

Campus Needs Assessment

Campus Mission

To inspire boys to live and lead with passion and purpose.

Campus Vision

To prepare boys for success in a challenging, inspiring, and inclusive performance-based learning environment.

Core Values

Curiosity: I ask questions and have a strong desire to learn and discover new things.

Self-Awareness: I reflect on my strengths and limitations and possess a sense of confidence and optimism.

Empathy: I listen and seek to understand the feelings of another.

Humility: I act in a way that reflects a spirit of inclusion and respect for others.

Leadership: I nurture abilities in myself and in others in order to have a positive impact on my school and community.

Grit: I bounce back after failure and persist in the face of obstacles.

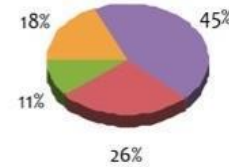
CAMPUS NEEDS ASSESSMENT

Student/Teacher Demographic Summary

Who are we and with whom are we engaged?

2018-19

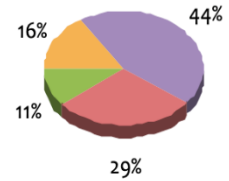
Grd	Attendance		Enrollment		% of Grade Level			
	Target: 97%		N	% Sch	Afr. Am.	Hispanic	White	Other
PK	95.0%	✗	31	14%	13%	39%	42%	6%
KN	96.1%	✗	68	32%	19%	41%	24%	16%
1	96.4%	✗	56	26%	20%	45%	27%	9%
2	96.8%	✓	59	28%	19%	51%	20%	10%
ALL	96.4%	✗	214	-	18%	44%	26%	11%



Student Group Enrollment		
		% of School
At Risk	33	15.6%
EL	53	25.0%
Low SES	104	49.1%
SPED	18	8.5%
TAG	44	20.8%

2019-20

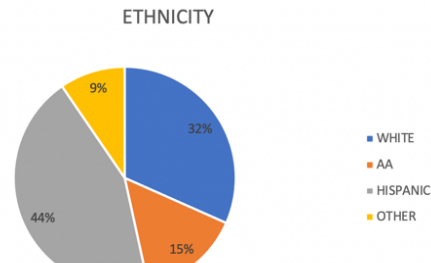
Grd	Attendance		Enrollment		% of Grade Level			
	Target: 97%		N	% Sch	Afr. Am.	Hispanic	White	Other
PK	94.8%	✗	40	13%	8%	55%	38%	0%
KN	95.0%	✗	66	22%	18%	32%	39%	11%
1	95.9%	✗	67	22%	13%	46%	22%	18%
2	96.1%	✗	70	23%	20%	44%	26%	10%
3	96.4%	✗	60	20%	15%	50%	23%	12%
ALL	95.8%	✗	303	-	16%	45%	29%	11%



Student Group Enrollment		
		% of School
At Risk	76	25.5%
EL	72	24.2%
Low SES	159	53.4%
SPED	29	9.7%
TAG	84	28.2%

2020-21

Grade	Attendance		Enrollment		% of Grade Level			
	Target 97%		N	%	AA	Hispanic	White	Other
PK	98.7	✓	38	11%	6	13	15	4
K	98.7	✓	62	19%	10	26	25	1
1	99.2	✓	63	19%	11	20	24	8
2	98.4	✓	61	18%	4	35	14	8
3	96.8	✗	60	18%	11	28	15	6
4	98.4	✓	51	15%	8	25	13	5
ALL	98.4	✓	325	100%	8	25	13	5



Student Group Enrollment		
		% of school
At Risk		
ELL	61/74	18%/22%
Low SES	144	43%
SPED	27	8%
TAG	125	37%

Attendance & Retention		18-19	19-20	20-21
Students	Average attendance rate	96.4%	95.8%	98.4%
	% absent fewer than 10% of days enrolled	92.8%	91.4%	-
Teachers	Average number of absences	4.3	5.7	-
	Percent returning to campus from prior year	-	66.7%	90%

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus?
<p>Attendance at or above 98% in all grade levels except for 3rd Grade.</p> <p>Diverse student population by race/ ethnicity.</p> <p>An increase from 28.2% to 37% of students identifying as gifted and talented.</p> <p>Student application for non-economically disadvantaged families.</p> <p>Low teacher absence rate (5.7 absences / year)</p>	<p>English Language Learner ELL enrollment continues to be low, dropping from 25% to 22%.</p> <p>Retention of students from area magnet and private schools.</p> <p>The application rate for economically disadvantaged families is low.</p> <p>The number of low-income students enrolled declined from 50% to 43%.</p>	<p>Develop a recruitment strategy to maintain SES diversity at 50/50.</p> <p>Increase enrollment of native Spanish speakers to support the two-way dual language program.</p> <p>Create a strategic plan to promote student retention.</p> <p>Expand the pipeline and pool of teachers to hire from to ensure the retention of high performing teachers.</p> <p>Take into consideration the strengths of the current team when recruiting new staff.</p>
<p>Problem Statement: We are facing a declining enrollment and number of applications from low SES families, which poses a threat to our 50/50 socioeconomic model.</p> <p>Root cause: We are located in a gentrified neighborhood and the pandemic created additional challenges for our low-income families.</p> <p>Problem Statement: A comparison of demographics and Dallas ISD data indicates that English Learners are underrepresented, which makes implementing a two-way dual language program challenging.</p> <p>Root cause: We are located in a gentrified neighborhood and EL families are not applying to our school.</p> <p>Problem Statement: There is a need to develop a strategic plan to promote retention of all students.</p> <p>Root cause: Low enrollment across the district and all schools intensify recruitment efforts.</p>		

Formative, Summative, and Diagnostic

How are our students doing?

MAP READING – WINTER 2020-2021

KINDER

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	7	11%	9	15%	5	8%	8	13%	32	52%	153-155-157	16.1

1st

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	10	16%	6	10%	7	11%	8	13%	32	51%	169-171-173	16.2

2nd

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	14	23%	11	18%	8	13%	8	13%	21	34%	181-183-186	20.3

3rd

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	11	18%	6	10%	7	12%	17	28%	19	32%	195-198-200	21.1

4th

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	8	16%	8	16%	10	20%	13	25%	12	24%	202-205-207	15.9

MAP READING SPANISH – WINTER 2020-2021

KINDER

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading (Spanish)	5	25%	5	25%	4	20%	1	5%	5	25%	139-142-144	11.2

1st

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading (Spanish)	7	39%	6	33%	2	11%	3	17%	0	0%	149-151-153	8.6

2nd

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading (Spanish)	6	22%	13	48%	4	15%	2	7%	2	7%	169-171-173	9.8

3rd

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading (Spanish)	11	61%	3	17%	1	6%	1	6%	2	11%	173-177-180	14.9

4th

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading (Spanish)	3	20%	2	13%	5	33%	3	20%	2	13%	191-195-198	12.8

MAP MATHEMATICS – WINTER 2020-2021

KINDER

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	4	6%	6	10%	10	16%	11	18%	31	50%	158-160-162	14.2

1st

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	9	14%	6	10%	5	8%	12	19%	31	49%	174-176-178	15.3

2nd

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	9	15%	7	11%	17	27%	11	18%	18	29%	187-189-191	16.8

3rd

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	8	13%	13	22%	6	10%	14	23%	19	32%	198-199-201	13.1

4th

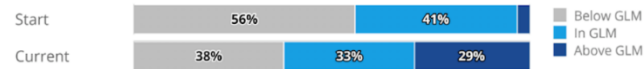
	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	8	16%	9	18%	20	39%	4	8%	10	20%	203-205-207	12.9

MAP Action Plan: (teacher name & section)

Reading: Below Norm, Not on Track		
List of Students		
Skill 1	Skill 2	Skill 3
How will you teach it?	How will you teach it?	How will you teach it?

LEXIA

Students by Grade Level of Material (GLM) from Sep 1, 2020–May 4, 2021



211 Students | 18% moved into In or Above GLM

Grade Progress Data

Grade	Students	Start Below %	Start In %	Start Above %	Current Below %	Current In %	Current Above %	Movement into In/Above %	Met Usage %
PreK	1			100			100		0
Kindergarten	8	38	63		25	75		12	25
1st Grade	43	17	40	25	16	40	19	44	81
2nd Grade	55	26	47	12	16	35	20	36	96
3rd Grade	57	47	82	4	36	25	7	12	56
4th Grade	47	25	53	47	19	30	14	30	72
5th Grade									0

Fountas & Pinnell Benchmark Assessment System (BAS)

	BOY	MOY	EOY
Kinder	-	48%	
1st Grade	64%	74%	
2nd Grade	67%	81%	

Teacher	MAP RDG			MAP MATH			Fountas and Pinnell			Performance Task		
Name	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	1st 9 WKS	2nd 9 WKS	3rd 9 WKS
Student Name	169	178		188	198		J	L		100%	100%	
Student Name	148	152		141	148		A	B		81%	45%	
Student Name	148	147		147	170		F	14		80%	80%	

Summary of Strengths

What were the identified strengths?

MATH

MAP indicates that 71% of our K-1 grade students are above national average in math.

READING

F&P indicates that 68% of our K-2 students read on or above grade level based on the middle of the year benchmark.

Summary of Needs

What were the identified needs?

MATH

MAP indicates that 43% of our 2-4th grade students are above national average in math.

READING

32% of our students are reading one to two grade levels below.

Approximately 65% of Kinder & 1st graders can read above grade level, whereas only 51% of 2nd – 4th graders can read above grade level.

Priorities

What are the priorities for the campus?

Improve blended learning model to effectively differentiate instruction based on student strengths and needs.

Improve school-wide strategic plan targeting literacy skills gaps for 2-5 grade students.

Provide teachers with strategies, professional development and planning time to design end-of-unit performance tasks that emphasize real-world experiences, leading to deeper learning and building curiosity.

ELABORATE BASED ON EOY DATA (SEE Plan for Learning)

In K-4 Spanish, 62% of students performed below average in reading.

School-wide tracking system for analyzing, implementing and celebrating performance-based assessments to ensure that all boys continue to grow and meet yearly goals.

Create and implement additional professional development for each teacher based on student achievement data and performance data.

Continue to improve Dual Language Program by increasing teacher and parent training to close the gap between Spanish and English scores.

Problem Statement: Math performance decreased for 2-4th grade and specific student populations so it is necessary to close the performance gap between different student groups and in 2-4 grade.

Root cause: A decline in math performance was attributed to virtual learning, which makes learning from concrete to abstract more challenging. Further, blended learning model implementation needs to improve and be implemented with fidelity to differentiate the learning according to the strengths and needs of each student.

Problem Statement: Performance in reading for 2-4 grade and specific student populations indicates a need for specialized training for intense targeted instruction to close reading performance gaps in our upper grades.

Root cause: Teachers need training on intensive targeted instruction to close the achievement gap in reading.

Problem Statement: **Problem Statement:** MAP data is not consistently used to create customized small group instruction allowing students to be appropriately challenged. There is a need for more reading and writing direct and explicit instruction

Root cause: Use of MAP data to differentiate instructions is not consistent.

Summary of School Processes and Programs

What are our programs and processes?

Technology, Instructional, Curricular, Personnel, Organizational, and Administrative

School model

- **Blended Learning** – Differentiation through station/playlist and use of online curriculum
- **Social Emotional Learning** – Brotherhood Circle, Solar Six House System, Thrive Time & Responsive Classroom
- **STEAM**
 - STEAM Days
 - Maker Education
 - Coding & Robotics
 - Clubs
 - Garden

Performance-Based

- **Performance tasks at the end of each unit**
- **Garden Lessons**
 - Real-world experiences
 - Hands-on Learning
 - Project-based learning
- **Two-Way Dual Language**
- **Diversity by Design**
 - 50/50 Socio-economic Diversity Model
 - Diversity, Equity & Inclusion
- **Single-gender education**
 - All-boy environment – focus on their specific needs
 - Focus on research-based teaching strategies optimal for boys

Training & Support

- Intense District Training on Virtual Instruction & Tools
- TLAC: Best Practices for Virtual Instruction
- Time Management: Creating a Schedule
- **Reading Academies**
- Wilson Training – Foundations Reading Skills
- Vida Training – Dual Language Program
- PBL Training
- Dual Language Conference
- Responsive Classrooms
- NewSchools Summit
- Solar Boys Summer Professional Development
- Ron Clark Academy

Teacher Experience 2019-20

Years	Number	Percentage
Beginning	3	13%
1-2	5	22%
3-4	4	17%
5-10	7	31%
11-20	4	17%

Teacher Experience 2020-21

Years	Number	Percentage
Beginning	2	7%
1-2	6	23%
3-4	3	12%
5-10	12	46%
11-20	3	12%

Attendance & Retention	18-19	19-20	20-21
Average number of absences	4.3	5.7	-
Percent returning to campus from prior year	-	66.7%	90%

National-wide Recruitment Efforts using a rigorous screening process.

Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus?
<p>STEAM Days provides exposure to coding robotics, project-based learning, hands-on garden lessons</p> <p>Makespace instruction was added to the rotation of specials - more rigorous projects.</p> <p>Thrive time lessons developed based on the needs of our boys (in-person.)</p> <p>Instruction is differentiated through a personalized learning model – improved guided reading.</p> <p>Online curriculum to support blended learning (Lexia/I-station, Dreambox and ST Math)</p> <p>Technology is 1:1 ratio</p> <p>Nation-wide search for teachers to recruit best-fit teachers for an all-boy school – TalentEd Recruitment.</p> <p>Increase in experienced teacher =5 years 58% and decreased in novice teacher 7%</p> <p>90% teacher retention for next year. 2 leaving (one moving closer to home, one promoted to leadership role in the district).</p>	<p>Wide ranges of student instructional levels, (from 2-3 grade levels in each grade)</p> <p>Limited use of robotics equipment due to COVID safety guidelines</p> <p>Limited pool for experience two-way dual language teachers even at the national level.</p> <p>Strategies to establish a stronger hybrid model including STEAM, dual language and Thrive time.</p> <p>Training for staff and parents on the use of at-home Apps.</p> <p>Increase leadership opportunities for teachers and staff.</p> <p>Clear communication between school and home about student learning processes and individualized instruction each child receives.</p> <p>This year due to COVID, clubs held monthly and not in depth enough for students to learn/master skill.</p>	<p>Focus on the Raising Blended Learners pilots to improve the personalized learning model, including rigorous station rotations and goal setting.</p> <p>Train teachers to tailor learning for each student's strengths and needs using a blended learning approach.</p> <p>Provide additional training for core teachers in project-based learning to integrate STEAM strategies in core content.</p> <p>Recruit and retain high performing teachers.</p> <p>Create a comprehensive onboarding program for teachers, and a buddy system for new students to ensure they are knowledgeable about all programs, systems and processes.</p> <p>Differentiated professional development to support the needs of our teachers including novice teachers, blended learning, and content training.</p> <p>Provide additional training in SEL including our core beliefs self-awareness, curiosity, empathy, humility, leadership, and grit for parents, scholars and staff</p> <p>Create fun and engaging experiences to increase motivation for learning.</p>
Problem Statement: Effective implementation of the blended learning model was difficult due to safety guidelines and the need for more intensive training for our new teachers.		

Root cause: Focus on virtual instruction and challenges implementing station rotation following COVID safety protocols.

Problem Statement: Teachers must be able to use data effectively to differentiate lessons based on students' strengths and needs, [and time must be allocated to develop resources for each student/group based on these goals with clear follow up.](#)

Root cause: Additional training on the use of MAP data and goal setting is needed.

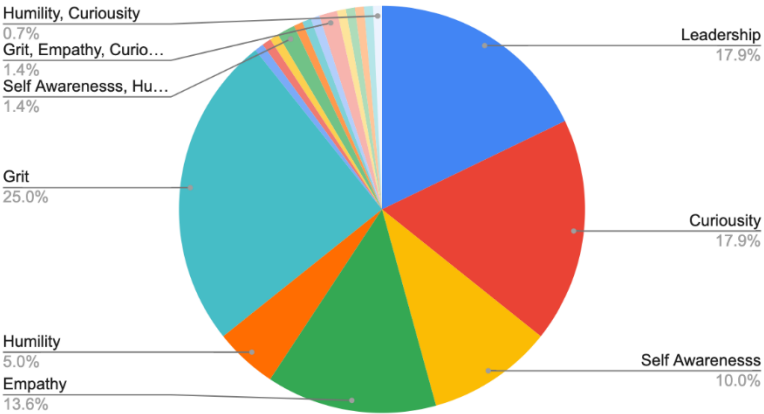
Problem Statement: STEAM Day allowed us to continue building on coding and STEAM challenges, however additional training is needed to integrate STEAM strategies into core content.

Root cause: Limited specialized training and focus on STEAM Friday's lesson planning. Main focus was placed on reading and SEL instruction.

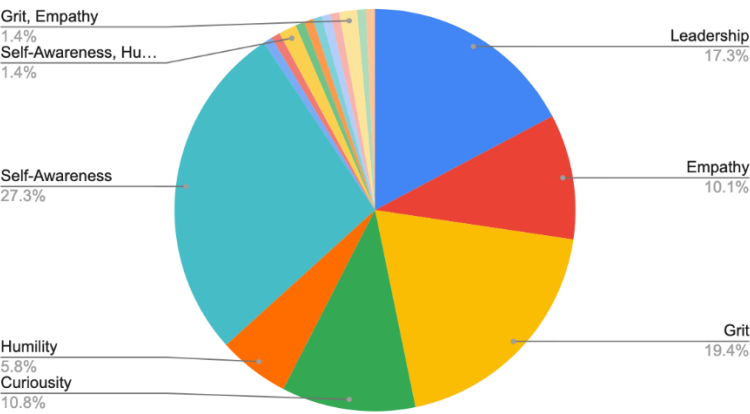
Summary of Perceptions

School Culture & Climate, Family & Community Engagement
How do we do business?

Which Solar 6 are you good at?



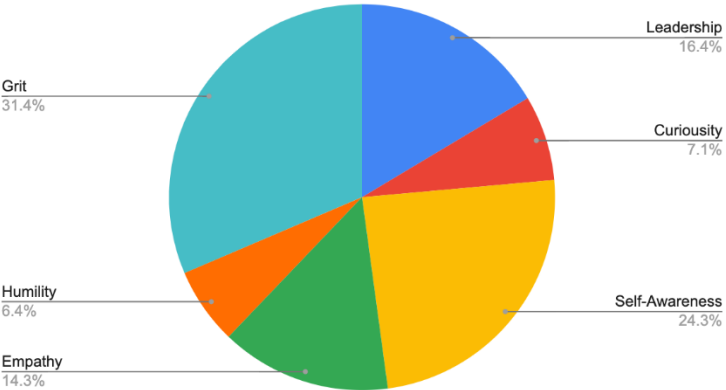
Scholar Area of Growth



Discipline

	Number	Level I	Level II	Level III
November	5	1	4	-
December	1	-	1	-
January	2	-	2	-
February	2	-	2	-
March	6	-	2	-
April	7	4	3	-

Parent-Area of Growth for Your Scholar



Parent Survey

First Semester

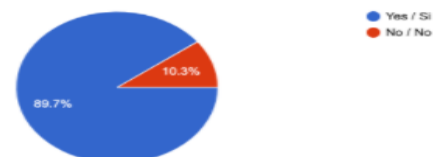
1. How would you describe the environment at this time? / ¿Cómo describiría el entorno en este momento?

97 responses



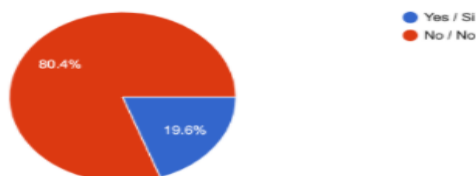
2. I would support an initiative at my school that would provide guidance, tools, training, and other resources to better engage families for the academic progress of children. / Apoyaría una iniciativa en la escuela que proporcionaría orientación, herramientas, capacitación y otros recursos para involucrar mejor a las familias en el progreso académico de los niños.

97 responses



3. Do you know the Family Engagement contact at your campus? / ¿Conoce al contacto de Relaciones Comunitarias y Familiares en su escuela?

97 responses



4. If you checked yes on question 3, what topics would you be interested in learning more about? / Si marcó sí en la pregunta 3, ¿qué tipo de temas le interesaría conocer más?

87 responses



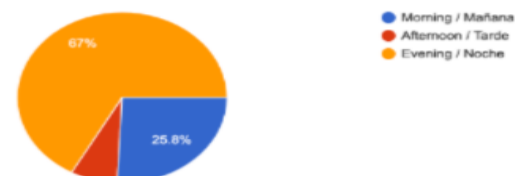
5. How confident are you in your ability to connect with other parents? / ¿Cuánta confianza tiene en su capacidad de interactuar con otros padres?

97 responses



6. What would be the best time to meet for a virtual event? / ¿Cuál sería el mejor momento para reunirse para un evento virtual?

97 responses



7. What is the best way to communicate important information to you? / ¿Cómo se le puede comunicar mejor la información importante?

97 responses



- 8.

Do you have any other suggestions to better serve your needs? / Tiene algún comentario o sugerencia que nos ayude a servirle mejor?

36 responses

No

No sugerencias. Solo tiene un súper equipo al cual hace un excelente trabajo. Gracias por tanto!

It would be helpful to have more consistent and centralized communications. I currently feel like I have to check a lot of places and get overlapping and redundant information but may miss some important thing if I don't check them all. Perhaps have a single website or document that all the other forms of communication link to?

N/A

No sin comentarios

[Click here to view response.](#)

School offers parents and the community the opportunity to get involved in the following ways:

- Parent Teacher Association
- Dad's Club
- Site Based Decision Making Committee
- Room Parents
- Sports Coaching
- Cub Scouts
- Volunteers


Partners

- Solar Prep for Girls
- Out Teach Garden
- Barack Obama Leadership Academy
- Boys Scouts
- Friends of Solar Prep
- NewSchools Venture Fund


PARENT ENGAGEMENT @ SOLAR

At Solar, we know that active, engaged parents translate to active, engaged scholars who complete their schoolwork, go to class, and gain a better education. We are grateful to have four organizations that invite parents to be engaged with the school community. We invite you to join or support the group(s) of your choice. Each one of these organizations makes great contributions to our school and we truly value their support!

SITE BASED DECISION MAKING COMMITTEE (SBDM)	PARENT TEACHER ASSOCIATION (PTA)	DAD'S CLUB	FRIENDS OF SOLAR PREP FOUNDATION
ADVISORY BOARD	PROGRAMMING FOR PARENTS	PROGRAMMING FOR PARENTS	FUNDRAISING
<p>Purpose: Serves as an advisory board to the principal.</p> <p>Members: 50% school professional and support staff and 50% parents, community, and business members.</p> <p>Meetings: Meetings are open to all parents. Meetings are held on the 1st Thursday of the month.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Campus Goal Setting • Curriculum, Instruction and Assessment • Campus Budget • Staffing Patterns • School Organization 	<p>Purpose: Builds community between parents and staff through programming and volunteer opportunities.</p> <p>Members: Open to students, teachers, staff or community members.</p> <p>Meetings: Meetings are open to all parents. Meetings are held on the last Thursday of the month.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Hosts fun, educational programs and events for all Solar families. • Links families to school and community information. • Raises money for programs offered to all families & to support principal with building staff morale. • Fundraising efforts target PTA - specific grants, Solar swag sales, as well as donations from local businesses. 	<p>Purpose: Engages fathers and male role models of Solar Boys through programming and volunteer opportunities.</p> <p>Members: Any male in the life of a Solar Boy can attend meetings & events.</p> <p>Meetings: Meetings are open to all Solar males. Meetings are held on the 2nd Monday of the month.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Hosts social activities for all Solar adult males. • Supports staff and student activities as requested by administration • Provides volunteers for projects associated with Solar Prep. 	<p>Purpose: Fills funding gaps for scholars' education, teacher professional development and supplies, and overall needs to fulfill school model of STEAM & SEL.</p> <p>Members: By application (Boys School parents needed)</p> <p>Meetings: Meetings are held on the 4th Thursday of the month.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Hosts and participates in large-scale fundraising, such as Sponsor-a-Scholar Program & North Texas Giving Day. • Raises money to support requests made by school administration. • Fundraising efforts target grants, corporate donations, and individuals.



DALLASISD.ORG/SOLARPREPBOYS | SOLARBOYS@DALLASISD.ORG | (972) 794-7100



Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus?
<p>High parent involvement.</p> <p>Volunteer opportunities available.</p> <p>Communication with staff and families is high – Solar Blast, Remind, Solar Times</p> <p>School communication in both English and Spanish.</p> <p>New partnerships including Out Teach, Barack Obama Leadership Academy. and Grow Boxes.</p> <p>Based on the fall parent survey, 97.9% of parents feel welcomed or somewhat welcome</p> <p>Weekly guidance lessons have improved our school-wide discipline.</p> <p>Scholars ability to identify their individual Solar 6 strengths and needs.</p> <p>Mentoring program established in partnership with BOLA.</p>	<p>Opportunities to develop trust and discuss feelings amongst teachers and staff.</p> <p>Need to continue to expand the mentorship program.</p> <p>Based on the fall parent survey, 16% feel somewhat welcomed and 2.1% do not feel welcomed.</p> <p>Consistent system for teacher/parent communication.</p> <p>Clear communication on parent involvement opportunities.</p> <p>Create a system for parents to provide feedback.</p> <p>Lack of participation of Spanish-speaking parents.</p> <p>Connecting/bringing our diverse community together.</p>	<p>Create a space for teachers to express feelings with each other.</p> <p>Focus on distributed leadership to empower more teacher leaders on campus.</p> <p>Develop a peer feedback program amongst teachers.</p> <p>Improve communication with staff and parents.</p> <p>Provide teachers support based on their individual needs using differentiated professional development.</p> <p>Continue to improve a playbook that establishes clear guidelines around the discipline system.</p> <p>Increase diversity in parent organization leadership.</p> <p>Develop a track system for parent participation and involvement.</p>
<p>Problem Statement: As indicated by discipline referrals and staff climate survey, there is a need to continue to improve on discipline playbook.</p> <p>Root Cause: Teachers need strategies and training to address the needs of an all-boy school using a responsive and restorative approach. Clear and consistent communication between administration and teachers must be improved.</p> <p>Problem Statement: There is a need to improve communication with staff and parents.</p> <p>Root cause: Pandemic creating challenges to create a calendar for the whole year and no volunteers were allowed on campus due to safety guidelines.</p>		

Problem Statement: There is a need to increase opportunities for trust building with administration, increase opportunities for leadership opportunities, mentorship for teachers, as well as peer feedback and support.

Root cause: A large number of teachers and staff joined the team this year.

Problem Statement: While the campus provides opportunities for parent engagement, there is not a diverse pool of parents who participate in the parent organizations, indicating a need for a parent recruitment marketing plan.

Root cause: Need to engage parents in workshops regarding the school model, vision, mission, and core values.

CAMPUS IMPROVEMENT PLAN

CAMPUS PRIORITY #1 - BLENDED LEARNING Increase student academic performance by tailoring learning for each student's strengths and needs using a blended learning approach as measured by Measures of Academic Progress (MAP) & Fountas & Pinnell Benchmark Assessment System (BAS)		DISTRICT ALIGNED GOALS
Performance Objectives: <ul style="list-style-type: none"> 100% of students will grow 1 year in reading and mathematics as measured by Measures of Academic Progress (MAP) from the beginning to the end of the year. 90% of 1st grade students are reading on grade level - Level J 95% of 3rd grade students are reading on grade level - Level P at 90 WPM by the end of 3rd Grade (May F&P Benchmark) At least 30% of students will reach MASTERS level on STAAR in all subjects and grade levels. At least 70% of students will reach MEETS level on STAAR in all subjects and grade levels. 100% of students will meet their academic goals by the end of the year based on the Measures of Academic Progress (MAP). 		Student Outcome Goal 2 Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 40.0% to 56.0% by June 2024. Student Outcome Goal 4 The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2024.
#	Strategies and Action Steps	FEEDBACK
1	Raising Blended Learners <ul style="list-style-type: none"> Having been selected to participate in the first Raising Blended Learners cohort for the district, 5 teachers and 2 teacher leaders will receive intensive training and support throughout the year to implement best practices for blended learning and serve in the Blended Learning Committee as experts on campus. Teachers will launch each component based on training provided by RBL Observations and feedback will be provided by campus experts to ensure successful implementation 	
2	Strategic Phonics Implementation <ul style="list-style-type: none"> All K-3 grade reading teachers provide daily whole group phonics instruction using Wilson Foundations based on multi-sensory strategies. Guided reading groups will be planned for K-5 based on MAP, Fountas and Pinnel, and benchmark assessments. 	

3	Comprehensive Data Driven Instruction <ul style="list-style-type: none"> Teachers will create IPL based on data to include a combination of whole group and small group instruction Teachers will provide immediate students feedback for learning during whole group and small group instruction to ensure mastery of concepts Teachers will create high quality DOLs and blended learning playlist guided by instructional coach. Instructional coach will ensure consistent student data tracking, goal setting and consistent progress monitoring using All in Learning and individual student profiles. Time will be provided to create differentiated and rigorous playlist tasks based on students strengths and needs. Data will be disaggregated by sub-groups to identify underperforming students (focusing on low SES, and ELLs, and AA) and to determine program's effectiveness in meeting the needs of historically underserved student populations 	
4	Computer-based Mathematics/Reading Program Focused Implementation and Monitoring <ul style="list-style-type: none"> ST Math and Dreambox to align with specific MAP skills needed by students. I-station for dual language students and Lexia for general education students. Besides using these programs at school, parents will be trained on how to support their sons at home. Students and parents will be trained on how to utilize library services to gain access to a variety of books. 	
6	Leadership team will purchase supplemental resources and materials to provide individualized/small group learning interventions to our targeted students, including but not limited to Service Center, Every Season Supply, Hewlett-Packard, Lakeshore, Benchmark Ed, Triumph Learning, Scholastic, Houghton-Mifflin, and Wilson Foundations & Just Words.	
7	The leadership team and state certified teachers will attend conferences to improve the quality of instruction and to incorporate 21 st century skills such as Great Habits-Great Readers, Uncommon Schools, Empowering Writers, Boys Brain & Engagement, IBSC, Responsive Classrooms, Momentous Institute, Eric Jensen, SNT Consulting Group, Buck Institute, Trauma-Informed Schools, Teaching Trust Trainings, and Ron Clark Academy.	

CAMPUS PRIORITY #2 - STEAM/PROJECT-BASED LEARNING AND CROSS-CURRICULAR INTEGRATION Improve cross-curricular integration and STEAM/Project Based Learning as measured by state assessment at MASTERS level at all grade levels.		DISTRICT ALIGNED GOALS
Performance Objectives: 1. 100 % of teachers use Out Teach lessons to integrate various subjects using the school garden. 2. 100% of teachers create aligned performance tasks and rubrics at the end of each unit to ensure all students participate in meaningful and relevant learning experiences. 3. 100% of students will participate in meaningful and relevant learning experiences through the implementation of high quality project based learning during Makerspace and STEAM Days.		Student Outcome Goal 1 Student achievement on state assessments in all subjects in Domain 1 at the MEETS standard will increase from 46 to 58 by June 2024.
4. At least 30% of students will reach MASTERS level on STAAR in Reading & Mathematics at all grade levels.		Student Outcome Goal 4 The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2024.
#	Strategies and Action Steps	FEEDBACK
1	Garden - OUT TEACH <ul style="list-style-type: none"> Six teachers will be trained by Out Teach and serve as campus experts leading our cross-curricular integration initiative using the school garden. The school garden will be used to connect various subjects using Out Teach lessons and resources. 	
2	Cross-curricular <ul style="list-style-type: none"> Core content and specials teachers will collaborate to create performance tasks that integrate all subjects including art and music. Teachers will incorporate science and social studies into reading, writing, and math. Teachers will incorporate a STEAM Activity within the Math Playlist that integrates various subjects. All new teachers will be trained on UBD and performance tasks. 	
3	Makerspace/Robotics/STEAM	Idea: Nintendo LABO - DIY kits, Nintendo SWITCH

	<ul style="list-style-type: none"> • Makerspace and TAG teachers will develop 6 projects a year for students to complete in the Makerspace classroom and during STEAM Day. • K-5 grade students will participate in an end of year exhibition of one of their projects. • Both TAG teachers and the Makerspace teacher will participate in intensive Robotics and Coding training to become the campus experts • All teachers and TA will be trained on Coding and Robotics • Robotics specials rotation will be added for 4th and 5th graders • Makerspace and TAG teachers will integrate robotics within Makerspace and STEAM Time. • Fund Makerspace teacher to deliver job-embedded professional development to core teachers and to offer MakerEd and Design Thinking instruction to students - Davis • Continue to establish a Makerspace and digital lab for students to engage in hands-on design, art, and robotics-related activities and challenges. Provide materials and supplies from Little Bits, Birdbrain Industries, BeeBots, Minecraft Ed, Lego Education. Provide poster maker, green room video equipment, laminator, 3D printer, iPads, computers, and Chromebooks - Funded in part by FOSP 	Participation on Destination Imagination STEM EXPO
4	Maintain partnerships with community organizations to provide curricular and instructional support in the areas of science, technology, engineering, art, and mathematics. Partnerships include Boy Scouts, Dallas Arboretum and Botanical Gardens, and other STEM-related organizations.	
5	Provide time for professional development to state certified teachers to support the implementation of STEAM programming, including but not limited to Code.org, music and arts integration, Project Based Learning (Buck Institute), and Understanding by Design, and Learn Thru Movement, Inc. PD Plan – Focus on STEAM, Reading, RCA/Virtual Instruction	

CAMPUS PRIORITY #3: MATHEMATICS PERFORMANCE Improved mathematics performance in all grade levels		DISTRICT ALIGNED GOALS
Performance Objectives: <ol style="list-style-type: none"> 1. Student STAAR scores will increase for math in each category by at least 7% from May of 2021-May of 2022. 2. 100% of students will track their math fluency growth throughout the year and grow at least 20% by the end of the school year. 3. 80% of students score Meets Level or above on STAAR in Mathematics 4. 90% of students score 80% or higher on all district ACP exams. 5. 100% of teachers will use rubrics for each performance task at the end of each unit to ensure mastery of concepts. 		Student Outcome Goal 3 Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2024.
#	Strategies and Action Steps	FEEDBACK
1	Purposeful Training <ul style="list-style-type: none"> New and returning teachers will be effectively trained on best practices to ensure math instruction in the classrooms allows for effective modeling, guided practice, and independent practice and use of multi-sensory teaching practices. 	-Heavy focus throughout all of math action steps to incorporate hands on, multi-sensory math
2	Differentiated instruction and Progress Monitoring <ul style="list-style-type: none"> Blended learning will ensure students receive differentiated instruction based on their needs and level of performance for specific content as indicated by DOLs. Tiered small group math lessons will be planned for K-5 based on students' needs using MAP, DOLs, and common assessments data. Teachers and Administration will utilize student data trackers to monitor TEKS mastery and design intervention around areas of growth. 	-Clarity over frequency of small groups based on tier and most recent data. Fluid grouping based on concept/need -Blending Learning Station: include hands on math
3	Computer-Based & Mathematics Program Monitoring <ul style="list-style-type: none"> ST Math and Dreambox will be used to monitor student progress through concepts. 	

	<ul style="list-style-type: none"> Fluency programs will be used to monitor student progress with math fluency and increase in number sense. 	
4	Four additional teacher assistants will be funded to support math instruction for struggling learners.	-Ensure these teacher assistant are trained on math best practices -Tier 3 students are working with master teacher, while TA is supporting independent students

CAMPUS PRIORITY #4:: SCHOOL CULTURE		DISTRICT ALIGNED GOALS
Improve and maintain a positive campus culture that nurtures an inclusive environment		
Objective: (Indicator of Success) <ol style="list-style-type: none"> 100% of students will meet individual social-emotional goals based on the Spring 2021 survey or teacher observations. 100% of students will grow at least one year on the MAP assessment in all subjects tested. 		DISTRICT GOAL 6: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.
<ol style="list-style-type: none"> Improve campus culture based on district climate surveys from Fall to Spring. Improve campus culture based on parent surveys from Spring 2020 to Spring 2021 by at least 7 points in the following indicators: safe environment, welcomes involvement, and responds to concerns. 		DISTRICT GOAL 7:: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.
#	Strategies and Action Steps	FEEDBACK
1	Student culture	PD for teaching boys

	<ul style="list-style-type: none"> • Counselor and AP will continue to fine-tune Thrive Time lesson based on the needs of boys • Upper grade teachers will be trained on restorative practices to use with students • AP, counselor and principal will Improve the discipline playbook by: <ul style="list-style-type: none"> ◦ including school-wide school wide expectations, common Language and non-verbals, ◦ expanding on a list of logical consequences based on behavior ◦ developing a rubric for teachers to use that includes a list of logical consequences • A rubric will be created to assess progress and ensure consistent implementation of our playbook • All teachers and staff practice/role plays school wide routines during the beginning of year • Boys will have access to mentors, books, and other media that demonstrate the contributions of diverse leaders in the community and the world. • Additional assistant principal will continue to focus on improving the overall student culture and expanding our mentoring program. 	multicultural PD
2	Clear Communication <ul style="list-style-type: none"> • Create a list of highest priority school-wide expectations and communicate these expectations to all staff, students and families. • Streamline and ensure clear, consistent communications systems for families to stay informed of all school events, expectations, changes and instructional goals for their child - use of website or Google site • At the beginning of the year, develop an academic calendar and share with staff and parents. • All communication including flyers, CIP, newsletters are made available in a language and format parents can understand by the school, Translation Department or Plan4Learning. • Room parent and Teacher relationship - continue room parent trainings and educate teachers how to engage room parents to assist 	Update school website with calendar
3	Teacher & Staff Collaboration <ul style="list-style-type: none"> • Daily teacher huddle will be reinstated to include opportunities to connect, learn about one another and build trust. • One team member will be assigned during huddle to take notes and share with all staff including review of the calendar. • Provide weekly opportunities for teacher collaboration and engagement both vertically and across grade levels. • All staff will continue to train on cultural awareness and building inclusive classroom and campus culture. 	Mentor teacher collaboration
4	High Leverage Data Driven Practices to Inform Decisions <ul style="list-style-type: none"> • Rubrics for each campus-wide system (arrival, dismissal, lunch, hallways, etc) will be revised and implemented and leaders will use them to analyze systems and strategically plan improvement. 	

5	Coordinate the professional development activities of kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals. Arrange for Kindergarten and Pre-K teachers to visit each other's classrooms.	
6	The leadership team will provide parent workshops and events to educate parents on student achievement, campus priorities, and parent portal. Meetings and events will include the development and distribution of parent and family engagement policy to gain feedback from parents, school facilitated family outings to foster a greater inclusive environment across neighborhoods, student work exhibitions, and volunteer workdays. Events will be held across the city the first Tuesday of the month alternating morning or evening meetings to accommodate all of our families.	
7	Consolidate Title I funds, along with federal, state, and local funds to operate schoolwide programs such as family literacy and adult education.	
8	The retention and recruitment committee will develop a plan to Improve student recruitment & retention.	