

Dallas Independent School District
190 George Peabody Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to create a partnership of teachers, parents and community to develop successful students in a nurturing atmosphere of respect and safety while being sensitive to the needs and talents of the whole child. We will offer engaging, motivating and rigorous instruction that equips students to become lifelong learners.

Vision

Our vision is to provide all students with the tools and knowledge to strive for excellence and become productive members of society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The following information was obtained through My Data Portal for campus information. Google was the data source used for neighborhood data.

We are currently a neighborhood school to 341 students made up of 93.3% of Hispanic descendance. We have 16.4% of our population receiving Special Education services and 10.9% participate in the Talented and Gifted Program. Our school embraces the combination of veteran and new teachers that bond with a vision of creating lifelong learners. Our school is also multi-generational which means that many of our teachers have taught the parents of their current students. We continue to implement practices that foster academic excellence and build the whole child through social emotional learning and student self management supports.

One of our instructional strengths is our commitment to provide good first instruction in all core subjects. Professional Learning Communities and Professional Development help ensure engaging and rigorous lessons that develop student critical thinking and problem solving while allowing staff collaboration to make well thought out instructional decisions. Small group instruction, aligned LO/DOL, use of technology, updated data walls, SEL practices, etc. are expectations that assist in creating a uniformed classroom culture.

Now more than ever, we are concentrating on strengthening and consistently implementing small group instruction. Students learn differently and are at different academic levels, so we strive to increase student achievement by improving student proficiency levels and thus move students from their current performance level on STAAR to a higher performance band.

Moreover, George Peabody takes pride in being a data driven school where lessons are tightly aligned to state standards. This is evident in demonstration of learning trackers, data walls, data platforms, feedback for learning rosters, and analysis of student tasks. We do all of this to determine student needs, misconceptions, and instructional practice adjustments.

George Peabody Elementary is a Social Emotional Learning, No Place For Hate, and Dual Language Two Way campus. Teachers are qualified to implement SEL best practices in every classroom. We ensure that practices include: mood meters, morning meetings, morning greeting, calming area, brain function awareness and respect agreements. Students are involved in completing projects for NPFH that promotes diversity, acceptance, and inclusion. It empowers student expression and points of view that allow for the students to advocate for one another. George Peabody Elementary prides in offering Two Way Dual Language where students are developed biliterally and biculturally.

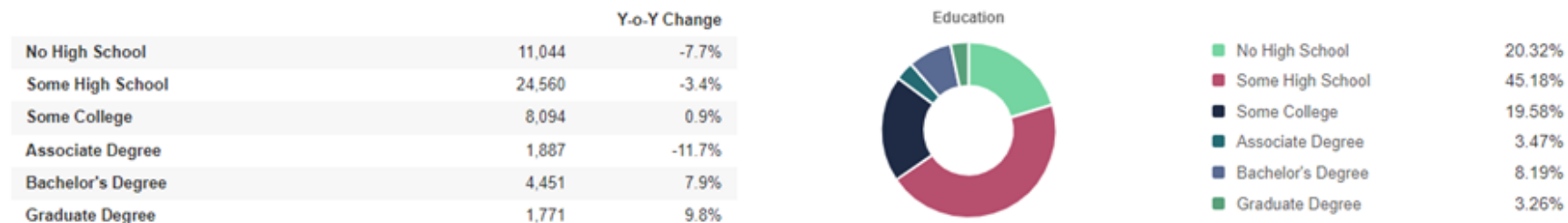
Demographics Strengths

George Peabody Elementary School is located in Southwest Dallas in the heart of Oak Cliff. Schools in Oak Cliff are part of the Dallas Independent School District. George Peabody is part of Region I that feeds into Quintanilla Middle School and Sunset High School. Oak Cliff has a population of 75,213. There are 36,817 male residents living in Oak Cliff and 38,396 female residents. The total number of households is 22,504 with 3 people per household on average. The median age of the current population is 30.9 with 49,450 being US born citizens, 8,577 citizens not born in US, and 17,186 non US citizens. 9,354 households include children and 13,150 households are without children.

The employment numbers show that there are 59.95% white collar employees and 40.05% blue collar employees in Oak Cliff. 3,019 are self employed, 26,583 work for private companies, 3,164 are governmental workers, and 1,540 work for non-profit companies. The average household income is \$63,721. However, the median household's income is of \$50,368. 14,506 people are below the poverty level. There are 24,187 housing units in Oak Cliff, and the median year in which these properties were built is 1963. There are 22,504 occupied homes while 12,042 are owner occupied and 10,462 are renter occupied.

What is the level of education in Oak Cliff?

Approximately 45.18% of the population in Oak Cliff holds a high school degree (that's 24,560 residents), while 19.58% have attained a college certificate (8,094 locals) and 8.19% have a bachelor's degree (4,451 people)



Our campus demographic makeup is as follows: Our total enrollment is 341 with 15 White or 4.4%, 3 African American or .9%, 318 Hispanic or 93.3%. The gender percentages are as follows: 174 or 51% male and 167 or 49% female. The Emergent Bilingual (EB) population consists of 184 students with 165 in bilingual education, and 14 denials. There are 34 students who are identified as EL special education out of a total of 56 sped students. The gifted and talented population is 37 students or 10.9%. 315 students are economically disadvantaged which is 92.4% of our overall population. Our diverse faculty and staff is made up of 12-African American, 30 Hispanic, and 10 White.

Problem Statements Identifying Demographics Needs

Problem Statement 1: What can we do to increase enrollment since there has been a steady decline? **Root Cause:** We are competing with other (not part of the district) schools in the area. Also, the move to a different location during the construction of our new building may also be a factor in the decline in enrollment.

Problem Statement 2: What can we do to increase enrollment since there has been a steady decline? **Root Cause:** We are competing with other (not part of the district) schools in the area. Also, the move to a different location during the construction of our new building may also be a factor in the decline in enrollment.

Problem Statement 3 (Prioritized): Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY). **Root Cause:** Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow sufficient time to teach the new curriculum.

Student Learning

Student Learning Summary

Fall 2022 ACP-Result snapshot from Region I Simulator.

	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	Raw	Scale	Letter
3rd Reading English	23	5	2	1	31	26%	10%	3%	13	41	F
3rd Reading Spanish	7	7	3	2	19	63%	26%	11%	33	58	D
4th Reading English	13	8	1	1	23	43%	9%	4%	19	46	F
4th Reading Spanish	11	1	2	1	15	27%	20%	7%	18	45	F
5th Reading English	17	14	2	0	33	48%	6%	0%	18	45	F
5th Reading Spanish	4	9	3	10	26	85%	50%	38%	58	88	A
6th Reading	24	16	3	0	43	44%	7%	0%	17	45	F
3rd Math English	16	18	9	7	50	68%	32%	14%	38	65	C
3rd Math Spanish	0	0	0	0	0						
4th Math English	13	13	4	8	38	66%	32%	21%	39	67	C
4th Math Spanish	0	0	0	0	0						
5th Math English	6	18	13	22	59	90%	59%	37%	62	91	A

5th Math Spanish	0	0	0	0	0						
6th Math	4	16	18	5	43	91%	53%	12%	52	79	B
5th Science	19	19	11	10	59	68%	36%	17%	40	69	C

	DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	Raw	D1 Scale	D1 Letter	D2B Letter
TOTAL	157	144	71	67	439	64%	31%	15%	37	64	C	
Reading	99	60	16	15	190	48%	16%	8%	24	50	F	
Math	39	65	44	42	190	79%	45%	22%	49	77	B	
Science	19	19	11	10	59	68%	36%	17%	40	69	C	

Overall D1 Rank RLA, Math, Science	RLA D1 Rank
Winnetka [77]	Winnetka [55]
Kahn [67]	Kahn [53]
Peabody [65]	Rosemont [53]
Rosemont [64]	Peabody [50]
Lida Hooe [59]	Lida Hooe [48]
Anson Jones [57]	Anson Jones [47]

Student Learning Strengths

	Points Earned	Eligible Testers	% Earning Points	D2A Scale	Points Earned			Total
					0	0.5	1	
4th Reading English	3	23	17%	36	19	2	2	3
4th Reading Spanish	4	15	27%	42	11	0	4	4
5th Reading English	5.5	32	22%	38	25	3	4	5.5
5th Reading Spanish	22	25	92%	92	2	2	21	22
6th Reading	4	43	16%	34	36	6	1	4
HB 4545 Reading	7	44	16%				7	x 1/4 1.75
4th Math English	15.5	38	42%	49	22	1	15	15.5
4th Math Spanish	0	0			0	0	0	0
5th Math English	47	57	86%	87	8	4	45	47
5th Math Spanish	0	0			0	0	0	0
6th Math	27.5	43	67%	60	14	3	26	27.5
HB 4545 Math	20	36	56%				20	x 1/4 5
	Points Earned	Eligible Tests	D2A Raw	D2A Scale	0	0.5	1	Total w/ Bonus
TOTAL	128.5	276	49%	53	137	21	118	135.25
Reading	38.5	138	29%	43	93	13	32	40.25
Math	90	138	69%	70	44	8	86	95
HB 4545	27	80	34%				27	x 1/4 6.75

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are reading below grade level.

Problem Statement 2 (Prioritized): Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY). **Root Cause:** Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow

sufficient time to teach the new curriculum.

School Processes & Programs

School Processes & Programs Summary

Instructional Processes

PLCs follow a framework that guides our instructional conversations every Tuesday, to ensure we are having focused instructional discussions. Teachers identify critical standards and choose which of these they are going to teach the following week. Teachers then unbundle the chosen state standard and determine what students know, what they need to know, and how students will demonstrate mastery of standards by the end of the lesson. Teachers preprepare and create learning objectives and demonstration of learning statements, anchor charts, graphic organizers and success criteria. Each teacher has a specific role which helps facilitate the process of teachers modeling their lesson, receiving feedback, and practicing their perfected lesson delivery.

Moreover, PLCs and team leader meetings are held to encourage participation in instructional decision making and hold discussions on how to improve student achievement. Data meetings allow teachers to review data and determine student needs or struggles and design lessons that will improve student achievement. This 2022-2023 school year K-3 will be participating in HB3 Reading Academies. Implementation and HB3 follow up PLCs will occur on some days.

Curricular Processes

Dallas ISD provides curriculum in PowerSchool or PowerLearning platform. The curriculum provides weekly and nine week pacing guides, learning objectives, demonstrations of learning, suggested activities with resources, and weekly assessments that teachers can use and implement in their classrooms. This is a starting point for new teachers because PS Learning provides instructional support that new teachers may need to create lesson plans and get ideas to incorporate in their daily instructional practice.

The incorporation of technology this year was inevitable. All students PK-2 received an iPad while 3-6 students received 1-to-1 chromebooks. Teachers and students used different educational platforms to support student learning and facilitate teaching practice.

Pre-Ap Math and Science classes were offered to 6th grade students that met or exceeded fifth grade STAAR standards.

SPED teachers and TAs supported or serviced students in our special groups during the 2021-2022 school year.

All students were able to participate in a club or extracurricular activity this year during the school day. Students were able to complete at least a couple of projects during club days.

Personnel (Recruit/support/retain)

Every school year after leveling determines the number of open positions and teachers notify their intentions, we look into different ways to seek and recruit talented individuals to our campus. The district's Talent Management System (TMS) and Brazen, virtual interview platform,

contains a bank of professional individuals seeking teaching or teaching assistant positions. District recruiters provide weekly lists of candidates whom we reach out to, to interview. Student teachers finishing up their teaching programs with different local colleges or universities are also considered. Candidates referred by other staff members are also interviewed. In addition, the district provides various opportunities to recruit through large scale job fairs. Once our campus has identified a potential fit for our campus, candidates are recommended by administrators, the talent partner and the certification department are then responsible for verifying the candidates' qualifications, campus openings, and refer candidates to the hiring manager. New teachers are assigned a veteran teacher to serve as a mentor that will support them through out the year with instructional and operational tasks. We build our teacher capacity and ability, provide resources, and build a supportive environment in which new teachers feel comfortable to ask for support. Increasing the supportive environment results in increased retention rates. During the 2022-2023 school year we will be welcoming two new first year teachers and an additional 5 new teachers to our campus.

Organizational Processes

Content meetings are held by the A-team to determine campus needs and plan professional development, feedback sessions, support needed to improve teacher instructional practice.

Our campus' master schedule was created to maximize instructional time through the creation of instructional blocks that are free of interruptions.

Teachers and staff follow the SRP Protocols in case of emergencies and when practice drills are conducted.

Administrative Processes

Dallas ISD teachers are appraised by campus administrative teams through the use of TEI (Teacher Excellence Initiative) system. TEI defines and evaluates teacher excellence through 3 lenses: performance, student achievement and student experience that encourage and reward excellence in the classroom.

CILT team collaborates with leadership team to identify student needs based on data. CILT team members present professional development based on campus needs. CILT also provide PD on new initiatives driven by our network such as Disciplinary Literacy.

School Processes & Programs Strengths

The master schedule has large blocks built within it so that it is easier for teachers to maximize/optimize instructional time and keep students engaged without interruptions. Additional planning time was also built into the master schedule to allow time for the creation and preparation of high quality lessons.

A diagnostician is housed in our building.

SPED Teachers and TAs have a daily schedule to ensure all SPED students are serviced the amount of time dictated in IEPs.

The 504 Coordinator works with classroom teachers to ensure students are receiving the accommodations held within their 504 plan.

The Talented and Gifted teacher works with students on District created projects/curriculum.

Campus Instructional Coach will support classrooms and/or teachers based on data and individual needs through PD, modeling, co-teaching, planning, etc.

Teachers plan lessons designed to target all students learning styles and ensure mastery of content.

All students have a device to use to strengthen their learning.

Teachers use digital platforms such as Classkick and DAN to better prepare students for online learning and assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY). **Root Cause:** Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow sufficient time to teach the new curriculum.

Perceptions

Perceptions Summary

Culture

Teachers and staff work collaborately to fulfill the mission and vision of our campus. Teacher collective self efficacy support the development of the whole child and go out of the way to ensure students are engaged, motivated, and involved in rigorous tasks to develop critical lifelong skills. Teachers also focus on building student confidence and self efficacy to ensure students construct a drive and intrinsic motivation to learn without the sense of defeat. Our overall campus culture is inclusive, respectful, and collaborative where individuals are recognized and appreciated for their contributions and efforts.

Mission: Create a partnership of teachers, parents, and community to develop successful students in a nurturing atmosphere of respect and safety while being sensitive to the needs and talents of the whole child. We will offer engaging, motivating, and rigorous instruction that equips students to be lifelong learners.

Vision: Our vision is to provide all students with the tools and knowledge to strive for excellence and become productive members of society.

Climate

George Peabody operates under a safe environment in which systems and procedures have been put into place to ensure the safety of each individual student and teacher. A collegial environment has been created where teachers respect and trust one another and feel free to communicate openly about any need or concern with each other. Members of our staff feel free to ask for support and are supported during PLCs and one-on-one meetings which result in members of our staff feeling supported enough to do their job well. Teachers and staff also believe that our student achievement goals will lead our campus to success. We hold our students to high expectations and prepare them to follow a college or technical career pathway.

According to our most recent climate survey **(Fall 2022):**

Areas of improvement: Teacher to Principal Trust, Develop Leaders, Professional Development

Values

We value student individuality, uniqueness, ability, and talent. We foster educational opportunities where students enhance their capacity and build lifelong skills.

Beliefs

We believe that all students can learn and will learn with the adequate adaptive tools and resources.

Perceptions Strengths

Based on the **Fall 2022 Climate Survey**, some of our strengths are as follows:

***Teacher-Teacher Trust: 97.5%**

Teachers in this school trust each other.: 100%

Teachers respect other teachers who take the lead in school improvement efforts.: 100%

Teachers at this school respect those colleagues who are experts at their craft.: 100%

***College-Going Culture: 92%**

Teachers expect most students in this school to go to college: 100%

Teachers at this school give students feedback to help them understand how to improve: 96%

***Beliefs and Priorities: 81.2%**

I understand my role in implementing the school's key actions: 90.6%

My campus currently bases its actions on the Dallas ISD Student Achievement Goals: 90.6%

***Teacher-Principal Trust: 78.6%**

The principal has confidence in the expertise of the teachers: 85%

The principal places the needs of children ahead of personal and political interests: 85%

The principal at this school is an effective manager who makes the school run smoothly: 85%

***Positive Culture and Environment: 77.8%**

The campus I work in is clean, safe, and free of physical hazards: 96.9%

I believe I work in an environment of support and respect: 81.3%

***Culture of Feedback and Support: 69.2%**

My team experiences with colleagues this year helped me improve instruction: 85%

The instructional feedback I get helps me improve the quality of my instruction: 80%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY). **Root Cause:** Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow sufficient time to teach the new curriculum.

Priority Problem Statements

Problem Statement 1: Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY).

Root Cause 1: Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow sufficient time to teach the new curriculum.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - 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	Formative Reviews		
Strategy 1: Teachers will participate in campus based professional development led by CILT members for Amplify, Eureka, Carnegie, and/or other District provided PD. Strategy's Expected Result/Impact: Providing effective and personalized PD will equip teachers with the resources, tools, and skills needed to increase student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation from 35% to 44% by end of year 2023-2024. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211 - Title I, Part A - \$3,000	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a Mentor Mentee program for new and experienced teachers to plan, collaborate, conduct observations, and provide feedback. Strategy's Expected Result/Impact: Providing mentors for new teachers will support instructional practice, increasing teacher performance in Domain 2.3 -Delivery and increase student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation from 35% to 44% by end of year 2023-2024. (1 point average every 9 weeks) Staff Responsible for Monitoring: CILT, Principal, Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college Funding Sources: - 199 - General Operating - \$3,000	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Demo Teacher will provide support through PLCs in Reading. Strategy's Expected Result/Impact: Providing teachers with a Demo Teacher will allow staff to see a model delivery of TEKS, supporting teacher performance in Domain 2.3 -Delivery and increased student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation from 35% to 44% by end of year 2023-2024. (1 point average every 9 weeks) Staff Responsible for Monitoring: Principal, Assistant Principal, Demo Teacher Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Staff will identify their highly struggling students and track student progress. Horizontal and vertical alignment will ensure best practices are being shared. Strategy's Expected Result/Impact: Providing teachers with systems to progress monitor students will impact teacher performance in Domain 1.2 -Student Focused and will increase student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation from 35% to 44% by end of year 2023-2024. (1 point average every 9 weeks) Staff Responsible for Monitoring: Principal, Assistant Principal, CILT, Counselor, SPED Team Title I: 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Scheduling supports (pull-outs, reading interventions, before/after school tutoring, etc) based on student groups (ED,SPED etc.) needs and curriculum. Strategy's Expected Result/Impact: Providing scheduled supports for students will close student gaps, increase student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation from 35% to 44% by end of year 2023-2024. (1 point average every 9 weeks) and Increased teacher performance in Domain 1.2 Student Focused, Staff Responsible for Monitoring: Administration, teachers and staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199 - General Operating - \$5,500, - 211 - Title I, Part A - \$6,000	Formative		
	Oct	Feb	June

Strategy 6 Details		Formative Reviews		
Strategy 6: Develop after school tutoring program based on Dallas ISD Response to Intervention Plan to be implemented to specifically targeted students. Strategy's Expected Result/Impact: Increase student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation from 35% to 44% by end of year 2023-2024. (1 point average every 9 weeks) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative		
		Oct	Feb	June
Strategy 7 Details		Formative Reviews		
Strategy 7: Close academic gaps through various means of support (pull-outs, interventions, before/after school tutoring, etc) within student groups (EL, at-risk, SPED, etc) based on EOC, District ACP, Benchmarks, scientific based instructional software. Strategy's Expected Result/Impact: Increase student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation from 35% to 44% by end of year 2023-2024. (1 point average every 9 weeks) Staff Responsible for Monitoring: Administration, teachers and staff Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative		
		Oct	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Purchase instructional resources that will enhance instruction and support students' success in all core content areas (reading, math, science, social students). Strategy's Expected Result/Impact: Increased performance on observations and on student outcomes. Staff Responsible for Monitoring: Admin, teachers, staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Purchase aligned resources for students, materials and supplies (markers, posters, post it notes, glue, etc.) - 211 - Title I, Part A - \$8,000, Purchase aligned resources for students, materials and supplies (markers, posters, post it notes, glue, etc.) - 282 - ESSER III (ARP) - \$20,000 - 211 - Title I, Part A - \$8,000	Formative		
	Oct	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective/Campus Goal 1 Problem Statements:





Demographics
Problem Statement 3: Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY). Root Cause: Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow sufficient time to teach the new curriculum.
Student Learning
Problem Statement 2: Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY). Root Cause: Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow sufficient time to teach the new curriculum.
School Processes & Programs
Problem Statement 1: Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY). Root Cause: Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow sufficient time to teach the new curriculum.
Perceptions
Problem Statement 1: Students need foundational knowledge to address and understand the new curriculum (EUREKA AND AMPLIFY). Root Cause: Teachers must be effectively trained and receive the proper instructional resources to help monitor the student needs and student academic growth is evident. School wide calendar must allow sufficient time to teach the new curriculum.

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

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

High Priority





Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will progress monitor students utilizing student profile systems such as MTSS and Dallas Assessment Navigator, MyData Portal, Attendance For Credit. Strategy's Expected Result/Impact: By monitoring African American students using profile systems student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 42% by end of year 2023-2024. Staff Responsible for Monitoring: teachers and counselor Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement supplemental supports such as HMH, Amplify Intervention Toolkit, and/or iReady. Strategy's Expected Result/Impact: By implementing supplemental supports African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 42% by end of year 2023-2024 Staff Responsible for Monitoring: teachers and staff Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement Amplify Reading Curriculum for grades K-6, Eureka Math Curriculum for grades K-5 and Carnegie Math Curriculum for grade 6 for the 2023-2024 school year. Strategy's Expected Result/Impact: Providing teachers curriculums that are focused on Tier 1, supplement for Tier 2 and Tier 3 and are intended for closing the gaps in Reading and Math will increase student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above from 29.3% to 40% by the end of 2023-2024. Staff Responsible for Monitoring: All teachers/staff Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in professional learning communities that involve planning, internalization of lessons, data collection and analysis while determining implementation of best instructional practices. Strategy's Expected Result/Impact: Providing PLCs for teachers allows for lesson delivery preparedness, accountability and increased student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above from 29.3% to 40% by the end of 2023-2024. Staff Responsible for Monitoring: teachers and staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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	Formative Reviews		
Strategy 1: Increase the focus of K-3 literacy through the implementation of the Science of Teaching Reading, Amplify Curriculum, Intervention Toolkit and iReady. Strategy's Expected Result/Impact: Focus on K-3 Science of Teaching Reading will support TEI Domains 1.2-Student Focus, 2.3-Delivery and increase student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above from 31.8% to 38% by the end of 2024 Staff Responsible for Monitoring: teachers and staff 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 Funding Sources: - 211 - Title I, Part A - \$8,000	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue teacher participation in weekly PLCs focused on the Amplify Reading Curriculum. Strategy's Expected Result/Impact: Providing PLCs that focus on Amplify Curriculum will improve lesson understanding/internalization, supporting TEI Domains 1, 4.3, 4.4 and it will increase student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above from 31.8% to 38% by the end of 2023-2024. Staff Responsible for Monitoring: teachers and staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: RLA teachers will implement the writing process and use the Amplify ELAR/SLAR Curriculum videos and vignettes to support delivery of writing lesson. Strategy's Expected Result/Impact: The writing process and the Amplify videos and vignettes will support TEI Domains 1.4, 1.5, 2 and increase student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above from 31.8% to 38% by the end of 2024 Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will implement Amplify Reading Curriculum structured lessons; Foundational Skills, Reading, Language and Writing. Strategy's Expected Result/Impact: Implementation of Amplify will support Domains 1.4, 1.5, 2 and increase student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above from 31.8% to 38% by the end of 2024 Staff Responsible for Monitoring: Reading Teachers Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

High Priority
Evaluation Data Sources: Student Assessment





Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the focus of K-3 literacy, Science of Reading implementation, Amplify Curriculum and Intervention Toolkit such as iReady. Strategy's Expected Result/Impact: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 32.8% to 36.8% by the end of 2023-2024. Staff Responsible for Monitoring: teachers and counselor Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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

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

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the focus of K-3 literacy, Science of Reading implementation, Amplify Curriculum and Intervention Toolkit such as iReady. Strategy's Expected Result/Impact: 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 33% by end of 2024. Staff Responsible for Monitoring: teachers and counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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	Formative Reviews		
Strategy 1: Continue the implementation of small group instruction, guided math, problem solving, and interventions utilizing Eureka and Carnegie Curriculum. Strategy's Expected Result/Impact: Implementing supports impacts TEI Domains 1, 2 and student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 33.9% by end of year 2023-2024	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: PLCs will continue to support with the development of aligned lessons, assignments, exemplars, and instructional strategies. Strategy's Expected Result/Impact: Continuation of PLCs will support TEI Domains 1, 4.3, 4.4 and student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 33.9% by end of year 2023-2024	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of structured problem solving model- Read Draw Write from Eureka Curriculum and Carnegie curriculum. Strategy's Expected Result/Impact: Implementation of problem solving model supports TEI Domains 1.4, 1.5 and student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 33.9% by end of year 2023-2024 Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Oct	Feb	June

Strategy 4 Details		Formative Reviews		
Strategy 4: Implementation of Eureka Math Lesson Structure: Fluency Practice, Application Problem, Concept Development, Student Debrief. Strategy's Expected Result/Impact: Implementing the lesson structure will support TEI Domains 1, 2 and student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 33.9% by end of year 2023-2024 Staff Responsible for Monitoring: Math Teachers Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		Formative		
		Oct	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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

High Priority
Evaluation Data Sources: Student Assessment

Strategy 1 Details		Formative Reviews		
Strategy 1: Implement supplemental supports such as iReady from Eureka Intervention Toolkit. Strategy's Expected Result/Impact: Implementing interventions supports TEI Domain 1 and student achievement for second-grade African American students scoring at or above grade level (50th percentile) on TEKS aligned assessments will increase math from 22% to 32% at the end of 2023-2024. Staff Responsible for Monitoring: Math teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative		
		Oct	Feb	June
 No Progress		 Accomplished		 Continue/Modify
				 Discontinue

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

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

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement supplemental supports such as iReady from Eureka Intervention Toolkit. Strategy's Expected Result/Impact: Implementing interventions supports TEI Domain 1 and 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 36% by 2023-2024. Staff Responsible for Monitoring: Math teachers Title I: 2.4, 2.6	Formative		
	Oct	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





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

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

High Priority

Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will participate in campus based professional development led by CILT members., Amplify, Carnegie, District. Strategy's Expected Result/Impact: Providing effective and personalized PD will support TEI Domains 1,2, 4.2, 4.3 and increase student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will from 36% to 41% by end of year 2023-2024. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement the structured lessons from Amplify Reading Curriculum: Build Vocabulary, Analytic Read, Performance Task, Reflect and Independent Work. Strategy's Expected Result/Impact: Implementing structured Reading lessons will support TEI Domain 2 and increase student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will from 36% to 41% by end of year 2023-2024. Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will implement the structured lessons from Carnegie Math Curriculum: Numeracy/Skills Practice, Collaborative Work, Discourse and Independent Work. Strategy's Expected Result/Impact: Implementing structured Math lessons will support TEI Domains 1, 2 and increase student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will from 36% to 41% by end of year 2023-2024. Staff Responsible for Monitoring: Principal and Assistant Principal	Formative		
	Oct	Feb	June

Strategy 4 Details		Formative Reviews		
Strategy 4: Teachers will progress monitor students utilizing student profile systems such as MTSS and Dallas Assessment Navigator, MyData Portal, Attendance For Credit. Strategy's Expected Result/Impact: Providing teachers with systems to progress monitor students will impact teacher performance in TEI Domain 1.2 -Student Focused and will increase student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will from 36% to 41% by end of year 2023-2024. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools		Formative		
		Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

High Priority
Evaluation Data Sources: Student Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement supplemental supports such as iReady from Amplify and Carnegie Intervention Toolkit Strategy's Expected Result/Impact: By using interventions will support TEI Domain 1.2 and 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 36% by end-of year 2023-2024. Staff Responsible for Monitoring: teachers and counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	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></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

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

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

High Priority
Evaluation Data Sources: Student Assessment





Strategy 1 Details	Formative Reviews		
Strategy 1: Implement supplemental supports such as iReady from Amplify and Carnegie Intervention Toolkit Strategy's Expected Result/Impact: Supports TEI Domain 1 and 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 35% by end of year 2023-2024. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Oct	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 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	Formative Reviews		
Strategy 1: Teachers will progress monitor students utilizing student profile systems such as MTSS, Dallas Assessment Navigator, and All in Learning. Strategy's Expected Result/Impact: Using profile systems will support TEI Domain 1.2 and increasing the percent of CCMR students meeting the Texas Success initiative requirements for college readiness from 27.1% to 39.0% by August 2025. Staff Responsible for Monitoring: Principal Assistant Principal CILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Procure classroom technology for incorporating innovative instructional practices into the classroom. (Projectors, headphones, clickers, document cameras, printers, devices, instructional software, etc.) as well as maintenance and repair of these items.	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will progress monitor students utilizing student profile systems such as MTSS, Dallas Assessment Navigator, and All in Learning. Strategy's Expected Result/Impact: Using profile systems will support TEI Domain 1.2 and the percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 0.8% to 37% by August 2025. Staff Responsible for Monitoring: Principal Assistant Principal CILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will progress monitor students utilizing student profile systems such as MTSS, Dallas Assessment Navigator, and All in Learning. Strategy's Expected Result/Impact: Utilizing student profile systems supports TEI Domain 1.2 and 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). Staff Responsible for Monitoring: Teachers Counselor TAG Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will progress monitor students utilizing student profile systems such as MTSS, Dallas Assessment Navigator, and All in Learning. Strategy's Expected Result/Impact: Utilizing profile systems supports TEI Domain 1.2 and 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. Staff Responsible for Monitoring: Teachers Counselor TAG Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will progress monitor students utilizing student profile systems such as MTSS, Dallas Assessment Navigator, and All in Learning. Strategy's Expected Result/Impact: Utilizing student profile systems supports TEI Domain 1.2 and the percent of college enrollment will increase from 62.0% to 67.0% by June 2025, including the number of Associate degrees attained. Staff Responsible for Monitoring: Teachers Counselor TAG Teacher 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	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: Teachers will engage 100% of students in extracurricular or co-curricular activities during the school day in an effort to expand students' learning of content.





Strategy 1 Details	Formative Reviews		
Strategy 1: Students will complete at least two projects during the year to show mastery of skills taught within their grade level club or extracurricular/co-curricular activities.	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: At least 20% of all students will have the opportunity to participate in after school clubs.	Formative		
	Oct	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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: Campus will work to improve perceptions of all stakeholders by implementing systems that encourage intrinsic motivation for students, parents and community stakeholders.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide additional opportunities for parental involvement, including but not limited to, multiple instructional learning nights, parent workshops, PBL nights, meet the teacher nights, that all increase the motivation and involvement of the parents. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers, staff and students will improve Social-Emotional Learning by implementing SEL and Panorama Playbook strategies that will allow teachers, staff and students to connect at a deeper level and improve student experience survey results. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Hire parent instructor/community liaison in order to provide additional opportunities for parental involvement, including but not limited to, multiple instructional learning nights, parent workshops, PBL nights, meet the teacher nights, that all increase the motivation and involvement of the parents. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Title I: 2.6, 4.1, 4.2	Formative		
	Oct	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus will make CIP available to parents and community in an understandable and uniform format and language. Plan4Learning and/or the District's Translation Department will provide translated plans, when needed. Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative		
	Oct	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: In an effort to maintain and monitor an upward trend on all survey data, the following actions will take place: implement a schoolwide discipline plan, purchase appreciation gifts/snacks, maintain a faculty and staff recognition board, conduct mock climate surveys three times per semester, and complete 3 No Place For Hate projects so that we can learn to be more inclusive and accepting of all. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative		
	Oct	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: The school counselor and administration will ensure that the master schedule allows time to educate students on drug and violence prevention (suicide prevention, conflict resolution, discipline management, and violence prevention and intervention. Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Establish a committee team with the respective stakeholders to review surveys, state and district test scores, district data packets and current strategies to determine progress and/or areas that need improvement. The campus current strategies will be adjusted based on the feedback gathered or new strategies will be created. Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Implement system by which social media footprint is visible and enlarged in order to increase school to home communication, parental involvement and access to teachers through Twitter, Facebook, Instagram, including flexible parent nights to discuss STAAR data, CIP progress.	Formative		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for 190 George Peabody Elementary School

Total SCE Funds: \$28,262.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Non position: 211-\$17,549 199-\$10,713

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alondra Hernandez Bojorquez	Teacher Assistant	Bilingual	1
Sonia Agrinoni	Parent Instructor	Parental Involvement	1
Victoria Navarrete	Teacher Assistant	Bilingual	1

Campus Funding Summary

199 - General Operating					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$3,000.00
1	1	5			\$5,500.00
Sub-Total					\$8,500.00
Budgeted Fund Source Amount					\$119,642.00
+/- Difference					\$111,142.00
211 - Title I, Part A					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,000.00
1	1	5			\$6,000.00
1	1	8	Purchase aligned resources for students, materials and supplies (markers, posters, post it notes, glue, etc.) - 211 - Title I, Part A - \$8,000, Purchase aligned resources for students, materials and supplies (markers, posters, post it notes, glue, etc.) - 282 - ESSER III (ARP) - \$20,000		\$8,000.00
2	1	1			\$8,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$139,269.00
+/- Difference					\$114,269.00
Grand Total Budgeted					\$258,911.00
Grand Total Spent					\$33,500.00
+/- Difference					\$225,411.00