Anecdotal Notes, Ongoing Feedback, Committee Check Ins</b>	<b>2, 4,</b>
2.4-Leadership team will plan collaborative meetings with custodial management, district personnel, and community. stakeholders to improve the safety and cleanliness of the facility. Agendas will be maintained and archived.	<b>Principal, Assistant Principal, Counselor, CICs, Teachers</b>		<b>7/20/2016-6/1/2 017</b>	<b>Agendas &amp; Meeting Artifacts</b>	<b>District and In House Climate Survey Data</b>	<b>Surveys, Anecdotal Notes, Ongoing Feedback, Committee Check Ins</b>	<b>1</b>

**Dallas ISD Board Goal Alignment: (Select all goals that apply to the objective)**

- Goal 1: All students will exhibit Satisfactory or above on performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth.
- Goal 2: Dallas ISD schools will be the primary choice for families in the district.
- Goal 3: The achievement gap by race, ethnicity, and social economic status will be no greater than 10% on all academic measures.
- Goal 4: 95% of students will graduate. Of the graduates, 90% have the qualifying scores for community college, college, military, or industry certification.
- Goal 5: 95% of entering kindergarten students are school-ready on a multi-dimensional assessment.
- Goal 6: All students will participate in at least one extracurricular or co-curricular activity each year.

**Goal 3**

**Ideal State: Create positive parental partners by systematically engaging families, community members, and neighborhood organizations. (Feeder Action Plan Connection)**

**Objective(s):**

- Our goal is to resolve 100% of our parent concerns in house. (Feeder Pattern Goal Alignment.)
- When compared to 2015-2016 records, parents attendance at the monthly parent workshops will increase by 10% overall.
- Given the district parent survey indicator that reads: "This school promotes college...", our campus will increase from 78% to 90%.
- Given the district parent survey indicator that reads: "My child's school responds to my concerns in a timely manner." Our campus will increase from 89.8% to 93%.
- Given the parent survey indicator: "I am satisfied with the school's maintenance and cleanliness." Our campus will increase from 78% to 80%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
3.1-Develop a survey to measure if parents agree that academic excellence is the focus of Weiss	Principal, Assistant Principal, Counselor, CICs, Teachers, Parent Liaison	Provide paper, ink, toner, and other office supplies to ensure that written materials may be disseminated to parents. Title Fund=\$2,000	7/20/2016-6/1/2017	Survey Results	Parent Survey Results	Liaison Check Ins, Parent Surveys, Parent Concern Tracking	6

3.2-Maintain a Parent Newsletter that provides updates on parenting and Weiss campus updates and HIPPY Program meeting dates in English and Spanish.	Principal, Assistant Principal, Counselor, CICs, Teachers, Parent Liaison	Provide paper, ink, toner, and other office supplies to ensure that written materials may be disseminated to parents. Title Fund=\$2,000	7/20/2016-6/1/2 017	Newsletter Binder	Parent Portal Usage Data	Liaison Check Ins, Parent Surveys, Parent Concern Tracking	6
3.3-Create, publish, and distribute a Weiss Parent Handbook to inform parents of school/district policies and procedures and HIPPY program offerings.	Principal, Assistant Principal, Counselor, CICs, Teachers, Parent Liaison	Provide paper, ink, toner, and other office supplies to ensure that written materials may be disseminated to parents. Title Fund=\$2,000	7/20/2016-6/1/2 017	Handbook	Parent Survey Results	Liaison Check Ins, Parent Surveys, Parent Concern Tracking	6
3.4-Register parents for Parent Portal during the student enrollment process.	Principal, Assistant Principal, Counselor, CICs, Teachers, Parent Liaison	Provide paper, ink, toner, and other office supplies to ensure that written materials may be	7/20/2016-6/1/2 017	Parent Portal Applications	Parent Portal Usage Data	Liaison Check Ins, Parent Surveys, Parent Concern Tracking	1,6



		disseminated to parents. Title Fund=\$2,000					
3.5-Create a Parent Center for volunteers and HIPPPY to assist with make and take for classrooms; to have computer access, read to students and assist with copying instructional materials for teachers	Principal, Assistant Principal, Counselor, CICs, Teachers, Parent Liaison	Provide paper, ink, toner, and other office supplies to ensure that written materials may be disseminated to parents. Title Fund=\$2,000	7/20/2016-6/1/2017	Presence of Parent Center.	Parent Survey Results	Liaison Check Ins, Parent Surveys, Parent Concern Tracking	6
3.6-Conduct workshops, parent conferences, school activities and events, and SBDM/PTA.	Principal, Assistant Principal, Counselor, CICs, Teachers, Parent Liaison	Provide paper, ink, toner, and other office supplies to ensure that written materials may be disseminated to parents. Title Fund=\$2,000	7/20/2016-6/1/2017	Agendas, Sign In Sheets, and Artifacts	Parent Survey Data	Liaison Check Ins, Parent Surveys, Parent Concern Tracking	6