

**Dallas Independent School District**  
**340 Hybrid Future School**  
**2022-2023 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: June 23, 2022

## Demographics

### Demographics Summary

Dallas Hybrid Prep is a Dallas ISD school that currently serves 70 students and will expand our school to serve three additional grade levels. In total, we will have 150 students from

3rd to 8th grade. Our school is 60% low socioeconomic background and 40% non low socioeconomic background. We serve 60% boys and 40% girls are currently enrolled. Our current ethnicity breakdown is: 7.6% White, 23% African American, 68% Hispanic and 1.5 other. We have 18 students who are bilingual and receive additional bilingual support. Our sped population is 7.4% and 40% of our students are TAG. Our data source is Dallas ISD's mydataportal.com and Powerschool.

### **Demographics Strengths**

Our demographic's strengths are a powerful blend of all economic backgrounds, ethnicity and race. Having a blend of backgrounds in our campus provides all students access to different perspectives, powerful engagement with different interest and life experiences. Our school provides a platform for acceptance, respect and understanding.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** We must increase our parental engagement with our new families. **Root Cause:** New enrollment at Dallas Hybrid Prep was part of our expansion.

**Problem Statement 2 (Prioritized):** Teacher-to-teacher trust is below the district average in our school. **Root Cause:** The teachers were separated by subject and had very limited time to connect and interact.

## **Student Learning**

### **Student Learning Summary**

The students at Dallas Hybrid Prep went from underperforming in all grade levels and subjects to surpassing expectations and performance goals.

Domain one performance growth went as distributed here:

Student achievement - Common Assessment #1: 77 vs STAAR: 90

Academic growth - Common Assessment #1: 52 vs STAAR: 57

Relative performance - Common Assessment #1: 75 vs STAAR: 95

Closing the achievement gap: Common Assessment #1: 68 vs STAAR: 7

The data was retrieved from mydataportal.com

Nevertheless, our students did not meet their growth goals for indicator 2B. The indicator 2B stayed below the district throughout the school year. This is why we will focus on this domain the next school year.

### **Student Learning Strengths**

Our students demonstrated great master levels in Reading, Math and Science.

State assessment results (STAAR): 100% of our 5th grade students passed their Reading Assessment, 95% of 4th graders passed, and 86% of our 6th graders passed their Reading assessment.

Math performance was equally great with 96% of the 5th grade students, 4th grade with 81% passing and 6th grade with 77%.

Science had a strong performance start with 93% passing for STAAR and 75% master levels.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Many of the 6th grade Math did meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.

**Problem Statement 2:** Engagement in 6th grade was below the school and the district averages. **Root Cause:** New hybrid model was difficult to engage students virtually.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Dallas Hybrid Prep is the first public hybrid school in the state of Texas. The program provides our students with a flexible learning environment with mandatory attendance of two days a week and three days of learning at home. Our programs will focus on virtual/augmented reality learning, blended learning and STEM career readiness for all students.

We currently have 15 employees with 10 instructional specialists.

We will engage in actively supporting our teachers to ensure retention is more than 85% of all staff next school year and that our systems are in place to hire highly qualified individuals to serve our students. We will use surveys to quantify the progress throughout the school year.

Although our programs and processes were successful, we saw a decline in our student engagement data as measured by our student survey.

### **School Processes & Programs Strengths**

90% of our instructional team have more than 4 years of professional teaching experience. 90% of our instructional team has at least one digital instruction certification. The School climate overall is very positive and our performance in domain one is strong with a projected score of 90. This data comes from hiring documentation, climate survey, and STAAR data recollected at mydataportal.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teacher retention was below district and feeder. **Root Cause:** Teachers had a difficult time with the hybrid model.

**Problem Statement 2:** Middle school students communicated they were not as engaged in hybrid learning **Root Cause:** A different learning model that has never been done before by the teachers or the students.

## **Perceptions**

### **Perceptions Summary**

The core beliefs and values are strong within our school culture and climate. More than 90% of our staff believe that our school is going the right direction, that a college going culture is present and that our actions and systems will provide a strong platform for success for our students and teachers.

Nevertheless, the concept of teacher to teacher trust is one that needs more detailed planning and growth for this upcoming school year. Additionally, we heard from our parents that they needed to have more clarity when it came to understanding the scope and sequence of work that was required by the teachers. Additionally, the parents provided feedback on how much they needed extra support with technology and district processes.

This data was reconciled by reviewing internal surveys, empathy interviews, parent surveys, climate surveys and students' surveys.

### **Perceptions Strengths**

Strong academics, relations with our parents and students' expectations. Our parent survey scored our communication, support and programs above 90% agreed in the parent survey. Same with students' perceptions.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents struggle with the scope and sequence of required student work. **Root Cause:** First time working on a hybrid learning model and Google classroom did not provide parents a clear view of our assignments.

# Priority Problem Statements

**Problem Statement 2:** We must increase our parental engagement with our new families.

**Root Cause 2:** New enrollment at Dallas Hybrid Prep was part of our expansion.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** Many of the 6th grade Math did not meet growth goals.

**Root Cause 1:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Teacher retention was below district and feeder.

**Root Cause 3:** Teachers had a difficult time with the hybrid model.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Teacher-to-teacher trust is below the district average in our school.

**Root Cause 4:** The teachers were separated by subject and had very limited time to connect and interact.

**Problem Statement 4 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus 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**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data



### **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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

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- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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

# 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.

**CAMPUS GOAL:** By the end of 2023, 90% of all students will achieve their growth goal as measured by STAAR and MAP.

**Performance Objective 1:** By the end of the first nine weeks, 100% of our students will have a student data portfolio to track their own data and progress.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Completion

**Strategy 1:** 100% Teachers will participate in a PD to build effective syllabus and will have it available for all students/parents by the first week of their nine weeks.

**Strategy's Expected Result/Impact:** Clarity of communication and expectations

**Staff Responsible for Monitoring:** CILT team

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math,

**Strategy 1 Details Reviews**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5:

Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1

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**Strategy 2 Details Reviews**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1

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**Strategy 2:** We will build a calendar in both our parent portal communication channel and our Schoology LMS. **Strategy's Expected Result/Impact:** Clarity on student assignments

**Staff Responsible for Monitoring:** Teachers and admin team

**- TEA Priorities:**

**Strategy 3 Details Reviews**

**Strategy 3:** 100% of our students will create their data portfolios with the help of their teachers and will be able to lead the conversations about their progress.

**Strategy's Expected Result/Impact:** Student agency and voice

**Staff Responsible for Monitoring:** Teachers

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

**Problem Statements:** Demographics 1 - Student Learning 1

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**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** We must increase our parental engagement with our new families. **Root Cause:** New enrollment at Dallas Hybrid Prep was part of our expansion.

**Student Learning**

**Problem Statement 1:** Many of the 6th grade Math did not meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.

**School Processes & Programs**

**Problem Statement 1:** Teacher retention was below district and feeder. **Root Cause:** Teachers had a difficult time with the hybrid model.

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

CAMPUS GOAL: By the end of 2023, 90% of all students will achieve their growth goal as measured by STAAR and MAP.

**Performance Objective 2:** By the end of the first nine weeks, 90% of our teachers will be familiarized with our data review practices by engaging in guided coalitions.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Guiding coalitions review

**Strategy 1 Details Reviews**

**Strategy 1:** Teachers will participate in weekly data meetings to review current data, trends and support student growth. **Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Admin team

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

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**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Many of the 6th grade Math did meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.

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

**CAMPUS GOAL:** By the end of 2023, 90% of all students will achieve their growth goal as measured by STAAR and MAP.

**Performance Objective 3:** Close academic gaps through various means of support (pull-outs, interventions, before/after school tutoring, etc) within student groups (EL, at-risk, SPED, etc) based on EOC, District ACP, Benchmarks, scientific based instructional software.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Data review and growth measures

**Strategy 1:** We will acquire ixl, ready, Schoology training and provide tutoring

**Strategy's Expected Result/Impact:** increase student performance

**Staff Responsible for Monitoring:** Admin team and CILT

- **TEA Priorities:**

Recruit, support, retain teachers and principals, 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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### Strategy 2 Details Reviews

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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**Strategy 2:** We will provide every student and teacher the Apple technology needed to engage in online learning including Wi-Fi access.

**Strategy's Expected Result/Impact:** Access and engagement

**Staff Responsible for Monitoring:** School admin team

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math,



**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 percent to 56 percent by June 2025.

**CAMPUS GOAL:** By the end of 2023, 90% of all students will achieve their reading growth goal as measured by STAAR and MAP.

**Performance Objective 1:** By the end of the second nine weeks, 100% of the teachers will have been trained on guided coalitions to build strong lesson plans and proactively act on the student data.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Implementation progress

### Strategy 1 Details Reviews

**Strategy 1:** Students will participate in the data recollection, review and support to create their own data tracking system. **Strategy's Expected Result/Impact:** Increase student achievement and self-efficacy

**Staff Responsible for Monitoring:** Admin team

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

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### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** Many of the 6th grade Math did not meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.



**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 percent to 56 percent by June 2025.

**CAMPUS GOAL:** By the end of 2023, 90% of all students will achieve their reading growth goal as measured by STAAR and MAP.

**Performance Objective 2:** Staff will identify their highly struggling students and track student progress. Horizontal and vertical alignment will ensure best practices are being shared.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Guiding coalitions and data review

**Strategy 1 Details Reviews**

**Strategy 1:** Students will engage in accelerated and personalized learning plans via tutoring, specialized interventions, and software interventions.

**Strategy's Expected Result/Impact:** Closing the achievement gap

**Staff Responsible for Monitoring:** Assistant Principal

**- TEA Priorities:**

Recruit, support, retain teachers and principals, 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 2: Effective, Well-Supported Teachers, Lever 4: High Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 1

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No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** Teacher-to-teacher trust is below the district average in our school. **Root Cause:** The teachers were separated by subject and had very limited time to connect and interact.

## Student Learning

**Problem Statement 1:** Many of the 6th grade Math did meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.

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**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 percent to 56.0 percent by June 2025.

CAMPUS GOALS: By the end 2023 , 90% of our students will achieve their estimated math growth goal as measured by STAAR and MAP assessment.

**Performance Objective 1:** By the end of every three weeks, 100% of all core teachers will have a differentiated small group intervention plan to support student success.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Small group plan review

### Strategy 1 Details Reviews

**Strategy 1:** Teachers will participate in data meetings to review and re-direct MTSS initiatives to ensure differentiated support for our students' growth.

**Strategy's Expected Result/Impact:** Impact students' growth

**Staff Responsible for Monitoring:** Admin team

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1

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No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** Many of the 6th grade Math did meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.

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**Goal 4: DISTRICT GOAL:** The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

**CAMPUS GOAL:** By the end of 2023, 100% of our students will participate in at least one career readiness, technology and STEM class including coding, tech apps, or robotics.

**Performance Objective 1:** By the end of 2023, 100% of our students will participate in one career readiness, mentorship, field trip or specialized STEM class,

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Participation rate

**Strategy 1:** We will engage in partnerships with the private sector to build those career pathways and readiness standards into our mentorship program.

**Strategy's Expected Result/Impact:** Students will be exposed to other careers.

**Staff Responsible for Monitoring:** Admin team

- TEA Priorities:

### Strategy 1 Details Reviews

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

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**Strategy 2 Details Reviews**

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**Strategy 2:** We will hire a highly qualified CTE teacher who will provide students from 3rd to 8th-grade career readiness, and STEM classes.

**Strategy's Expected Result/Impact:** Career readiness in all grade levels

**Staff Responsible for Monitoring:** Admin team

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

**Problem Statements:** Student Learning 1

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** Many of the 6th grade Math did meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.

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**Goal 5: DISTRICT GOAL:** Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

**CAMPUS GOAL:** By the end of 2023, Domain 1 will increase 2 points.

**Performance Objective 1:** By the end of 2023, 90% of our middle school-age students will achieve their academic goals.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Observation and feedback

**Strategy 1 Details Reviews**

**Strategy 1:** 100% of our teachers will participate in success criteria training

**Strategy's Expected Result/Impact:** Implementation fidelity

**Staff Responsible for Monitoring:** Admi team

**- TEA Priorities:**

Recruit, support, retain teachers and principals, 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

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### Strategy 2 Details Reviews

**Strategy 2:** 100% of our teachers will be trained and will implement augmented/virtual reality training to enhance the learning experiences.

**Strategy's Expected Result/Impact:** Increased student engagement

**Staff Responsible for Monitoring:** Admin team

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math,

Connect high school to career and college

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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No Progress  Accomplished  Continue/Modify  Discontinue

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** Many of the 6th grade Math did meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.

**Goal 6:** DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

CAMPUS GOAL: Student participation in extracurricular or co-curricular activities will increase be 100% by the end of 2023.

**Performance Objective 1:** By the second nine week, 100% of students will have identified at least one club to join and participate.

### Strategy 1 Details Reviews

**Strategy 1:** We will create a diverse range of clubs and after school program including coding, robotics and PLAY for all students.

**Strategy's Expected Result/Impact:** 100% participation

**Staff Responsible for Monitoring:** Coordinator

- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college,

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Student Learning 1

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No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** We must increase our parental engagement with our new families. **Root Cause:** New enrollment at Dallas Hybrid Prep was part of our expansion.

### Student Learning

**Problem Statement 1:** Many of the 6th grade Math did meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss during the pandemic.



**Goal 7: 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 1:** Increase parent engagement by 20% by the end of 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Parent surveys

#### Strategy 1 Details Reviews

**Strategy 1:** Development and distribution of the Parent and Family Engagement Policy,

**Strategy's Expected Result/Impact:** Impact on parental engagement. **Staff Responsible for Monitoring:** Administrative team

**Problem Statements:** School Processes & Programs 1  
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#### Strategy 2 Details Reviews

**Strategy 2:** By the first nine week, a parent academy calendar will be created and shared with parents. **Strategy's Expected Result/Impact:** Clear communication with our parents.

**Staff Responsible for Monitoring:** Admin team

**- TEA Priorities:**

Recruit, support, retain teachers and principals, 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** School Processes & Programs 1  
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### Strategy 3 Details Reviews

**Strategy 3:** Provide additional opportunities for parental involvement, including but not limited to, multiple instructional learning nights, parent workshops, PBL nights, meet the teacher nights, that all increase the motivation and involvement of the parents.

**Strategy's Expected Result/Impact:** Increase student engagement

**Staff Responsible for Monitoring:** Admin team

- **TEA Priorities:**

Recruit, support, retain teachers and principals, 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 3: Positive School Culture, Lever 4: High-Quality Curriculum

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### Strategy 4 Details Reviews

**Strategy 4:** By the end of 2022-2023, 50% of our parents will have participated in at least two parent academies. **Strategy's Expected Result/Impact:** Increase in parent participation

**Staff Responsible for Monitoring:** Admin team

**- TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**- ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1

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**Strategy 5 Details Reviews**

**Strategy 5:** CIP will be developed with the involvement of stakeholders (required committee members). **Strategy's Expected Result/Impact:** Increase parent involvement

**Staff Responsible for Monitoring:** Admin team

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

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No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

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August 19, 2022 11:33 AM

**Demographics**

**Problem Statement 1:** We must increase our parental engagement with our new families. **Root Cause:** New enrollment at Dallas Hybrid Prep was part of our expansion.

**School Processes & Programs**

**Problem Statement 1:** Teacher retention was below district and feeder. **Root Cause:** Teachers had a difficult time with the hybrid model.

**Goal 8:** 100% of our sub-populations including African American, Talented and Gifted, English Language Learners and SPED students will be supported with targeted and personalized support systems.

**Performance Objective 1:** 100% of our students will participate in at least two prevention classes lead by our counselor.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Completion and feedback surveys

**Strategy 1:** Incorporate counseling classes within our master schedule to ensure all students have access. **Strategy's Expected Result/Impact:** 100% of our students will have access to preventive information **Staff Responsible for Monitoring:** Admin team

- **TEA Priorities:**

#### **Strategy 1 Details Reviews**

Recruit, support, retain teachers and principals, Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Learning 1

**Formative Summative Nov Jan Mar June**

**Strategy 2:** We will build career readiness curriculum embedded into our counseling services to support all sub-pop groups at Dallas Hybrid Prep

**Strategy's Expected Result/Impact:** Increased performance, sense of belonging

**Staff Responsible for Monitoring:** Admin team

**TEA Priorities:**

Recruit, support, retain teachers and principals, Connect high school to career and college,

#### **Strategy 2 Details Reviews**

Improve low performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

**Formative Summative Nov Jan Mar June**

**Strategy 3 Details Reviews**

**Strategy 3:** We will create a proactive anti-bullying, drop-out prevention and dating violence prevention coalition. **Strategy's Expected Result/Impact:** Safe environment, decrease bullying

**Staff Responsible for Monitoring:** Admin team

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - School Processes & Programs 1

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No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** We must increase our parental engagement with our new families. **Root Cause:** New enrollment at Dallas Hybrid Prep was part of our expansion.

**Student Learning**

**Problem Statement 1:** Many of the 6th grade Math did meet growth goals. **Root Cause:** Many of our students came to our school with major learning gaps due to learning loss

during the pandemic.

## School Processes & Programs

**Problem Statement 1:** Teacher retention was below district and feeder. **Root Cause:** Teachers had a difficult time with the hybrid model.

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**Goal 9:** By the end of 2023, teacher-to-teacher trust will grow up to 90%, as measured by the Dallas ISD's Spring climate and culture survey.

**Performance Objective 1:** 100% of the Dallas Hybrid Prep teachers will participate in the Climate and Culture survey

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Teachers, and admin team

### Strategy 1 Details Reviews

**Strategy 1:** Professional development led by Rocky Garza to build trust among teachers.

**Strategy's Expected Result/Impact:** Increase trust as measured by climate survey.

**Staff Responsible for Monitoring:** Admin team

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math,

Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Demographics 2 - School Processes & Programs 1

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**Strategy 2 Details Reviews**

**Strategy 2:** Teachers will be part of MentPoint which is a mentoring program to support teacher retention. **Strategy's Expected Result/Impact:** Teacher retention will increase 10% by the end of the school year. **Staff Responsible for Monitoring:** Admin team

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Demographics 2 - School Processes & Programs 1

**Formative Summative Nov Jan Mar June**

**TEA Priorities:**

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 2:** Teacher-to-teacher trust is below the district average in our school. **Root Cause:** The teachers were separated by subject and had very limited time to connect and interact.

**School Processes & Programs**

**Problem Statement 1:** Teacher retention was below district and feeder. **Root Cause:** Teachers had a difficult time with the hybrid model.



