

Dallas Independent School District
381 Barack Obama Male Leadership Academy (High)
2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	4
Perceptions	5
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
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: Student achievement on state assessments in all subjects in Domain 1 will increase from 96 to 100 by June 2025.	11
Goal 2: 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: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 73 percent to 100 percent by June 2025.	12
Goal 3: 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: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 96 to 100 by June 2025.	14
Goal 4: 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 continue to be 100% through 2023.	15
Goal 5: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.	16
Goal 6: 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.	17
Goal 7: Student Achievement on the third grade state assessment in mathematics at the Meets performance level or above will increase from 42 percent to 54 percent by June 2025.	18
Addendums	19
	20

Comprehensive Needs Assessment

Revised/Approved: May 31, 2022

Demographics

Demographics Summary

Mission: Develop young men into impactful leaders through the development of their intellectual, moral, physical, social and emotional skills for the global society of tomorrow.

Vision: The School of Today for Tomorrow's Leaders

Motto: Believe. Achieve. Succeed.

We are a Single Gender Leadership Academy serving 6th - 12th grade. We have consistently been associated with high academic achievement, a thriving fine arts program and participating in community service projects. We have a population that closely matches the district in all areas other than TAG% and SPED %.

The data was collected from <https://mydata.dallasisd.org/>.

We have a current enrollment of 453 students. We look to grow to 650-700 students.

Grade	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
6	72 0 (0.0)		13 (18.1)	55 (76.4)	0 (0.0)	1 (1.4)	0 (0.0)	3 (4.2)	0 (0.0)
7	98 2 (2.0)		16 (16.3)	78 (79.6)	0 (0.0)	0 (0.0)	0 (0.0)	2 (2.0)	0 (0.0)
8	82 0 (0.0)		16 (19.5)	65 (79.3)	0 (0.0)	1 (1.2)	0 (0.0)	0 (0.0)	0 (0.0)
9	85 0 (0.0)		9 (10.6)	75 (88.2)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	0 (0.0)
10	44 0 (0.0)		10 (22.7)	32 (72.7)	0 (0.0)	1 (2.3)	0 (0.0)	1 (2.3)	0 (0.0)
11	38 0 (0.0)		5 (13.2)	31 (81.6)	0 (0.0)	1 (2.6)	0 (0.0)	1 (2.6)	0 (0.0)
12	34 0 (0.0)		6 (17.6)	26 (76.5)	0 (0.0)	0 (0.0)	0 (0.0)	2 (5.9)	0 (0.0)
All	453 2 (0.4)		75 (16.6)	362 (79.9)	0 (0.0)	4 (0.9)	0 (0.0)	10 (2.2)	0 (0.0)

Demographics Strengths

We have high attendance at all levels 6th - 12th.

We consistently perform well in academics and the Fine Arts.

Our young men volunteer at other campuses to serve as mentors.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although we have teachers from six countries outside of the United States, only 4 of our 29 teachers are Hispanic. **Root Cause:** There has not been a strategic recruitment plan to better align the teacher's demographics to the demographics of the students.

Student Learning

Student Learning Summary

https://docs.google.com/presentation/d/1XdGDuZNWILq-mfSFRumP_HYbw-gfiCPzXtnKo3RIxGU/edit#slide=id.p

The data was collected from my data portal from the district and from Schol City.

Student Learning Strengths

Overall the MS and HS students out perform the district. All students take Honors and AP classes. Our Dual Credit enrollment has increased from 14 - over 50 in the last year.

Our AA students achieved the goal for reading at meets and math at meets.

Our ELL achieved the goal for reading at meets and math at meets.

Our Domain 1 score for MS was 91. Our Domain 1 score for HS was a 93.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The goal for Mastery is at least 50% in all subject areas. We only met the goal in 7th grade Reading and the HS US History EOC. **Root Cause:** Interventions to address individual gaps for students are not being created and delivered.

School Processes & Programs

School Processes & Programs Summary

We are a leadership model with a focus on character and responsibility. All students take Honors and AP courses. Our House System was the first in Dallas ISD. We use it to drive and sustain our campus culture.

The data was collected the data from SBDM, coffee with the principal meetings, and surveys with parents, students and staff.

Our master schedule and information from PowerSchool was used to collect this information.

We are a 1 to 1 campus. All students are provided a loaner device if they do not have a working device. Our Foundation has purchased an additional 50 Surface Pro devices to meet any additional need.

Based on information from our TEI dashboard, we 28 or the 30 teachers with an average score of Proficient in Domains 2 and 3 in their observations.

We are adding an additional CTE teacher this year to support the new Computer Science Pathway for our students. The new teacher will create the MS foundation to sustain the program.

There were 3 teachers who left the campus this year. We were able to replace them with teachers who were as effective or more effective than their predecessors.

Our Foundation supports professional development opportunities of our staff. The staff members write grants to attend professional development conferences all over the country.

Our Foundation paid for a curriculum that addresses the character and developmental needs of young men. They also paid for the author to deliver PD sessions to the staff.

School Processes & Programs Strengths

We use a restorative discipline model with our Brothers to encourage accountability.

We use clubs as an opportunity for the Brothers to participate in activities that they enjoy.

Lyceum is used as a classroom for teaching and engaging the Brothers in the character lessons from our Young Men of Purpose Curriculum.

We also use Lyceum as an opportunity to bring in guest speakers to provide exposure to as many different positive experiences as possible.

Our school counselor and the district counselor services department provides training and support in suicide prevention, conflict resolution, discipline management, violence prevention, and regular training in harassment and dating violence for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Most students (particularly in HS) are not committed to participating and sustaining the House System. **Root Cause:** The commitment is not as strong because 100% of the staff does not communicate the importance and benefits.

Perceptions

Perceptions Summary

We focus our staff and students on our mission, vision, creed and core values every morning in Lyceum. We use our House system to guide/drive as many programs and activities as we can. We are recognized around the metroplex and beyond for our brotherhood, leadership, and service to the community. We encourage staff and students to seek out impactful leadership opportunities inside and outside of the school.

Perceptions Strengths

Almost all the staff and students are able to recite the mission, vision, creed, core values and sing the school song from memory. We are recognized for our blazers and ties, the high academic achievement, and the college going culture promoted beginning in the 6th grade.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): All staff do not have the same commitment to our mission and House system based on less than 25% regularly participating in Lyceum and the House activities. **Root Cause:** We have not established and held staff accountable to clear expectations for the House system and key components of our mission.

Priority Problem Statements

Problem Statement 4: Although we have teachers from six countries outside of the United States, only 4 of our 29 teachers are Hispanic.

Root Cause 4: There has not been a strategic recruitment plan to better align the teacher's demographics to the demographics of the students.

Problem Statement 4 Areas: Demographics

Problem Statement 1: The goal for Mastery is at least 50% in all subject areas. We only met the goal in 7th grade Reading and the HS US History EOC.

Root Cause 1: Interventions to address individual gaps for students are not being created and delivered.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Most students (particularly in HS) are not committed to participating and sustaining the House System.

Root Cause 2: The commitment is not as strong because 100% of the staff does not communicate the importance and benefits.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: All staff do not have the same commitment to our mission and House system based on less than 25% regularly participating in Lyceum and the House activities.

Root Cause 3: We have not established and held staff accountable to clear expectations for the House system and key components of our mission.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- 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

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





Goals

Revised/Approved: June 16, 2022

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: Student achievement on state assessments in all subjects in Domain 1 will increase from 96 to 100 by June 2025.

Performance Objective 1: Common Assessment Scores will be at least 96 for Domain I for each administration for the 2022- 2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives with House Points to ensure that students will have at least 98 % attendance for all their classes. - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All Core content Teachers now have a planning period and a PLC period schedules. They will use this PLC period to ensure that the PLC Look Forward and Look Back Protocols are implemented with fidelity.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administrators will help teachers and students through Professional Development to improve student performance on all classroom, district, state, college and college readiness exams	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The goal for Mastery is at least 50% in all subject areas. We only met the goal in 7th grade Reading and the HS US History EOC. **Root Cause:** Interventions to address individual gaps for students are not being created and delivered.

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: Student achievement on state assessments in all subjects in Domain 1 will increase from 96 to 100 by June 2025.





Performance Objective 2: Fall ACP Scores will be at least 96 for Domain 1 for all tests.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the PLC Look Back Protocol to create individual interventions to ensure a cycle of mastery for all standards. 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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: 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: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 73 percent to 100 percent by June 2025.





Performance Objective 1: 100 % of Juniors will start the year CCR.

Strategy 1 Details	Reviews			
Strategy 1: Sophomores who are not CCR by December will take TSIA Prep courses and then take the exam before the end of their Sophomore year. - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: 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: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 96 to 100 by June 2025.





Performance Objective 1: All 6th and 7th grade students will score meets or higher on their Fall ACP exams.

Strategy 1 Details	Reviews			
Strategy 1: Students will track their own data from Power DOLs. Teachers will provide House Point incentives for students as they grow and/or meet their targets. - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We are using a school wide mentoring program ro help build character traits with the Brothers to increase their confidence. The program discusses and builds skills discipline management and dating violence.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The counselor will conduct lessons with all students to discuss suicide prevention, harassment, and conflict resolution.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: 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 continue to be 100% through 2023.

Performance Objective 1: All students will participate in a club during Advisory each Thursday.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will offer clubs during Advisory every Thursday. - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 5: 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: At least 75 % of the parents of students participating in extracurricular events will attend school events.

Strategy 1 Details	Reviews			
Strategy 1: Offer at least 1 Fine Arts performance each 9 week period.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 6: 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.

Goal 7: Student Achievement on the third grade state assessment in mathematics at the Meets performance level or above will increase from 42 percent to 54 percent by June 2025.

Addendums