

Dallas Independent School District
045 E.B. Comstock Middle School
2023-2024 Campus Improvement Plan

Accountability Rating: C



Public Presentation Date: June 1, 2023

Mission Statement

Mission: The mission of E. B. Comstock Middle School is to establish a school community focused on delivering **CULTURALLY RESPONSIVE INSTRUCTION** that is **DATA DRIVEN** to equip students with the knowledge, skills, and tools necessary to become **COLLEGE AND CAREER READY**.

Vision

Vision: Comstock Middle School is the **PREMIER MIDDLE SCHOOL IN DALLAS ISD**, where staff, students, parents, partners and the community work together towards excellence.

Value Statement

Growth Mindset

- Welcoming the observation and feedback cycle
- Commitment to self-improvement every day

Trust and Transparency

- Acting with integrity and doing what's best for the team
- Saying what you mean and doing what you say

Cultural Responsiveness

- Engaging with student in a manner that is relevant, meaningful and palatable
- Commitment to teaching content and character

Equity for All

- Removing barriers to success and providing support based on need
- Ensuring inter school and intra school equity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data was taken from Mydataportal and Powerschool--Comstock Middle School is a comprehensive school located in the westernmost part of Pleasant Grove serving grade levels 6-8. Total enrollment is 743 (6th - 200, 7th - 238, 8th - 249), with 92% of our students coming from the community. In regards to ethnicity, 98% of our population is comprised of minority students. There are considerably more male students than female students on campus, both currently and historically with about 55% being male and 45% being female. Some trends that have been noted include a decrease in total enrollment year over year, a relatively stable percentage of Hispanic students combined with a slight decrease in both the black/African American population and white populations, and an increase in those identifying as two or more races. Key factors in the overall decrease of enrollment over the years include single-gender schools, and specialty schools that offer a variety of programming that is not currently available at Comstock MS.

While our overall demographics indicate that most of our students are Hispanic or Black/African American, the teaching staff at Comstock Middle School overall is more ethnically diverse. 70% of students identify as Hispanic while only 15% of staff do. 9% of teachers are White and 1% are Asian, compared to 1% White students and 1% Asian students. 56% percent of teachers are female while only 45% of students are female.

In regards to sub populations, the percentage of economically disadvantaged is currently significantly higher at 95.5%, compared to 21-22 which was 90.5%. This number is higher because it is more accurately depicting the demographics of the community. Currently, the EB/EL population is 56% of the overall student population. 16% percent of our students participate in Gifted and Talented programming. We have an emerging Athletics department in that we are expanding to include tournaments and meets to engage the community. Our elective course selection is growing as we added Spanish, Dance and Avid for the 22-23 school year. For the 23-24 school year we are adding ELAR Supplemental (increase flunecy in reading), Professional Communication (CCMR), 6th grade Honors Math (to increase rigor and for HS credit in MS), Social Studies honors (so more students can qualify for Avid).

There are 28 students enrolled in ESL. Of those, 100% earned a composite score of Beginner on the TELPAS assessment. Additionally, 13% of the EL population improved their composite score on TELPAS by 1 or more level descriptor as compared to the previous school year.

Data was taken from: My Data Portal, Powerschool, BOS

OTHERS (%)					
Grade	BE not EB/EL	EB/EL Exit	Special Education	TAG	Economically Disadvantaged
6	0 (0.0)	0 (0.0)	46 (23.0)	35 (17.5)	194 (97.0)
7	0 (0.0)	0 (0.0)	54 (22.7)	35 (14.7)	223 (93.7)
8	0 (0.0)	0 (0.0)	33 (13.3)	39 (15.7)	238 (96.0)
All	0 (0.0)	0 (0.0)	133 (19.4)	109 (15.9)	655 (95.5)

Ethnicity (%)									
Grade	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
<u>6</u>	<u>200</u>	<u>4</u> (2.0)	<u>66</u> (33.0)	<u>126</u> (63.0)	<u>1</u> (0.5)	<u>0</u> (0.0)	<u>0</u> (0.0)	<u>3</u> (1.5)	<u>0</u> (0.0)
<u>7</u>	<u>238</u>	<u>1</u> (0.4)	<u>61</u> (25.6)	<u>172</u> (72.3)	<u>0</u> (0.0)	<u>0</u> (0.0)	<u>0</u> (0.0)	<u>4</u> (1.7)	<u>0</u> (0.0)
<u>8</u>	<u>248</u>	<u>2</u> (0.8)	<u>63</u> (25.4)	<u>182</u> (73.4)	<u>0</u> (0.0)	<u>0</u> (0.0)	<u>0</u> (0.0)	<u>1</u> (0.4)	<u>0</u> (0.0)
<u>All</u>	<u>686</u>	<u>7</u> (1.0)	<u>190</u> (27.7)	<u>480</u> (70.0)	<u>1</u> (0.1)	<u>0</u> (0.0)	<u>0</u> (0.0)	<u>8</u> (1.2)	<u>0</u> (0.0)

Gender (%)	
6	106 (53.0) MALE 94 (47.0) FEMALE
7	130 (54.6) 108 (45.4)
8	141 (56.9) 107 (43.1)
All	377 (55.0) 309 (45.0)

Demographics Strengths

Demographics Strengths

The benefit that Comstock's demographics pose is the consistency in the socioeconomic status entitles us to be allotted benefits and support provided for low socioeconomic campuses by the state and federal government

- The ratio of male instructors per student population
- For a large sped department (2 FLS Units, 3 TC Units, 1 Redirection and 3 Inclusion Specialist) they have a great rapport with each other and with students
- Many school staff have stepped in to support extra curriculars (band, cheerleading, athletics)
- Learning programs for high achieving students (Algebra I, Physics, Honors, Debate)
- Incentives & recognition for high achievers
- Teacher retention increased from previous year
- Variety of elective opportunities for all students
- After school extra curricular activities and programs
- Increased community partnerships
- Creation of PTO program (PTO and SBDM)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student need more exposure outside their community via field trips. **Root Cause:** 98% percent of the population is low-socio economic status. 75217 is one of the most impoverished in the state.

Problem Statement 2: Incorrect parent contact information in powerschool. **Root Cause:** Transient population and the need for stronger systems with registration and information collection.

Problem Statement 3: Need for more marketing, branding, and community engagement opportunities to increase exposure and enrollment. **Root Cause:** Increased charter schools, transforming community,

Student Learning

Student Learning Summary

Data Sources: MAP, Weekly PDOL, Common Assessments, Mock STAAR (CA#3), STAAR 22

	E B Comstock MS
STAAR 21-22 Performance	
Overall Accountability Rating	C
Approaches Grade Level or Above	49%
Meets Grade Level or Above	22%
Masters Grade Level	9%
Academic Growth	65%
Graduation Rates	4-Year: N/A 5-Year: N/A 6-Year: N/A
College, Career, or Military Readiness	N/A
2021-22 Student Information	
Total Enrollment	750
% Economically Disadvantaged	99.7%
% Receiving Special Education Services	15.2%
% Emergent Bilingual/English Learner	54.3%
% African American	27.5%
% Asian	0.1%
% Hispanic	70.5%
% American Indian	0.1%
% Pacific Islander	0.0%
% Two or More Races	0.5%

	E B Comstock MS
% White	1.2%
Enrollment by Gender	Female: 45.3% Male: 54.7%
2021-22 Staff Information	
Number of Students per Teacher	14.4
Average Years of Experience by Teacher	8.8

STAAR 21-22

Component Score	Scaled Score	Rating	
Overall		72	C
Student Achievement		55	Not Rated: Senate Bill 1365
STAAR Performance	27	55	
College, Career and Military Readiness			
Graduation Rate			
School Progress		69	Not Rated: Senate Bill 1365
Academic Growth	65	69	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 99.7%)	27	60	Not Rated: Senate Bill 1365
Closing the Gaps	32	71	C

	Weight	Scaled Score	Rating
State A-F Accountability System	60%	70	C
Local Accountability System	40%	76	C
Overall		72	C

District Common Assessment Data 22-23

Common Assessment Scaled Accountability Ratings by Domain				
District Assessment	Domain 1 - Student Achievement	Domain 2A - School Progress (growth)	Domain 2B - Relative Performance	
Common Assessment 1	52	scale 47 - F	Total: F, Reading: F, Math: F, Science: C, Social Studies: A	
ACP - Common Assessment 2	49	scale 49 - F	Total: F, Reading: F, Math: F, Science: F, Social Studies: F	
Common Assessment 3	49	scale 46 - F	Total: F, Reading: F, Math: F, Science: D, Social Studies F	

For the 21-22 school year, we earned a "C" in state and local accountability by getting 70% of our state accountability points from 2A student growth. We are still focusing on earning the majority of our state accountability points from Domain 2A. Because we are still not a high performing campus currently in Domain 1, it also directly correlates to Domain 2B. We continue to focus on growing students to meet their growth goals. We have met some challenges in growing students this year due to language fluency, particularly with the emergent bilingual students. We have committed to incorporating SIOP strategies to close the gap with literacy. We have also identified the need to track student growth goals individually and wholistically through student profiles and data trackers (spreadsheet). This way, we can take weekly snapshots of how students are doing in terms of meeting their growth goals. We also noticed a gap in performance from our African American subpopulation compared to our Hispanic population. We will be looking into culturally responsive literacy programs and mentorship programs to help with this opportunity for growth.

Comstock MAP Data

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English			Spanish			English			English								
READING						MATHEMATICS						SCIENCE					
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY						
196 DNM		186 DNM				179 DNM		182 DNM			183 DNM			185 DNM			
204 DNM		211 DNM				223 DNM		216 DNM			203 DNM			214 MET GROWTH			
212 DNM		214 DNM				232 MET GROWTH		232 MET GROWTH						227 MET GROWTH			
165 DNM		172 DNM				201 DNM		208 DNM			171 DNM			194 DNM			
199 DNM		200 DNM				189 DNM		189 DNM									
		199 DNM						218 DNM						200 DNM			
204 DNM		204 DNM				229 MET GROWTH		221 DNM			201 DNM			215 MET GROWTH			
183 DNM		204 DNM				195 DNM		200 DNM			193 DNM			188 DNM			
190 DNM		196 DNM				194 DNM		221 DNM			172 DNM			185 DNM			
														212 MET GROWTH			
171 DNM		202 DNM				192 DNM		203 DNM			207 DNM			194 DNM			
217 MET GROWTH		218 DNM				225 MET GROWTH		240 MET GROWTH			215 MET GROWTH			221 MET GROWTH			
201 DNM		193 DNM				196 DNM		215 DNM			191 DNM			197 DNM			
208 DNM		202 DNM				231 MET GROWTH		235 MET GROWTH			209 MET GROWTH			221 MET GROWTH			
205 DNM		218 DNM				222 DNM		217 DNM			212 MET GROWTH			196 DNM			
205 DNM						209 DNM		215 DNM			205 DNM			215 MET GROWTH			
		220 MET GROWTH						200 DNM			DNM			210 DNM			
# of MET	137					# of MET	129				124			# of MET	43		64
# of DNM		459			502	# of DNM		470			507			# of DNM		158	157
% on Track						% on Track								% on Track			
	22.98657718						21.53589316								21.39303483		28.959271

Student Learning Strengths

- Earned a "C" in state accountability for the 21-22 school year
- Percent passing for ACP in the Fall of 22 had double digit gains across the board.
- Double digit gains in Domain I in social studies and science after ACP
- Gains in all grade levels in math data for common assessment #1 and ACP
- Student proximity to school campus
- Culture of weekly and daily Observation/Feedback focused on lower tiered and first year teachers

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Inconsistent use and collection of data is impeding students reaching their personal growth goals. **Root Cause:** Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.

Problem Statement 2 (Prioritized): Emergent bilingual students are struggling with language acquisition. **Root Cause:** Teachers need more professional development and resources with SIOP and dual language strategies.

Problem Statement 3 (Prioritized): Slight regression in ELAR data after ACP. **Root Cause:** Teachers and students need more training and practice implementing the Amplify curriculum.

Problem Statement 4 (Prioritized): Student need more reinforcement of content concepts through homework and other supplemental learning tools. **Root Cause:** A system of accountability and resources for supplemental activities is needed.

Problem Statement 5 (Prioritized): There is a need for culturally responsive instruction for African America and Emergent Bilingual students. **Root Cause:** Student engagement - Lack of student participation in core content.

Problem Statement 6: Writing across all grade levels (ECR/SCR) is below grade level expectations. **Root Cause:** Lack of teacher capacity in understanding the SCR/ECR rubric/processes and the implementation of graphic organizers to support to internalization.

School Processes & Programs

School Processes & Programs Summary

Data Sources: Org Chart, Roles and Responsibilities, Duty Schedules, Building Utilization, Master Schedule, Hiring Protocols, PLC Protocols, Teacher Focus Group

Staff Recruitment and Retention

In terms of quality, recruitment, and retention, there are several strengths that have presented themselves, while many areas of need and their root causes have manifested. The following paragraphs are descriptions of the investigations that centered the teacher experience at Comstock.

Strengths of our programming in quality recruitment, and retention stem from a purposeful effort to equip the student body with qualified and passionate individuals to aid them on their educational journeys. All content teachers must meet certification requirements for their subject and went through a screening and interview process, which allowed Comstock interviewers to make thoughtful decisions and have robust discussion about staff placement. In general, the data regarding teacher quality on the campus is promising- from an anecdotal level, many teachers are familiar with TEI and are seeking to pursue further years at Comstock and higher ratings. We are recruiting highly qualified and effective staff through ILTs, assistant principals, and the principal- first through a screening, invite them to interview with the content team and select teachers, and then recommend after a final conversation with the principal. We have created a set of questions to help us ascertain character and content of candidates. We also have a rubric to help assess their answers in the moment. In terms of following up after teacher performances/observations- teachers meet with an evaluator and are kept in continuous loops through informal observations by APs, Demo Teachers, Grade Level Leads and ILCs. The informal feedback loop helps keep teacher expectations transparent. Each instructional leader is required to conduct to in person (2 face-to-face observations per week) to help our educators grow. Furthermore, we have found promise in the fact that teachers collaborating across classrooms for horizontal alignment provides opportunity to lighten the labor and focus on student growth within the classroom. In addition, Cougar Teacher Academies were held with consistency beginning in the fall of 22-23 school year. When our assistant principal who was facilitating Cougar Academies went on pregnancy leave, there was much inconsistency. This is an area for opportunity for the upcoming year. Our coaching strategy is multi-tiered and consists of principal, AP, Demo Teacher, Grade Level Lead, and ILC- meaning that teachers had many different people to seek advice from. With PD decision making, strengths were in the area of building a sense of community and camaraderie among staff. Teachers enjoyed breakaway PLCs with less staff in each session and the opportunity to move from room to room. Broadly, anecdotal data and quick informal observations were helpful in determining teacher needs for these PDs and continuous feedback.

Current campus needs for staff quality, recruitment, and retention are still present but we have greatly closed the gap through intentionality in PLCs. Because of our robust interview and hiring protocols, we have been able to retain 90+% of our teachers and fill those vacancies with individuals that are aligned with our core values. With teacher quality, there are few Proficient I or above teachers. Many of the teaching staff were new and/or going through certification programs. Often, teachers had a difficult time adjusting to differentiation for students who had high achievement scores, low achievement scores, ELL students, and SPED students all within the same class period. Beyond that, new teachers didn't necessarily feel like Cougar Teacher Academies were tailored enough to the concerns that they had, and mentorship assignments could be improved because many staff members were more proactive than others. As previously stated, because of the inconsistency with Cougar Academies, its effectiveness was not evident.

The community perception of Comstock MS is slowly but surely starting to turn positive as we keep creating inner school excellence inside the school that will pour out into the community. The High Priority Campus stipend seemed to not matter to many candidates- even if we could interview some who were eligible.

Our strong vision to excellence and roots in our core values have served this school community well in everyday practices and attracting professional that are dedicated to the work. In thinking about the issues surrounding mentorship and first year programming, the cause lies in capacity; there were few teachers experienced enough to get mentorship and much of the programming was aimed at all teachers due to low years of experience, when we should more heavily weight our programming at first year teachers.

In all, takeaways from these investigations proved that there are many reasons to be optimistic. Teachers and staff appreciate the culture shift that began in the second semester of the 21-22 school year when Principal Williams arrived and the new wave of advocacy and support they were receiving. The 22-23 has been a strong foundation setting year. We have created an environment of high standards for all and accountability for all. In order to remain on this successful course, the Comstock community must address the root causes of our needs and build upon our strengths.

Artifacts/Links:

Interview Protocols:

[Teacher Interview Protocols](https://docs.google.com/document/d/12MJRlr4wYUR1pQ6N0Jx20n2vKLce0CtH/edit?usp=sharing&oid=102432402357671026563&rtpof=true&sd=true): <https://docs.google.com/document/d/12MJRlr4wYUR1pQ6N0Jx20n2vKLce0CtH/edit?usp=sharing&oid=102432402357671026563&rtpof=true&sd=true>

[Response Rubric](https://docs.google.com/document/d/1n4GGcQVFKM3UJrDAVepS3KXM8R-ztXcR/edit?usp=sharing&oid=102432402357671026563&rtpof=true&sd=true): <https://docs.google.com/document/d/1n4GGcQVFKM3UJrDAVepS3KXM8R-ztXcR/edit?usp=sharing&oid=102432402357671026563&rtpof=true&sd=true>

Technology

The 22-23 school year has afforded us the opportunity to set strong foundations with all systems. Ms. Lilly is our technology point person for Comstock. At the end of the 21-22 school year, Principal Williams was intentional with ensuring technology was not an issue for the campus. He advocacy brought us 3 computer labs (1 on the third floor, 1 on the second floor, and 1 in the library). This has been a game changer for access to technology and to ensure a testing environment conducive to excellence.

Ms. Lilly has also been intentional in creating system to hold teachers accountable for the COWS issued to them and to hold students accountable for damaged and or lost laptops. Although students have the option to take their laptops home, most students prefer to leave their laptops in their homeroom so their laptop will not get broken.

All-In-Learning is being used for assessments. As a campus, several teachers still do not have a set of All-in-Learning clickers. It is also hard to use the web clicker versoin because of the lack of chromebooks. Several applications like Google Classroom, Google Meets, Zoom, and Google Slides have been integrated into the classroom.

Curriculum, Instruction, and Assessment

Comstock has focused its efforts in ensuring the curriculum is aligned to TEKS and other learning standards by having ILC (curriculum experts) collaborate on

the creation of lesson plans for teachers. In doing this there is an assurance of alignment, checks and balances came from implementation of the power meeting cycle being ran with fidelity. A-Team was held on Thursdays after school to vet through all department's instructional framework for the upcoming weeks. This process ensured integrity and alignment of coherent curriculum. During Look Forward PLCs, there was a focus on student misconceptions and strong delivery of the "I Do" and "We Do". This led to "Good First Instruction" which help with clarity of content and maximized instructional time.

Amplify curriculum was implemented from the start of the 22-23 school year. Due to lack of training and supplemental resource opportunities, the ELAR department pivoted away from Amplify and went to scripted lessons created by the ILCs. This led to targeted at bats for students in aligned STAAR content.

In the 21st-century schools are expected to prepare scholars for the workplace using 21st-century skills. These skills include but are not limited to monitoring self-learning, using computer skills to reference and research information, using different platforms to gain information. Comstock has supported these efforts in the likes of Google classroom, imagine math, and efforts in ensuring one to one student computer ratio. There is still a need for more campus technology, chargers for chromebooks, All-in-Learning clickers. Data shows that students are not completing tasks in this area as expected. There are several reasons this might exist but is not limited to, teacher capacity, home life and access to wifi.

Comstock middle school attempts to address decreasing the achievement gap by creating an opportunity for students to receive support in tutoring, advisory lessons and HB4545 requirements. The staff also identifies Out of Place students (students whose academic achievement is below their capability) on Mini Markers, Common Assessments, ACP and STAAR tests. These students receive small group instruction, weekly check-ins, and additional support after school.

There is a great need for the teacher experience and individual student's need to be considered during the design and delivery of instruction. Teacher autonomy will increase teacher capacity, teacher by in and input, and increase student engagement.

School Context and Organization

There are many facility needs that have been addressed this second semester. After the arrival of Principal Williams, the first floor was painted, the gym was painted, the auditorium ceiling was painted, all the clutter and useless items in the auditorium were removed, holes in the walls in classrooms were repaired, new curtains have been ordered, and we received a new marquee as the old one had a hole in it. We are currently receiving a new fence around the school and the field is being leveled out--there were huge craters in the field which made it very dangerous to practice on. Because we are an AIM campus, the district has also supported the school by adding additional staff (An additional AP, an additional counselor and the use of the networks ILC). These additions are a great help to the Comstock Family however, we are still in need of more support in terms of another AP position (discipline coordinator) and another ILT position.

As the 22-23 sch. Principal Williams has been intentional in overcommunicating for organizational clarity and providing training around what everyone's responsibility entails.

The community perceptions of E. B. Comstock, at this time, are very low. There is a need to change the narrative. Many stakeholders have a limited opinion, limit view or limited access to the greatness that lies within the walls of the school. Therefore, efforts must be brought forward to increase the awareness. The vehicle that we currently use to get the information to the public is through coffee with the principal, Comstock website, Instagram, Twitter, school messenger, SBDM, PTO and other community engagement opportunities. An increased presence in these mediums will help to change the narrative.

School Processes & Programs Strengths

School Context and Organization

- No electives will have an advisory class which will give them 30 minutes to meet and plan with the rest of the department
- A variety of extracurricular activities available to our scholars
- Herrera and Associates have been brought in to increase student and parent in engagement for bilingual demographics and SEL group activities
- ED Turner (DFW Voices) has been brought to increase parental engagement (SBDM, PTO, and other culture building opportunities)
- Revamped culture routines to allow for an optimal school climate (intake, lunch transition, dismissal)

Curriculum, Instruction, and Assessment

- Double digit gains in ACP data this past fall 22 as compared to fall 21
- Increase in Domain I on STAAR 2023 in Math (+2)

Staff Recruitment and Retention

- Retention of high quality educators
- Several staff members are interested in leadership opportunities (AP interns have been identified--growing our own pipeline of administrators)
- 90% Retention Rate
- All positions are filled for the 2023-2024 school year

Technology

- Great systems with device collection and storage (Ms. Lilly)
- All students on campus have a device
- We have 3 computer labs on campus to support instruction and testing
- All rooms have a smartboard for instructional purposes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Provide more rigorous instruction to the honors students compared to the students that are on grade level. **Root Cause:** Teachers and students are not tracking personal growth goals weekly (AIL, DAN, SIRIUS, CARNEGIE, AMPLIFY, ACHIEVE 3000).

Problem Statement 2 (Prioritized): Teacher Capacity - Minimum growth of Tier III and New Teachers. **Root Cause:** Teachers need professional development tailored to their need and proficiency level.

Problem Statement 3 (Prioritized): Inconsistent use of the discipline management system by teachers. **Root Cause:** Teachers need to be thoroughly trained and held accountable to the campus discipline management system.

Problem Statement 4 (Prioritized): There is a need for more advanced technology and engineering courses to align with our mission (college and career ready) and opportunities at Spruce HS. **Root Cause:** Certification requirements and hiring a certified teacher to facilitate this pathway.

Perceptions

Perceptions Summary

Data Sources: Dallas ISD Climate Survey, Teacher Focus Group, Parent Perception, Student Perception

Culture, Climate Values, and Beliefs

The table below shows the comparison for the Dallas ISD Staff Climate Survey from the fall 21 to the fall of 22. There were huge gains in all 48 indicators for data on the survey. In most cases there were 20-50 point increases in all indicators.

Climate Survey Results: <https://docs.google.com/spreadsheets/d/1KDD5UEDt0xW16sXRoTR12xeHow9XQ2IL/edit#gid=308378247>

Culture & Climate Comparison From Fall 2021 to Fall 2022

Survey Category/Item	Responses	Campus Percent Positive (F2022)	Campus Percent Positive (F2021)
<i>Beliefs and Priorities</i>		74.2	40.0
<i>Positive Culture and Environment</i>		64.3	29.4
<i>Culture of Feedback and Support</i>		72.7	43.4
<i>College-Going Culture</i>		82.9	42.1
<i>Teacher-Teacher Trust</i>		78.8	60.6
<i>Teacher-Principal Trust</i>		65.8	28.1

All Domains Increased significantly from Fall 21 to Fall 22

- 34.2 increase in Beliefs and Priorities
- 34.9 increase in Positive Culture and Environment
- 29.3 increase in Culture of Feedback and Support
- 40.8 increase in College-Going Culture
- 18.2 increase in Teacher-Teacher Trust
- 37.7 increase in Teacher-Principal Trust
- An overall percentage point increase of 32.51

Students



Student Survey - Teacher

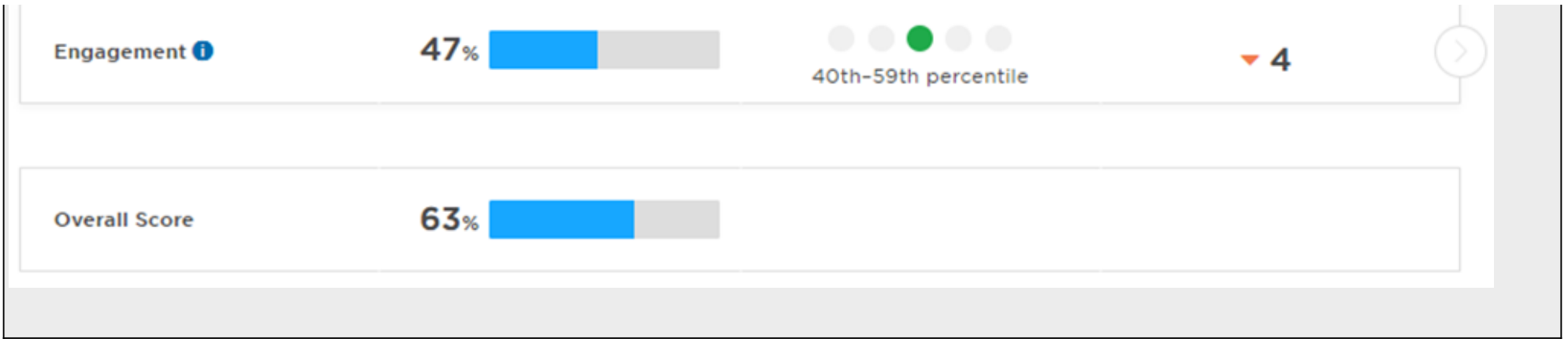
What feedback did students have about their experience in class?

Grades 6-12

1,002 responses | [show breakdown](#)

[Save as PDF](#)

Topic	Percent Favorable	Compared to others nationally	Change since Spring 2022
Pedagogical Effectiveness <i>i</i>	72%	20th-39th percentile	▼ 1
Rigorous Expectations <i>i</i>	69%	20th-39th percentile	▼ 1
Classroom Climate <i>i</i>	65%	40th-59th percentile	▼ 4
Teacher-Student Relationships <i>i</i>	61%	40th-59th percentile	▼ 4



Panorama Student Perception Survey

Our student perception survey results showed that the data had a slight decline from fall 2022 to spring 2023. This data shows that we must be intentional about hiring culturally responsive educators that have a growth mindset and teachers who are creating trust and transparency with students, staff and with the community.

Panorama Results: Pedagogical Effectiveness: 72% - 1 point decline, Pedagogical Effectiveness: 69% - 1 point decline, Classroom Climate: 65% - 4 point decline, Teacher-Student Relationships: 61% - 4 point decline, Engagement: 47% - 4 point decline, Overall Score: 63%

Family and Community involvement

Our parent perception survey results showed an huge increase in positive parent responses in the EOY Spring 23 survey compared to the EOY Spring 22 survey. There was an increase in positive responses of 14.8%. The graph below shows the increase in the other areas.

		Spring 22 (Last Year Parent Survey)		Spring 23 (This Year Parent Survey)		NET PERCENTAGE POINT GAIN IN POSITIVE RESPONSE FROM SPRING 22 TO SPRING 23
		N	%	N	%	
I believe what my child is learning this year is what he or she needed to learn to be ready for the next grade.	Strongly Agree	38	37.3	68	81.9	9.1
	Agree	51	50	12	14.5	
	Disagree	2	2	2	2.4	
	Strongly Disagree	4	3.9	1	1.2	
	I don't know	7	6.9	0	0	
My child's school has a respectful learning environment.	Strongly Agree	30	29.4	62	74.7	17.5
	Agree	48	47.1	16	19.3	
	Disagree	13	12.7	2	2.4	
	Strongly Disagree	4	3.9	0	0	
	I don't know	7	6.9	3	3.6	
My child's school has a safe learning environment.	Strongly Agree	29	28.4	61	73.5	16
	Agree	53	52	19	22.9	
	Disagree	7	6.9	2	2.4	
	Strongly Disagree	4	3.9	0	0	
	I don't know	9	8.8	1	1.2	
I am satisfied with the school's maintenance and cleanliness.	Strongly Agree	34	33.3	64	77.1	17.2
	Agree	48	47.1	17	20.5	
	Disagree	6	5.9	0	0	
	Strongly Disagree	3	2.9	1	1.2	
	I don't know	11	10.8	1	1.2	
My child's school informs me about my child's grades and learning progress throughout the year.	Strongly Agree	39	38.2	73	88	19.4
	Agree	42	41.2	9	10.8	
	Disagree	13	12.7	0	0	
	Strongly Disagree	6	5.9	1	1.2	
	I don't know	2	2	0	0	
My child's school welcomes parent involvement and engagement.	Strongly Agree	32	31.7	71	85.5	15.1
	Agree	50	49.5	9	10.8	
	Disagree	8	7.9	2	2.4	
	Strongly Disagree	2	2	0	0	
	I don't know	9	8.9	1	1.2	
My child's school responds to my concerns in a timely manner.	Strongly Agree	31	30.7	68	81.9	16.7
	Agree	47	46.5	10	12	
	Disagree	19	18.8	1	1.2	
	Strongly Disagree	1	1	1	1.2	
	I don't know	3	3	3	3.6	
I feel comfortable interacting with school personnel (teachers and administrators).	Strongly Agree	31	30.7	68	81.9	8.1
	Agree	57	56.4	11	13.3	
	Disagree	6	5.9	3	3.6	
	Strongly Disagree	2	2	0	0	

		Spring 22 (Last Year Parent Survey)		Spring 23 (This Year Parent Survey)		NET PERCENTAGE POINT GAIN IN POSITIVE RESPONSE FROM SPRING 22 TO SPRING 23
		N	%	N	%	
	I don't know	5	5	1	1.2	
My child's school stresses the importance of preparing for/attending college after high school.	Strongly Agree	36	35.6	67	80.7	16
	Agree	44	43.6	12	14.5	
	Disagree	5	5	1	1.2	
	Strongly Disagree	2	2	0	0	
	I don't know	14	13.9	3	3.6	
The information my child's school and the district provide is in a language that I understand.	Strongly Agree	38	37.6	72	86.7	2.5
	Agree	58	57.4	9	10.8	
	Disagree	2	2	1	1.2	
	Strongly Disagree	0	0	0	0	
	I don't know	3	3	1	1.2	
I am satisfied with the direction and the success of my child's school.	Strongly Agree	28	28	69	83.1	17.6
	Agree	52	52	12	14.5	
	Disagree	11	11	0	0	
	Strongly Disagree	3	3	1	1.2	
	I don't know	6	6	1	1.2	
I am satisfied with the direction of the district.	Strongly Agree	32	32	66	79.5	14.4
	Agree	50	50	14	16.9	
	Disagree	7	7	0	0	
	Strongly Disagree	2	2	1	1.2	
	I don't know	9	9	2	2.4	
I would recommend my child's school to other parents.	Strongly Agree	30	30	66	79.5	23.5
	Agree	38	38	10	12	
	Disagree	10	10	3	3.6	
	Strongly Disagree	10	10	1	1.2	
	I don't know	12	12	3	3.6	
I am a...	New Dallas ISD parent	6	6.1	3	3.6	
	Returning Dallas ISD parent	7	7.1	4	4.8	
	Current Dallas ISD parent (my children were enrolled in the past school year(s))	86	86.9	76	91.6	
			Average of Positive Increase in Response From Spring 22 to Spring 23 -->			14.85385

Perceptions Strengths

All Domains Increased significantly from Fall 21 to Fall 22

- 34.2 increase in Beliefs and Priorities
- 34.9 increase in Positive Culture and Environment
- 29.3 increase in Culture of Feedback and Support
- 40.8 increase in College-Going Culture

- 18.2 increase in Teacher-Teacher Trust
- 37.7 increase in Teacher-Principal Trust
- An overall percentage point increase of 32.51

Based on the overall 32.51% increase of the staff climate survey, we are headed in right direction in culture, climate and academics.

On the EOY Parent Survey there was an average of 14.8% increase in positive responses from parents as compared to Spring 22.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need for increased cultural representation with hispanic/bilingual population of students. **Root Cause:** Prior community perceptions of Comstock Middle School.

Problem Statement 2 (Prioritized): Increase of discipline referrals **Root Cause:** Need for trauma based relationship professional development for all staff members to instruct them on proper engagement with students

Problem Statement 3 (Prioritized): Although there was an increase in parental support, there is still a need for more parental involvement throughout the school **Root Cause:** The conflict of parent work schedules; providing more parent engagement opportunities at the school

Problem Statement 4 (Prioritized): Although there is an increase in positive perceptions from parents, there is still a need to increase community perceptions of the school **Root Cause:** Need for community events within the school and around the community, and also consistent presence on social media and other communication outlets

Problem Statement 5 (Prioritized): There was a decrease by 3% from the previous year on student perception survey data from 22-23. **Root Cause:** Teacher turnover, novice teachers, and the need for staff to be better informed on trauma based relationships

Problem Statement 6 (Prioritized): There is a need for more teacher incentives and culture building activities to sustain a thriving staff culture on campus. **Root Cause:** Teacher burnout and intersession calendar

Problem Statement 7 (Prioritized): There is a need for increased communication and participation between the school and parents. **Root Cause:** The lack of a campus coordinator and incorrect parent information

Priority Problem Statements

Problem Statement 1: Emergent bilingual students are struggling with language acquisition.

Root Cause 1: Teachers need more professional development and resources with SIOP and dual language strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for culturally responsive instruction for African America and Emergent Bilingual students.

Root Cause 2: Student engagement - Lack of student participation in core content.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teacher Capacity - Minimum growth of Tier III and New Teachers.

Root Cause 3: Teachers need professional development tailored to their need and proficiency level.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Provide more rigorous instruction to the honors students compared to the students that are on grade level.

Root Cause 4: Teachers and students are not tracking personal growth goals weekly (AIL, DAN, SIRIUS, CARNEGIE, AMPLIFY, ACHIEVE 3000).

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Inconsistent use and collection of data is impeding students reaching their personal growth goals.

Root Cause 5: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There was a decrease by 3% from the previous year on student perception survey data from 22-23.

Root Cause 6: Teacher turnover, novice teachers, and the need for staff to be better informed on trauma based relationships

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Although there was an increase in parental support, there is still a need for more parental involvement throughout the school

Root Cause 7: The conflict of parent work schedules; providing more parent engagement opportunities at the school

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Need for increased cultural representation with hispanic/bilingual population of students.

Root Cause 8: Prior community perceptions of Comstock Middle School.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Inconsistent use of the discipline management system by teachers.

Root Cause 9: Teachers need to be thoroughly trained and held accountable to the campus discipline management system.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Slight regression in ELAR data after ACP.

Root Cause 10: Teachers and students need more training and practice implementing the Amplify curriculum.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Student need more reinforcement of content concepts through homework and other supplemental learning tools.

Root Cause 11: A system of accountability and resources for supplemental activities is needed.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: There is a need for more teacher incentives and culture building activities to sustain a thriving staff culture on campus.

Root Cause 12: Teacher burnout and intersession calendar

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Student need more exposure outside their community via field trips.

Root Cause 13: 98% percent of the population is low-socio economic status. 75217 is one of the most impoverished in the state.

Problem Statement 13 Areas: Demographics

Problem Statement 14: There is a need for increased communication and participation between the school and parents.

Root Cause 14: The lack of a campus coordinator and incorrect parent information

Problem Statement 14 Areas: Perceptions

Problem Statement 15: There is a need for more advanced technology and engineering courses to align with our mission (college and career ready) and opportunities at Spruce HS.

Root Cause 15: Certification requirements and hiring a certified teacher to facilitate this pathway.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Although there is an increase in positive perceptions from parents, there is still a need to increase community perceptions of the school

Root Cause 16: Need for community events within the school and around the community, and also consistent presence on social media and other communication outlets

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Increase of discipline referrals

Root Cause 17: Need for trauma based relationship professional development for all staff members to instruct them on proper engagement with students

Problem Statement 17 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

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
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

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: Daily DOLs, Weekly Power DOLs, District Six Weeks Assessment, Aggressive Monitoring Charts, Spot Observation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All grade levels will focus on instructional planning during PLCs to ensure effective preparation for good first instruction are utilized and to combat mitigating learning loss due to COVID-19</p> <p>Strategy's Expected Result/Impact: Aligned instruction Increased student engagement Implementation of lesson cycle Improvements in data tracking</p> <p>Staff Responsible for Monitoring: Admin ILCs/Demonstration Teachers Teachers</p> <p>Title I: 2.4, 2.5, 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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2</p> <p>Funding Sources: books for team book study- i.e. Get Better Faster, Leverage Leadership, Driven By Data. -Pens, paper, chart paper, copy paper, - 211 - Title I, Part A - \$1,000, paper, chart paper, copy paper, general supplies to combat mitigating learning loss - 282 - ESSER III (ARP) - \$2,000, books for team book study- i.e. Get Better Faster, Leverage Leadership, Driven By Data. -Pens, paper, chart paper, copy paper, general supplies to combat mitigating learning loss - 199 - General Operating - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Administration and Teacher Leaders will strengthen their peer coaching by engaging in high quality professional development to ensure implementation of top-tier instructional strategies by attending research-based conferences, participating in book studies, and engaging with colleagues. Specifically tailored to increase student achievement for our EB learners, recent immigrants, SPED scholars, tier 3 scholars and GT scholars.</p> <p>Strategy's Expected Result/Impact: More focused instruction on targeted skills Increase in response to data Increase in daily DOL data</p> <p>Staff Responsible for Monitoring: Admin ILCs/Demonstration Teachers Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4, 5 - School Processes & Programs 1, 2</p> <p>Funding Sources: Professional Development, copy paper, pencils, pens, markers, chart paper - 211 - Title I, Part A - \$500, Professional Development, copy paper, pencils, pens, markers, chart paper to combat COVID-19 learning loss - 282 - ESSER III (ARP) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators and Teacher leaders will increase teacher efficacy and instruction by conducting feedback observations on a weekly basis and reviewing data during look back PLCs with teachers to specifically address the needs of our EB learners , SPED scholars, and African-American populations to mitigate the learning loss of COVID-19</p> <p>Strategy's Expected Result/Impact: Increase staff capacity which will have a positive impact on increasing student achievement. Data analysis in look back will help us identify strategies and supports for struggling students, SPED, AA, EB and other identified student groups.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ILCs/Demonstration Teachers, Teachers</p> <p>Title I: 2.4, 2.5, 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: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2</p> <p>Funding Sources: Paper, folders, file folders, color paper, HDMI cables - 199 - General Operating - \$1,000, Chromebooks, All In Learning Clickers, Printers, Professional Development - 211 - Title I, Part A - \$500, Chromebooks, All In Learning Clickers, ipads, chargers, data cables, device covers - 282 - ESSER III (ARP) - \$2,000</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: Inconsistent use and collection of data is impeding students reaching their personal growth goals. Root Cause: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.</p>
<p>Problem Statement 2: Emergent bilingual students are struggling with language acquisition. Root Cause: Teachers need more professional development and resources with SIOP and dual language strategies.</p>
<p>Problem Statement 3: Slight regression in ELAR data after ACP. Root Cause: Teachers and students need more training and practice implementing the Amplify curriculum.</p>
<p>Problem Statement 4: Student need more reinforcement of content concepts through homework and other supplemental learning tools. Root Cause: A system of accountability and resources for supplemental activities is needed.</p>
<p>Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. Root Cause: Student engagement - Lack of student participation in core content.</p>
School Processes & Programs
<p>Problem Statement 1: Provide more rigorous instruction to the honors students compared to the students that are on grade level. Root Cause: Teachers and students are not tracking personal growth goals weekly (AIL, DAN, SIRIUS, CARNEGIE, AMPLIFY. ACHIEVE 3000).</p>
<p>Problem Statement 2: Teacher Capacity - Minimum growth of Tier III and New Teachers. Root Cause: Teachers need professional development tailored to their need and proficiency level.</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: CA, ACP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase support materials to support Tier III subgroups--Implementation of ESL/SIOP strategies, small group instruction, and differentiation built into unit plans and lesson plans to support all student (ELs, AA, SPED, TAG/GT). Supplies : (i.e. general supplies including pencils, paper, batteries, ink, folders, technology, and other instructional resources, etc.) to mitigate student learning loss by providing students with supplies needed to participate in class. Strategy's Expected Result/Impact: Increase student achievement in Domain I (targeting ELL, AA, SPED) Staff Responsible for Monitoring: Assistant Principals, ILCs/Demonstration Teachers, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2 Funding Sources: general supplies including pencils, paper, batteries, ink, folders, technology, SIOP strategies/ resources and other instructional resources - 211 - Title I, Part A - \$1,000, general supplies including pencils, paper, batteries, ink, folders, technology, SIOP strategies/resources and other instructional resources - 282 - ESSER III (ARP) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parents with strategies and resources for their student to participate in extra practice.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Domain III (targeting ELL, AA, SPED)</p> <p>Staff Responsible for Monitoring: Campus Coordinator, Assistant Principals, ILCs/Demonstration Teachers, Teachers</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2 - Perceptions 3, 7</p> <p>Funding Sources: Data Monitoring Programs, subscriptions to supplemental instruction platforms (SIRIUS, Amplify, Carnegie, DAN, AIL,) - 211 - Title I, Part A - \$500, Data Monitoring Programs, subscriptions to supplemental instruction platforms (SIRIUS, Amplify, Carnegie, DAN, AIL,) - 282 - ESSER III (ARP) - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: teachers will provide supplemental instruction/extended learning opportunities (i.e. advisory, small group intervention, before and after school tutoring, Saturday school) to students who need extra support. Snacks and bus transportation will be provided for students who want to stay to receive supplemental instruction.</p> <p>Strategy's Expected Result/Impact: Increase student achievement data in Domain III</p> <p>Staff Responsible for Monitoring: Campus Coordinator, Assistant Principals, ILCs/Demonstration Teachers, Teachers</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2 - Perceptions 3, 7</p> <p>Funding Sources: general supplies, snacks, transportation, publications, supplemental pay - 199 - General Operating - \$1,000, general supplies, snacks, transportation, publications, supplemental pay - 282 - ESSER III (ARP) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: High quality personnel will be recruited by following the Comstock Hiring Protocols and the retention of high quality staff will increase by implementing an effective New Teacher Academy, Tiered Supports for teachers and providing a focused observation/feedback cycle through coaching based on individualized needs.</p> <p>Strategy's Expected Result/Impact: Increased retention of high quality staff Training and supporting current staff</p> <p>Staff Responsible for Monitoring: Principal, APs, Coordinator, Counselor, ILT,</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: professional development, general supplies, observation and feedback resources (i.e. Bambrick, Swivl, Get Better Faster, Driven by Data, Leverage Leadership), - 282 - ESSER III (ARP) - \$1,000, professional development, general supplies, observation and feedback resources (i.e. Bambrick, Swivl, Get Better Faster, Driven by Data, Leverage Leadership), - 199 - General Operating - \$1,500</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:

Student Learning
<p>Problem Statement 1: Inconsistent use and collection of data is impeding students reaching their personal growth goals. Root Cause: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.</p>
<p>Problem Statement 2: Emergent bilingual students are struggling with language acquisition. Root Cause: Teachers need more professional development and resources with SIOP and dual language strategies.</p>
<p>Problem Statement 3: Slight regression in ELAR data after ACP. Root Cause: Teachers and students need more training and practice implementing the Amplify curriculum.</p>
<p>Problem Statement 4: Student need more reinforcement of content concepts through homework and other supplemental learning tools. Root Cause: A system of accountability and resources for supplemental activities is needed.</p>
<p>Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. Root Cause: Student engagement - Lack of student participation in core content.</p>
School Processes & Programs
<p>Problem Statement 1: Provide more rigorous instruction to the honors students compared to the students that are on grade level. Root Cause: Teachers and students are not tracking personal growth goals weekly (AIL, DAN, SIRIUS, CARNEGIE, AMPLIFY. ACHIEVE 3000.</p>
<p>Problem Statement 2: Teacher Capacity - Minimum growth of Tier III and New Teachers. Root Cause: Teachers need professional development tailored to their need and proficiency level.</p>

Perceptions

Problem Statement 1: Need for increased cultural representation with hispanic/bilingual population of students. **Root Cause:** Prior community perceptions of Comstock Middle School.

Problem Statement 3: Although there was an increase in parental support, there is still a need for more parental involvement throughout the school **Root Cause:** The conflict of parent work schedules; providing more parent engagement opportunities at the school

Problem Statement 7: There is a need for increased communication and participation between the school and parents. **Root Cause:** The lack of a campus coordinator and incorrect parent information





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.

High Priority

Evaluation Data Sources: Daily DOLs, Weekly Power DOLs, District Six Weeks Assessment, Aggressive Monitoring Charts, Spot Observation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive high-quality professional development aligned to industry best-practices, campus critical needs areas, Spruce Vertical Team priorities, and culturally responsive pedagogy by participating in book studies, attending research-based conferences and data tracking/self-evaluation using digital platforms (Swivl, DAN, AIL, SIRIUS, Amplify, Carnegie).</p> <p>Strategy's Expected Result/Impact: Increase in Domain I Increase in teacher capacity</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Coordinator, ILCs/Demonstration Teachers Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2</p> <p>Funding Sources: Culturally Responsive Professional Development, Books for Leadership/Teacher study, Incentives for Students - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, Culturally Responsive Professional Development, Books for Leadership/Teacher study, Incentives for Students to combat COVID 19 learning loss - 282 - ESSER III (ARP) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase technology to ensure student growth and achievement are being monitored through data monitoring platforms regularly and after formative assessments (i.e. All in Learning, Swivl, DAN, AIL, SIRIUS, Amplify, Carnegie etc) to address the learning loss students have experienced.</p> <p>Strategy's Expected Result/Impact: Implementation of daily good first instruction Implementation of aligned lesson cycle Increased student growth measured by DOLs and Power DOLs Increased teacher growth measured by spot observations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ILCs/Demonstration Teachers, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2</p> <p>Funding Sources: Chromebooks, All In Learning Clickers, - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, Paper, folders, file folders, color paper - 199 - General Operating - \$3,000, Chromebooks, All In Learning Clickers, ipads, chargers, data cables, device covers - 282 - ESSER III (ARP) - \$1,000</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: Inconsistent use and collection of data is impeding students reaching their personal growth goals. Root Cause: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.</p>
<p>Problem Statement 2: Emergent bilingual students are struggling with language acquisition. Root Cause: Teachers need more professional development and resources with SIOP and dual language strategies.</p>
<p>Problem Statement 3: Slight regression in ELAR data after ACP. Root Cause: Teachers and students need more training and practice implementing the Amplify curriculum.</p>
<p>Problem Statement 4: Student need more reinforcement of content concepts through homework and other supplemental learning tools. Root Cause: A system of accountability and resources for supplemental activities is needed.</p>
<p>Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. Root Cause: Student engagement - Lack of student participation in core content.</p>
School Processes & Programs
<p>Problem Statement 1: Provide more rigorous instruction to the honors students compared to the students that are on grade level. Root Cause: Teachers and students are not tracking personal growth goals weekly (AIL, DAN, SIRIUS, CARNEGIE, AMPLIFY, ACHIEVE 3000).</p>

School Processes & Programs

Problem Statement 2: Teacher Capacity - Minimum growth of Tier III and New Teachers. **Root Cause:** Teachers need professional development tailored to their need and proficiency level.

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

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-grad 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

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

Evaluation Data Sources: None

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: 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.

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

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

Evaluation Data Sources: None

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: CA1

Fall ACP

CA4





STAAR 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: Celebrate student achievement on common assessments, ACPs, PDOL and STAAR using student incentives and student celebrations within the school day, resulting in increased student achievement and school pride.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to increase performance to Meets or Masters in all core content areas.</p> <p>Staff Responsible for Monitoring: Principal, Campus Coordinator, APs, Demonstration Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 5</p> <p>Funding Sources: General Supplies, Decorations for Student Celebration, Student Prizes, Earpods, ipdas, - 199 - General Operating - \$2,500, General Supplies, Decorations for Student Celebration, Student Prizes, Earpods, ipdas, - 282 - ESSER III (ARP) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a print-rich learning environment, graphic organizer for Tier III/Emerging Bilinguals (accommodations to address different learning styles--i.e. Visual , Aural , Verbal , Physical, Logical, Social , Solitary), and college-themed banners/posters/literature to enhance the internalization of concepts and support a college-going culture.</p> <p>Strategy's Expected Result/Impact: At least 30% of students who are eligible to participate in TELPAS will perform at Meets or above on Fall ACP 2023 Reading and Writing Assessments.</p> <p>At least 60% of students who are eligible to participate in TELPAS will meet or exceed their growth measure by Fall ACP 2023</p> <p>Staff Responsible for Monitoring: Principal Campus Coordinator Assistant Principal Counselor 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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - Perceptions 1</p> <p>Funding Sources: academic literature, anchor charts, graphic organizers, college-themed banners/posters/literature - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, academic literature, anchor charts, graphic organizers, college-themed banners/posters/literature - 199 - General Operating - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase student opportunities for real world connection and hands on experience by attending field trips and college visits with parents.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement Promote college going culture</p> <p>Staff Responsible for Monitoring: APs, CIC/ILT, Counselors, Teachers</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 5 - Perceptions 3, 7</p> <p>Funding Sources: Transportation, food, advertisements, publications, supplemental pay - 211 - Title I, Part A - 211-61-6399-2R-045-2-30 - \$1,000, Transportation, food, advertisements, publications, supplemental pay - 282 - ESSER III (ARP) - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implementation of SIOP (Sheltered Instructional Observation Protocols) to increase students achievement with emergent bilingual and African American student struggling with literacy and language acquisition.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Domain I in all TEKS aligned assessments Increase literacy in emergent bilingual, african american, SPED and other sub pops</p> <p>Staff Responsible for Monitoring: Principal Campus Coordinator Assistant Principal Counselor Teachers Teacher Assistants</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5 - Perceptions 1</p> <p>Funding Sources: SIOP (Sheltered Instructional Observation Protocols), professional development, academic literature, culturally responsive instructional materials, - 199 - General Operating - \$2,000, SIOP (Sheltered Instructional Observation Protocols), professional development, academic literature, culturally responsive instructional materials, - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$1,000, SIOP (Sheltered Instructional Observation Protocols), professional development, academic literature, culturally responsive instructional materials, - 282 - ESSER III (ARP) - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
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Performance Objective/Campus Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student need more exposure outside their community via field trips. Root Cause: 98% percent of the population is low-socio economic status. 75217 is one of the most impoverished in the state.</p>
Student Learning
<p>Problem Statement 2: Emergent bilingual students are struggling with language acquisition. Root Cause: Teachers need more professional development and resources with SIOP and dual language strategies.</p>
<p>Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. Root Cause: Student engagement - Lack of student participation in core content.</p>

Perceptions

Problem Statement 1: Need for increased cultural representation with hispanic/bilingual population of students. **Root Cause:** Prior community perceptions of Comstock Middle School.

Problem Statement 3: Although there was an increase in parental support, there is still a need for more parental involvement throughout the school **Root Cause:** The conflict of parent work schedules; providing more parent engagement opportunities at the school

Problem Statement 5: There was a decrease by 3% from the previous year on student perception survey data from 22-23. **Root Cause:** Teacher turnover, novice teachers, and the need for staff to be better informed on trauma based relationships

Problem Statement 7: There is a need for increased communication and participation between the school and parents. **Root Cause:** The lack of a campus coordinator and incorrect parent information





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: CA1
 Fall ACP
 CA4
 STAAR 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR and MATH classrooms will use MAP (and other diagnostic test) to match students with "right fit" text/culturally responsive material for daily instruction, as well as (TAG/GT, ELL, SPED, AA).</p> <p>Strategy's Expected Result/Impact: Increased student engagement and increased student achievement</p> <p>Staff Responsible for Monitoring: Admin MATH/RLA CIC MATH/RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 5</p> <p>Funding Sources: General supplies and books - 199 - General Operating - \$1,000, General supplies and books - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will promote intellectual engagement by implementing the Feedback for Learning Model in key parts of the lesson cycle and prescribing interventions to support the needs of diverse learners. (TAG/GT, ELL, SPED, AA).</p> <p>Strategy's Expected Result/Impact: Growth in all core class student achievement data Higher accuracy in DOL data Differentiated instruction Increased student engagement</p> <p>Staff Responsible for Monitoring: Admin Demonstration Teachers All Core Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4, 5</p> <p>Funding Sources: general supplies, professional development, supplemental pay - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective/Campus Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Inconsistent use and collection of data is impeding students reaching their personal growth goals. Root Cause: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.</p> <p>Problem Statement 2: Emergent bilingual students are struggling with language acquisition. Root Cause: Teachers need more professional development and resources with SIOP and dual language strategies.</p> <p>Problem Statement 4: Student need more reinforcement of content concepts through homework and other supplemental learning tools. Root Cause: A system of accountability and resources for supplemental activities is needed.</p> <p>Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. Root Cause: Student engagement - Lack of student participation in core content.</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 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: CA1
 Fall ACP
 CA4
 STAAR 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will apply habits of discussion to increase comprehension, collaboration, and critical thinking in all core contents. Instructional supplies, software, technology, resource materials (i.e. novels, workbooks, IXL, Achieve 3000, Amplify, SIRIUS, Lexia) will be used in reading to increase student academic achievement.</p> <p>Strategy's Expected Result/Impact: Growth in reading levels and writing skills Growth in student independent reading Increase in critical thinking skills</p> <p>Staff Responsible for Monitoring: Admin RLA/Math Demo Teacher All core content teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1</p> <p>Funding Sources: Student novels, workbooks, general supplies, i.e. novels, workbooks, IXL, Achieve 3000, Amplify, SIRIUS, Lexia - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, Student novels, workbooks, general supplies, i.e. novels, workbooks, IXL, Achieve 3000, Amplify, SIRIUS, Lexia - 199 - General Operating - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use data to make instructional decisions by routinely monitoring assessment data in Dallas Assessment Navigator, All In Learning, Reading 180 or Lexia by individual, class, sub-groups, school and provide students with targeted interventions through supplemental online resources (IXL, Sirius Online, Imagine Math, SIRIUS, CARNEGIE, Khan Academy).</p> <p>Strategy's Expected Result/Impact: Growth in all core class student achievement data Higher accuracy in DOL data Differentiated instruction Increased student engagement Students hitting their growth targets in math and reading</p> <p>Staff Responsible for Monitoring: Admin Demonstration Teachers All Core Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p> <p>Funding Sources: All in Learning Clickers, Sirius Online, Imagine Math, SIRIUS, CARNEGIE, Khan Academy - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$2,000</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: Inconsistent use and collection of data is impeding students reaching their personal growth goals. Root Cause: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.</p>
<p>Problem Statement 2: Emergent bilingual students are struggling with language acquisition. Root Cause: Teachers need more professional development and resources with SIOP and dual language strategies.</p>
<p>Problem Statement 3: Slight regression in ELAR data after ACP. Root Cause: Teachers and students need more training and practice implementing the Amplify curriculum.</p>
<p>Problem Statement 4: Student need more reinforcement of content concepts through homework and other supplemental learning tools. Root Cause: A system of accountability and resources for supplemental activities is needed.</p>
<p>Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. Root Cause: Student engagement - Lack of student participation in core content.</p>

School Processes & Programs





Problem Statement 1: Provide more rigorous instruction to the honors students compared to the students that are on grade level. **Root Cause:** Teachers and students are not tracking personal growth goals weekly (AIL, DAN, SIRIUS, CARNEGIE, AMPLIFY, ACHIEVE 3000).

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 4: Student achievement in reading at the Meets performance level or above will increase from 37 percent in 2022 to 47 percent by June 2025.

High Priority

Evaluation Data Sources: TAPR, Texas Academic Performance Report 2022, PDOL, ACP, and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR classrooms will implement Amplify curriculum with fidelity to address the deficiencies in reading incorporating culturally relevant pedagogy and instructional best practices to mitigate student learning loss and address the academic needs of students (Lexia).</p> <p>Strategy's Expected Result/Impact: Growth in reading levels and writing skills Increase student independent reading while addressing the academic needs of students.</p> <p>Staff Responsible for Monitoring: Admin RLA CIC RLA Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 2, 3, 5</p> <p>Funding Sources: Technology, Ipads, general supplies, student text/novels, supplemental pay, professional development, Lexia - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, Technology, Ipads, general supplies, student text/novels, supplemental pay, professional development, Lexia - 282 - ESSER III (ARP) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective/Campus Goal 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Inconsistent use and collection of data is impeding students reaching their personal growth goals. Root Cause: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.</p> <p>Problem Statement 2: Emergent bilingual students are struggling with language acquisition. Root Cause: Teachers need more professional development and resources with SIOP and dual language strategies.</p> <p>Problem Statement 3: Slight regression in ELAR data after ACP. Root Cause: Teachers and students need more training and practice implementing the Amplify curriculum.</p>

Student Learning





Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. **Root Cause:** Student engagement - Lack of student participation in core content.

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 5: Student achievement in math at the Meets performance level or above will increase from 31 percent in 2022 to 41 percent by June 2025.

High Priority

Evaluation Data Sources: TAPR, Power DOL, Common Assessment, MAP, ACP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Math classrooms will implement Carnegie curriculum with fidelity to address the deficiencies in math incorporating culturally relevant pedagogy, instructional best practices to mitigate student learning loss and address the academic needs of students.</p> <p>Strategy's Expected Result/Impact: Growth in math proficiency Increase student efficacy in math while addressing the academic needs of students.</p> <p>Staff Responsible for Monitoring: Admin Math CIC Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 5 - School Processes & Programs 1</p> <p>Funding Sources: Technology, Ipads, general supplies, student text/novels, supplemental pay, professional development, Carnegie, Mathia, IXL, SIRIUS, - 199 - General Operating - \$1,000, Technology, Ipads, general supplies, student text/novels, supplemental pay, professional development, Carnegie, Mathia, IXL, SIRIUS, - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective/Campus Goal 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Inconsistent use and collection of data is impeding students reaching their personal growth goals. Root Cause: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.</p>

Student Learning

Problem Statement 2: Emergent bilingual students are struggling with language acquisition. **Root Cause:** Teachers need more professional development and resources with SIOP and dual language strategies.

Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. **Root Cause:** Student engagement - Lack of student participation in core content.

School Processes & Programs

Problem Statement 1: Provide more rigorous instruction to the honors students compared to the students that are on grade level. **Root Cause:** Teachers and students are not tracking personal growth goals weekly (AIL, DAN, SIRIUS, CARNEGIE, AMPLIFY, ACHIEVE 3000).

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 Assessments
 Common Assessments
 ACP
 STAAR 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will track their own progress in their student profiles, write their personal growth goals on all assignments in every subject and set SMART Goals in all of their subject classes.</p> <p>Strategy's Expected Result/Impact: Increase student ownership Increase student engagement Increase student self-awareness</p> <p>Staff Responsible for Monitoring: Assistant Principals Demonstration Teachers Core Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: file folders, paper, pencils, markers, pens, professional development, - 199 - General Operating - \$1,000, file folders, paper, pencils, markers, pens, professional development, - 211 - Title I, Part A - \$500, file folders, paper, pencils, markers, pens, professional development, - 282 - ESSER III (ARP) - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Prepare students for the five high school endorsements available to them: STEM, Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies by providing CATE and CCMR courses (i.e. Avid, Pathway to Career, Foreign Language, Robotics, Dance, Art, Band,)</p> <p>Strategy's Expected Result/Impact: Increase CCMR in middle school students Provide students a well rounded education</p> <p>Staff Responsible for Monitoring: APs, Coordinator, Counselor, Demonstration Teacher, Core and Elective Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 5</p> <p>Funding Sources: Technology, instructional resources, training, CCMR field trips, visual and performing arts field trips, tutors - 211 - Title I, Part A - \$500, Technology, instructional resources, training, CCMR field trips, visual and performing arts field trips, tutors - 199 - General Operating - \$500, Technology, instructional resources, training, CCMR field trips, visual and performing arts field trips, tutors - 282 - ESSER III (ARP) - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be trained on AVID schoolwide practices such as focused note-taking, the use of planners, binder checks, and WICOR strategies to support students in organizing and preparing for rigorous academic schoolwork as well as strengthen Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increase student achievement Increase student ownership</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Demonstration Teachers All Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 4 - Perceptions 5</p> <p>Funding Sources: professional development, WICOR strategies, binders, paper, student journals, student profiles, Avid resources, pencils, pens, markers - 199 - General Operating - \$1,000, professional development, WICOR strategies, binders, paper, student journals, student profiles, Avid resources, pencils, pens, markers - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Writing strategies (in accordance to AVID expectations) will be implemented across content areas.</p> <p>Strategy's Expected Result/Impact: Increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Demonstration Teachers All Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 5 - Perceptions 5</p> <p>Funding Sources: professional development, WICOR strategies, binders, paper, student journals, student profiles, Avid resources, pencils, pens, markers - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, professional development, WICOR strategies, binders, paper, student journals, student profiles, Avid resources, pencils, pens, markers - 199 - General Operating - \$1,000, professional development, WICOR strategies, binders, paper, student journals, student profiles, Avid resources, pencils, pens, markers - 282 - ESSER III (ARP) - \$1,000</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: Student need more exposure outside their community via field trips. Root Cause: 98% percent of the population is low-socio economic status. 75217 is one of the most impoverished in the state.</p>
Student Learning
<p>Problem Statement 1: Inconsistent use and collection of data is impeding students reaching their personal growth goals. Root Cause: Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.</p>
<p>Problem Statement 2: Emergent bilingual students are struggling with language acquisition. Root Cause: Teachers need more professional development and resources with SIOP and dual language strategies.</p>
<p>Problem Statement 3: Slight regression in ELAR data after ACP. Root Cause: Teachers and students need more training and practice implementing the Amplify curriculum.</p>
<p>Problem Statement 4: Student need more reinforcement of content concepts through homework and other supplemental learning tools. Root Cause: A system of accountability and resources for supplemental activities is needed.</p>
<p>Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. Root Cause: Student engagement - Lack of student participation in core content.</p>

School Processes & Programs

Problem Statement 1: Provide more rigorous instruction to the honors students compared to the students that are on grade level. **Root Cause:** Teachers and students are not tracking personal growth goals weekly (AIL, DAN, SIRIUS, CARNEGIE, AMPLIFY, ACHIEVE 3000).

Perceptions

Problem Statement 5: There was a decrease by 3% from the previous year on student perception survey data from 22-23. **Root Cause:** Teacher turnover, novice teachers, and the need for staff to be better informed on trauma based relationships

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

Evaluation Data Sources: None

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

Evaluation Data Sources: None

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: By the end of the 23-24 school year, 100% of teachers will sponsor or co-sponsor a X-Day student club/activity and 100% of students will engage in X-Day twice a month for entire school year.

High Priority

Evaluation Data Sources: By Fall 2023 and Spring 2024, 100% of students will be involved in X Day activities to increase school engagement and impact student social, emotional, and mental health needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Advisory classes will create clubs and activities based on common interests. The campus will create (10) X Day experiences throughout the school year by modifying the bell schedule, resulting in positive and joyful school experiences for students and staff providing an impact on their social, emotional, and mental health.</p> <p>Strategy's Expected Result/Impact: By Fall 2023 and Spring 2024, 100% of students will be involved in X Day activities to increase school engagement and impact student social, emotional, and mental health needs.</p> <p>Staff Responsible for Monitoring: APs, Campus Coordinator, Teachers, Student Activities Coordinator (Wheeler)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p> <p>Funding Sources: publications, paper, pencils, markers, general supplies for club activities, - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, publications, paper, pencils, markers, general supplies for club activities, - 199 - General Operating - \$1,000, publications, paper, pencils, markers, general supplies for club activities, - 282 - ESSER III (ARP) - \$1,000</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:

Perceptions

Problem Statement 5: There was a decrease by 3% from the previous year on student perception survey data from 22-23. **Root Cause:** Teacher turnover, novice teachers, and the need for staff to be better informed on trauma based relationships

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 2: We will create and sustain a positive and inspiring culture and climate with a focus on college readiness -- increasing the Staff Climate Survey (College-Going Culture will increase from 79% to 84%) and increasing Students perception data (Panorama Surveys) by 5 percentage points in Self management 62% to 67%, Social Awareness 54% to 59%, and Self-Efficacy 47% to 52% by Fall of 2023.

High Priority

Evaluation Data Sources: -Staff Climate Survey
-Student Perception

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will utilize house system and campus clubs to build and encourage student collaboration, scholar voice, advocacy and leadership skills.</p> <p>Strategy's Expected Result/Impact: Build Leadership Skills Learn to communicate with others Build a more cohesive environment</p> <p>Staff Responsible for Monitoring: APs, Counselors, ILTs, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4, 5 - Perceptions 5</p> <p>Funding Sources: Ron Clark House system support materials, student incentives, awards, supplies, publications - 199 - General Operating - \$2,000, Ron Clark House system support materials, student incentives, awards, supplies, publications - 282 - ESSER III (ARP) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers, counselors, district specialist and appropriate organizations will provide students social emotional resources on Suicide, Conflict Resolution, Drug and Violence Prevention (Including Dating Violence), Bullying & Harassment, Hygiene, SEL and other self-empowerment strategies to increase self-efficacy.</p> <p>Strategy's Expected Result/Impact: Increase self-management Increase self-efficacy</p> <p>Staff Responsible for Monitoring: Campus Coordinator, Counselors, Teachers, Community Partners</p> <p>Title I: 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5 - Perceptions 5, 7</p> <p>Funding Sources: publications, newsletters, pamphlets, mentorship program, SEL programs - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, positive passage program, publications, newsletters, pamphlets, mentorship program, SEL programs - 282 - ESSER III (ARP) - \$1,000, publications, newsletters, pamphlets, mentorship program, SEL programs - 199 - General Operating - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A campus wide discipline management protocol will be implemented and professional development will be provided (i.e. classroom management, de-escalation, SEL, culturally responsiveness)</p> <p>Strategy's Expected Result/Impact: Increase Climate survey (staff, student, parent) Increase student achievement</p> <p>Staff Responsible for Monitoring: APs, ILT/CIC, Counselor, Coordinator, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3 - Perceptions 1, 2</p> <p>Funding Sources: training, student incentives, general supplies - 199 - General Operating - \$1,000, training, student incentives, general supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, training, student incentives, general supplies - 282 - ESSER III (ARP) - \$1,000</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 1: Student need more exposure outside their community via field trips. **Root Cause:** 98% percent of the population is low-socio economic status. 75217 is one of the most impoverished in the state.

Student Learning

Problem Statement 1: Inconsistent use and collection of data is impeding students reaching their personal growth goals. **Root Cause:** Teachers need more training on data collection tools like All in learning, DAN, SIRIUS and other interactive platforms.

Problem Statement 4: Student need more reinforcement of content concepts through homework and other supplemental learning tools. **Root Cause:** A system of accountability and resources for supplemental activities is needed.

Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. **Root Cause:** Student engagement - Lack of student participation in core content.

School Processes & Programs

Problem Statement 3: Inconsistent use of the discipline management system by teachers. **Root Cause:** Teachers need to be thoroughly trained and held accountable to the campus discipline management system.

Perceptions

Problem Statement 1: Need for increased cultural representation with hispanic/bilingual population of students. **Root Cause:** Prior community perceptions of Comstock Middle School.

Problem Statement 2: Increase of discipline referrals **Root Cause:** Need for trauma based relationship professional development for all staff members to instruct them on proper engagement with students

Problem Statement 5: There was a decrease by 3% from the previous year on student perception survey data from 22-23. **Root Cause:** Teacher turnover, novice teachers, and the need for staff to be better informed on trauma based relationships

Problem Statement 7: There is a need for increased communication and participation between the school and parents. **Root Cause:** The lack of a campus coordinator and incorrect parent information

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: Parent Engagement at our monthly PTO meetings will increase (going from app. 10-15 members to 30-40 members) to support all parent involvement initiatives.

High Priority

Evaluation Data Sources: PTO Sign In Sheets
Increased attendance at school functions

Strategy 1 Details	Reviews			
<p>Strategy 1: Keep parents and community stakeholders abreast of school activities and pertinent information (in Spanish and English) through monthly school newsletters, campus marquee, the School Messenger system, Title I community meeting, PTA, SBDM and the school's website.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation and representation on campus.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Coordinator Counselor</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: Student Learning 5 - Perceptions 3, 7</p> <p>Funding Sources: general supplies, Folders, color paper, publications, advertisement, food for parent involvement functions - 199 - General Operating - \$2,000, general supplies, Folders, color paper, publications, advertisement, food for parent involvement functions - 211 - Title I, Part A - 211-61-6399-2R-045-2-30 - \$500, general supplies, Folders, color paper, publications, advertisement, - 282 - ESSER III (ARP) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create partnerships with agencies, high schools, and the elementary feeder schools to support transitional services such as, Community in Schools (CIS), coordinating 5th grade visits from the elementary campuses to Comstock, and having our 8th graders visiting feeder HS at the end of the year and/or during the summer transitional camp.</p> <p>Strategy's Expected Result/Impact: Student participation, Student performance in targeted areas, Improved student performance, increase parent participation and representation on campus.</p> <p>Staff Responsible for Monitoring: Principal Campus Coordinator Assistant Principal Counselor Parent Leader</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 5 - Perceptions 3, 7</p> <p>Funding Sources: Buses, transportation, T-shirts, Food, general supplies for the transition camps (5th and 8th grade students) - 199 - General Operating - \$2,000, Buses, transportation, T-shirts, Food, general supplies for the transition camps (5th and 8th grade students) - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will participate in clubs, meetings and activities that will be developed throughout the school year based on campus needs (creations of a parent involvement policy and the review and monitoring of the CIP)</p> <p>Strategy's Expected Result/Impact: Increase PTA and SBDM participation.</p> <p>Staff Responsible for Monitoring: Teachers, administrators, faculty, and staff.</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3, 7</p> <p>Funding Sources: general supplies, food, publications, advertisements - 211 - Title I, Part A - 211-61-6399-2R-045-2-30 - \$1,500, general supplies, food, publications, advertisements - 199 - General Operating - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



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Performance Objective/Campus Goal 1 Problem Statements:

Student Learning

Problem Statement 5: There is a need for culturally responsive instruction for African America and Emergent Bilingual students. **Root Cause:** Student engagement - Lack of student participation in core content.

Perceptions

Problem Statement 3: Although there was an increase in parental support, there is still a need for more parental involvement throughout the school **Root Cause:** The conflict of parent work schedules; providing more parent engagement opportunities at the school

Problem Statement 7: There is a need for increased communication and participation between the school and parents. **Root Cause:** The lack of a campus coordinator and incorrect parent information





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 2: School community stakeholders will be involved in the creation and regularly monitoring of the Campus Improvement Plan

High Priority

Evaluation Data Sources: Parent/Community Perception Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Comstock will make the Campus Improvement Plan available to parents and community members in an understandable and uniform format and language. Plan4Learning and/or the District's Translation Department will provide translated plans, when needed.</p> <p>Strategy's Expected Result/Impact: Provide clarity to parents about the CIP process and priorities</p> <p>Staff Responsible for Monitoring: Principal, Coordinator, Office Manager, APs</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: Perceptions 1, 3, 7</p> <p>Funding Sources: Publications, translations services, - 199 - General Operating - \$1,000, Parent Workshops, food, parent engagement, - 211 - Title I, Part A - 211-61-6399-2R-045-2-30 - \$500, Publications, translations services, - 282 - ESSER III (ARP) - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The committee will evaluate the strategies and action steps based on the timeline indicated in the plan and provide feedback to the campus staff, administrators and parents on a quarterly basis.</p> <p>Strategy's Expected Result/Impact: Provide clarity to parents about the CIP process and priorities Increase parental involvement</p> <p>Staff Responsible for Monitoring: Principal, Coordinator, Office Manager, APs</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: Perceptions 1, 3, 7</p> <p>Funding Sources: Food, general supplies, paper, pens, markers, publications - 199 - General Operating - \$1,000, Parent Workshops, food, parent engagement, - 211 - Title I, Part A - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CIP is developed with the involvement of stakeholder committee members and parents are given the opportunity to review and revise the CIP in order to provide the best opportunities for the students.</p> <p>Strategy's Expected Result/Impact: Provide clarity to parents about the CIP process and priorities Increase parental involvement</p> <p>Staff Responsible for Monitoring: Principal, Coordinator, Office Manager, APs</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: Perceptions 1, 3, 7</p> <p>Funding Sources: Food, general supplies, paper, pens, markers, publications - 199 - General Operating - \$1,000, Parent Workshops, food, parent engagement, - 211 - Title I, Part A - 211-61-6399-2R-045-2-30 - \$500</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective/Campus Goal 2 Problem Statements:

Perceptions

Problem Statement 1: Need for increased cultural representation with hispanic/bilingual population of students. **Root Cause:** Prior community perceptions of Comstock Middle School.

Problem Statement 3: Although there was an increase in parental support, there is still a need for more parental involvement throughout the school **Root Cause:** The conflict of parent work schedules; providing more parent engagement opportunities at the school

Problem Statement 7: There is a need for increased communication and participation between the school and parents. **Root Cause:** The lack of a campus coordinator and incorrect parent information

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
SANCHEZ MARTINEZ, LUIS A	TEACHER.ESOL.199-11-37-11.F	ESOL	