Dallas Independent School District

119 Chapel Hill Preparatory School

2023-2024 Campus Improvement Plan

Mission Statement

Our mission is to personalize a high-quality education and inspire lifelong learners.

Vision

Chapel Hill will be a premier 21st century school that caters to the needs of the whole child in a personalized learning environment.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a neighborhood school comprised of the following demographics retrieved from MyData portal:

					Ethnicity (%)				
Grade	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
PK	51	2 (3.9)	7 (13.7)	41 (80.4)	0 (0.0)	1 (2.0)	0 (0.0)	0 (0.0)	0 (0.0)
KN	44	2 (4.5)	2 (4.5)	39 (88.6)	1 (2.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
1	56	5 (8.9)	3 (5.4)	47 (83.9)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.8)	0 (0.0)
2	51	1 (2.0)	2 (3.9)	45 (88.2)	0 (0.0)	2 (3.9)	0 (0.0)	1 (2.0)	0 (0.0)
3	67	5 (7.5)	3 (4.5)	58 (86.6)	1 (1.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
4	49	2 (4.1)	2 (4.1)	45 (91.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
5	57	3 (5.3)	3 (5.3)	49 (86.0)	0 (0.0)	1 (1.8)	0 (0.0)	1 (1.8)	0 (0.0)
All	375	20 (5.3)	22 (5.9)	324 (86.4)	2 (0.5)	4 (1.1)	0 (0.0)	3 (0.8)	0 (0.0)

	Gender (%)	
Grade	Male	Female
PK	22 (43.1)	29 (56.9)
KN	20 (45.5)	24 (54.5)
1	31 (55.4)	25 (44.6)
2	26 (51.0)	25 (49.0)
3	37 (55.2)	30 (44.8)
4	27 (55.1)	22 (44.9)
5	31 (54.4)	26 (45.6)
All	194 (51.7)	181 (48.3)

			EB/EL (%)				
Grade	EB/EL Total	BE	ESL	Shelt	Den	Not Serv	EB/EL SPED
PK	33	32 (97.0)	1 (3.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
KN	26	25 (96.2)	0 (0.0)	0 (0.0)	1 (3.8)	0 (0.0)	2 (7.7)
1	35	34 (97.1)	0 (0.0)	0 (0.0)	1 (2.9)	0 (0.0)	5 (14.3)
2	35	31 (88.6)	2 (5.7)	0 (0.0)	1 (2.9)	0 (0.0)	3 (8.6)
3	50	45 (90.0)	2 (4.0)	0 (0.0)	1 (2.0)	0 (0.0)	10 (20.0)
4	38	35 (92.1)	0 (0.0)	0 (0.0)	0 (0.0)	1 (2.6)	10 (26.3)
5	40	31 (77.5)	1 (2.5)	0 (0.0)	1 (2.5)	0 (0.0)	9 (22.5)
All	257	233 (90.7)	6 (2.3)	0 (0.0)	5 (1.9)	1 (0.4)	39 (15.2)

		OTHERS (%)			
Grade	BE not EB/EL	EB/EL Exit	Special Education	TAG	Economically Disadvantaged
PK	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	41 (80.4)
KN	0 (0.0)	0 (0.0)	3 (6.8)	0 (0.0)	41 (93.2)
1	0 (0.0)	0 (0.0)	8 (14.3)	0 (0.0)	48 (85.7)
2	0 (0.0)	0 (0.0)	7 (13.7)	4 (7.8)	46 (90.2)
3	0 (0.0)	0 (0.0)	16 (23.9)	13 (19.4)	61 (91.0)
4	0 (0.0)	0 (0.0)	13 (26.5)	6 (12.2)	42 (85.7)
5	0 (0.0)	0 (0.0)	15 (26.3)	9 (15.8)	51 (89.5)
All	0 (0.0)	0 (0.0)	62 (16.5)	32 (8.5)	330 (88.0)

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	26	6.3	5	16.1
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	4	1.0	*	*
Hispanic	358	86.3	18	58.1
White	19	4.6	5	16.1
Multiple	8	1.9	0	0.0
Other* (teachers only)	—	—	3	9.7
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

119 Chapel Hill - Staffing Report

Date run: 6/12/2023

Current Step Name	Current Status Name	
Pending	Background Check	1
	Certification Check	1
	Visa	2
Offer	Accepted	1
	Approved	1
Hire	Hired	5
Grand Total		**11**

Candidate In Process by Step
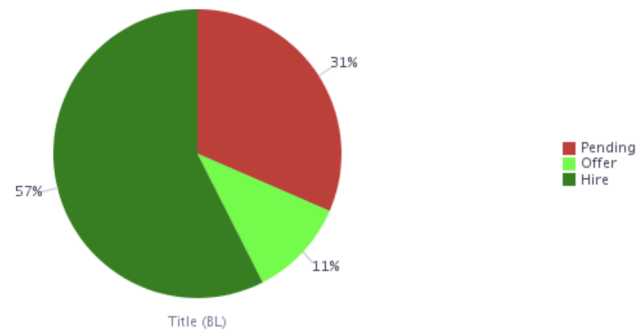
Data retrieved from: MyDataPortal

Clubs and extracurricular activities: 100% of our students participated in at least one club or extracurricular activity as reflected in our student activities dashboard.

Attendance:

PK- 95.2%

KG- 95.1%

1st- 94.0%

2nd- 94.2%

3rd- 96.7%

4th- 96.3%

5th- 95.9%

Demographics Strengths

 Demographics strengths:

100% compliant with ARD paperwork.

Staff demagraphis is close to matching student demagraphics

Problem Statements Identifying Demographics Needs

Problem Statement 1: 87.6% of emergent bilingual students are still acquiring the English language and have limited access to a diverse student population.   **Root Cause:** Teachers need robust experiences with implementing ELPS and TEKS while building cultural competency and community.

Problem Statement 2: Special education population are not meeting growth goals (16.5%)   **Root Cause:** Lack of collaboration between SPED inculcation teacher and general education teacher.

Student Learning

Student Learning Summary

Fall Common Assessment

Domain 1: Student Achievement (STAAR Component) | Domain 2B: Relative Performance | Improving Domain 1 and 2B

	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter	Add to Meets	New D1 Raw	New D1 Scale	New 2B Letter
3rd Reading English	12	19	1	1	33	64%	6%	3%	24	50	F	13	51	78	B
3rd Reading Spanish	20	1	1	0	22	9%	5%	0%	5	34	F	10	35	60	D
4th Reading English	6	10	4	1	21	71%	24%	5%	33	58	D	5	49	77	B
4th Reading Spanish	10	5	1	0	16	38%	6%	0%	15	43	F	7	44	72	B
5th Reading English	13	8	4	2	27	52%	22%	7%	27	53	F	7	44	72	B
5th Reading Spanish	6	10	1	2	19	68%	16%	11%	32	57	F	6	53	80	B
3rd Math English	50	5	1	1	57	12%	4%	2%	6	35	F	23	33	58	D
3rd Math Spanish	0	0	0	0	0										
4th Math English	22	9	1	2	34	35%	9%	6%	17	45	F	12	40	69	C
4th Math Spanish	1	0	0	1	2	50%	50%	50%	50	77	B	-			
5th Math English	18	6	5	16	45	60%	47%	36%	47	75	B	4	53	80	B
5th Math Spanish	1	1	0	0	2	50%	0%	0%	17	45	F	-			
5th Science	14	12	11	8	45	69%	42%	18%	43	72	B	6	52	79	B

	DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter	Add to Meets	New D1 Raw	New D1 Scale	New 2B Letter
TOTAL	173	86	30	34	323	46%	20%	11%	26	52	F	70	40	69	C
Reading	67	53	12	6	138	51%	13%	4%	23	50	F	40	42	71	C
Math	92	21	7	20	140	34%	19%	14%	23	50	F	32	38	65	C
Science	14	12	11	8	45	69%	42%	18%	43	72	B	6	52	79	B

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	14	13	6	0	33	58%	18%	0%	25	51	F
3rd Reading Spanish	16	2	2	3	23	30%	22%	13%	22	49	F
4th Reading English	10	9	1	0	20	50%	5%	0%	18	45	F
4th Reading Spanish	6	8	0	2	16	63%	13%	13%	29	55	F
5th Reading English	18	7	2	1	28	36%	11%	4%	17	45	F
5th Reading Spanish	6	8	4	1	19	68%	26%	5%	33	58	D
3rd Math English	30	14	7	5	56	46%	21%	9%	26	52	F
3rd Math Spanish	0	0	0	0	0						
4th Math English	14	9	2	9	34	59%	32%	26%	39	67	C
4th Math Spanish	2	0	0	0	2	0%	0%	0%	0	30	F
5th Math English	10	12	8	15	45	78%	51%	33%	54	82	A
5th Math Spanish	1	0	1	0	2	50%	50%	0%	33	58	D
5th Science	17	26	3	1	47	64%	9%	2%	25	51	F

Spring Common Assessment

Domain 1: Student Achievement (STAAR Component) | Domain 2B: Relative Performance

	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter
3rd Reading English	16	12	2	1	31	48%	10%	3%	20	47	F
3rd Reading Spanish	18	2	1	2	23	22%	13%	9%	14	42	F
4th Reading English	10	9	1	0	20	50%	5%	0%	18	45	F
4th Reading Spanish	11	3	1	1	16	31%	13%	6%	17	45	F
5th Reading English	17	9	2	0	28	39%	7%	0%	15	43	F
5th Reading Spanish	9	10	0	0	19	53%	0%	0%	18	45	F
3rd Math English	32	15	8	2	57	44%	18%	4%	22	49	F
3rd Math Spanish	0	0	0	0	0						
4th Math English	17	12	4	1	34	50%	15%	3%	23	50	F
4th Math Spanish	2	0	0	0	2	0%	0%	0%	0	30	F
5th Math English	19	18	6	2	45	58%	18%	4%	27	53	F
5th Math Spanish	1	1	0	0	2	50%	0%	0%	17	45	F
5th Science	32	12	3	0	47	32%	6%	0%	13	41	F

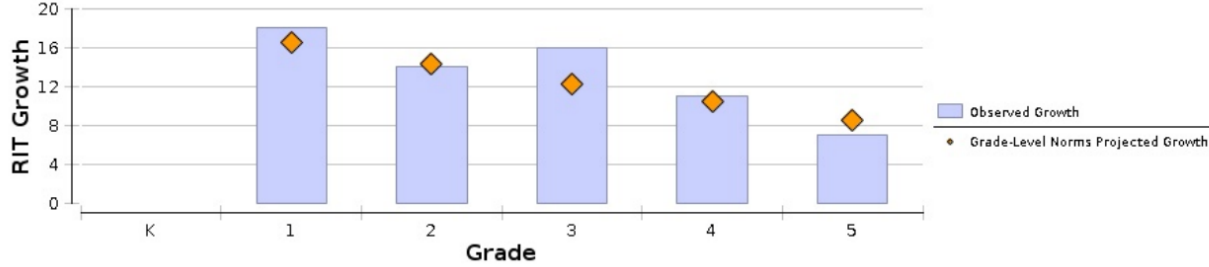|	DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter
TOTAL	184	103	28	9	324	43%	11%	3%	19	46	F
Reading	81	45	7	4	137	41%	8%	3%	17	45	F
Math	71	46	18	5	140	49%	16%	4%	23	50	F
Science	32	12	3	0	47	32%	6%	0%	13	41	F

Data retrieved from: District-created trackers pulling data from MyDataPortal, Dallas Assessment Navigator

Chapel Hill Preparatory

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	49	154.3	14.3	16	172.5	16.1	27	18	1.3	16.5	0.67	75	49	29	59	58
2	48	168.1	14.3	12	182.4	15.3	13	14	1.1	14.3	-0.02	49	48	26	54	52
3	59	181.1	14.5	11	197.4	16.0	29	16	1.0	12.3	1.92	97	59	42	71	68
4	43	191.3	19.4	11	202.3	17.3	13	11	1.3	10.4	0.28	61	43	22	51	50
5	53	197.5	20.6	6	204.6	23.1	5	7	1.0	8.5	-0.61	27	53	21	40	36

Math: Math K-12

Chapel Hill Preparatory

Language Arts: Reading

Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	16	146.4	9.6	4	154.1	14.6	1	8	2.7	14.6	-2.74	1	16	3	19	16
2	18	162.4	15.5	6	175.7	19.4	8	13	2.3	12.9	0.15	56	18	9	50	49
3	18	171.3	15.8	2	184.6	20.9	4	13	3.8	11.2	1.00	84	18	7	39	32
4	21	186.1	17.2	7	191.5	19.6	3	5	1.7	8.8	-1.62	5	21	7	33	28
5	34	185.4	20.9	1	189.0	21.9	1	4	2.1	7.5	-1.97	2	34	12	35	14

Language Arts: Reading
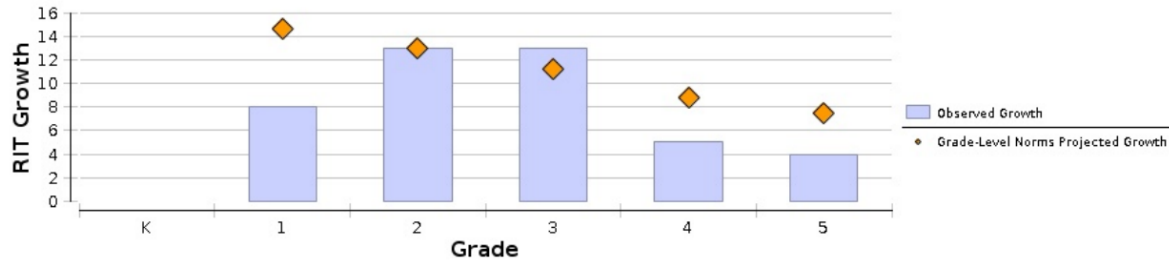
Chapel Hill Preparatory

Language Arts:
Reading (Spanish)

Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	32	149.8	14.3		167.5	15.3		18	1.4				32	14	44	46
2	30	173.6	11.6		184.0	12.2		10	1.5				30	11	37	29
3	23	173.3	15.3		181.9	13.4		9	2.0				23	14	61	52
4	18	187.2	11.1		197.1	12.5		10	1.3				18	13	72	65
5	18	194.7	15.2		197.8	13.8		3	1.7				18	7	39	38

Language Arts: Reading (Spanish)
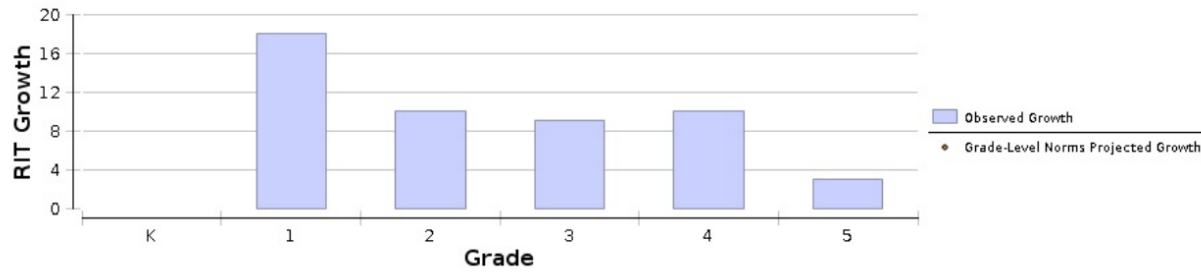
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Science: Science K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	50	188.8	14.6	2	198.4	16.6	10	10	1.5	6.1	1.63	95	50	27	54	53

Science: Science K-12
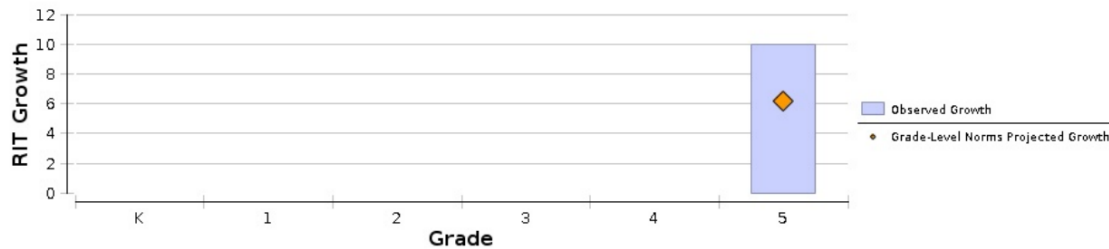
Data retrieved from NWEA

Student Learning Strengths

71% of our 3rd graders meet their target growth goals on end of year math MAP test

61% of bilingual 3rd and 72% of bilingual 4th graders meet their end of year reading MAP test

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in Reading, Math, and Science is low.   **Root Cause:** A lack of comprehensive TIER 1 curriculum.

Problem Statement 2: Students are not receiving timely, frequent, and specific feedback from both teachers and peers in order to improve.   **Root Cause:** Teachers need professional development for Feedback for Learning and structure for collaboration.

Problem Statement 3 (Prioritized): Students do not perceive classrooms as engaging.   **Root Cause:** Teachers need professional development on engaging instructional strategies and student-centered lesson planning.

School Processes & Programs

School Processes & Programs Summary

Data Source: School Profile, My Data Portal, TEI Reports

Curriculum & Instruction:

Data-driven instruction practices and systems in place: teacher tiered interventions for the 3 highest leverage un-mastered TEKS and reassess to measure growth after an intervention.

3-5th grade students analyze their own data, set goals, and complete individual action steps.

Professional development aligned to piloting: a comprehensive Math curriculum: Eureka and a structure aligned to Amplify Reading that includes structure for reading, writing, and discussing RLA topics.

Strong focus on whole child development with SEL practices embedded within instruction and whole group guidance sessions.

Campus K-3, SpEd, and administration completed HB3 requirements and partnered with CAR to implement the Science of Teaching Reading at tiered student levels.

The 5th-grade science vacancy from August to February had an impact on 5th-grade student achievement.

Moving into the 50/50 DL model was a struggle for our DL teachers that were used to teaching in Spanish historically.

Our SpEd population is 16.5% and have made progress this year due to higher classroom teacher and SpEd collaboration.

PLCs are on Tuesday for Reading and Wednesday for Math.

Feedback is tightly aligned to observation trends and follows both the Bambrick waterfall and curriculum goals.

Technology: Per our inventory list- all teachers are provided a laptop for their use. In addition, all classrooms are equipped with either a Promethean Board to incorporate visual support and use of digital resources to enhance learning.

Students in PREK-2 have 1 to 1 Ipad device, and students in grades 3-5 have 1 to 1chromebook device. All students have access to LMS as well as programs such as I-Ready, Learning A-Z, All in Learning, and Discovery Education

School Processes & Programs Strengths

Strengths: Consistent meeting cadence that allows for our focus areas to be addressed on a weekly basis throughout each month with a clear organizational chart that defines goals, roles, and target dates for progress monitoring and completion. We are working hard to overlap program characteristics to align with campus needs and goals.

Areas of Need: Clear content vision that contains non-negotiable and explicit student, teacher, and leader moves that will lend to consistent alignment and growth.

School Context & Organization:

Strengths: Teacher-to-teacher trust has increased in our campus culture and climate survey leading to more collaboration and sharing of instructional practices and student data. Student activities participation has increased for both students and staff. Teachers are excited to have school-wide RTI time and a three-way split in grades 3-5 as noted on the master schedule. Parents are willing to participate in instructional resource nights. Our students and staff all participate in extracurricular activities. Our campus has great partnerships with early learning, catch up and read, United to Learn, and our community government offices.

Teacher	Grade	Subject	7:45	8:00-8:20		8:20-8:30	8:30-8:40	8:40-8:50	8:50-9:00	9:00-9:10	9:10-9:20	9:20-9:30	9:30-9:40	9:40-9:50	10:50-10:00	10:00
Vacant	Prek 3 AM/PM	SC	Arrival	Breakfast	SEL	Reading Language Arts 100 min									Lunch	
Angelica Casanova	PreK 4 A (ESL)	SC		Breakfast	SEL	Reading Language Arts 100 min									Lunch	
Jessica Huaman	PreK 4 B (B)	SC		Breakfast	SEL	Reading Language Arts and Social Studies 100 min									Lunch	
Carol John	KA (ESL)	SC		Breakfast	SEL	Reading Language Arts and Social Studies 100 min									Lunch	
Pablo DeVinatea	KB (B)	SC		Breakfast	SEL	Reading Language Arts and Social Studies 100 min									Lunch	
Elias Alvarado	1A (ESL)	SC		Breakfast	SEL	Reading Language Arts and Social Studies 130 min										
Arlyn Garay	1B (B)	SC		Breakfast	SEL	Reading Language Arts and Social Studies 130 min										
Phyllis Pleasant	2A (ESL)	SC		Breakfast	SEL	Rotation 1: 130 Math										
Graciela Vasquez	2B (B)	SC		Breakfast	SEL	Reading Language Arts and Social Studies 145 min										
Adriana Soto	1/2C (B)	SC		Breakfast	SEL	Reading Language Arts and Social Studies 145 min										
Serenity Tran	3A(ESL)	Math		Breakfast	SEL	Rotation 1 Math: 55 min					Specials 55 min.					

Milly Leeper	3B (B)	RLA	Breakfast		Rotation 1 Reading 55 min					Specials 55 min.				
Cesar Romero	3C (B)	RLA	Breakfast	SEL	Rotation 1: Reading 55 mins					Specials 55 min.				
	4th Conversion ESL	Math	Breakfast	SEL	Specials 55 min.							Rotation 1: Math 110 min		
Suzanne Paiz	4A Gen Ed	Math	Breakfast	SEL	Specials 55 min.							Rotation 1: Math 110 min		
Abigail Smith	4B (B) DL	RLA	Breakfast	SEL	Specials 55 min.							Rotation 1: Reading 145 min/ DEMO section		
Celina Reyes	4C (B) Dl	RLA	Breakfast	SEL	Specials 55 min.							Rotation 1: Reading 145 min		
Chandler Haskell	5A (ESL)	SC	Breakfast	SEL	Rotation 1: Math 100 min									Ration 2: Math 20 N
Angel Portales	5B (B)	Math/Sci	Breakfast	SEL	Rotation 1: Reading 100 min									Ration 2: Reading 2
Natalia Alvarez	5C (B)	RLA/SS	Breakfast	SEL	Rotation 1: Science 100 min									Ration 2: Science 2
Carolyn Taylor	5D	Sci												
Keesha Graves FLS	K-2nd Grade		Breakfast	SEL					Reading Language Arts and Social Studies 145 min					
Mia Martinico FLS	3rd-5th Grade		Breakfast	SEL					Math 55 min					
Specials Teachers			Morning Duty/ Prep		4th Grade					5th Grade				3rd G

Vacant	1st -5th	GT		Morning Duty/Prep									Planning			

Areas of Need: Planning and implementation of content vision will take time and support from ILT.

Technology: Per our inventory list- all teachers are provided a laptop for their use. In addition, all classrooms are equipped with either a Promethean Board or SMART board to incorporate visual support and use of digital resources to enhance learning.

Students in PREK-2 have 1 to 1 Ipad device, and students in grades 3-5 have 1 to 1chromebook device. All students have access to LMS as well as programs such as ST MATH, Dreambox, Education Galaxy, Learning A-Z, and I-Station to support student learning.

Areas of Need: Using data to be intentional with digital resources to respond to student needs. Teacher capacity for technology use still needs some growth.

STAFF QUALITY, RECRUITMENT, AND RETENTION

Teacher quality is growing as teacher turnover is high and new teachers go through the onboarding of our campus vision and mission. We do recruit teachers frequently and use a hiring model to ensure a good fit for campus and quality. While we have a new teacher per grade level, all new hires seem to possess a growth mindset and commitment to students that will positively impact campus culture and student achievement.

Strengths: New teachers are flexible and excited to learn the PL model and serve the school community.

Areas of Need: Teachers with PL experience or more than 3 years of teaching experience are needed. More male teachers are also needed.

Teacher Breakdown: 2021-2022 (Based on 2018-2019) Scorecards for 2022-2023 will be provided end of September.

STAFF QUALITY-

Teachers at PROFICIENT I: 6

Teachers at PROFICIENT III: 2

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Clear content visions with explicit roles for preparation and execution of instruction are not established. PL structures are not in place. **Root Cause:** High-teacher turn over and new curriculum structures.

Problem Statement 2: Parents are looking for more learning resources for home use as well as relationship-building activities. **Root Cause:** Providing community instructional nights and relationship-building activities to make more parent and school connections has not been a priority.

Problem Statement 3: Teachers lack effectiveness in internalizing and delivering impactful instruction. **Root Cause:** PLC process is not consistent and teacher centered.

Problem Statement 4: Teacher development is inconsistent.   **Root Cause:** Observation and feedback protocol leaves gaps due to not following the waterfall effect and not having a comprehensive feedback tool.

Problem Statement 5: Lack of effective recruiting protocol and low teacher retention.   **Root Cause:** lack of marketing and branding materials to samp presence in the community and needed structures to increase teacher autonomy and purpose.

Problem Statement 6: We are not maintaining student engagement through enrichment and out of school activities.   **Root Cause:** A lack of after school and saturday school programing aligned to campus needs and the needs of students in order to provide additional intervention/engagement.

Perceptions

Perceptions Summary

Survey Category/Item	Responses	Campus Percent Positive (F2022)	District Scale Score (Mean)	District Scale Score (%ile)	District Quintile Score	Group Rank	Feeder Pattern Percent Positive	Choice Percent Positive	District Percent Positive	Campus Percent Positive (S2022)
Beliefs and Priorities		80.3	4.18	51	3	82	79.9	84.9	81.0	84.2
The key actions my school is working on this year are focused on what is best for students.	40	82.5					79.5	85.3	81.3	86.7
I understand my role in implementing the school's key actions.	40	92.5					88.6	91.9	89.4	97.8
I have the support I need from campus leadership to do my job well.	40	77.5					77.1	81.0	78.1	77.8
My campus leadership helps me understand recent changes in the school's focus.	40	72.5					78.2	83.2	79.7	73.3
My campus currently bases its actions on the Dallas ISD Student Achievement Goals.	40	82.5					84.5	89.9	86.3	93.3
The Student Achievement Goals will lead to success.	40	82.5					80.7	87.2	82.8	93.3
How similar are your school's priorities to what you think they should be?*	40	72.5					70.9	78.7	71.8	73.3
Overall, my campus is headed in the right direction.	40	80.0					79.6	82.3	78.8	77.8
Overall, the District is headed in the right direction.**	40	87.5					71.1	78.5	72.5	77.8
Positive Culture and Environment		72.3	3.86	37	2	103	73.8	78.9	73.0	70.7
I would recommend this school to others to work here.	40	62.5					73.8	82.7	73.6	71.1
I usually look forward to working each day at this school.	40	72.5					78.2	84.2	78.2	71.1
I believe I work in an environment of support and respect.	40	70.0					78.0	82.6	77.9	73.3
Discipline is enforced consistently and effectively at my campus.	40	82.5					68.8	70.4	66.2	66.7
Unruly students are not permitted to disrupt the learning environment.	40	85.0					71.6	75.3	68.8	73.3
The campus I work in is clean, safe and free of physical hazards.	40	92.5					84.6	86.8	82.3	95.6
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	40	62.5					66.1	72.6	68.1	53.3
I am satisfied with the recognition I receive for doing a good job.	40	65.0					72.0	76.6	72.2	62.2
Morale at my school has improved this year.	40	55.0					70.5	71.7	68.5	60.0
I would recommend this school to parents seeking a place for their child.	40	75.0					74.5	85.6	74.3	80.0
Culture of Feedback and Support		77.3	3.98	46	3	87	73.7	79.1	75.1	73.1
My campus leadership helps me improve the quality of my instruction.	25	72.0					73.5	79.1	74.3	73.1
The instructional feedback I get helps me improve the quality of my instruction.	25	80.0					73.8	79.6	76.3	76.9
I have sufficient opportunities and encouragement to develop my leadership potential.	25	76.0					73.5	80.0	74.6	65.4
The PD sessions at my school this year helped me improve instruction.	25	68.0					66.0	73.3	68.3	65.4
My team experiences with colleagues this year helped me improve instruction.	25	96.0					83.0	85.8	82.7	76.9
My school has an effective instructional leadership team.	25	72.0					72.2	77.1	74.5	69.2
College-Going Culture		92.2	4.58	77	4	36	85.6	90.6	85.1	86.1
Teachers expect most students in this school to go to college.	32	93.8					82.7	90.3	81.3	80.6
Instruction in this school is focused on helping students get ready for college.	32	84.4					83.2	89.5	83.0	86.1
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	32	93.8					85.4	91.6	87.2	86.1
Teachers at this school accept nothing less from students than their full effort.	32	90.6					84.4	87.8	82.8	86.1
Teachers at this school do not let students give up when their class work becomes challenging.	32	90.6					86.4	90.9	86.2	88.9
Teachers at this school give students feedback to help them understand how to improve.	32	100.0					91.7	93.6	90.0	88.9
Teacher-Teacher Trust		80.0	4.27	54	3	76	84.2	87.5	82.7	82.7
Teachers in this school trust each other.	25	76.0					79.9	82.8	77.8	84.6
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	25	68.0					79.9	86.0	80.1	73.1
Teachers respect other teachers who take the lead in school improvement efforts.	25	88.0					88.3	90.1	86.1	84.6
Teachers at this school respect those colleagues who are experts at their craft.	25	88.0					88.6	91.2	86.8	88.5
Teacher-Principal Trust		66.9	3.59	15	1	120	77.3	81.4	77.5	62.6
The principal has confidence in the expertise of the teachers.	25	72.0					80.2	85.0	80.1	73.1
I trust the principal at his or her word.	25	60.0					75.3	80.5	76.0	57.7
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	25	60.0					73.5	79.9	74.3	57.7
The principal takes a personal interest in the professional development of teachers.	25	72.0					77.8	82.4	78.4	53.8
The principal looks out for the personal welfare of the faculty members.	25	68.0					76.5	81.0	77.7	61.5
The principal places the needs of children ahead of personal and political interests.	25	72.0					80.6	83.6	80.2	69.2
The principal at this school is an effective manager who makes the school run smoothly	25	64.0					77.2	77.6	75.5	65.4

School: Chapel Hill Preparatory School

Survey Category/Item	Campus Percent Positive (F2018)	Campus Percent Positive (S2018)	Campus Percent Positive (F2017)	Campus Percent Positive (S2017)	Campus Percent Positive (F2016)	Campus Percent Positive (S2016)	Campus Percent Positive (F2015)	Campus Percent Positive (S2015)	Campus Percent Positive (F2014)	Campus Percent Positive (S2014)	Campus Percent Positive (F2013)	Campus Percent Positive (S2013)	Campus Percent Positive (F2012)
Beliefs and Priorities	76.0	91.4	82.6	82.6	83.7	77.0	81.9	84.0	74.5	72.3	76.4	76.1	76.
The key actions my school is working on this year are focused on what is best for students.	79.3	98.2	86.2	85.5	93.0	83.9	84.2	85.4	76.6	71.4	70.7	71.7	76.
I understand my role in implementing the school's key actions.	86.2	96.5	91.4	92.1	91.2	85.7	87.7	91.7	81.3	90.5	82.9	93.5	88
I have the support I need from campus leadership to do my job well.	64.9	83.9	75.4	75.8	73.2	70.4	66.7	80.9	74.5	78.0	80.0	80.0	72.
My campus leadership helps me understand recent changes in the school's focus.	68.4	87.5	75.4	74.2	75.0	63.0	74.1	83.0	72.3	63.4	77.5	71.1	76.
My campus currently bases its actions on the Dallas ISD Student Achievement Goals.	86.0	96.5	87.9	85.7	93.0	NA	NA	NA	NA	NA	NA	NA	NA
The Student Achievement Goals will lead to success.	83.9	89.5	82.5	88.7	87.7	NA	NA	NA	NA	NA	NA	NA	NA
How similar are your school's priorities to what you think they should be?*	63.8	86.0	81.0	76.2	70.2	76.8	83.6	69.6	70.8	53.7	65.0	71.7	60.
Overall, my campus is headed in the right direction.	75.9	93.0	80.7	82.5	85.7	82.1	80.7	89.6	70.8	71.4	75.6	60.9	78.
Overall, the District is headed in the right direction.**	72.4	87.7	74.1	77.8	85.7	72.7	72.4	60.4	42.6	38.1	51.2	NA	NA
Positive Culture and Environment	65.7	76.9	70.1	71.5	61.6	65.1	67.6	73.0	65.6	61.4	65.0	75.0	75.
I would recommend this school to others to work here.	63.8	80.7	65.5	77.8	59.6	78.6	74.1	72.9	66.7	61.9	75.6	60.9	70.
I usually look forward to working each day at this school.	69.0	80.7	75.9	79.0	70.2	73.2	70.7	79.2	70.8	69.0	70.7	69.6	70.
I believe I work in an environment of support and respect.	69.0	80.7	70.2	77.4	71.9	73.2	68.4	75.0	68.8	71.4	78.0	78.3	78.
Discipline is enforced consistently and effectively at my campus.	62.1	66.7	70.7	58.7	53.6	45.5	67.2	66.0	66.7	59.5	58.5	73.9	58.
Unruly students are not permitted to disrupt the learning environment.	77.6	73.7	65.5	57.1	51.8	50.9	63.8	64.6	62.5	57.1	61.0	78.3	74.
The campus I work in is clean, safe and free of physical hazards.	60.3	87.7	84.5	84.1	75.0	71.4	84.5	89.6	87.5	90.5	87.8	89.1	92
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	58.6	69.6	62.1	54.0	52.7	60.7	51.7	70.8	51.1	42.9	53.7	41.3	NA
I am satisfied with the recognition I receive for doing a good job.	65.5	71.9	70.7	73.0	62.5	67.3	59.6	70.8	59.6	59.5	58.5	54.3	NA
Morale at my school has improved this year.	60.3	75.4	60.3	71.4	45.5	65.5	66.7	68.8	56.3	40.5	41.5	26.1	NA
I would recommend this school to parents seeking a place for their child.	70.7	82.1	75.9	82.5	72.7	75.0	75.0	NA	NA	NA	NA	NA	NA
Culture of Feedback and Support	61.8	74.5	80.3	74.0	59.9	58.1	59.3	70.4	58.1	67.7	65.6	62.4	69.
My campus leadership helps me improve the quality of my instruction.	61.3	75.0	78.8	76.5	59.4	57.1	66.7	70.4	61.3	74.2	70.0	71.0	78.
The instructional feedback I get helps me improve the quality of my instruction.	61.3	78.1	87.9	67.6	65.6	71.4	63.9	63.0	61.3	74.2	73.3	67.7	72.
I have sufficient opportunities and encouragement to develop my leadership potential.	64.5	75.0	81.8	79.4	65.6	62.9	54.3	70.4	61.3	64.5	60.0	48.4	75.
The PD sessions at my school this year helped me improve instruction.	58.1	71.9	75.8	70.6	40.6	45.7	55.6	66.7	48.4	51.6	53.3	54.8	NA
My team experiences with colleagues this year helped me improve instruction.	64.5	75.0	84.8	79.4	71.9	68.6	61.8	74.1	58.1	74.2	76.7	87.1	NA
My school has an effective instructional leadership team.	61.3	71.9	72.7	70.6	56.3	42.9	52.8	77.8	58.1	67.7	60.0	64.5	NA
College-Going Culture	87.6	94.6	91.7	89.4	88.7	83.8	85.5	89.7	90.9	82.8	80.7	NA	NA
Teachers expect most students in this school to go to college.	89.7	97.5	88.1	86.4	84.6	94.7	84.2	89.7	93.9	81.3	81.3	NA	NA
Instruction in this school is focused on helping students get ready for college.	82.1	95.0	95.2	90.9	89.5	84.2	86.8	93.1	87.9	78.1	78.1	NA	NA
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	84.6	95.0	92.9	90.9	89.5	84.2	86.8	89.7	90.9	71.9	81.3	NA	NA
Teachers at this school accept nothing less from students than their full effort.	87.2	92.5	85.7	86.4	89.7	78.9	84.2	89.7	87.9	81.3	78.1	NA	NA
Teachers at this school do not let students give up when their class work becomes challenging.	89.7	92.5	90.5	88.6	89.5	81.6	86.8	86.2	87.9	90.6	84.4	NA	NA
Teachers at this school give students feedback to help them understand how to improve.	92.3	95.0	97.6	93.2	89.7	78.9	84.2	89.3	97.0	93.8	81.3	NA	NA
Teacher-Teacher Trust	69.2	85.9	75.8	77.9	69.9	NA	NA	NA	NA	NA	NA	NA	NA
Teachers in this school trust each other	63.3	78.1	66.7	64.7	61.3	NA	NA	NA	NA	NA	NA	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	66.7	87.5	66.7	85.3	61.3	NA	NA	NA	NA	NA	NA	NA	It's O...
Teachers respect other teachers who take the lead in school improvement efforts.	70.0	84.4	81.8	79.4	80.6	NA	NA	NA	NA	NA	NA	NA	NA
Teachers at this school respect those colleagues who are experts at their craft.	76.7	93.8	87.9	82.4	76.7	NA	NA	NA	NA	NA	NA	NA	NA
Teacher-Principal Trust	64.8	79.5	77.5	74.5	69.9	NA	NA	NA	NA	NA	NA	NA	NA
The principal has confidence in the expertise of the teachers.	67.7	84.4	78.8	75.8	74.2	NA	NA	NA	NA	NA	NA	NA	NA
I trust the principal at his or her word.	64.5	81.3	78.8	78.8	74.2	NA	NA	NA	NA	NA	NA	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	58.1	78.1	81.8	69.7	64.5	NA	NA	NA	NA	NA	NA	NA	NA
The principal takes a personal interest in the professional development of teachers.	73.3	78.1	81.8	72.7	61.3	NA	NA	NA	NA	NA	NA	NA	NA
The principal looks out for the personal welfare of the faculty members.	56.7	71.9	72.7	75.8	71.0	NA	NA	NA	NA	NA	NA	NA	NA
The principal places the needs of children ahead of personal and political interests.	70.0	84.4	75.8	75.8	80.0	NA	NA	NA	NA	NA	NA	NA	NA
The principal at this school is an effective manager who makes the school run smoothly	63.3	78.1	72.7	72.7	64.5	NA	NA	NA	NA	NA	NA	NA	NA

*Scale for this item only: Very similar, Mostly similar, Somewhat similar, Not very similar, Definitely not similar

**Item not used in calculation of scale scores.

Group Rank: Rank within Secondary Schools (53), Elementary Schools (136), or Choice Schools (48) group.

Data source: My data portal

CHAPEL HILL
"Spring 2023 Student Survey - Teacher, Grades 3-5"

PANORAMA
EDUCATION

Summary

Topic Description	Results	Comparison	
Classroom Climate Perceptions of the overall social and learning climate of the classroom.	**65%** ▼ 10 since last survey	80% 82%	WHITE DALLAS ISD
Engagement How attentive and invested students are in class.	**57%** ▼ 8 since last survey	76% 78%	WHITE DALLAS ISD
Pedagogical Effectiveness Students' perceptions of the quality of teaching and amount of learning they experience from a particular teacher.	**73%** ▼ 7 since last survey	86% 87%	WHITE DALLAS ISD
Rigorous Expectations How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.	**68%** ▼ 8 since last survey	82% 85%	WHITE DALLAS ISD
Teacher-Student Relationships How strong the social connection is between teachers and students within and beyond the classroom.	**67%** ▼ 8 since last survey	82% 84%	WHITE DALLAS ISD

257 responses

Perceptions Strengths

Strengths: College-going culture is ranked in the 4th quintile. 96% of teachers say colleagues this year helped me improve instruction

Areas of growth: 68% the PD sessions at my school this year helped me imporve instruction. Students do not preceive classes as engaging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students perceive that their classes are not engaging, exciting or interesting.   **Root Cause:** Students do not have appropriate access to motivating and tangible rewards to engage them in the learning process.

Problem Statement 2 (Prioritized): Teachers perceive that the PD sessions did not help them improve their instruction and that the instructional leadership team is not highly effective.   **Root Cause:** The instructional leadership team lacked the language and consistent systems to be more effective with their feedback and support.

Problem Statement 3: Students perceive their relationships with teachers as negative.   **Root Cause:** Lack of consistent classroom management due to need for classroom management skills.

Problem Statement 4: Staff perception says they lack a sense of belonging and community.   **Root Cause:** Lack of time for team building and funding.

Priority Problem Statements

Problem Statement 1: Clear content visions with explicit roles for preparation and execution of instruction are not established. PL structures are not in place.
Root Cause 1: High-teacher turn over and new curriculum structures.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Student achievement in Reading, Math, and Science is low.
Root Cause 2: A lack of comprehensive TIER 1 curriculum.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students do not perceive classrooms as engaging.
Root Cause 3: Teachers need professional development on engaging instructional strategies and student-centered lesson planning.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers perceive that the PD sessions did not help them improve their instruction and that the instructional leadership team is not highly effective.
Root Cause 4: The instructional leadership team lacked the language and consistent systems to be more effective with their feedback and support.
Problem Statement 4 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 the middle of the year 2024-25. D1 end-of-year goal for 2023-2024 school year: Reading, Math, and Science at 90% approaches, 60% Meets, and 30% at Masters.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details			Reviews			
Strategy 1: Implementation of AMPLIFY K-5			**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement on TEKS-aligned District assessments in reading using the projected Domain 1 calculation will increase from 34% to 51% by middle of the year 2023-24.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Reading CILT Team Reading Department Lead - Walton **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 **- Targeted Support Strategy**					

Strategy 2 Details		**Reviews**			
Strategy 2: Implementation of Eureka K-5		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement on TEKS-aligned District assessments in math using the projected Domain 1 calculation will increase from 34% to 51% by middle of the year 2023-24.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math CILT team and Math Department Lead: Lemmer **Title I:** 2.4, 2.5, 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 - **Targeted Support Strategy**					

Strategy 3 Details		**Reviews**			
Strategy 3: Admin will coach Campus Instructional Leadership Team (CILT) in order to leverage them in coaching teachers through professional development sessions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement on TEKS-aligned District assessments in math using the projected Domain 1 calculation will increase from 34% to 51% by middle of the year 2023-24.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coordinator and CILT members. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning					

Strategy 4 Details		**Reviews**			
Strategy 4: We will consult with Sustained Ed to Strategily plan and progress monitor our domain 1 data.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement on TEKS-aligned District assessments in math using the projected Domain 1 calculation will increase from 34% to 51% by middle of the year 2023-24.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning

Problem Statement 1: Student achievement in Reading, Math, and Science is low.   **Root Cause**: A lack of comprehensive TIER 1 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

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			
Strategy 1: Teachers will utilize the house system during the whole group reading portion of Amplify daily in order to raise student engagement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd grade will be at 35% meets by the end of 23-24 school year. **Staff Responsible for Monitoring:** Assistant Principal, Interventionist, Demonstration teacher, Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: PLC protocol structure will dedicate 30% of time to internalized the chosen lessons, 30% for understanding student misconceptions, and 40% teacher practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd grade will be at 35% meets by the end of 23-24 school year. **Staff Responsible for Monitoring:** Assistant Principal and Demonstration Teacher **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will calendar unmastered teks into their intervention plan at the end of each module to ensure reteach of all necessary TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd grade will be at 35% meets by the end of 23-24 school year. **Staff Responsible for Monitoring:** Assistant Principal and Demonstration Teacher **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 5: Effective Instruction **Problem Statements:** Student Learning 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Student achievement in Reading, Math, and Science is low.   **Root Cause**: A lack of comprehensive TIER 1 curriculum.
Problem Statement 3: Students do not perceive classrooms as engaging.   **Root Cause**: Teachers need professional development on engaging instructional strategies and student-centered lesson planning.

School Processes & Programs
Problem Statement 1: Clear content visions with explicit roles for preparation and execution of instruction are not established. PL structures are not in place.   **Root Cause**: High-teacher turn over and new curriculum structures.

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

Strategy 1 Details		Reviews		
Strategy 1: Teachers will progress monitor student growth during each DDI reading meeting to ensure student is meeting necessary growth targets.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: African American students at or above grade level (50th percentile) on Reading Map test will increase from 32.8% to 37.8%.
     Staff Responsible for Monitoring: Assistant Principal
 	
     Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math				

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

High Priority

Strategy 1 Details		Reviews			
Strategy 1: Teachers will progress monitor student growth during each DDI reading meeting to ensure student is meeting necessary growth targets.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: African American students at or above grade level (50th percentile) on Reading MAP test will increase from 29% to 34%. **Staff Responsible for Monitoring:** Assistant Principal **Title I:** 2.4, 2.6					
0% No Progress 100% 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	Reviews			
Strategy 1: Teachers will utilize the house system during the content development portion of Eureka daily to in order to raise student engagement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd grade will be at 35% meets by the end of 23-24 school year. **Staff Responsible for Monitoring:** Campus Coordinator and math teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: PLC protocol structure will dedicate 30% of time to internalized the chosen lessons, 30% for understanding student misconceptions, and 40% teacher practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd grade will be at 35% meets by the end of 23-24 school year. **Staff Responsible for Monitoring:** Campus Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will calendar unmastered teks into their intervention plan at the end of each module to ensure reteach of all necessary TEKS.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd grade will be at 35% meets by the end of 23-24 school year. **Staff Responsible for Monitoring:** Campus Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy**					

Strategy 4 Details		Reviews			
Strategy 4: Admin will us the Bambrick waterfall to systematically grow teachers through observation and feedback. Tier 1 teachers will receive O&F once a week, Tier 2 teachers two times a week, and Tier 3 teacher 3-5.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd grade will be at 35% meets by the end of 23-24 school year. **Staff Responsible for Monitoring:** Campus Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Student achievement in Reading, Math, and Science is low.   **Root Cause**: A lack of comprehensive TIER 1 curriculum.
Problem Statement 3: Students do not perceive classrooms as engaging.   **Root Cause**: Teachers need professional development on engaging instructional strategies and student-centered lesson planning.
School Processes & Programs
Problem Statement 1: Clear content visions with explicit roles for preparation and execution of instruction are not established. PL structures are not in place.   **Root Cause**: High-teacher turn over and new curriculum structures.

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

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

    High Priority

    Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews			
Strategy 1: Teachers will progress monitor student growth during each DDI math meeting to ensure student is meeting necessary growth targets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: African American students at or above grade level (50th percentile) on math map test will increase from 22% to 34%. **Staff Responsible for Monitoring:** Campus Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**

        0% No Progress   100% 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		Reviews			
Strategy 1: Teachers will progress monitor student growth during each DDI math meeting to ensure student is meeting necessary growth targets.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: African American students at or above grade level (50th percentile) on math map test will increase from 22% to 34%.
   Staff Responsible for Monitoring: Campus Coordinator
 	
   Title I:
   2.4, 2.6					

0% No Progress	100% Accomplished	➡️ Continue/Modify		❌ Discontinue	

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

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

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: We will have 100/100 points for extracurricular activity engagement by ensuring 100% of students and teachers participate in 1/5 of activities in the first semester. Students and staff will engage in clubs on Fridays for the 2nd 9 weeks and participate in the campus parade at the close of the first semester.

   Evaluation Data Sources: Student Activities dashboard.

Strategy 1 Details	Reviews			
Strategy 1: 100% of students and teachers participate in 1/5 of activities in the first semester. Students and staff will engage in clubs on Fridays for the 2nd 9 weeks and participate in the campus parade at the close of the first semester.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of teachers and students participate in 5 or more activities to receive 100 points **Staff Responsible for Monitoring:** Activities coordinator: Ms. Tran, activities committee, and counselor (new student club for semester 2) **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Create an activities committee to ensure we provide a variety of extracurricular activities with fidelity to include: academic, visual and performing arts, athletic, service and leadership, and avocation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be able to choose and participate in a variety of extracurricular activities. **Staff Responsible for Monitoring:** Counselor, Activities Coordinator, Activities Committee **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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: On the parent surveys, parents will indicate a 90% or above positive rating on the school parent/family engagement model.

    Evaluation Data Sources: EOY Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Title 1 funds will be allocated to fund a parent instructor in order to increase parent involvement, PTA collaboration, and volunteer mentorships.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student belonging and engagement will increase due to school/home connections being more active to meet student needs.
    Staff Responsible for Monitoring: Parent coordinator, office manager, counselor, and principal.
 	
    Title I:
2.6, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: The administration will organize multiple stakeholder engagement activities to increase family and community involvement such as: Back to School Blast off, House Initiation Celebration, Monthly coffee with the principal/counselor, Science Fair Night, Parent Picnic, 5 SBDM Meetings throughout the 1st and 2nd semesters, 2 teacher-parent conference days, fall, winter, and spring carnivals, EOY award ceremonies, campus community day, and academic nights.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student engagement and ownership will increase due to stakeholder involvement leading to a more well-rounded educational experience.
    Staff Responsible for Monitoring: Administrative team
 	
    Title I:
2.6, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Implement social media footprint by posting monthly parent newsletter on social media and ensure social media present two times weekly via tweeter, instagram, and/or facebook.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student engagement and ownership will increase due to stakeholder involvement leading to a more well-rounded educational experience. **Staff Responsible for Monitoring:** Administrative team **Title I:** 4.1				

0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue

Addendums

Chapel Hill PREPARATORY

Time columns: 7:45 | 8:00-8:20 | 8:20-8:30 | 8:30-8:40 | 8:40-8:50 | 8:50-9:00 | 9:00-9:10 | 9:10-9:20 | 9:20-9:30 | 9:30-9:40 | 9:40-9:50 | 9:50-10:00 | 10:00-10:10 | 10:10-10:20 | 10:20-10:30 | 10:30-10:40 | 10:40-10:50 | 10:50-11:00 | 11:00-11:10 | 11:10-11:20 | 11:20-11:30 | 11:30-11:40 | 11:40-11:50 | 11:50-12:00 | 12:00-12:10 | 12:10-12:20 | 12:20-12:30 | 12:30-12:40 | 12:40-12:50 | 12:50-1:00 | 1:00-1:10 | 1:10-1:20 | 1:20-1:30 | 1:30-1:40 | 1:40-1:50 | 1:50-2:00 | 2:00-2:10 | 2:10-2:20 | 2:20-2:30 | 2:30-2:40 | 2:40-2:50 | 2:50-3:00 | 3:00-3:10 | 3:10-3:20 | 3:20-3:30 | 3:30-3:40

Teacher	Grade	Subject	Schedule (in order)
Vacant	Prek 3 AM/PM	SC	Breakfast, SEL, Reading Language Arts 100 min, Lunch, Recess, STEAM 30 min, Arrival and recess, Lunch, Reading Language Arts 130 min, STEAM 40 min, Closing Circle, Dismissal
Angelica Casanova	PreK 4 A (ESL)	SC	Breakfast, SEL, Reading Language Arts 100 min, Lunch, Recess, Reading Language Arts 20 min, Science 30 min, Social studies 20 min, Specials 55 min., SS 15 min, Math 100 min, Closing Circle, Dismissal
Jessica Hausman	PreK 4 B (B)	SC	Breakfast, SEL, Reading Language Arts and Social Studies 100 min, Lunch, Recess, Reading Language Arts 20, Science 30 min, Social studies 20 min, Specials 55 min., SS 15 min, Math 100 min, Closing Circle, Dismissal
Carol John	KA (ESL)	SC	Breakfast, SEL, Reading Language Arts and Social Studies 100 min, Lunch, Recess, Reading Language Arts and Social Studies 40 min, Math 30 mins, Specials 55 min., Math 50 min, RTI/Science 60 min, Closing Circle, Dismissal
Pablo DeVinatea	KB (B)	SC	Breakfast, SEL, Reading Language Arts and Social Studies 100 min, Lunch, Recess, Reading Language Arts and Social Studies 40 min, Math 30 mins, Specials 55 min., Math 50 min, RTI/Science 60 min, Closing Circle, Dismissal
Elias Alvarado	1A (ESL)	SC	Breakfast, SEL, Reading Language Arts and Social Studies 130 min, Lunch, Recess, Math 90 mins, Specials 55 min., RTI/Science 60 min, Closing Circle, Dismissal
Arlyn Garay	1B (B)	SC	Breakfast, SEL, Reading Language Arts and Social Studies 130 min, Lunch, Recess, Math 90 mins, Specials 55 min., RTI/Science 60 min, Closing Circle, Dismissal
Phyllis Pleasant	2A (ESL)	SC	Breakfast, SEL, Rotation 1: 130 Math, Rotation 1: RtI/Science 30 min, Lunch, Recess, Rotation 2: Math 120 min, Rotation 2: RtI/Science 20 min, Specials 55 min., 2: RtI/Science, Closing Circle, Dismissal
Graciela Vasquez	2B (B)	SC	Breakfast, SEL, Reading Language Arts and Social Studies 145 min, Lunch, Recess, Rotation 2: Reading 140 min, Specials 55 min., 2: Reading, Closing Circle, Dismissal
Adriana Soto	1/2C (B)	SC	Breakfast, SEL, Reading Language Arts and Social Studies 145 min, Lunch, Recess, Rotation 2: Math 120 min, Rotation 2: RtI/Science 20 min, Specials 55 min., 2: RtI/Science, Closing Circle, Dismissal
Serenity Tran	3A(ESL)	Math	Breakfast, SEL, Rotation 1 Math: 55 min, Specials 55 min., Rotation 1 Math: 50 min, Rotation 1: RtI/Science 30 min, Lunch, Recess, Rotation 2 Math: 120 min, Rotation 2: RtI/Science 30 min, Closing Circle, Dismissal
Milly Leeper	3B (B)	RLA	Breakfast, SEL, Rotation 1 Reading 55 min, Specials 55 min., Rotation 1: Reading 80 min, Lunch, Recess, Rotation 2 Reading 130 min, Closing Circle, Dismissal
Cesar Romero	3C (B)	RLA	Breakfast, SEL, Rotation 1: Reading 55 min, Specials 55 min., Rotation 1: Reading 80 min, Lunch, Recess, Rotation 2 Reading 130 min, Closing Circle, Dismissal
(Vacant)	4th Conversion ESL	Math	Breakfast, SEL, Specials 55 min., Rotation 1: Math 110 min, Rotation 1: RtI/Science 30 min, Rotation 2: Math 20 min, Lunch, Recess, Rotation 2: Math 90 min, Rotation 2: RtI/Science 30 min, Closing Circle, Dismissal
Suzanne Polz	4A Gen Ed	Math	Breakfast, SEL, Specials 55 min., Rotation 1: Math 110 min, Rotation 1: RtI/Science 30 min, Rotation 2: Math 20 min, Lunch, Recess, Rotation 2: Math 90 min, Rotation 2: RtI/Science 30 min, Closing Circle, Dismissal
Abigail Smith	4B (B) DL	RLA	Breakfast, SEL, Specials 55 min., Rotation 1: Reading 145 min/ DEMO section, Rotation 2: Reading 20 min, Lunch, Recess, Rotation 2: Reading 120 min, Closing Circle, Dismissal
Celina Reyes	4C (B) DL	RLA	Breakfast, SEL, Specials 55 min., Rotation 1: Reading 145 min, Rotation 2: Reading 20 min, Lunch, Recess, Rotation 2: Reading 120 min, Closing Circle, Dismissal
Chandler Haskell	5A (ESL)	SC	Breakfast, SEL, Rotation 1: Math 100 min, Ration 2: Math 20 min, Specials 55 min., Ration 2: Math 75 Min, Lunch, Recess, Rotation 3: Math 100 mins, Closing Circle, Dismissal
Angel Portales	5B (B)	Math/Sci	Breakfast, SEL, Rotation 1: Reading 100 min, Ration 2: Reading 20 Min, Specials 55 min., Ration 2: Reading 75 Min, Lunch, Recess, Rotation 3: Reading 100 mins, Closing Circle, Dismissal
Natalia Alvarez	5C (B)	RLA/SS	Breakfast, SEL, Rotation 1: Science 100 min, Ration 2: Science 20 Min, Specials 55 min., Ration 2: Science 75 Min, Lunch, Recess, Rotation 3: Science 100 mins, Closing Circle, Dismissal
Carolyn Taylor	SD	Sci	
Keesha Graves FLS	K-2nd Grade		Breakfast, SEL, Reading Language Arts and Social Studies 145 min, Math 30 min., Recess
Mia Martinico FLS	3rd-5th Grade		Breakfast, SEL, Math 55 min, Specials 55 min., Reading Language Arts/Social Studies 155 min
Specials Teachers			Morning Duty/Prep, 4th Grade, 5th Grade, 3rd Grade, Lunch, Kinder, Planning, 1st Grade, 2nd Grade, Dismissal
Vacant	1st -5th	GT	Morning Duty/Prep, Planning, Tuesday - 2nd Grade, Thursday + 3rd Grade, Tuesday - 5th Grade, Thursday - 2nd Grade, Tuesday - 4th Grade, Thursday - 4th Grade, Rotation 2: Math 90 min., Rotation 2: Spanish Language Arts 60 Min

Legend (bottom):
Rotation 1: ELAR 55 min	Rotation 1: Math 55 min
Specials 55 min.	Specials 55 min.
Spanish Reading Language Arts/Social Studies 90 min	Rotation 1: Math 60 Min.
Rotation 1: RtI/Science 30 min	Rotation2: ELAR / Rotation2: Math 65 min

Vision Statement: Chapel Hill will be THE premier 21st century school that caters to the needs of the whole child in a personalized learning environment.

Collaboration: We collaborated with our A-Team and teacher leaders to develop a master schedule that is aligned to our campus vision. We wanted our schedule to reflect our campus priorities - PL, social and emotional learning, arrival (positive and supportive environment), instruction, etc.

Model Alignment: We are a proud Personalized Learning campus that focuses on a one-size-fits-one approach to instruction. We customize the learning of each student by focusing on their strengths, needs, and interests. We aim to ensure that all students achieve at their greatest potential through providing a learning environment that allows student voice and choice in what, how, when, and where each student learns. Additionally, we aim to make social emotional learning a staple of our curriculum and day.