

Dallas Independent School District
103 Gabe P. Allen Charter School
2023-2024 Campus Improvement Plan





Mission Statement

Mission

Our mission is to empower students to become confident, independent problem-solvers, leading us into a diverse and ever-changing society.

We are dedicated to nurturing high self-esteem and respect for others. We believe all students can learn by asking questions, solving problems, and making sound decisions. The Four Pillars of the New Tech Network (NTN) Model will drive our focus on preparing students for the future.

1. **Outcomes That Matter** - stem from the five NTN Learning Outcomes of Agency, Collaboration, Knowledge and Thinking, Oral Communication, and Written Communication.
2. **Teaching That Engages** - Through Project-based Learning, teachers will lead students in contextual, creative, and shared learning experiences where collaboration and intentional projects will enhance student learning and achievement.
3. **Culture That Empowers** - students and teachers will possess a deep understanding of ownership over student learning by creating a culture of trust, responsibility, and respect.
4. **Technology That Enables** - integrating technology and digital tools for learning along with the alignment of the core curriculum will support students and teachers.

Vision

Vision

Gabe P. Allen New Tech Academy will be a pioneer in primary education where all stakeholders (educators, families, and community members) will unite to empower all students to take ownership of their learning. Our students will become assertive leaders, independent thinkers, and effective communicators to develop solutions to global and local issues. We will instill the skills they need to be successful today and ready to lead in an ever-changing world.

Value Statement

Gabe Allen is a happy place to be the best we can be!

Portrait of a Graduate

Students from Allen New Tech Academy will be confident problem solvers, effective communicators, self-sufficient learners, and critical thinkers upon graduation from our campus. They will possess the skills necessary to succeed in their educational journey and throughout their life. These skills are the cornerstone of the New Tech model, which will lead to student success in project-based and social-emotional learning. As a result, students will be able to carry out these skills throughout their educational journey.

1. Confident Problem Solver - thinking outside the box to find solutions, using creativity and innovation when finding solutions, seeing failures as steps towards a viable solution and not as a setback.
2. Effective Communicator listens carefully to internalize meaning before articulating a response, takes time to reflect on ideas, decides on a communication method (oral/written) to deliver the message needed, and effectively uses technology as a tool.
3. Self-sufficient Learner - knows their weaknesses and strengths and how to leverage those to enhance their learning.
4. Critical Thinker - analyzes all the data available and asks questions that will lead to cultivating solutions.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gabe P. Allen New Tech Academy is a Choice School in Dallas Independent School District. The school's enrollment of 348 students consists of 162 female students and 186 males. Of this enrollment, 82.5% are Hispanic, 16.7% are African American, and 2% are White. One hundred twenty-six students are EL, 26.1% are TAG, 98.0% are Economically Disadvantaged, and 22.1% receive Special Education services. Allen employs a high-quality staff of 32 teachers, 3 of which are Distinguished. Our teachers' years of service range from 5 beginning-year teachers and the remaining 27 with more than three years of experience. The average daily attendance rate was 93.02%. Below is the average daily attendance for each grade level.

Average Daily Attendance	
Pre-K	89.39%
Kinder	90.32%
1st Grade	91.14%
2nd Grade	91.08%
3rd Grade	92.94%
4th Grade	94.27%
5th Grade	95.03%
6th Grade	93.47%
Total	92.48%

Data Source: MyData Portal GRADE SPAN: Serving grades Pre-K3 to 6. Student enrollment as of 5/3/2023

GRADE	TOTAL ENROLLMENT	FEMALE	MALE	WHITE	AFRICAN AMERICAN	HISPANIC	MULTIRACE	ECON. DIS.	SPECIAL EDUCATION	TALENT & GIFTED	SPEECH	SPEECH ONLY	EL	BILINGUA
PK	25	12	13	0	4	21	0	25	1	0	1	0	10	9
KN	39	26	13	0	9	30	0	39	5	14	5	3	13	13
1	51	26	25	1	8	42	0	50	13	17	11	1	13	13
2	48	17	31	1	8	39	0	48	15	9	8	0	15	12
3	56	31	25	0	8	47	1	56	10	18	7	2	22	16
4	44	20	24	0	8	36	0	44	11	13	4	1	19	18
5	45	15	30	0	6	39	0	44	13	12	4	1	18	17
6	40	15	25	0	7	33	0	39	9	8	4	1	16	15
All	348	162	186	2	58	287	1	345	77	91	44	9	126	113

Demographics Strengths

- Faculty from diverse backgrounds, cultures, education, and years of experience.
- Diverse demographics in staff and students (as seen above)
- Proportional balance of male and female students (Female 46.6%, Male 53.4%)
- Data Source: My Data Portal May 2023; Campus Survey Data

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The enrollment at Gabe P. Allen New Tech Academy is decreasing. **Root Cause:** Lack of revitalization efforts and lack of new pathways needed to attract students and families to the school.

Problem Statement 2 (Prioritized): The attendance rate is below 97%, which is the school year goal. **Root Cause:** Lack of incentives and student activities to encourage student attendance

Student Learning

Student Learning Summary

2022 STAAR DATA:

Reading (Grades 3-6)	Math (Grades 3-5)	Science (Grade 5)
Masters: 9.8%	Masters: 9.2%	Masters: 4.3%
Meets: 18.5%	Meets: 15.2%	Meets: 23.9%
Approaches: 33.2%	Approaches: 39.1%	Approaches: 28.3%

2022 Fall ACP:

Percent Approaches

Grades	
Grade 3 Mathematics Sem 1	46.00
Grade 4 Mathematics Sem 1	41.46
Grade 5 Mathematics Sem 1	75.61
Mathematics 6 Honors Sem 1	88.24
Mathematics 6 Sem 1	57.14

English Language Arts Reading 6 Honors Sem 1	64.71
English Language Arts Reading 6 Sem 1	38.10
Grade 3 English Language Arts Reading Sem 1	6.25
Grade 3 Spanish Language Arts Reading Sem 1	50.00
Grade 4 English Language Arts Reading Sem 1	28.57
Grade 4 Spanish Language Arts Reading Sem 1	35.29
Grade 5 English Language Arts Reading Sem 1	51.85
Grade 5 Spanish Language Arts Reading Sem 1	85.71

K-2 MAP Data: Average RIT Score (2022-2023)				
Assessment	Fall 2022 Campus	Fall 2022 District	Winter 2022 Campus	Winter 2022 District
Reading K-2	148	152	154	158
Spanish Reading K-2	152	149	157	157
Math K-2	156	155	165	164

Grades 1-2 Math Growth MAP Data: African American Performance		
Grade	Winter 2021-2022	Winter 2022-2023
Grade 1	100% of students in 1st to 20th Percentile	100% of students in 1st to 20th Percentile
Grade 2	75% of students in 1st to 20th Percentile 25% of students in 41st to 60th Percentile	75% of students in 1st to 20th Percentile 25% of students in 41st to 60th Percentile

Grades 1-2 Reading Growth MAP Data: African American Performance		
Grade	Winter 2021-2022	Winter 2022-2023
Grade 1	50% of students in 1st to 20th Percentile 50% of students in 41st to 60th Percentile	100% of students in 1st to 20th Percentile
Grade 2	59% of students in 1st to 20th Percentile 27% of students in 21st to 40th Percentile 14% of students in 41st to 60th Percentile	54% of students in 1st to 20th Percentile 23% of students in 21st to 40th Percentile 14% of students in 41st to 60th Percentile 9% of students in 61st to 80th Percentile

Source: My Data Portal 2022-2023 Campus Data Packet

Student Learning Strengths

Our students can meet the expectation with support and engaging instruction.

They scored comparatively well in Science STAAR, obtaining a Science Distinction.

In December 2022, ACP:

- 6th grade Honor Class performed above the Feeder and the District.
- 5th grade Math was above the Feeder with 76%.
- 5th-grade Spanish Reading was above the Feeder and the District.

In MAP:

- K-2 Math MAP data has shown the campus to be performing better than the district average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 38.4 percent of students in grades 3 to 6 did not meet the Reading standards **Root Cause:** Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.

Problem Statement 2 (Prioritized): 39 percent of students in grades 3 to 6 did not meet the Math standards. **Root Cause:** Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.

Problem Statement 3 (Prioritized): 38% of students in grade 5 did not meet the Science standards on Fall ACP **Root Cause:** Lack of students' background knowledge of scientific terms, skills, and concepts

Problem Statement 4 (Prioritized): More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math **Root Cause:** Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population

School Processes & Programs

School Processes & Programs Summary

Instructional Programs

Our campus has established the following processes and implemented several programs that will be continued yearly. Instructional, Curricular, and Professional Processes and Practices: Teachers will administer Common Assessments every nine weeks (3rd-6th grade), Daily children observations as authentic assessments for grades PK and Kinder. TX-KEA is administered to Kindergarten children at EOY. CIRCLE is administered to PK3 and PK4 (BOY, MOY & EOY). MAP will be assessed BOY, MOY, and EOY for 1st - 6th-grade children and EOY only for Kindergarten. Data will be uploaded via scan sheets into All In Learning weekly for grades 3rd - 6th grade for Reading, Math, and 5th-grade Science. In Pre-K through 2nd, teachers will be collecting data through other assessments.

Instructional calendars will be completed at the beginning of the school year for 3rd-6th Reading, Math, and Science for 5th grade to ensure instructional alignment and adequate pacing. Weekly PLCs (Professional Learning Communities) and data meetings will be held to discuss classroom, grade level, and individual student progress. Weekly lesson plans will be reviewed to ensure alignment with the state standards. All K-2nd new teachers will attend ongoing Science of Teaching Reading Academies to deepen their understanding of high-quality reading and writing instruction. Other teachers will receive content training at the campus and district levels. Science: All Kinder-6th grade teachers will engage in meaningful active learning experiences completing interactive science experiments in the science lab/outdoor learning center. A range of topics will be covered in astronomy, chemistry, physics, botany, and zoology. Children will engage in project-based learning activities involving observation, inquiry, and experimenting. The campus will follow TEA (Texas Education Agency) laboratory and field requirements for classroom and outdoor lab investigations in the garden and the science lab. Education Galaxy and RAZ Plus resources will be used as intervention tools for small groups and tutoring. Stemsopes will provide context for meaningful learning by integrating Science with other content areas. The New Tech Program will be launched and implemented in Kinder-2nd Grade.

School Programs and Processes

The campus has an active Parent-Teacher Organization. The campus facilitates monthly meetings with the PTO, as well as monthly Site-Based Decision-Making Committee Meetings and monthly Coffee with the Principal gatherings. Our campus has Grade Level Leadership Chairs, which allows for decision-making to involve the opinions of varying stakeholders.

Recruiting and Sustaining Personnel

This year was challenging for teacher retention. Two teachers left during the school year, and three teachers' vacancies were not covered until the second semester. A vacancy remained in FLS all year. Recruiting and sustaining effective teachers will be a 2023-2024 school year goal.

Data Source: 2022-2023 Position Report Summary

Technology

Chromebooks are in use for students in grades third to six. iPads are used by Kinder to second-grade students. 100% of classrooms have AV monitors.

Source: TIPWebIT 2023

School Processes & Programs Strengths

Instructional Programs

- Curriculum resources are adequate.
- Assessments delivered to assess mastery are aligned to state standards and state assessments.
- All students are 1-to-1 with technology devices, allowing students to learn advanced tech skills.
- Scratch and Scratch Jr. have been implemented in lower grade levels, allowing students in K-2 to learn coding skills.
- Formal assessments are delivered frequent enough to allow for appropriate adjustments in instruction to solidify mastery.
- Instructional resources emphasize an integration of cross-curricular studies, to maximize student learning of all contents in all contents.

School Programs and Processes

- Consistency in meetings allows for feedback from external and internal stakeholders.
- Communication with families and staff is frequent and transparent.

Recruiting and Sustaining Personnel

- Administrators attend every job fair held to acquire effective staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We are not fully staffed. **Root Cause:** Lack of effective marketing to attract staff members to our campus

Perceptions

Perceptions Summary

School Culture and Climate

The Fall 2022 Staff survey indicates we are above the district in all categories. In the survey category Belief and Priorities, there were 89.9% positive responses. Positive Culture and Environment was 79.4%, Culture of Feedback and Support 91.3%, College/Going Culture 93.9%, Teacher/Teacher Trust 95.7%, and Teacher/Principal Trust 85.1% positive responses. The school is in the fourth quintile in all categories in the District Quintile Score.

The 2022 Student Survey indicates 82% positive responses to Pedagogical Effectiveness, 77% to Expectations and Rigor, 76% to Student Engagement, 76% to Classroom Environment, 83% in Supportive Relationships, and 75% as the overall score.

Family and Community Involvement

The Jewish Ladies organization donates school supplies, clothing, and books. We had parent volunteers come to campus at least once a month to help facilitate school activities. Five or more family events are held each year to promote family involvement. The school offered a Meet the Teacher Night Parent orientation and Virtual Holiday Christmas Presentation. PTO and SBDM meetings were held in person monthly. Attendance ranges from approximately 100 to 300. Monthly family calendars are distributed in English and Spanish. School Messenger is used for frequent reminders of upcoming events. Teachers make at least one positive contact per grading cycle with each family. Teachers also distribute newsletters, calendars, and Classtag messages. Counseling recommendations are also made when needed. Progress reports are sent in the third week, and report cards are sent at the end of each ninth week.

Data collected from the Staff Climate Survey, Panorama, and Parent Survey; My Data Portal.

Perceptions Strengths

School Culture and Climate

- 100% of teachers and staff are trained in Social-Emotional Learning.
- 100% of students participated in at least one extracurricular or co-curricular activity.

Family and Community Involvement

- Communication is frequent and in the preferred language of the home. For example, a Monthly Calendar of Events is sent to the families.
- The school website is updated weekly, and the campus has weekly Twitter and Facebook postings.
- PTO and SBDM meetings are hosted monthly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In Positive Culture and Environment, staff feels that unruly students are permitted to disrupt the learning environment. **Root Cause:** Teachers are inexperienced in incorporating effective classroom management strategies.

Problem Statement 2 (Prioritized): In Positive Culture and Environment, staff feel discipline is not enforced consistently and effectively. **Root Cause:** The adjustment toward restorative practices versus punitive punishments has been a mindset shift for teachers.

Priority Problem Statements

Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards

Root Cause 1: Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards.

Root Cause 2: Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 38% of students in grade 5 did not meet the Science standards on Fall ACP

Root Cause 3: Lack of students' background knowledge of scientific terms, skills, and concepts

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In Positive Culture and Environment, staff feels that unruly students are permitted to disrupt the learning environment.

Root Cause 4: Teachers are inexperienced in incorporating effective classroom management strategies.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: In Positive Culture and Environment, staff feel discipline is not enforced consistently and effectively.

Root Cause 5: The adjustment toward restorative practices versus punitive punishments has been a mindset shift for teachers.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: We are not fully staffed.

Root Cause 6: Lack of effective marketing to attract staff members to our campus

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The attendance rate is below 97%, which is the school year goal.

Root Cause 7: Lack of incentives and student activities to encourage student attendance

Problem Statement 7 Areas: Demographics

Problem Statement 8: The enrollment at Gabe P. Allen New Tech Academy is decreasing.

Root Cause 8: Lack of revitalization efforts and lack of new pathways needed to attract students and families to the school.

Problem Statement 8 Areas: Demographics

Problem Statement 9: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math

Root Cause 9: Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- 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

- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- 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
- Professional development needs assessment data
- 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

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources 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.

Performance Objective/Campus Goal 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.





High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement RTI consistently and effectively. Teachers KN-6th grade will ensure small group/ guided reading instruction daily for all tiered level instruction. Intervention times by tiers: Tier 1 for 45 minutes per week, Tier 2 for 90 minutes per week and Tier 3 for 120 minutes per week.</p> <p>Strategy's Expected Result/Impact: Students will be reading above grade level by the end of the school year as follows: K-Level 6, 1st-Level 20, 2nd-Level 30, 3rd-Level 40, and 5th-Level 60.</p> <p>Staff Responsible for Monitoring: CILT Reading Teacher, Reading Instructional Coach, and Principal</p> <p>Title I: 2.4</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: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve student engagement/cognitive demand through teacher participation in professional development through DISD to support district initiatives, Region 10, New Tech Network, and Weekly Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: Increased lexical levels per grade: 3 520L to 820L 4 740L to 940L 5 830L to 1010L 6 925L to 1070L</p> <p>Staff Responsible for Monitoring: homeroom teachers model teacher teacher interventionist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: General Supplies - 211 - Title I, Part A - 211-11-6399-2R-103-2-30 - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Team Collaboration: PLC grade-level weekly collaboration for lesson planning, instructional practices, and discipline techniques.</p> <p>Strategy's Expected Result/Impact: Increase Teacher Effectiveness Increase student engagement,</p> <p>Staff Responsible for Monitoring: Administrators, Demo Teacher, Teachers</p> <p>Title I: 2.4</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</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 282 - ESSER III (ARP) - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Create instructional and tutorial calendars and schedules that include PBL Planning time and exhibition checkins, and design collaborative projects to address the academic, social, and psychological needs of students.</p> <p>Strategy's Expected Result/Impact: Increase collaborative projects, Increase project exhibitions</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, Administrators, Parent Instructor</p> <p>Title I: 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: Student Learning 1, 2, 3</p> <p>Funding Sources: Tutoring - 211 - Title I, Part A - 211-11-6118-ED-103-2-30 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain a tutoring program (Saturday school, before & after school) to address students' academic needs. This program will be offered to students from diverse backgrounds, including those who are ELL, EDS, and AA.</p> <p>Strategy's Expected Result/Impact: Increase Reading Lexile levels, Increase Math Standards mastery, Increase background knowledge of scientific science terms</p> <p>Staff Responsible for Monitoring: Administrators, School Counselors, Demo Teacher, teachers</p> <p>Title I: 2.5</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: Student Learning 1, 2, 3</p> <p>Funding Sources: Tutoring - 199 - General Operating - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Monitor students' progress by analyzing disaggregated data on students' performance (MAP BOY/MOY screener, DAN individual feedback cards), create an action plan for reteaching, and monitor students' progress on the SMS school tracking system.</p> <p>Strategy's Expected Result/Impact: Increase Reading and Math Standards mastery, Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3</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:





Student Learning
<p>Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards Root Cause: Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.</p>
<p>Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. Root Cause: Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.</p>
<p>Problem Statement 3: 38% of students in grade 5 did not meet the Science standards on Fall ACP Root Cause: Lack of students' background knowledge of scientific terms, skills, and concepts</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 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Designate a mentor to support all African American Students in grades 3-6 in the academics, behavior, and attendance areas.</p> <p>Strategy's Expected Result/Impact: Ensure equitable academic outcomes and assist each student with tools to succeed in academics, attendance, and behavior.</p> <p>Staff Responsible for Monitoring: Mentor teacher, Counselor, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly Celebrations of Students with Perfect Attendance and for meeting the growth goals.</p> <p>Strategy's Expected Result/Impact: 10% decrease in absences 5% increase in tiered movement</p> <p>Staff Responsible for Monitoring: CRC, Principal, Assistant Principal, Teachers, Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 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: The attendance rate is below 97%, which is the school year goal. **Root Cause:** Lack of incentives and student activities to encourage student attendance

Perceptions

Problem Statement 1: In Positive Culture and Environment, staff feels that unruly students are permitted to disrupt the learning environment. **Root Cause:** Teachers are inexperienced in incorporating effective classroom management strategies.

Problem Statement 2: In Positive Culture and Environment, staff feel discipline is not enforced consistently and effectively. **Root Cause:** The adjustment toward restorative practices versus punitive punishments has been a mindset shift for teachers.

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 from 29.3% to 46% by middle of year 2024-25.

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: PBL Grade Level Leads: Teacher leaders who will dedicate additional time, training, and leadership talents to planning projects and exhibitions. The PBL Leads will assist the campus with creating a bestinclass PBL project bank that will be utilized as the campus project curriculum for future years.</p> <p>Strategy's Expected Result/Impact: Increase PBL project bank Increase classroom rigor</p> <p>Staff Responsible for Monitoring: Lead PBL teachers, Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will be trained in Eureka, Carnegie, and Amplify per grade level and will implement the curriculum with fidelity.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement the Strategies from the Science of Teaching Reading with fidelity for students PK-3rd (Early Childhood) to increase student success and close the reading achievement gaps for future grade levels.</p> <p>Strategy's Expected Result/Impact: Intensive interventions to move Tier 2 students to Tier 1 in order to target a higher Meets performance.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Demo Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June






Performance Objective/Campus Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards Root Cause: Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.</p>
<p>Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. Root Cause: Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.</p>





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.

Performance Objective/Campus Goal 1: GPM 2.1: Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.

High Priority

Evaluation Data Sources: Student Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: K-2nd diagnostic assessments (MAP, etc.) will be administered to ensure students are on track in the early childhood grades to ensure greater success in grades 3rd and up.</p> <p>Strategy's Expected Result/Impact: Intensive interventions to move Tier 2 students to Tier 1 to target a higher Meets performance. Improve teacher instructional practices through effective PLCs of analyzing student data.</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards Root Cause: Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.</p>





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.

Performance Objective/Campus Goal 2: GPM 2.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 32.8% to 40% by 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will challenge second-grade AA students to think critically, exhibiting much more than knowledge and comprehension by participating in Computer Science, Coding, and Robotics during and after school.</p> <p>Strategy's Expected Result/Impact: Increase of students performing at or above the 50th percentile. Increase the amount of the quality of learning time</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math Root Cause: Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population</p>

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.

Performance Objective/Campus Goal 3: GPM2.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 29% to 37% by 2024-25.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Support struggling students following the SST/MTSS protocols by developing, implementing, and monitoring targeted plans to Review interventions' success every 3-4 weeks.</p> <p>Strategy's Expected Result/Impact: Benchmarks will reflect adequate levels of mastery</p> <p>Staff Responsible for Monitoring: Teachers, Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support students scoring below the 29th percentile on the MAP growth targets through a pull-out or push-in support by the reading interventionist</p> <p>Strategy's Expected Result/Impact: 5% Increase student lexile level</p> <p>Staff Responsible for Monitoring: Interventionists</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</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:

Student Learning

Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards **Root Cause:** Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.

Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. **Root Cause:** Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.

Problem Statement 3: 38% of students in grade 5 did not meet the Science standards on Fall ACP **Root Cause:** Lack of students' background knowledge of scientific terms, skills, and concepts

Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math **Root Cause:** Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population





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.

Performance Objective/Campus Goal 1: GPM 3.1: Student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 42% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments, STAAR, other norm-referenced assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in second and third grades who require math interventions will receive 30 minutes of additional small-group pull-out intervention.</p> <p>Strategy's Expected Result/Impact: Increase in the overall Math proficiency of the students</p> <p>Staff Responsible for Monitoring: Interventionist Math Teachers</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. Root Cause: Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.</p>
<p>Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math Root Cause: Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population</p>





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.

Performance Objective/Campus Goal 2: GPM 3.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 22% to 40% by 2024-2025.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities in targeted, responsive strategies for teachers to improve content knowledge and expertise.</p> <p>Strategy's Expected Result/Impact: Increased student performance Increase teacher effectiveness</p> <p>Staff Responsible for Monitoring: Administrators, teachers, Demo 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: Student Learning 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. Root Cause: Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.</p>
<p>Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math Root Cause: Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population</p>

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.

Performance Objective/Campus Goal 3: GPM 3.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 32% to 40% by 2024-25.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will model problem-solving strategies and appropriate mathematics language during small group instruction to identified students scoring below grade level.</p> <p>Strategy's Expected Result/Impact: Increase in the overall math proficiency of the students</p> <p>Staff Responsible for Monitoring: Math Teachers</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: Student Learning 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support students scoring below the 29th percentile on the MAP growth targets through a pull-out or push-in support by the reading interventionist</p> <p>Strategy's Expected Result/Impact: 5 % increase in Lexile levels</p> <p>Staff Responsible for Monitoring: Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4</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:

Student Learning

Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards **Root Cause:** Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.

Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. **Root Cause:** Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.

Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math **Root Cause:** Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population


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.


Performance Objective/Campus Goal 1: GPM 4.1: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 36% to 46% by middle of year 2024-25.


High Priority


Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Students performing below grade level will be identified and scheduled for Reading and Math interventions through interventionist group pull/outs and/or small group instruction by the teacher.</p> <p>Strategy's Expected Result/Impact: Increase in Reading performance</p> <p>Staff Responsible for Monitoring: Interventionist, Reading/Math teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards Root Cause: Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.</p>
<p>Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. Root Cause: Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.</p>

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.

Performance Objective/Campus Goal 2: GPM 4.2: African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will increase from 28% to 44% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide high-quality, hands-on math instruction that supports the development of teaching math concepts and problem-solving. Technology will be implemented, such as Chromebooks and headsets.</p> <p>Strategy's Expected Result/Impact: Percent of students demonstrating mathematical proficiency will increase by at least 5%.</p> <p>Staff Responsible for Monitoring: Math teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Technology - 282 - ESSER III (ARP) - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify teachers who experience low student growth from BOY, MOY to EOY, and between major data points with increased attention to African American, and observe and provide feedback weekly using the waterfall coaching document.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increased engagement and scores for all students and African American students
Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 4



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning

Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards **Root Cause:** Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.

Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. **Root Cause:** Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.

Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math **Root Cause:** Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population





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.

Performance Objective/Campus Goal 3: GPM 4.3: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will increase from, 30.7% to 39% by middle of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will use math programs (Chromebooks, iPads) to support engaging, relevant, and aligned math lessons. Students can work on math lessons before school, at home, and intervention using their universal login.</p> <p>Strategy's Expected Result/Impact: Percent of students demonstrating mathematical proficiency will increase by at least 5%.</p> <p>Staff Responsible for Monitoring: Math Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Technology - 211 - Title I, Part A - \$19,461</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a system to develop, monitor, and consistently refine aligned learning objectives) and demonstrations of learning (DOLs) in Reading and Math subjects.</p> <p>Strategy's Expected Result/Impact: Increase proficiency in Reading and Math</p> <p>Staff Responsible for Monitoring: Teachers, Demo Teacher, Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 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 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards Root Cause: Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.</p>
<p>Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. Root Cause: Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.</p>
<p>Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math Root Cause: Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population</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 1: GPM 5.1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 27.1% to 39.0% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: The English Language Proficiency Standards (ELPS) will be implemented into instruction daily to make content comprehensible and develop academic language, ensuring ELs obtain mastery of required academic content along with language development.</p> <p>Strategy's Expected Result/Impact: Increased growth for EL students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 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: Student Learning 1</p> <p>Funding Sources: General supplies - 199 - General Operating - \$10,096</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use their expanded science resources in the classroom to support engaging science instruction and allow students to learn in a print-rich environment.</p> <p>Strategy's Expected Result/Impact: Increase Science vocabulary acquisition and Reading levels</p> <p>Staff Responsible for Monitoring: Teachers, Demo teacher, Interventionist</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 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will attend job fairs and college fairs to recruit highly qualified teachers. Teachers will participate in New Tech Network training and coaching to support student engagement and effective teaching.</p> <p>Strategy's Expected Result/Impact: Increased engagement Teacher Retention</p> <p>Staff Responsible for Monitoring: Administrators Demo teacher</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</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: A plan is in place to accurately identify students for special programs (programs serving diverse students include but are not limited to the following: Gifted and talented, Bilingual/ESL, Dyslexia, Special Education, T-Risk, counseling, and other specially funded special programs)</p> <p>Strategy's Expected Result/Impact: Increase the number of students in the TAG Program. Increase support to identified students.</p> <p>Staff Responsible for Monitoring: TAG Teacher Inclusion Services Teachers Counselors Teachers Administrators</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Counselors will deliver guidance lessons such as: Bullying, Violence and Prevention Intervention, Career, and Technical Preparation, Conflict Resolution, Harassment, and Dating Violence to the appropriate grade levels.</p> <p>Strategy's Expected Result/Impact: Increase standards mastery</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: The attendance rate is below 97%, which is the school year goal. Root Cause: Lack of incentives and student activities to encourage student attendance</p>
Student Learning
<p>Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards Root Cause: Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.</p>
<p>Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. Root Cause: Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.</p>
<p>Problem Statement 3: 38% of students in grade 5 did not meet the Science standards on Fall ACP Root Cause: Lack of students' background knowledge of scientific terms, skills, and concepts</p>
School Processes & Programs
<p>Problem Statement 1: We are not fully staffed. Root Cause: Lack of effective marketing to attract staff members to our campus</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: The percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 0.8% to 37% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

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 5.3: The number of THECB Level I and Level II certificates earned by 12th grade students will increase from 317 to 450 by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI).

High Priority

Evaluation Data Sources: Student Assessment

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 4: GPM 5.4: Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will increase from 59%to 62% by 2025.

High Priority

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 5: GPM 5.5: The percent of college enrollment will increase from 62.0% to 67.0% by June 2025, including the number of Associate degrees attained.

High Priority

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: 100% of students will have the opportunity to participate in at least one extra-curricular instructional and non-instructional activity or club by December 2023 and maintain a 100% by March 2024.

Evaluation Data Sources: After School Tracker report, Activity/Club Attendance logs, Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will participate in at least one club and/or organization throughout the school year teachers will sponsor Goal 6 activities or a club and/or organization throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase student leadership Staff Responsible for Monitoring: Extra Curricular Coordinator</p> <p>Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for students to participate in extracurricular activities by creating a calendar of events to include the club meeting dates and times.</p> <p>Strategy's Expected Result/Impact: Increased student participation in clubs</p> <p>Staff Responsible for Monitoring: Teachers, Extra Curricular Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus staff will review behavioral data and develop a school-wide student management plan to address specific targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting, and determine interventions to be utilized to prevent misconduct.</p> <p>Strategy's Expected Result/Impact: Decreased exclusionary discipline incidents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, build relationships with students, and work with students from different populations. Teachers will review discipline data and intervention strategies monthly during PLC meetings.</p> <p>Strategy's Expected Result/Impact: Decreased exclusionary discipline incidents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 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 1 Problem Statements:

Demographics
<p>Problem Statement 1: The enrollment at Gabe P. Allen New Tech Academy is decreasing. Root Cause: Lack of revitalization efforts and lack of new pathways needed to attract students and families to the school.</p>
<p>Problem Statement 2: The attendance rate is below 97%, which is the school year goal. Root Cause: Lack of incentives and student activities to encourage student attendance</p>
Perceptions
<p>Problem Statement 1: In Positive Culture and Environment, staff feels that unruly students are permitted to disrupt the learning environment. Root Cause: Teachers are inexperienced in incorporating effective classroom management strategies.</p>
<p>Problem Statement 2: In Positive Culture and Environment, staff feel discipline is not enforced consistently and effectively. Root Cause: The adjustment toward restorative practices versus punitive punishments has been a mindset shift for teachers.</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: 100% of teachers will participate in focused activities to increase positive relationships with students, families, and members of the community.

Evaluation Data Sources: Sign in sheets, staff participation, parent involvement as evidenced at events

Strategy 1 Details	Reviews			
<p>Strategy 1: Allen staff will build a strong sense of community through student showcase nights and family engagement events, (literacy and math nights), trips that celebrate our students' futures and heritages.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Parent Instructor Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop jointly with, and distribute to parents a written Allen Parent Involvement Policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. The policy will be made available in English and Spanish to meet the needs of diverse languages of our parents, families, and community members. Teachers will foster daily communication with parents through the use of Class Tag communication.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement and teacher/parent communication.</p> <p>Staff Responsible for Monitoring: Parent Instructor Administrators</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop jointly with, and distribute to parents a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences. Meetings will be available in am and pm times.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement and teacher/parent communication.</p> <p>Staff Responsible for Monitoring: Administrators Parent Instructor Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness. meetings available in am and pm time frames.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement and teacher/parent communication.</p> <p>Staff Responsible for Monitoring: Counselor Parent Instructor</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Support transition to middle school for 6th graders moving to 7th grade by holding Transition meetings for families in collaboration with feeder schools to provide information on graduation plans, and college and career readiness.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement and teacher/parent communication.</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: CIP will be available for parents and the community. The school will provide two opportunities(Fall 2023 and Spring 2024) to review and revise the CIP. The campus will provide translated plans when needed.</p> <p>Strategy's Expected Result/Impact: Increase in Parent Survey positive responses.</p> <p>Staff Responsible for Monitoring: Parent Instructor Administrators</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
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