

Dallas Independent School District
005 Moises E. Molina High School
2023-2024 Campus Improvement Plan



Mission Statement

District Mission Statement

Educating all students for success!

Molina High School Mission Statement

As a campus community, Molina High School is committed to understanding and valuing cultural experiences through the use of intentional and equitable instruction in efforts to prepare all students to succeed.

Vision

District Vision Statement

To be a premier urban district.

Molina High School Vision Statement

Molina High School will graduate culturally competent students who are ready to take on real world challenges and impact society.

Motto

"The Premier School on the Hill"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Data:

Our current enrollment is 2026 (as of April 4th, 2023), grade span is 9th-12th grades. We are located in Southwest Oak Cliff and we are a neighborhood school. Our demographics for the 21-22 school year are 95.5% Hispanic, 3.5% African American, 0.6% White, 0.1% Asian, and 0.1% American Indian.

Our enrollment has decreased since last year, however, our percentage of African American students and White students has increased.

Gender Makeup:

- 9th Grade: Boys 55% vs. Girls 45%
- 10th Grade: Boys 51.6% vs. Girls 48.4%
- 11th Grade: Boys 50.3% vs. Girls 49.7%
- 12th Grade: Boys 49.2% vs. Girls 50.8%

The number of boys has been increasing every year.

Student ethnicity groups did not have a significant change. The population of LEP and At-Risk students increased.

Grade	Ethnicity (%)								
	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
9	541	3 (0.6)	29 (5.4)	506 (93.5)	1 (0.2)	1 (0.2)	0 (0.0)	1 (0.2)	0 (0.0)
10	560	5 (0.9)	22 (3.9)	530 (94.6)	2 (0.4)	0 (0.0)	0 (0.0)	1 (0.2)	0 (0.0)
11	425	4 (0.9)	16 (3.8)	403 (94.8)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.5)	0 (0.0)
12	500	4 (0.8)	19 (3.8)	476 (95.2)	0 (0.0)	1 (0.2)	0 (0.0)	0 (0.0)	0 (0.0)
All	2026	16 (0.8)	86 (4.2)	1915 (94.5)	3 (0.1)	2 (0.1)	0 (0.0)	4 (0.2)	0 (0.0)

OTHERS (%)					
Grade	BE not EB/EL	EB/EL Exit	Special Education	TAG	Economically Disadvantaged
9	0 (0.0)	12 (2.2)	56 (10.4)	76 (14.0)	491 (90.8)
10	0 (0.0)	31 (5.5)	64 (11.4)	71 (12.7)	503 (89.8)
11	0 (0.0)	53 (12.5)	36 (8.5)	57 (13.4)	378 (88.9)
12	0 (0.0)	59 (11.8)	56 (11.2)	57 (11.4)	438 (87.6)
All	0 (0.0)	155 (7.7)	212 (10.5)	261 (12.9)	1810 (89.3)

Teacher Data:

- 133 Teachers
- 75% have bachelor's degrees and 19% have master's degrees.
- 111 teachers have more than 3 years of experience.
- 63.8% Females
- 36.2% Males

This year we have 141 Teachers.

We retained 78.6% of the staff. Most of the staff is experienced. Two years ago the retention rate was 85.5%.

Community Data:

87.5% of parents surveyed indicated that Molina has a respectful learning environment. Over 93% of parents surveyed stated that Molina welcomes parent involvement and engagement. Over 85% of parents surveyed are satisfied with the direction and success of the campus.

Demographics Strengths

Molina has a diverse Latin-X student population with considerable parent involvement. Parent involvement has increased this school year as a result of the Principal's connections to the community and being from the community. A significant amount of our students are bilingual, speaking both Spanish and English which is an incredibly marketable skill in the 21st-century global economy. Our Molina B-TECH early college high school with pathways in business technology has a 90% retention rate with a demographic profile that mirrors the comprehensive side of the campus. All of these students pursue an associate's degree in tandem with their high school diploma with the majority of these students being college and career ready.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A higher percentage of African American students experience academic struggles and are overrepresented in campus discipline reports. **Root Cause:** Students lack consistent school and classroom systems for academic and behavioral expectations and support.

Problem Statement 2 (Prioritized): A high percentage of our students are emergent bilinguals and need additional support in mastering the academic content and acclimating to the school culture. **Root Cause:** Faculty and staff need more support in effective literacy and scaffolding strategies to help emergent bilingual students attain mastery and communication on the resources available to emergent bilingual and newcomer students.

Problem Statement 3 (Prioritized): The teacher retention rate has dropped from 85.5% to 78.6%. **Root Cause:** Stress from previous years has caused teachers to disengage from the school culture and seek other opportunities.

School Processes & Programs

School Processes & Programs Summary

Assessment for Learning:

Molina implements Assessment for Learning which focuses on ensuring high-quality teaching which will lead to greater levels of student mastery of the content and student agency.

Assessment for Learning Dimensions

Learning Goals	Success Criteria	Tasks and Activities that Elicit Evidence of Learning	Collaborative Culture of Learning	Questioning Strategies that Elicit Evidence of Learning
Descriptive Teacher Feedback	Peer Feedback	Use of Evidence to Inform Instruction	Student Self-Assessment	Extended Thinking During Discourse

This year Molina has focused on learning goals, success criteria, tasks and activities that elicit evidence of learning, questioning strategies that elicit evidence of learning, and descriptive teacher feedback. Assessment for Learning has been a focus during campus professional development days and Department PLC meetings.

Leadership:

Molina has a CILT team made up of representatives from each department who meet frequently to learn about instructional leadership and give input into campus decisions. Molina has a Faculty & Student Advisory Committee that meets frequently to discuss and brainstorm around campus concerns.

Communication:

Molina has many communication platforms as well as an active social media presence that highlights the great work being done on campus:

1. Faculty & Staff Groupme: Used to increase communication about emergency or discipline issues, custodial needs, and testing.
2. Smore Newsletter: Highlights the hard work of our faculty and staff every week.
3. Molina Hub Google Site: Houses campus resources such as the school calendar, schedules, past professional development sessions, and key documents.

Student Culture:

Input from the Campus Needs Assessment Committee meetings notes that "discipline systems are inconsistent."

Scheduling:

Molina has a 25-minute designated time for Advisory that is built into the 2nd and 6th periods. Daily lessons are created by the Campus Coordinator and sent out to the campus. The Campus Needs Assessment Committees noted that we should use Advisory for announcements to save instructional time. Additionally, committee members noted that not every teacher implements the Advisory curriculum which leads to it not being as beneficial for the students.

Technology:

Molina is a 1-1 campus and every student has been assigned a laptop or Chromebook. Due to issues with students not bringing their computers to class and the need for updated computers for testing the decision was made to bring the computers back on campus. The Campus Needs Assessment Committee agreed with this proposal.

Other technology needs include:

- Teachers need printers. (1 to 1)
- Testing Systems and Programs that mimic the redesigned STAAR, that don't crash, lockdown browsers.
- We need more effective maintenance of our technology (when we put in IT tickets-it is always low priority).
- Could each teacher get 5 chargers (2 of each type at least) to keep in the classroom.

Extracurricular/Cocurricular Organizations:

Molina has seen great success with some of its Extracurricular and Cocurricular organizations including its Pitch for Good team, Robotics Team, Culinary Program, Cheer Squad and Athletic Training Program.

The Campus Needs Assessment Committee noted the need to get Freshman students more involved in Extracurriculars.

School Processes & Programs Strengths

Instructional:

Access to instructional technologies such as the Promethean boards, Peardeck, and No Red Ink improve student instruction and engagement.

Assessment for Learning has increased student engagement by giving students an opportunity to demonstrate their learning and cooperate with their peers.

Assessment for Learning has improved teacher practice in the following areas: (learning goals, success criteria, tasks and activities that elicit evidence of learning, questioning strategies):

	Previous Year Averages	BOY Averages	MOY Averages	EOY Averages
Learning Objectives	1.38	1.67	2.36	
Success Criteria	1.29	1.33	2.13	
Questioning	1.56	1.58	2.05	
Tasks & Activities	2.31	1.93	3.00	
Descriptive Teacher Feedback	1.58	1.44	2.24	

Professional Development:

The % of teachers responding positively to the statement "The PD sessions at my school this year helped me improve my instruction." increased by 38%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all faculty and staff believe that discipline is enforced consistently and effectively. **Root Cause:** There was a lack of consistency in implementing key student culture routines (tardy sweeps, transitions, detention) and among teacher classroom management plans.

Perceptions

Perceptions Summary

During the 2022-2023 school year Molina has worked hard to engage with the community. We have formed stronger connections with LULAC's Upward Bound Program and the Young Life organization, both of which provide our students with volunteer and leadership opportunities. The Principal has planned community & school events such as the Girls Power Hour and a Teacher Appreciation Celebration which has integrated the school with the community and benefitted teachers and students.

The Principal has invested in cosmetic improvements to the campus including murals that highlight the surrounding community. Based on feedback from the Campus Needs Assessment meetings future cosmetic improvements might be focused on replacing our entry sign at the front of campus, fixing blinds, and sprucing up our courtyards.

Two of our lower areas on the Fall 2022 Climate Survey were "Teachers expect most students in this school to go to college." and "Teachers at this school accept nothing less from students than their full efforts."

The Campus Needs Assessment Committees noted a desire to continue to reach out to the community, broaden our students' cultural perspectives and encourage student leadership and involvement:

- Let's take advantage of the diversity that DFW metroplex has to offer by bringing in cultural events and activities that are not necessarily reflective of Oak Cliff. Encourage more students in team-building activities. Create student groups willing to volunteer around the community and post their services on social media platforms. Create events/workshops at least once a month involving the community with topics like health, higher education, taxes, celebrations, holidays etc... Molina should host carnivals or even a 5K to bring the community together.
- Molina Alumni Day

A Molina graduate also noted that their used to be buses to take students to athletic events to support the school. This could be an idea to strengthen student involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. **Root Cause:** There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.

Priority Problem Statements

Problem Statement 1: A higher percentage of African American students experience academic struggles and are overrepresented in campus discipline reports.

Root Cause 1: Students lack consistent school and classroom systems for academic and behavioral expectations and support.

Problem Statement 1 Areas: Demographics

Problem Statement 2: A high percentage of our students are emergent bilinguals and need additional support in mastering the academic content and acclimating to the school culture.

Root Cause 2: Faculty and staff need more support in effective literacy and scaffolding strategies to help emergent bilingual students attain mastery and communication on the resources available to emergent bilingual and newcomer students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The teacher retention rate has dropped from 85.5% to 78.6%.

Root Cause 3: Stress from previous years has caused teachers to disengage from the school culture and seek other opportunities.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Fall 2022 ACP scores for Biology (54.1% passing) and US History (42.4% passing) were below the District Average.

Root Cause 4: Students and teachers were unfamiliar with the new question types and could not translate their content knowledge to redesigned tests.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The percentage of students making a qualifying score on AP Exams is lower than the District Average for all subjects tested.

Root Cause 5: Students enrolled in Advanced Courses need support with study and learning strategies, additionally, Advanced Courses teachers need support with scaffolding and progress monitoring student learning.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Not all faculty and staff believe that discipline is enforced consistently and effectively.

Root Cause 6: There was a lack of consistency in implementing key student culture routines (tardy sweeps, transitions, detention) and among teacher classroom management plans.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating.

Root Cause 7: There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 1: GPM 1.1: Percentage of students who attain Meets and Masters on 2024 STAAR EOCs for ELA I and II, Biology, Algebra I and US History will be as follows:

- ELA I-Meets: 45%, Masters: 8%
- ELA II-Meets: 50%, Masters: 6%
- Biology-Meets: 50%, Masters: 18%
- Algebra I-Meets: 50%. Masters: 32%
- US History-Meets: 60%. Masters: 35%

High Priority

Evaluation Data Sources: Mid 9-Weeks Common Assessments, District Assessments, Mock STAAR results, STAAR EOC Meets and Masters scores for 2024 EOCs





Strategy 1 Details	Reviews			
<p>Strategy 1: All core content area teachers and AVID will support student literacy by teaching students to annotate and comprehend grade-level informational text, organize their thinking by using graphic organizers, and construct written arguments using evidence (APE/ACE format). Materials needed include Peardeck Premium, TeacherMade, No Red Ink, Newsela/Common Lit, computers on wheels and instructional supplies.</p> <p>Strategy's Expected Result/Impact: At least 1 year of SRI growth Increased lexiles Increased EB, AA and SPED Assessment Scores Increased scores on SCRs and ECRs Increased ACP and EOC Scores</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinators Demonstration Teacher CILT Members</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will engage in professional development focused on Assessment for Learning in order to ensure they are providing a high-quality education to all students by using research-backed practices. Topics for professional development will include Teacher Clarity (Learning Goals, Success Criteria, Aligned Tasks, and Activities), Questioning Strategies, Descriptive Teacher Feedback, and Scaffolding Student Mastery. Professional Development will be provided by campus and district staff and vendors such as Corwin, and Visible Learning +.</p> <p>Strategy's Expected Result/Impact: Increased interim and common assessment scores. Increased assessment scores for SPED, EB, 504, and AA students. Increased EOC scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Coordinators Demonstration Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All core content teachers will engage in weekly PLC meetings to plan aligned and rigorous lessons, analyze student work to identify misconceptions and plan feedback and next steps, and create and analyze assessments to develop and enact intervention plans. Teachers will engage in professional learning during PLCs focused on Assessment for Learning to strengthen their pedagogy so they can improve student learning.</p> <p>Strategy's Expected Result/Impact: Increased interim and common assessment results. Increased ACP and EOC scores. Increased DOL results. Increased class performance</p> <p>Staff Responsible for Monitoring: Assistant Principals CILT</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All core content teachers will incorporate lesson materials (tasks and activities, DOLs, Bellringers) that align with the new STAAR question types (multi-select, multi-part, drag-and-drop, hot spot, graphing, equation editor, hot text, inline choice, text entry, short constructed response, match table grid) at least once a week. Resources used will include TeacherMade, Sirius Education Solutions, Quizizz, Texas Formative Assessment Resource.</p> <p>Strategy's Expected Result/Impact: Increased interim and common assessment results. Increased ACP and EOC scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinators CILT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: To maximize learning time all faculty and staff will engage in professional development on campus systems and classroom and student culture (morning arrival & transition to class, lunch transitions, class-to-class transitions, dismissal, in-class routines (arrival, bellringers, sign-in, bathroom signals, ending of class and transition). These systems will be monitored throughout the year and resets and retrainings will be held during monthly faculty meetings.</p> <p>Strategy's Expected Result/Impact: Increased climate survey scores. Increased class performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: New and New to Molina teachers will be supported and trained on pedagogy (Assessment for Learning) and school processes and procedures through JEKS Academy and a mentoring program.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness. Increased class performance. Increased teacher retention.</p> <p>Staff Responsible for Monitoring: Campus Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: All core content teachers will hold tutoring (weekly) and Saturday School (frequently) to support all students in reaching mastery of the content. Materials needed include instructional supplies and snacks and food for tutoring.</p> <p>Strategy's Expected Result/Impact: Increased interim and common assessment scores. Increased ACPs and EOC scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinators CILT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: A 9th Grade On-Track Plan will be implemented with the purpose of monitoring 9th Grader's progress every 9 weeks with mid-9 week check-ups. 9th grade students families will be contacted and informed about their students progress.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and awareness of high school credit system. Increase students' awareness of high school credit system. Increased daily attendance. Decrease in need for credit restoration. Decrease in course failures. Greater number of students staying on track with credits.</p> <p>Staff Responsible for Monitoring: Assistant Principal over 9th Grade 9th Grade Counselor Campus Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Incentives, awards, and certificates will be offered to students for good attendance, good grades, extracurricular participation, and attendance at SAT, ACT and PSAT bootcamps.</p> <p>Strategy's Expected Result/Impact: Increased class performance. Increased student survey scores. Increased SEL survey scores.</p> <p>Staff Responsible for Monitoring: Campus Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: A higher percentage of African American students experience academic struggles and are overrepresented in campus discipline reports. Root Cause: Students lack consistent school and classroom systems for academic and behavioral expectations and support.</p>
<p>Problem Statement 2: A high percentage of our students are emergent bilinguals and need additional support in mastering the academic content and acclimating to the school culture. Root Cause: Faculty and staff need more support in effective literacy and scaffolding strategies to help emergent bilingual students attain mastery and communication on the resources available to emergent bilingual and newcomer students.</p>
<p>Problem Statement 3: The teacher retention rate has dropped from 85.5% to 78.6%. Root Cause: Stress from previous years has caused teachers to disengage from the school culture and seek other opportunities.</p>
Student Learning
<p>Problem Statement 1: Fall 2022 ACP scores for Biology (54.1% passing) and US History (42.4% passing) were below the District Average. Root Cause: Students and teachers were unfamiliar with the new question types and could not translate their content knowledge to redesigned tests.</p>
<p>Problem Statement 2: The percentage of students making a qualifying score on AP Exams is lower than the District Average for all subjects tested. Root Cause: Students enrolled in Advanced Courses need support with study and learning strategies, additionally, Advanced Courses teachers need support with scaffolding and progress monitoring student learning.</p>
School Processes & Programs
<p>Problem Statement 1: Not all faculty and staff believe that discipline is enforced consistently and effectively. Root Cause: There was a lack of consistency in implementing key student culture routines (tardy sweeps, transitions, detention) and among teacher classroom management plans.</p>

Perceptions

Problem Statement 1: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. **Root Cause:** There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 2: GPM 1.2: African American students achievement on TEKS-aligned District assessments in all state-assessed subjects using the Domain 1 calculation will increase students approaching standard:

English I and II: to 50%

Algebra I: to 85%

Biology: to 75%





US History: to 85%

High Priority

Evaluation Data Sources: District Assessments, STAAR End of Course Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will focus on establishing a collaborative culture of learning in their classrooms through Assessment for Learning practices which will ensure all students feel safe to take risks in their learning and can support each other's learning.</p> <p>Strategy's Expected Result/Impact: Increased class performance. Increased student survey results. Increased SEL survey results. Increased ACP and EOC scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinators CILT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: A recruitment plan will be developed and implemented for Advanced Courses (honors, AP, dual credit, OnRamps) to ensure their is equitable enrollment in Advanced Courses and that marginalized students are supported once they enroll in Advanced Courses.</p> <p>Strategy's Expected Result/Impact: Greater number of African American students enrolled in Advanced Courses. Increased performance on AP exams. Increased Masters scores on EOC exams. Increased numbers of OnRamps and Dual Credit students qualifying for College Credit.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Our AVID program will recruit African American students Emergent Bilingual students and support these students in developing study skills, organizational habits, and critical literacy habits and expose them to postsecondary options.</p> <p>Strategy's Expected Result/Impact: Increased numbers of African American students and Emergent Bilingual students enrolling in four-year colleges after graduation. Increased assessment scores.</p> <p>Staff Responsible for Monitoring: AVID Coordinator Counselors</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: A mentoring program will be established for our African American students and Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Increased student survey results. Decreased disciplinary referrals. Increased class performance. Increased ACP and EOC scores.</p> <p>Staff Responsible for Monitoring: Campus Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective/Campus Goal 2 Problem Statements:

Demographics
<p>Problem Statement 1: A higher percentage of African American students experience academic struggles and are overrepresented in campus discipline reports. Root Cause: Students lack consistent school and classroom systems for academic and behavioral expectations and support.</p>
<p>Problem Statement 2: A high percentage of our students are emergent bilinguals and need additional support in mastering the academic content and acclimating to the school culture. Root Cause: Faculty and staff need more support in effective literacy and scaffolding strategies to help emergent bilingual students attain mastery and communication on the resources available to emergent bilingual and newcomer students.</p>
Student Learning
<p>Problem Statement 2: The percentage of students making a qualifying score on AP Exams is lower than the District Average for all subjects tested. Root Cause: Students enrolled in Advanced Courses need support with study and learning strategies, additionally, Advanced Courses teachers need support with scaffolding and progress monitoring student learning.</p>
Perceptions
<p>Problem Statement 1: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. Root Cause: There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.</p>

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase to 46% by middle of the year 2023-2024.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will engage in professional development focused on implementing the Carnegie Math Curriculum and preparing students for TSIA2. Professional Development will include lesson rehearsal and feedback, peer observations, and content-specific training.</p> <p>Strategy's Expected Result/Impact: Increased interim and common assessment scores. Increased ACP scores. Increased class performance. Increased EOC and TSIA2 scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinator CILT</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: All students who did not meet on the English 1, Algebra 1, and Eighth Grade reading and math STAARs will be enrolled in a Math and/or English support class.</p> <p>Strategy's Expected Result/Impact: Increased class performance. Increased interim and common assessment scores. Increased ACP and EOC scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will implement Assessment for Learning focusing on ensuring aligned lessons through learning goals, success criteria and tasks and activities that elicit evidence of learning and use of questioning strategies and descriptive teacher feedback to move student learning forward.</p> <p>Strategy's Expected Result/Impact: Increased class performance. Increased interim and common assessment scores. Increased ACP, EOC and AP scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinators CILT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective/Campus Goal 3 Problem Statements:

Demographics

Problem Statement 1: A higher percentage of African American students experience academic struggles and are overrepresented in campus discipline reports. **Root Cause:** Students lack consistent school and classroom systems for academic and behavioral expectations and support.

Problem Statement 2: A high percentage of our students are emergent bilinguals and need additional support in mastering the academic content and acclimating to the school culture. **Root Cause:** Faculty and staff need more support in effective literacy and scaffolding strategies to help emergent bilingual students attain mastery and communication on the resources available to emergent bilingual and newcomer students.

Student Learning

Problem Statement 1: Fall 2022 ACP scores for Biology (54.1% passing) and US History (42.4% passing) were below the District Average. **Root Cause:** Students and teachers were unfamiliar with the new question types and could not translate their content knowledge to redesigned tests.

Problem Statement 2: The percentage of students making a qualifying score on AP Exams is lower than the District Average for all subjects tested. **Root Cause:** Students enrolled in Advanced Courses need support with study and learning strategies, additionally, Advanced Courses teachers need support with scaffolding and progress monitoring student learning.

Perceptions

Problem Statement 1: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. **Root Cause:** There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.





Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 1: GPM 5.1: The percent of Junior students meeting the Texas Success initiative requirements for college readiness will increase to 39.0% by August 2024.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: All students enrolled in English III and Algebra II will engage in TSI prep at least once a week.</p> <p>Strategy's Expected Result/Impact: Increased TSI scores. Increased ACP scores.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective/Campus Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 1: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. Root Cause: There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.</p>





Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 2: GPM 5.2: At least 85% of students will meet CCMR accountability by the end of their Senior year through CTE pathways, Advanced Courses success and/or TSI success.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: A Campus Coordinator will progress monitor students for CCMR and develop interventions for students who are not on-track to meet accountability.</p> <p>Strategy's Expected Result/Impact: Increased student success on certification exams, AP exams, OnRamps and Dual Credit classes and TSI.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A Pathway Fair will be held at the beginning of the year to expose students to CTE pathways and Advanced Courses (Honors, AP, OnRamps and Dual Credit).</p> <p>Strategy's Expected Result/Impact: Increased numbers of students meeting CCMR accountability. Increased enrollment in AP, Dual Credit and OnRamps courses. Increased AP exam scores. Increased numbers of students earning college credit through Dual Credit and OnRamps.</p> <p>Staff Responsible for Monitoring: Assistant Principals Campus Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: OnRamps teachers will engage in a weekly PLC during their planning period in order to progress monitor students and develop intervention plans.</p> <p>Strategy's Expected Result/Impact: Increased numbers of students qualifying for college credit in their OnRamps classes.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: A Bridge Camp will be held for students matriculating into Advanced Courses (Honors, Advanced Placement, OnRamps, Dual Credit) to teach students study skills, learning strategies and build support groups around the student.</p> <p>Strategy's Expected Result/Impact: Increased numbers of students enrolling in Advanced Courses. Increased numbers of students making a qualifying score on Advanced Placement exams. Increased numbers of students qualifying for college credit in OnRamps and Dual Credit.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselors Campus Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective/Campus Goal 2 Problem Statements:

Demographics

Problem Statement 2: A high percentage of our students are emergent bilinguals and need additional support in mastering the academic content and acclimating to the school culture. **Root Cause:** Faculty and staff need more support in effective literacy and scaffolding strategies to help emergent bilingual students attain mastery and communication on the resources available to emergent bilingual and newcomer students.

Student Learning

Problem Statement 2: The percentage of students making a qualifying score on AP Exams is lower than the District Average for all subjects tested. **Root Cause:** Students enrolled in Advanced Courses need support with study and learning strategies, additionally, Advanced Courses teachers need support with scaffolding and progress monitoring student learning.

Perceptions

Problem Statement 1: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. **Root Cause:** There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.





Performance Objective/Campus Goal 3: GPM 5.5: At least 90% of Molina's senior class will complete and submit FAFSA/TAFSA by May 2023 with the assistance of our Academic Success Program Advisors and the Senior Counselor.

High Priority

HB3 Goal

Evaluation Data Sources: District reported FAFSA/TAFSA percentages.
Dallas County Path FAFSA/TAFSA data.

Strategy 1 Details	Reviews			
<p>Strategy 1: ASP Ambassadors (Junior Students) will present to Junior classes and hold events educating, encouraging, and supporting students in completing their Path application and submitting the FAFSA/TAFSA.</p> <p>Strategy's Expected Result/Impact: Increased numbers of students submitting FAFSA/TAFSA.</p> <p>Staff Responsible for Monitoring: Counselors Campus Coordinators Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be given the opportunity to take field trips to colleges and universities.</p> <p>Strategy's Expected Result/Impact: Increase in students applying for post-secondary education.</p> <p>Staff Responsible for Monitoring: Campus Coordinators Assistant Principals</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective/Campus Goal 3 Problem Statements:

Perceptions
<p>Problem Statement 1: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. Root Cause: There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.</p>

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)

*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)





*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 1: At least 78% of Molina students will be involved in extra-curricular and co-curricular activities during the 2023-2024 school year.

Evaluation Data Sources: Co and Extracurricular Participation Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade-Level Camps (FISH Camp, Sophomore Camp, Junior Camp, and Senior Camp) will be held prior to the beginning of the school year to expose students to the extracurricular opportunities Molina provides.</p> <p>Strategy's Expected Result/Impact: Increased numbers of students involved in extracurricular and co-curricular organizations. Increased student survey scores. Increased SEL survey scores.</p> <p>Staff Responsible for Monitoring: Campus Coordinators</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers who sponsor an extracurricular organization without a stipend will be provided with supplemental pay.</p> <p>Strategy's Expected Result/Impact: Increased number of extracurricular organizations.</p> <p>Staff Responsible for Monitoring: Campus Coordinators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Advisory will take place daily for academic counseling, SEL Explicit Skills Lessons and Student progress monitoring. Teacher will utilize resources provided by the campus and the District.</p> <p>Strategy's Expected Result/Impact: Increased SEL student survey scores. Increased student survey scores. Increased co-curricular participation.</p> <p>Staff Responsible for Monitoring: Counselors Campus Coordinators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Incentives, Awards and Recognition will be offered to faculty and staff who go above and beyond in supporting Molina students and the school community.</p> <p>Strategy's Expected Result/Impact: Increased climate survey scores.</p> <p>Staff Responsible for Monitoring: Campus Coordinators Assistant Principals Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective/Campus Goal 1 Problem Statements:





Demographics
<p>Problem Statement 1: A higher percentage of African American students experience academic struggles and are overrepresented in campus discipline reports. Root Cause: Students lack consistent school and classroom systems for academic and behavioral expectations and support.</p> <p>Problem Statement 2: A high percentage of our students are emergent bilinguals and need additional support in mastering the academic content and acclimating to the school culture. Root Cause: Faculty and staff need more support in effective literacy and scaffolding strategies to help emergent bilingual students attain mastery and communication on the resources available to emergent bilingual and newcomer students.</p> <p>Problem Statement 3: The teacher retention rate has dropped from 85.5% to 78.6%. Root Cause: Stress from previous years has caused teachers to disengage from the school culture and seek other opportunities.</p>
Perceptions
<p>Problem Statement 1: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. Root Cause: There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.</p>

Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 1: Feedback from parents on the Spring 2024 Parent Survey will have at least 95% positive responses and at least a 60% response rate.

Evaluation Data Sources: 2024 Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: The Principal will host monthly Coffee with the Principal sessions where parents and community members will be welcomed to Molina, given "The State of Molina" update, provided workshops and will have the opportunity to ask the Principal and Counselors questions. An evening meeting will be held every semester. PTA meetings will be held prior to Coffee with the Principal.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in their child's education and the campus. Increase in parent/community volunteers. Increased community partnerships. Increased PTA membership. Increased knowledge around the community of the opportunities Molina High School offers.</p> <p>Staff Responsible for Monitoring: Principal Parent Instructor Community Liason Student Prevention Facilitator</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: SBDM meetings will be held quarterly to discuss and seek guidance on the direction of the school. If additional meetings are needed, members will be given notice.</p> <p>Strategy's Expected Result/Impact: Greater parent/community stakeholder involvement. Greater support of administration felt by teachers/staff. Increased teacher to admin trust</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Community and Cultural Events will be held such as the Girls Power Hour, Boys Power Hour, Fall Carnival, 5Ks and others in order to engage our students with the community and other cultures.</p> <p>Strategy's Expected Result/Impact: Increased student survey scores. Increased SEL student survey scores. Increased Parent survey scores.</p> <p>Staff Responsible for Monitoring: Principal Campus Coordinators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective/Campus Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 1: A lower percentage of faculty and staff believe that we accept nothing less from students than their full effort and that all students will go on to college once graduating. Root Cause: There is a lack of awareness among teachers and students of all the secondary and post-secondary opportunities that Molina and DISD provide students with and an inconsistent understanding of how to support students to reach high academic expectations.</p>

State Compensatory

Budget for 005 Moises E. Molina High School

Total SCE Funds:

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

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Personnel for 005 Moises E. Molina High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Asigbee, Priscilla	6150-Teacher Title 1	1
Barrera, Brenda	5983-Parent Instructor	1
Carrasco, Esteban	6150-Teacher Title 1	1
Henderson, Ania	6150-Teacher Title 1	1
Hernandez, Julio	6150-Teacher Title 1	1
Moss, Kyle Preston	6150-Teacher Title 1	1
Salazar, Anna Karen	6150-Teacher Title I	1
Vacant	2720-Coordinator II-Campus	1
Vacant	2720-Coordinator II-Campus	1
Vacant	2720-Coordinator II-Campus	1
Vacant	5715-Teacher Assistant-Title I	1





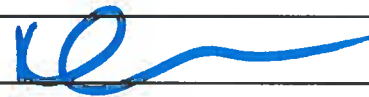

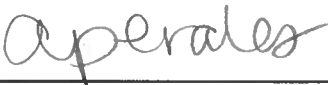
Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Asigbee, Priscilla	6150-Teacher Title I		1
Barrera, Brenda	5983-Parent Instructor		1
Carrasco, Esteban	6150-Teacher Title 1		1
Gamez, Julissa	6150-Teacher Title 1		1
Henderson, Ania	6150-Teacher Title I		1
Hernandez, Julio	6150-Teacher Title I		1
Moss, Kyle Preston	6150-Teacher Title I		1
Salazar, Anna Karen	6150-Teacher Title 1		1
Vacant	2720-Coordinator iI		1
Vacant	2720-Coordinator II		1
Vacant	2720-Coordinator II		1
Vacant	5715-Teacher Assistant		1

Addendums

**Campus Needs Assessment for the 2023-2024 School Year
Campus Instructional Leadership Meeting in-Person**

Sign-In Sheet
Friday March 10th
11:00am-12:00pm

Name	Position	Signature	Date
Jacob Nunez	Principal		-
Emily Brokaw	Campus Coordinator		3/10/23
Laura Alcorta	Teacher		
Heather Pettis	Teacher		3/10/23
Maritza Abonza	Teacher		
Roseanne Burzynski	Teacher		3-10-23
Rosilind Coleman	Teacher		
Chenerial Jones	Teacher		3/10/2023
Miriam Montano Perez	Teacher		
Kelsie Moody	Teacher		3.10.23
Darvin Peterson	Teacher		
Henry Smith	Teacher		
Christy Squires	Teacher		3-10-23
Amanda Longoria-Perales	Teacher		3.10.23

**Campus Needs Assessment for the 2023-2024 School Year
Campus Instructional Leadership Meeting in-Person**

Agenda

Friday March 10th

11:00am-12:00pm

Topic	Questions	Time	Priority Problem Statements
Campus Demographics	<ul style="list-style-type: none"> ● Changes? ● Are their student populations that need more support? 	11:00am-11:02am	
Student Learning	<ul style="list-style-type: none"> ● What is impacting student learning both positive and negative? 	11:02-11:12 am	
School Processes & Programs	<ul style="list-style-type: none"> ● What is the current status of school systems? ● What are improvements to be made? 	11:12 am-11:22 am	
Student Technology	<ul style="list-style-type: none"> ● Are students equipped with everything they need to learn? ● Are teachers equipped with everything they need to teach? 	11:22-11:32 am	
Community Involvement	<ul style="list-style-type: none"> ● What are areas for growth in terms of community involvement? 	11:32 am-11:42 am	
Perceptions of Molina High School	<ul style="list-style-type: none"> ● What is the current perception of Molina High School, both inside the building and in the greater Oak Cliff community? 	11:42 am-11:52 am	

**Campus Needs Assessment for the 2023-2024 School Year
Campus Instructional Leadership Meeting in-Person**

Minutes

Friday March 10, 2023

11:00am-12:00pm

Topic	Questions & Notes	Time	Priority Problem Statements
Campus Demographics	<ul style="list-style-type: none"> ● Changes? <ul style="list-style-type: none"> ○ Jones: Has seen a lot of SPED students come from Northern Districts. ● Are there student populations that need more support? <ul style="list-style-type: none"> ○ SPED: More people to support our SPED population so that our caseloads are not so big. ○ Perales: Somebody to check-in with emergent bilinguals. The support they get isn't translation it's just copying the work which doesn't help them learn the language or the content. ● Math Department Input: <ul style="list-style-type: none"> ○ We do not have enough freshmen involved in extracurricular activities. ● More resources to help our homeless students, a way to let teachers know about resources for our homeless students. Communication with staff about students who suffer from food and housing insecurity. ● Science Department Input: <ul style="list-style-type: none"> ○ Resources for special demographics, such as emergent bilingual students. Mr. Guzman has been very helpful with that population, but we would not have known of him if he didnt reach out to the teachers. Is there a cheat sheet or list of DISD personnel that we would reach out to if we needed specific help with other students. 	11:00am-11:02am	
Student Learning	<ul style="list-style-type: none"> ● What is impacting student learning both positive and negative? <ul style="list-style-type: none"> ○ Negative: Drug Usage, Cutting Class, Vacancies 	11:02-11:12 am	

	<ul style="list-style-type: none"> ○ Positive: Students are being more comfortable being on campus (vs. the first year back from the pandemic). ● Math Department Input: <ul style="list-style-type: none"> ○ Can we move morning announcements to Advisory and move afternoon announcements to the last 5 minutes of the day to maximize instructional time? Can teachers be notified of drills to plan accordingly? Schoolwide homework every day. All parents must have PowerSchool accounts. Set up parent meetings. Limit cell phone usage. ● Squires: STAAR resources (Sirius workbooks etc) to help with tutoring and re-testers. ● Science Department Input: <ul style="list-style-type: none"> ● Move announcements to advisory 		
School Processes & Programs	<ul style="list-style-type: none"> ● What is the current status of school systems? <ul style="list-style-type: none"> ○ Discipline systems are inconsistent. <ul style="list-style-type: none"> ■ Students know where they can hide (1st floor), students will pass by 147 and nothing will be said to the students. We can't ask teachers to enforce discipline if Admin/Monitors aren't enforcing it. ■ Not going to chase kids, but teachers try to communicate when and where students are skipping. ■ The consequences need to be there. Adults need to be on the same page. ■ Need training on classroom management. Demonstrate it don't talk about it. ■ Issues with keeping consistent monitors. (More training for monitors). One reason for high turnover of monitors might be that they aren't being backed up. ○ We have a great opportunity with the groupme to where we can alert people of issues, but sometimes the messages get ignored. Messages need to be monitored and responded to. Groupme needs to remain a professional place. ○ Teachers need to be aware of the processes for students who are high. ● What are improvements to be made? <ul style="list-style-type: none"> ○ Students are being released before the bell during all periods and especially end of days. ○ Lunch schedule creates issues with enforcing tardies returning from lunch. The idea of releasing students from lunch 5 minutes early cuts teacher and student lunches. ● More training is needed coupled with accountability from Administrators. <ul style="list-style-type: none"> ○ Teachers who are not participating in Advisory need consequences in order for students to take Advisory seriously. 	11:12 am-11:22 am	

	<ul style="list-style-type: none"> ● Math Department Input: <ul style="list-style-type: none"> ○ Don't create schoolwide rules/policies if they're not going to be enforced like uniforms, tardy policy, credit recovery. Offer programs like kinesthetic classes such as wood shop, auto shop, and metal art shop. Create computer programming classes that emphasize computer languages and data base management to expose students to skillsets that address the modern and future needs of the economy. Can Molina consider joining Dallas ISD Dual Language program? Only high schools offering the opportunity are North Dallas HS, Samuel HS, Sunset HS, W.T. White HS, and Woodrow Wilson HS. Molina should only allow one class to be make up in Reconnect (one per Semester). Also, we need more Tardy Sweeps unannounced with meaningful consequences. 		
Student Technology	<ul style="list-style-type: none"> ● Are students equipped with everything they need to learn? <ul style="list-style-type: none"> ○ Proposal: Bring the laptops back to the classrooms. Each classroom gets 30 laptops to use. If students need to use a computer afterschool they can check one out in the library. ○ If students don't bring a laptop-call the parent, referral. ● Are teachers equipped with everything they need to teach? <ul style="list-style-type: none"> ○ Teachers need printers. (1 to 1) ○ Testing Systems and Programs that mimic the redesigned STAAR, that don't crash, lockdown browsers. ○ We need more effective maintenance of our technology (when we put in IT tickets-it is always low priority). ○ Could each teacher get 5 chargers (2 of each type at least) to keep in the classroom. ● Squires: English would like to keep Premium NoRedInk. ● Math Department Input: <ul style="list-style-type: none"> ○ Too many students do NOT bring their laptops missing opportunities with classes/teachers that incorporate technology in daily lessons. Students are not able to practice and get prepared for testing as all District and State tests are completed with technology. Provide more computer carts available for those students who forget device to check out in each hallway or a specific room in each area of Molina (first floor, second floor, third floor, freshmen building). I am not sending a student from the Freshmen building all the way to the 3rd floor to check out a computer with Ms. Vick because it is too far and they lose too much instructional time going that distance to pick up a computer and return. Alternatively, issue 5 computers to teachers who request extra computers in the classroom for students who do not bring their computer to 	11:22-11:32 am	

	<p>school. Also, many math teachers no longer have a complete set of graphing calculators due to some breaking or lost. We were not allowed to order any additional calculators this school year for the Math Department. Math teachers do not want to check out calculators from Ms. Vick as suggested. They just want a complete set in classroom.</p> <ul style="list-style-type: none"> • Having COWs in each classroom would benefit teachers and students. (Students miss out on instructional time due to going to look for a computer.) 		
Community Involvement	<ul style="list-style-type: none"> • What are areas for growth in terms of community involvement? • Math Department Input: <ul style="list-style-type: none"> ○ Let's take advantage of the diversity that DFW metroplex has to offer by bringing in cultural events and activities that are not necessarily reflective of Oak Cliff. Encourage more students in team building activities. Create student groups willing to volunteer around the community and post their services on social media platforms. Create events/workshops at least once a month involving the community with topics like health, higher education, taxes, celebrations, holidays etc... Molina should host carnivals or even a 5K to bring the community together. ○ More family shadows consequence for discipline. • Science Department Input <ul style="list-style-type: none"> ○ Can we have a Molina Alumni day, ○ Ms. Campos mentioned that there used to be buses to take students to athletic games to support. 	11:32 am-11:42 am	
Perceptions of Molina High School	<ul style="list-style-type: none"> • What is the current perception of Molina High School, both inside the building and in the greater Oak Cliff community? <ul style="list-style-type: none"> ○ Well-known that it isn't hard to bring drugs into school. How can we have drug dogs more often? ○ Replace letters on sign. Fix our blinds ○ Students can park wherever they want (shouldn't be this way) ○ So much trash in the courtyard by the freshman building (could we assign student trash duty). ○ Bathrooms are not consistently stocked with toilet paper and soap. • Math Department Input: <ul style="list-style-type: none"> ○ Molina is an open campus and permits students to sneak out roaming outside, buying snacks, or leaving early. Changing Molina to a CLOSED campus would increase the perception of a safer site, and increase the attendance of 	11:42 am-11:52 am	

	<p>students to classes, and increase sales in the school store and vending machines. This can be done by constructing two gates and having officers guarding the gates. Administration is not very visible in the halls. Many students feel that they can do anything, wear anything because there are no consequences. Discipline enforcement was late to get started school-wide and is still inconsistent. Administrators need to lead by example each day. Dress code needs to be enforced with meaningful consequences. People who visit our campus and see all the girls showing their bellies with tight tops and holes all the way up their jeans and students wearing PAJAMAS to school gives a bad impression of appropriate attire for a school striving to be the premier school in DISD.</p>		
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**Campus Needs Assessment for the 2023-2024 School Year
Campus Instructional Leadership Meeting in-Person**

Agenda

Thursday March 23rd

4:35 pm-5:35 pm

Topic	Questions	Time	Priority Problem Statements
Campus Demographics	<ul style="list-style-type: none"> ● Changes? ● Are their student populations that need more support? 	4:35 pm-4:40 pm	
Student Learning	<ul style="list-style-type: none"> ● What is impacting student learning both positive and negative? 	4:40 pm-4:50 pm	
School Processes & Programs	<ul style="list-style-type: none"> ● What is the current status of school systems? ● What are improvements to be made? 	4:50 pm-5:00 pm	
Student Technology	<ul style="list-style-type: none"> ● Are students equipped with everything they need to learn? ● Are teachers equipped with everything they need to teach? 	5:00 pm-5:10 pm	
Community Involvement	<ul style="list-style-type: none"> ● What are areas for growth in terms of community involvement? 	5:10 pm-5:20 pm	
Perceptions of Molina High School	<ul style="list-style-type: none"> ● What is the current perception of Molina High School, both inside the building and in the greater Oak Cliff community? 	5:20 pm-5:30 pm	

Campus Needs Assessment for the 2023-2024 School Year Campus Instructional Leadership Meeting in-Person

Agenda

Thursday March 23rd

4:35 pm-5:35 pm

Topic	Questions	Time
Campus Demographics	<ul style="list-style-type: none"> ● Changes? <ul style="list-style-type: none"> ○ African American population has increased drastically and some students and parents feel like they are not being supported. ● Are there student populations that need more support? <ul style="list-style-type: none"> ○ We used to have a GSA and this year we don't have one (no one volunteered to sponsor). <ul style="list-style-type: none"> ■ Even when we had one it was hard to get students to attend. ○ Hard for students to buy-in to programs. ○ A lot of the girls don't feel supported, they feel pressured by the out of class activity. Feel pressured by the misogynistic behavior that boys exhibit to other students. ○ Guys make fun of girls for trying to do something very simple. 	4:35 pm-4:40 pm
Student Learning	<ul style="list-style-type: none"> ● What is impacting student learning both positive and negative? <ul style="list-style-type: none"> ○ Negative <ul style="list-style-type: none"> ■ Too many students in the halls, even 20/20. ■ Students congregate by the vending machine. ■ We don't have enough hall monitors to keep the hallways clear. ■ 15-20 minutes after the bell the halls are still packed. ■ Who is addressing the hallway? ■ Same kids in the hallways. ■ Why don't we have people there to monitor the high traffic areas? ■ Kids are in classes who are not supposed to be in this class. Teachers are allowing students in classes even though they are not enrolled. ■ E-Hall Pass 	4:40 pm-4:50 pm

	<ul style="list-style-type: none"> ■ Attendance ■ Phone use ■ Lack of consistency with SEL ■ Lack of consistency with students' schedules ■ Need more parent involvement! <ul style="list-style-type: none"> ○ Positive <ul style="list-style-type: none"> ■ Promethean Boards ■ AfL gives opportunity to students to demonstrate learning and cooperate. ■ JEKS support ■ Need for protocol to reintegrate students who have been chronically absent ■ Technology availability 	
School Processes & Programs	<ul style="list-style-type: none"> ● What is the current status of school systems? <ul style="list-style-type: none"> ○ Staggered final release? ○ We started a step team based on student demand ● What are improvements to be made? <ul style="list-style-type: none"> ○ It is illegal to give participation grades. ○ Hard to get students to buy-in to extracurriculars. <ul style="list-style-type: none"> ■ Students don't want to sign up for clubs. 	4:50 pm-5:00 pm
Student Technology	<ul style="list-style-type: none"> ● Are students equipped with everything they need to learn? <ul style="list-style-type: none"> ○ Yes , but the students do not bring their equipment, or it is not charged ● Are teachers equipped with everything they need to teach? <ul style="list-style-type: none"> ○ Teachers request extra laptops and chargers ○ EdPuzzle premium ○ Counselors need new desktop computers! ○ Implementation of tech has been great! 	5:00 pm-5:10 pm
Community Involvement	<ul style="list-style-type: none"> ● What are areas for growth in terms of community involvement? <ul style="list-style-type: none"> ○ PTSA - bring in more families, not just the same faithful few ○ The lack of buy-in from the community is detrimental ○ We must find a way to bridge the divide between school and community ○ The parents are working, sometimes more than one job ○ Students are our best recruiters! ○ Teachers must lead by example! 	5:10 pm-5:20 pm
Perceptions of Molina High	<ul style="list-style-type: none"> ● What is the current perception of Molina High 	5:20 pm-5:30 pm

School	School, both inside the building and in the greater Oak Cliff community? <ul data-bbox="617 262 1144 357" style="list-style-type: none"><li data-bbox="617 262 1144 325">○ Sunset kids are jealous of Molina Senior activities.<li data-bbox="617 325 1144 357">○ Molina is a breath of fresh air.	
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Moises E. Molina School

Comprehensive Needs Assessment

Demographics

DATE: March 6, 2023

TIME: 3:00 - 4:00 PM




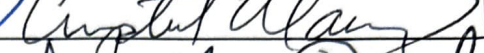


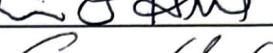





LOCATION: 243

<p>Vision To be the premiere high school in Dallas ISD!</p>	<p>Mission To create access and opportunity to ensure that all students are career and college strong!</p>
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<p>Norms:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hold self and others accountable <input type="checkbox"/> Encourage and support others 	<ul style="list-style-type: none"> <input type="checkbox"/> Exercise a growth mindset <input type="checkbox"/> Actively work to make solutions student-centered. <input type="checkbox"/> Seek to understand and assume positive intent
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Time	Topic	Notes
5 min	Welcome <ul style="list-style-type: none"> • Sign-In • Mission & Vision • Norms 	
35 min	Comprehensive Needs Assessment Guiding Questions - To be discussed & filled out <ul style="list-style-type: none"> • Group 1: Description of School • Group 2: School Environment Data • Group 3: Students Race/Ethnicity (7 groups) • Group 4: Student Groups, Staff Data, Parents/Guardians/Community 	Resources <ul style="list-style-type: none"> • 22-23 Data Packet <ul style="list-style-type: none"> ◦ Current Enrollment • 21-22 Data Packet • 22-23 CNA-Demographics • 21-22 CIP • TAPR Report
20 min	Rotate Questions <ul style="list-style-type: none"> • 5 minutes per group • Add noticings as necessary 	
10 min	Notice & Wondering <ul style="list-style-type: none"> • In Groups 	

Date	Name & Role	Signature

Date	Name & Role	Signature
03/06/23	Kelsie Moody, Teacher	
3/6/23	Emma Davis, Teacher	
3/6/23	Jenni Davis, Teacher	
3/6/23	Crystal Alanis, TA	
3/6/23	Anne Russell Counselor	
3/6/23	Ana Belen, WPL coord	
3/6/23	Erin Hart, Teacher	
3/6/23	Cory Kosci, Teacher	
3/6/23	Allison Cato	
3/6/23	Hayde Reyes	
3/6/23	Jacqueline Jones	
3/6/23	Yenny Ibarra, Admin	
3/6/23	Paula Cortes, Counselor	