

Dallas Independent School District
229 Winnetka Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

At Winnetka, our mission is to educate, encourage, and guide our students to become productive members of society that are college/career ready.

Vision

At Winnetka, our vision is to be a distinguished campus that inspires the love of learning by empowering academic excellence through building a strong foundation for our future leaders.

Value Statement

VALUES:

- We are committed to high achievement.
- We respect each other and have clear, open, and honest communication.
- We nurture, mentor, and collaborate.
- We are a positive team.
- We are compassionate.
- We foster relationships to strengthen our family.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on our data packet, our student population is 96.9% Hispanic, 1.7% White, .92% African American, .13% Native American, .3% Multi-Race. Student population in grade levels are the following: PK-117, K-104, 1st-105, 2nd-115, 3rd-101, 4th-123, 5 th89.

Currently, 88.54% of our students come from an Economic Disadvantaged background. Our Special Populations are GT students 16.47%, Special Education 9%, At Risk 61.79%, and 56.92% LEP students.

Our campus provides an array of extra-curricular activities including:

- Archery
- Art Club
- Arts & Crafts Club
- Baseball
- Basketball
- Board Games/ Puzzle Club
- Book Club
- Girl Scouts
- Cheerleading
- Chess
- Coding Club
- Debate
- Destination Imagination
- Esports
- Flag Group

- Fitness Club
- Flag Football
- Gaming Club
- Karate
- Lone Star Challenge
- Music and Movement
- National Honor Society
- Nature Leaders
- Origami Club
- Play Initiative
- Recycling Club/Green Team
- Robotics
- Science Club
- Safety Patrol
- Yoga/Pilates/Meditation Club
- Zumba

We have 74.5% Hispanic teachers, 7.8% Anglo teachers, 15.7% African American and 0% Native American teachers serving our student population. Our teachers with more than 3 years teaching experience result at 76.5%.

The teacher's ratings for 2022-2023 are the following:

No level - 7 teachers

New Teachers - 4 teachers

Progressing I - 2 teachers

Progressing II - 4 teachers

Proficient I - 8 teachers

Proficient II - 7 teachers

Proficient III - 9 teachers

Exemplary - 1 teacher

We have 12 Teacher Assistants who serve the student population as in class support and school wide community involvement. Our Leadership Team consists of two Counselors, two Assistant Principals and two Campus Instructional Coaches who assist the Principal in leading and guiding the campus with our vision and goals.

Demographics Strengths

Per 2022-2023 Data Packet, one of our strengths is our attendance rate (96.2%) which is higher compared to the district (94.2%)

The student stability rate is 95.8% compared to the district 83.9%.

We have 100% of our students who participate in at least one extra-curricular activity. We have 100% of our teachers who sponsor extra-curricular activities.

Teacher retention at our campus: 80.9% remaining for more than 3 years. We currently have 17 DTR teachers who excel in student achievement which makes up 38.6% of our teacher population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our students' campus attendance rate in Spring 2023 is 95.46%. We had a slight increase from last year Spring 2022 at 94.2% but our goal is to increase our attendance rate to 97% to be in good standing. **Root Cause:** Campus attendance policy and importance of student attendance needs to be communicated to all stakeholders (parents, students, and teachers) and incentives/awards provided to promote attendance. Transfer students represent 51% of the campus student population. There is a need to monitor their attendance and ensure parents comply with transfer requirements for attendance as stated per SBDM.

Student Learning

Student Learning Summary

Based on the current data (STAAR Preliminary Scores 2021-2022), the following are the STAAR release results from the data packet, and the following are the STAAR preliminary results regarding Approaches, Meets, and Masters for all subjects:

Category	STAAR 2019	STAAR 2021	STAAR 2022	Gain/Loss
Approaches	81%	76%	80%	+4%
Meets	49%	42%	54%	+12%
Masters	27%	21%	27%	+6%

There was an increase of 4% in the approaches from 2021 to 2022, a 12% gain in meets, and a 6% increase in masters. In 2020, there were no results due to the pandemic of 2020. In 2021, there was a 5% loss of learning in approaches, a 7% loss in meets, and a 6% loss in masters. However, we were able to mitigate the learning loss caused by the pandemic in Approaches and Masters. In meets, we showed improvement from 2019.

Their STAAR 2022 results show that there was an increase in reading of 9%, an increase in Math of 13%, and an increase of 12% in science in the category of College Readiness/Meets.

Subject	STAAR 2019	STAAR 2021	STAAR 2022	Gain or Loss
English Reading	45	45	54%	+9%
Math	60	44	57%	+13%
Science	68	40	52%	+12%

Fall Common Assessment												
Domain 1: Student Achievement (STAAR Component) Domain 2B: Relative Performance												
Domain 1 reports whether students are Meeting Grade Level Expectations in all STAAR/ EOC-tested content areas and grade levels. Domain 2B uses the same data as Domain 1 with the additional lens of the school's % Eco. Dis.												
	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter	
3rd Reading English	35	12	6	0	53	34%	11%	0%	15	43	F	
3rd Reading Spanish	33	12	0	0	45	27%	0%	0%	9	38	F	
4th Reading English	31	27	13	5	76	59%	24%	7%	30	56	F	
4th Reading Spanish	29	7	7	1	44	34%	18%	2%	18	45	F	
5th Reading English	19	16	15	5	55	65%	36%	9%	37	64	C	
5th Reading Spanish	6	12	12	5	35	83%	49%	14%	49	77	B	
6th Reading	0	0	0	0	0							
3rd Math English	16	39	27	18	100	84%	45%	18%	49	77	B	
3rd Math Spanish	0	0	0	0	0							
4th Math English	38	37	13	32	120	68%	38%	27%	44	72	B	
4th Math Spanish	0	0	0	0	0							
5th Math English	15	15	12	14	56	73%	46%	25%	48	76	B	
5th Math Spanish	3	3	13	13	32	91%	81%	41%	71	93	A	

Fall ACPs												
Domain 1: Student Achievement (STAAR Component) Domain 2B: Relative Performance												
Domain 1 reports whether students are Meeting Grade Level Expectations in all STAAR/EOC-tested content areas and grade levels. Domain 2B uses the same data as Domain 1 with the additional lens of the school's % Eco. Dis.												
	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter	
3rd Reading English	27	21	2	3	53	49%	9%	6%	21	48	F	
3rd Reading Spanish	22	19	1	5	47	53%	13%	11%	26	52	F	
4th Reading English	38	28	6	2	74	49%	11%	3%	21	48	F	
4th Reading Spanish	24	12	3	5	44	45%	18%	11%	25	51	F	
5th Reading English	21	20	11	3	55	62%	25%	5%	31	56	F	
5th Reading Spanish	4	9	8	13	34	88%	62%	38%	63	91	A	
6th Reading	0	0	0	0	0							
3rd Math English	18	37	26	19	100	82%	45%	19%	49	77	B	
3rd Math Spanish	0	0	0	0	0							
4th Math English	12	19	30	57	118	90%	74%	48%	71	93	A	
4th Math Spanish	0	0	0	0	0							
5th Math English	2	8	12	34	56	96%	82%	61%	80	95	A	
5th Math Spanish	2	9	10	13	34	94%	68%	38%	67	92	A	

Spring 2023 Common Assessment

	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter	
3rd Reading English	16	34	5	1	56	71%	11%	2%	28	54	F	
3rd Reading Spanish	30	8	4	2	44	32%	14%	5%	17	45	F	
4th Reading English	22	48	6	3	79	72%	11%	4%	29	55	F	
4th Reading Spanish	21	10	6	5	42	50%	26%	12%	29	55	F	
5th Reading English	6	39	8	3	56	89%	20%	5%	38	65	C	
5th Reading Spanish	9	12	11	1	33	73%	36%	3%	37	64	C	
6th Reading	0	0	0	0	0							
3rd Math English	19	34	24	22	99	81%	46%	22%	50	77	B	
3rd Math Spanish	0	0	0	0	0							
4th Math English	8	14	17	81	120	93%	82%	68%	81	95	A	
4th Math Spanish	0	0	0	0	0							
5th Math English	6	27	28	26	87	93%	62%	30%	62	91	A	
5th Math Spanish	1	1	0	0	2	50%	0%	0%	17	45	F	
6th Math	0	0	0	0	0							
5th Science	12	35	26	16	89	87%	47%	18%	51	78	B	

	DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter	
TOTAL	150	262	135	160	707	79%	42%	23%	48	76	B	
Reading	104	151	40	15	310	66%	18%	5%	30	56	F	
Math	34	76	69	129	308	89%	64%	42%	65	91	A	
Science	12	35	26	16	89	87%	47%	18%	51	78	B	

MAP Math

Winnetka Elementary School

	SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Number of Students
K	50th	<div><div>31%</div><div>13%</div><div>24%</div><div>22%</div><div>10%</div></div>					101
Grade 1	64th	<div><div>17%</div><div>14%</div><div>15%</div><div>21%</div><div>33%</div></div>					105
Grade 2	55th	<div><div>21%</div><div>17%</div><div>24%</div><div>22%</div><div>16%</div></div>					114
Grade 3	69th	<div><div>9%</div><div>10%</div><div>11%</div><div>46%</div><div>24%</div></div>					99
Grade 4	66th	<div><div>12%</div><div>9%</div><div>23%</div><div>37%</div><div>19%</div></div>					120
Grade 5	58th	<div><div>10%</div><div>20%</div><div>25%</div><div>34%</div><div>11%</div></div>					90

Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th

MAP Reading - Spanish

Winnetka Elementary School

	SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Number of Students
K	42nd	<div><div></div><div></div><div></div><div></div><div></div></div> <div>21%29%24%23%3</div>					68
Grade 1	46th	<div><div></div><div></div><div></div><div></div><div></div></div> <div>16%24%29%29%2</div>					49
Grade 2	38th	<div><div></div><div></div><div></div><div></div><div></div></div> <div>30%25%28%413%</div>					53
Grade 3	62nd	<div><div></div><div></div><div></div><div></div><div></div></div> <div>18%17%13%28%24%</div>					46
Grade 4	64th	<div><div></div><div></div><div></div><div></div><div></div></div> <div>16%19%9%28%28%</div>					43
Grade 5	73rd	<div><div></div><div></div><div></div><div></div><div></div></div> <div>312%24%30%31%</div>					33

Percentiles Key: 1st to 20th 21st to 40th 41st to 60th 61st to 80th >80th

MAP Reading - English

Winnetka Elementary School

	SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Number of Students
K	43rd	19%	22%	38%	12%	9%	32
Grade 1	33rd	35%	27%	18%	9%	11%	55
Grade 2	49th	30%	13%	16%	23%	18%	56
Grade 3	57th	11%	16%	31%	26%	16%	55
Grade 4	52nd	24%	15%	20%	30%	11%	82
Grade 5	57th	9%	11%	37%	35%	8%	54

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Student Learning Strengths

Based on the Data, the strength for the year is 4th Grade Math and 5th Grade Math. 3rd Grade math is staying consistent with a slight increase in academic achievement.

Fall Common Assessment 2022: Baseline

Domain I: 72

Reading: 56

Math: 76

Fall ACPs 2022: Increased Performance

Domain I: 78

Reading: 58

Math: 91

Spring Common Assessment 2023: Maintained Performance

Domain I: 76

Reading: 56

Math: 91

Based on our Growth Reports for MAP Reading, 1st-4th Grade has consistent growth and 5th grade maintained. On MAP Spanish Reading 3rd and 4th grade had growth and 5th grade maintained. On MAP Math 1st-5th grade had consistent growth.

MAP Reading - English Growth

Winnetka Elementary School

	WINTER 2022-2023 ACHIEVEMENT							SPRING 2022-2023 ACHIEVEMENT							
Grade	Median Percentile	Achievement Percentiles						Median Percentile	Achievement Percentiles						Number of Students ¹
Grade 1	28th	42%	23%	9	17%	9		33rd	34%	28%	19%	8	11	53	
Grade 2	39th	39%	12	9	20%	20%		49th	30%	13	16%	23%	18%	56	
Grade 3	50th	14	13	35%	23%	15%		57th	12	15%	31%	27%	15%	52	
Grade 4	49th	20%	19%	26%	26%	9		53rd	23%	16%	20%	31%	10	77	
Grade 5	57th	12	10	36%	38%	4		57th	8	11	38%	35%	8	52	

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

MAP Reading - Spanish Growth

Winnetka Elementary School

	WINTER 2022-2023 ACHIEVEMENT						SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ¹
Grade 1	58th	19%	12	23%	27%	19%	46th	15%	25%	29%	29%	2	48
Grade 2	47th	22%	21%	19%	15%	23%	38th	30%	25%	28%	4	13	53
Grade 3	57th	20%	18%	22%	27%	13	62nd	18%	18%	11	29%	24%	45
Grade 4	69th	14	10	24%	31%	21%	63rd	17%	19%	9	29%	26%	42
Grade 5	78th	9	15%	36%	37%		73rd	5	12	24%	30%	31%	33

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

MAP Math Growth

Winnetka Elementary School

	WINTER 2022-2023 ACHIEVEMENT						SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students
Grade 1	53rd	18%	22%	21%	22%	17%	64th	16%	15%	15%	21%	33%	103
Grade 2	44th	28%	16%	24%	20%	12%	55th	21%	17%	24%	22%	16%	114
Grade 3	55th	7%	16%	33%	30%	14%	69th	9%	10%	10%	46%	25%	98
Grade 4	63rd	11%	13%	25%	36%	15%	66th	12%	8%	23%	38%	19%	118
Grade 5	56th	11%	19%	31%	28%	11%	58th	10%	19%	25%	35%	11%	89

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Area of improvement in 3rd grade Spanish reading and writing. **Root Cause:** The new STAAR redesigned incorporated new item types that assessed the students through multiple ways of critical thinking as well as challenged their writing skills through the short constructed and extended constructed response. The scholars need additional support in 2nd grade in learning the new item types and structured writing opportunities for short constructed and extended constructed.

Problem Statement 2 (Prioritized): There is a need to increase meets and masters in reading 3rd and 4th Grade. **Root Cause:** 3rd and 4th grade are the grades with the lowest number of scholars performing at the meets and masters level due to the rigor of STAAR. A well-balanced, structured, and consistent reading curriculum will ensure our scholars are meeting and mastering grade level expectations and meet the district and state expectations.

Problem Statement 3 (Prioritized): The focus group to improve math and reading growth is in SPED. (Target 23% student growth 20%) **Root Cause:** SPED students need to consistently receive accommodations and support that will meet their needs and help them accelerate their academic growth and achievement as measured by district and state assessments.

School Processes & Programs

School Processes & Programs Summary

Based on the Indicators from Teacher Evaluation Initiative, Domain II Instructional Practice, the strengths were: alignment, instructional delivery, and Domain 3.3- Classroom climate and culture.

Our teachers create instructional planning calendars (IPC) and plan lessons collaboratively to differentiate instruction based on student needs. Teachers use the data from the campus data packet and common assessments to create interventions and monitor student progress to tutor after school and on Saturdays. They use All in Learning and DAN to analyze data and create an action plan to reteach skills not mastered.

Our school recruits student teachers that intern at our school. The principal asks campus teacher recommendations for the student teachers and asks their supervisor about their performance. The principal also asks teachers to recommend other professionals to interview. The school has an interview committee that helps the principal interview and decide which candidate to hire. The school also attends district job fairs throughout the year. To help retain teachers, we provide awards and leadership opportunities. We have a New Teacher Academy that helps new teachers acclimate to the school. Each new teacher has a mentor within their grade level, an instructional coach to help them throughout the year with instruction, and a grade-level chair to ask questions.

Based on our data on the climate survey, we had 92.5% on providing leadership opportunities for our teachers. We allow parents to share their concerns via coffee with the principal, PTA, and SBDM. Our school has had university partnerships with SMU, UNT, and Mountainview, where we train 5-10 student teachers a year, and they observe high-quality instruction.

Based on our technology inventory, all our teachers have laptops, at least three desktops per classroom, in-focus machines, document cameras, and one computer lab. Each classroom has a flat-panel interactive TV or a Promethean TV to interact with students and display lessons. All students in grades Pk-2 have their Ipad, and 3-5 have Chromebooks. Most of our teachers know Word processing, excel, PowerPoint, google drive, google docs, excel, and Slides. We use All in Learning and DAN to provide automatic reports and analyze data. We can access A-Z readers, BrainPop, EPIC, SORA, Education Galaxy, etc.

School Processes & Programs Strengths

Based on the Indicators from Teacher Evaluation Initiative, Domain II Instructional Practice, the strengths were: alignment, mastery, instructional delivery, and climate and culture. We have a parent instructor and a parent room that is welcoming. We have supportive parents who volunteer, the PTA executive board, and SBDM members who give advice and feedback to the principal.

Our school has a Google Site where teachers collaborate to create lesson plans, analyze data, share resources, and document meetings. We have had All in Learning for six years, and all of our teachers know how to analyze data to guide and adjust our instruction.

Our school initiated a House System to build, form and improve relationships between student to teacher, teacher to teachers relationships.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for teachers to participate in professional development about planning questions with higher order thinking embedding the New Item Types, content-specific student dialogue, student engagement, and grade level disciplinary literacy incorporating strategies from the short and extended constructed response.

Root Cause: Teachers need to be able to ask questions that improve higher order thinking skills, student discourse, and authentic content-specific dialogue and receive feedback on their implementation and strategies. These strategies need to be aligned to district and state expectations and meet the student expectations of the Measures of Academic Progress (MAP K-2) and new STAAR redesign (3-5).

Perceptions

Perceptions Summary

Student Survey

Based on the Fall 2022 Panorama SEL & Well-Being - Grades 3–5, Winnetka's strengths are Supportive relationships with 90% and Social Awareness with 79%. There is a demonstrated growth of 2 percentage points in Social Awareness and Self-Efficacy. Self Efficacy is the lowest category at 65%. This category includes perceptions of how much students believe they can succeed in achieving academic outcomes.

Based on the Spring 2022 Student Survey - Teacher, Grades 3–5, the campus' strongest categories were Pedagogical Effectiveness at 91% and Teacher-Student Relationships at 91%. The two lowest categories were Engagement 82% and Rigorous Expectations 89%. All categories decreased by 1-3 percentage points with the exception of Engagement which remained the same.

Since COVID, there has been an increase in counseling referrals due to the social and emotional repercussions of the pandemic.

11 completed Risk of Violence Questioners and 3 Suicide Risk Assessments.

Based on the Campus Climate Survey data shows positive responses in the following categories: Positive Culture and Environment (74.3%), Positive culture and environment (70.1%), Culture of Feedback and Support (80%), College Going Culture (97.4), Teacher to Teacher Trust (82.4%) and Teacher-Principal trust (66.1).

Discipline Data

There were six referrals submitted for 2022--2023 school year for K-5th.

Referral Data by Grade Level

Grade	# of referrals	%
K	0	
1	0	
2	0	
3	1	17%
4	3	50%
5	2	33%
K-5	6	100%

Discipline Referral Data by Location:

There were 13% of the discipline referrals occurred in the classrooms. 87% occurred outside of classrooms, with 27% of the discipline referrals in the gym and 60% occurring in other areas such as the cafeteria, recess, and gym. 100% of referrals submitted this 2022-2023 school year were classified as level two offenses.

Perceptions Strengths

Our students engage in SEL practices such as mood meters, calming corner, and welcoming morning entry, and receive daily lessons on SEL explicit skills to teach social and emotional skills, and the counselor reinforces those skills in her counseling sessions. Our school has implemented Restorative practices and Social and Emotional Learning, which focuses on building relationships and understanding yourself and others. We have 100% implementation (PK-5).

Our student discipline is also a strength. We had zero students sent to Alternative schools. 100% of the discipline offenses were level 1, and we met with parents to devise an action plan.

On the student Survey, the overall positive responses were 89%. Three strengths were Teacher-Student Relationships, with 91% of positive responses, Pedagogical Effectiveness, had 91% of positive responses; and Classroom Climate, had 90% of positive responses. This year we implemented the House System to increase building relationships with teachers and students. During house meetings, students meet and get to know students across the classes and different teachers in their houses. There is a sense of pride when teachers and students say their chant and symbol, creating unity and camaraderie.

This year's climate survey College going Culture was the highest rated domain with 97.4% of positive responses. The statement, "Teachers expecting students to go college," question received 100% of positive responses. Teacher-to-teacher trust had an 82.4% of positive responses, and culture of feedback and support had 80% of positive responses.

School partners have become more involved such as this year's PTA has been amazing and supportive of students and staff! University partnerships have been a success and a positive addition to our school. The relationships between teacher and student teachers promote best practices and assist teachers with classroom expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Number of out-of-classroom referrals are double the percentage of in classroom disciplinary issues. **Root Cause:** Supervision and consistency with campus-wide routines and expectations during all areas/times of the day; hall transitions, cafeteria, during recess, and gym.

Priority Problem Statements

Problem Statement 1: There is a need to increase meets and masters in reading 3rd and 4th Grade.

Root Cause 1: 3rd and 4th grade are the grades with the lowest number of scholars performing at the meets and masters level due to the rigor of STAAR. A well-balanced, structured, and consistent reading curriculum will ensure our scholars are meeting and mastering grade level expectations and meet the district and state expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our students' campus attendance rate in Spring 2023 is 95.46%. We had a slight increase from last year Spring 2022 at 94.2% but our goal is to increase our attendance rate to 97% to be in good standing.

Root Cause 2: Campus attendance policy and importance of student attendance needs to be communicated to all stakeholders (parents, students, and teachers) and incentives/awards provided to promote attendance. Transfer students represent 51% of the campus student population. There is a need to monitor their attendance and ensure parents comply with transfer requirements for attendance as stated per SBDM.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Area of improvement in 3rd grade Spanish reading and writing.

Root Cause 3: The new STAAR redesigned incorporated new item types that assessed the students through multiple ways of critical thinking as well as challenged their writing skills through the short constructed and extended constructed response. The scholars need additional support in 2nd grade in learning the new item types and structured writing opportunities for short constructed and extended constructed.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The focus group to improve math and reading growth is in SPED. (Target 23% student growth 20%)

Root Cause 4: SPED students need to consistently receive accommodations and support that will meet their needs and help them accelerate their academic growth and achievement as measured by district and state assessments.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need for teachers to participate in professional development about planning questions with higher order thinking embedding the New Item Types, content-specific student dialogue, student engagement, and grade level disciplinary literacy incorporating strategies from the short and extended constructed response.

Root Cause 5: Teachers need to be able to ask questions that improve higher order thinking skills, student discourse, and authentic content-specific dialogue and receive feedback on their implementation and strategies. These strategies need to be aligned to district and state expectations and meet the student expectations of the Measures of Academic Progress (MAP K-2) and new STAAR redesign (3-5).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Number of out-of-classroom referrals are double the percentage of in classroom disciplinary issues.

Root Cause 6: Supervision and consistency with campus-wide routines and expectations during all areas/times of the day; hall transitions, cafeteria, during recess, and gym.

Problem Statement 6 Areas: Perceptions

Goals





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

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

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student achievement by creating a data-driven culture where teachers consistently monitor progress in the classroom and analyze formative and summative assessment data to track student's movement toward mastery. In addition, incorporating Kagan Engagement Structures learned from Kagan's professional development will provide teachers learning opportunities to incorporate student discourse and authentic content-specific dialogue to help meet the students expectations of the Measures of Academic Progress and STAAR. Kagan Strategies are simple yet powerful cooperative learning instructional strategies supported by a large body of scientific research. Using teamwork and pairs creates a greater level of engagement even for your reluctant learners. When all students are engaged, they all learn more and because the structures are so cooperative and interactive, they work wonders for students' social skill development. Students who work together get to know and like each other better which reduces discipline problems, bullying, and violence. Kagan Structures creates greater engagement, deeper understanding of the content, improved retention, and greater liking for class and content. Kagan will give teachers the Seven Keys to unlock the door to successful cooperative learning that makes teaching fun, highly engaging, and in turn elevates test scores! Drum Cafe's professional development also supports teachers understanding on the impact music has on a child's attendance, behavior and academic achievement. This professional development for teachers will enrich the learning experience and ensure all teachers maintain consistent, and structured strategies to ensure all scholars are actively learning and participating and increase academic achievement.</p> <p>Strategy's Expected Result/Impact: 35% to 52% by the middle of the year 2024-25.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Reading Interventionists, CILT, and grade level chairs.</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Kagan Cooperative Learning Strategies Professional Development - 211 - Title I, Part A - 211-13-6499-2T-229-2-30 - \$7,948, Drum Cafe Professional Development - 282 - ESSER III (ARP) - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Leaders will ensure the purchase of rigorous and aligned resources for daily instruction and extended learning opportunities including Global Vida Lee Lee PK-2nd Grade Dual Language, Progress Learning 3rd-5th Grade, Peardeck 2nd-5th Grade, Quizziz 2nd-5th Grade, iReady 1st-5th Grade, and STEM Scopes Kinder-5th Grade. Strategy's Expected Result/Impact: 35% to 52% by the middle of the year 2024-25. Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Interventionists, Demo Teacher, CILT, and Grade Level Chairs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 2: There is a need to increase meets and masters in reading 3rd and 4th Grade. Root Cause: 3rd and 4th grade are the grades with the lowest number of scholars performing at the meets and masters level due to the rigor of STAAR. A well-balanced, structured, and consistent reading curriculum will ensure our scholars are meeting and mastering grade level expectations and meet the district and state expectations.
School Processes & Programs
Problem Statement 1: There is a need for teachers to participate in professional development about planning questions with higher order thinking embedding the New Item Types, content-specific student dialogue, student engagement, and grade level disciplinary literacy incorporating strategies from the short and extended constructed response. Root Cause: Teachers need to be able to ask questions that improve higher order thinking skills, student discourse, and authentic content-specific dialogue and receive feedback on their implementation and strategies. These strategies need to be aligned to district and state expectations and meet the student expectations of the Measures of Academic Progress (MAP K-2) and new STAAR redesign (3-5).
Perceptions
Problem Statement 1: Number of out-of-classroom referrals are double the percentage of in classroom disciplinary issues. Root Cause: Supervision and consistency with campus-wide routines and expectations during all areas/times of the day; hall transitions, cafeteria, during recess, and gym.

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

Performance Objective/Campus Goal 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

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

Performance Objective/Campus Goal 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 29.3% to 46% by middle of year 2024-25.

Evaluation Data Sources: District Assessments

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

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

High Priority
Evaluation Data Sources: Student Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Increase student achievement in Reading by implementing the high-quality research-based curriculum called Amplify. Monitor and differentiate student achievement based on Reading fluency, vocabulary, comprehension, grammar, and writing development. As well as monitor students' progress toward meeting grade-level expectations.</p> <p>Strategy's Expected Result/Impact: Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Leadership Team, Grade Level Chairs, MTSS and SST Team.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>				
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Area of improvement in 3rd grade Spanish reading and writing. Root Cause: The new STAAR redesigned incorporated new item types that assessed the students through multiple ways of critical thinking as well as challenged their writing skills through the short constructed and extended constructed response. The scholars need additional support in 2nd grade in learning the new item types and structured writing opportunities for short constructed and extended constructed.</p> <p>Problem Statement 2: There is a need to increase meets and masters in reading 3rd and 4th Grade. Root Cause: 3rd and 4th grade are the grades with the lowest number of scholars performing at the meets and masters level due to the rigor of STAAR. A well-balanced, structured, and consistent reading curriculum will ensure our scholars are meeting and mastering grade level expectations and meet the district and state expectations.</p>

Student Learning

Problem Statement 3: The focus group to improve math and reading growth is in SPED. (Target 23% student growth 20%) Root Cause: SPED students need to consistently receive accommodations and support that will meet their needs and help them accelerate their academic growth and achievement as measured by district and state assessments.
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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

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Increase student achievement in Math by implementing the high-quality research-based curriculum called Eureka. Monitor and differentiate student achievement based on problem-solving, critical thinking, and fluency. As well as monitor students' progress toward meeting grade-level expectations. Strategy's Expected Result/Impact: Meets performance level or above will increase from 42.3% to 56.0% by June 2025. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Leadership Team, Grade Level Chairs, MTSS and SST Team. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a need to increase meets and masters in reading 3rd and 4th Grade. Root Cause: 3rd and 4th grade are the grades with the lowest number of scholars performing at the meets and masters level due to the rigor of STAAR. A well-balanced, structured, and consistent reading curriculum will ensure our scholars are meeting and mastering grade level expectations and meet the district and state expectations.</p> <p>Problem Statement 3: The focus group to improve math and reading growth is in SPED. (Target 23% student growth 20%) Root Cause: SPED students need to consistently receive accommodations and support that will meet their needs and help them accelerate their academic growth and achievement as measured by district and state assessments.</p>

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

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

High Priority

Evaluation Data Sources: Student Assessment

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

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

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Increase student achievement by creating a data-driven culture where teachers consistently monitor progress in the classroom and analyze formative and summative assessment data to track student's movement toward mastery. Strategy's Expected Result/Impact: 35% to 52% by the middle of the year 2024-25 Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Leadership Team, Grade Level Chairs, MTSS and SST Team. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Area of improvement in 3rd grade Spanish reading and writing. Root Cause: The new STAAR redesigned incorporated new item types that assessed the students through multiple ways of critical thinking as well as challenged their writing skills through the short constructed and extended constructed response. The scholars need additional support in 2nd grade in learning the new item types and structured writing opportunities for short constructed and extended constructed.</p> <p>Problem Statement 2: There is a need to increase meets and masters in reading 3rd and 4th Grade. Root Cause: 3rd and 4th grade are the grades with the lowest number of scholars performing at the meets and masters level due to the rigor of STAAR. A well-balanced, structured, and consistent reading curriculum will ensure our scholars are meeting and mastering grade level expectations and meet the district and state expectations.</p> <p>Problem Statement 3: The focus group to improve math and reading growth is in SPED. (Target 23% student growth 20%) Root Cause: SPED students need to consistently receive accommodations and support that will meet their needs and help them accelerate their academic growth and achievement as measured by district and state assessments.</p>

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

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

High Priority

Evaluation Data Sources: Student Assessment

Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

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

High Priority

Evaluation Data Sources: Student Assessment





Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 1: GPM 5.1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 27.1% to 39.0% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details		Reviews			
Strategy 1: Increase college and career readiness by improving the quality of effective instruction for all classroom teachers through professional development, PLCs, and vertical meetings. that support student's growth toward meeting and mastering grade-level expectations. Strategy's Expected Result/Impact: 80% of our students will meet grade-level expectations by August 2025. Staff Responsible for Monitoring: Principal, Assistant Principals, Grade level chairs, CILT, Reading interventionist. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 2: There is a need to increase meets and masters in reading 3rd and 4th Grade. Root Cause: 3rd and 4th grade are the grades with the lowest number of scholars performing at the meets and masters level due to the rigor of STAAR. A well-balanced, structured, and consistent reading curriculum will ensure our scholars are meeting and mastering grade level expectations and meet the district and state expectations.

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 2: GPM 5.2: The percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 0.8% to 37% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 3: GPM 5.3: The number of THECB Level I and Level II certificates earned by 12th grade students will increase from 317 to 450 by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI).

High Priority

Evaluation Data Sources: Student Assessment

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

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

High Priority

Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

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

High Priority

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

- *STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)
- *EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)
- *TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 1: Student Participation in extracurricular or co-curricular will be at 100% by June 2024.

Evaluation Data Sources: Dallas ISD extracurricular participation report

Strategy 1 Details	Reviews			
Strategy 1: Consistent monitoring of students in extracurricular activities including new students. Offer a plethora of extracurricular activities and ensure 100% of campus team members sponsor an extracurricular activity to ensure all students have choice in their desired extracurricular activities. Strategy's Expected Result/Impact: 100% of student participation in extracurricular activities. Staff Responsible for Monitoring: Extracurricular activities chair. Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				





Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 2: There is a need to increase meets and masters in reading 3rd and 4th Grade. Root Cause: 3rd and 4th grade are the grades with the lowest number of scholars performing at the meets and masters level due to the rigor of STAAR. A well-balanced, structured, and consistent reading curriculum will ensure our scholars are meeting and mastering grade level expectations and meet the district and state expectations.

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: Active parent and family engagement strategies will be placed to foster meaningful participation, feedback, and collaboration with parents and families to Promote home and school partnership by June 2024.

Evaluation Data Sources: Parent Climate survey.

Strategy 1 Details		Reviews			
Strategy 1: Consistent communication through various platforms and in both English and Spanish to ensure all parents have access to important campus and district information. Effectiveness will be measured through perception surveys in the Fall and Spring semesters, parent engagement in campus events, and an increase in home and school partnerships through the Dallas HIPPY and Home2Home program. Strategy's Expected Result/Impact: Increased family partnership and access to information to all parents. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
Problem Statement 1: Our students' campus attendance rate in Spring 2023 is 95.46%. We had a slight increase from last year Spring 2022 at 94.2% but our goal is to increase our attendance rate to 97% to be in good standing. Root Cause: Campus attendance policy and importance of student attendance needs to be communicated to all stakeholders (parents, students, and teachers) and incentives/awards provided to promote attendance. Transfer students represent 51% of the campus student population. There is a need to monitor their attendance and ensure parents comply with transfer requirements for attendance as stated per SBDM.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Kagan Cooperative Learning Strategies Professional Development	211-13-6499-2T-229-2-30	\$7,948.00
Sub-Total					\$7,948.00
Budgeted Fund Source Amount					\$8,168.00
+/- Difference					\$220.00
282 - ESSER III (ARP)					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Drum Cafe Professional Development		\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$12,168.00
Grand Total Spent					\$11,948.00
+/- Difference					\$220.00