Dallas Independent School District

077 Hector P. Garcia Middle School

2022-2023 Campus Improvement Plan



Mission Statement

Our mission: *Leading transformation as a model of excellence through courageous college-ready expectations.*

Vision

Our vision: *Transform Hector P. Garcia Middle School into an exemplary campus where all scholars will have the opportunity to reach their full academic, emotional, and social potential.*

Value Statement

Our values: We THINK - Tenacious, High expectations, Integrity, No excuses, Kindness.

Our Core Ideals:

1. We do whatever it takes.
2. We are positive and optimistic.
3. We believe good work comes from hard work and hard work pays off.
4. We sweat the small stuff.
5. We are both caring and consistent.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Description of our school:

Hector P. Garcia Middle School is a neighborhood school serving the ever-changing Oak Cliff Community. Built-in 2007, Garcia Middle School serves students in grades 6-8 and provides students to W. H. Adamson High School in the Southwest Network. We are an open campus and just became a Choice School. We are entering our authorization phase of IB. Students and community members participate in meetings with school staff to ensure Garcia will continue to meet our community's needs as a whole. Our special programs do meet the needs and desires of our students, parents and community. Our parents participate in PTO and SBDM, but there was a decrease in participation due to COVID. Our student enrollment over the last 3 years has declined due to local Charter Schools. Our students Race/Ethnicity for the school year 2020-2021 is below and over the last 3 years has remained consistent.

STUDENT ENROLLMENT and Demographic data (As of _5/18/2022____)

GRADE LEVELS:	Enrollment	%	STUDENT ETHNIC COMPOSITION (TOTAL):		
6	193		Hispanic	586	95.8%
7	190		African American	18	2.9%
8	229		White	4	.7%
Total Number of Students	**612**		Asian	0	
GENDER			American Indian	1	.10%
Male	328	53.6	National Hawaiian/ Pacific Islander	0	0%
Female	284	46.4	Multi-Race	4	0.7%
TOTAL	**612**	**100%**	**Total Students**	612	**100%**

OTHERS (%)					
Grade	**BE not EL**	**EL Exit**	**Special Education**	**TAG**	**Economically Disadvantaged**
6	0 (0.0)	2 (1.0)	34 (17.6)	32 (16.6)	184 (95.3)
7	0 (0.0)	1 (0.4)	38 (20.2)	37 (19.5)	183 (96.3)
8	0 (0.0)	1 (0.4)	36 (15.7)	37 (16.2)	215 (93.9)
All	0 (0.0)	4 (0.6)	108 (17.5)6	106 (17.3)	582 (95.1)

EL (%)							
Grade	**EL Total**	**BE**	**ESL**	**Shelt**	**Den**	**Not Serv**	**EL SPED**
6	145	0 (0.0)	132 (91.0)	106 (73.1)	10 (6.9)	0 (0.0)	22 (15.2)
7	127	0 (0.0)	115 (90.6)	115 (68.5)	5 (3.9)	0 (0.0)	20 (15.7)
8	157	0 (0.0)	145 (92.4)	145 (76.4)	9 (5.7)	2 (1.3)	22 (14.0)
All	429	0 (0.0)	392 (91.4)	392 (73.0)	24 (5.6)	2 (0.4)	64 (14.9)

Our special groups will require additional intervention time during the school day to close the gap on achievement that became widen learning lose due to COVID-19.

Staff DATA	• **Our Garcia faculty consists of 4 DTR teachers and six teachers who are DTR eligible. A large number of teachers, 30%, are also ESL certified.** • **We currently have about 20% of our staff that is SPED certified.** • **Our Staff demographics: 34.7% Hispanic; 37.5% African American; 25% White; and 2.7% Asian** • **About 85% of our staff completed traditional state certification and 15% went through alternative certification**
School Environment DATA	• For the 2021-2022 school year, there was a decrease in discipline referrals for each grade level. For all grade levels, there were only 145 total written referrals. Compared to the other feeder schools, Garcia had the least amount of referrals than the other schools and also had minimal level 3 and 4 referrals. • Attendance rate for 2021-2022 school year was 92.5% • Strategies to increase student attendance is to increase the number of extra-curricular activities and student participation • For the 2021-2022 school year, every student and every teacher participated in an extra-curricular sport or club. • School has attendance committee that meets regularly to discuss action for students with high percentage of absences. Home visits are made by counselors as well as teachers to bring to encourage attendance. • Data reveals that student attendance decreases student achievement.
Parents/Guardians/Community	• Participation rates are based on the number of parents involved in PTO and SBDM, Coffee with the Principal. About 10% of our parents were involved in PTO and SBDM. About 50% of parents attending school functions, ARDS, etc. • School includes a Parent Liaison who is responsible for creating events to engage parent involvement • Parent Liaison provides translation services at all meetings and events to ensure parent participation • COVID prevented parent participation in athletic events. By the Spring of 2022, the district had relaxed restrictions and more parents attended Spring events • Lack of use with technology prevented parents from participation in virtual meetings. • Parents feel the school is safe. The 2020-2021 parent survey indicated over 75% favorable responses on each category.

Demographics Strengths

Strengths:

- Our Garcia faculty consists of 4 DTR teachers and six teachers who are DTR eligible. A large number of teachers, 30%, are also ESL certified.
- We currently have about 20% of our staff that is SPED certified.
- Diversity among staff: Our Staff demographics: 34.7% Hispanic; 37.5% African American; 25% White; and 2.7% Asian
- For the 2020-2021 school year, there was a decrease in discipline referrals for each grade level. Due to COVID, there were only 8 discipline referrals written for on campus students.
- School has attendance committee that meets regularly to discuss action for students with high percentage of absences. Home visits are made by counselors as well as teachers to bring to encourage attendance.
- School includes a Parent Liaison who is responsible for creating events to engage parent involvement
- Parents feel the school is safe. The 2020-2021 parent survey indicated over 75% favorable responses on each category.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a decrease in student enrollment for the 6th grade cohort in 2022-23. There was a decrease of 17% from the previous year. **Root Cause:** Around 50

students per grade goes to competing charter school. Gentrification of Bishop Arts District is having a negative effect on local housing opportunities for our neighborhood families.

Problem Statement 2 (Prioritized): Interventions are not being implemented to address the academic needs of the students. **Root Cause:** Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 3 (Prioritized): The overall attendance rate for our campus did not meet our goal of 97%. **Root Cause:** Parents struggled to send students to school and wanted a virtual option for fear of exposure to COVID. Students experienced anxiety returning to face to face instruction.

Problem Statement 4 (Prioritized): Lack of visibility and parental participation limited interactions such as volunteer opportunities, participation in conferences and other meetings such as PTO, SBDM, and Family Event Nights **Root Cause:** Hesitancy due to Covid, lack of proper identification, and district mandates regarding in person gatherings on campus all resulted in reduced family and community involvement.

Problem Statement 5 (Prioritized): Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause:** There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Problem Statement 6 (Prioritized): There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause:** Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Student Learning

Student Learning Summary

STAAR Results

Subject	Approaches Spring 2018	Approaches Spring 2019	Approaches Spring 2021	Approaches Spring 2022	Meets Spring 2018	Meets Spring 2019	Meets Spring 2021	Meets Spring 2022	Master Spring 2018	Master Spring 2019	Master Spring 2021	Master Spring 2022
Reading	65%	70%	55.1%	68%	17%	21%	26.1%	37%	12%	15%	9.8%	16.8%
Writing	55%	62%	36.5%	N/A	21%	25%	12.7%	N/A	4%	10%	0.5%	N/A
Math	63%	71%	35.7%	64.7%	22%	23%	10.4%	38.9%	5%	5%	2.4%	17%
Science	65%	73%	38.7%	47%	20%	21%	10.5%	14%	10%	9%	2%	5%
US History	47%	65%	29.3%	36%	8%	15%	4.9%	8%	7%	12%	1.8%	1%

- What progress has been made by students? Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as “Does Not Meet”, “Approaches”, “Meets”, and “Masters”. If not, why?

Based on the Data that includes the preliminary 2022 STAAR data, Meets and Masters exceeded the Meets and Masters prior to COVID. The 2019 Spring Data for approaches was slightly higher, but that MEETS and Masters increased in Math significantly.

Students that did not meet any component of STAAR will be required to have 30 hours of tutoring hours. Many will be giving the option to attend summer school to begin receiving tutoring hours as required by HB4545.

STAAR Date	Does Not Meet	Approaches	Meets	Masters
2019	28.9%	71.1%	27.8%	4.7%
2021	64.2%	25.4%	8.0%	2.4%
	+35.%	-17.9%	-15.1%	-2.3%
2022	40%	60%	31%	13%

Each of the separate tests (MAP tests, district-provided common assessments, and various forms of formative and summative assessments in the classroom) and their scores demonstrate consistent trends. There was a much higher rate of failings vs passing, but that can be attributed to issues with in-class participation due to COVID. This was the data for the 2020-2021 school year. The preliminary data shows that there were gains from the 2021 Spring STAAR, and the meets and masters for the 2022 was higher than that for the 2019 STAAR.

This table is based on the preliminary data for the Spring of 2022.

Closing the Gap (Domain 3)

SPED Former, Continuously Enrolled, and Non-Continuously Enrolled are not currently available

	Reading at Meets+		Reading Growth Points		Math at Meets+		Math Growth Points		Domain 1	
	Target	Campus	Target	Campus	Target	Campus	Target	Campus	Target	Campus
All	44%	37%	66%	74%	46%	39%	71%	67%	47	34
AA	32%	-	62%	-	31%	-	67%	-	36	32
H	37%	38%	65%	74%	40%	39%	69%	67%	41	35
Wh	60%	-	69%	-	59%	-	74%	-	58	-
As	74%	-	77%	-	82%	-	86%	-	73	-
ED	33%	37%	64%	74%	36%	37%	68%	67%	38	34
SPED (Curr)	19%	13%	59%	66%	23%	10%	61%	51%	23	16
ELL	29%	35%	64%	74%	40%	37%	68%	67%	37	33
		3 of 5		5 of 5		1 of 5		0 of 5		0 of 6

Student Learning Strengths

Subject	Strengths
Reading	Preap ELAR students demonstrated success at a rate of 92% on STAAR. There was an increase MEETS and MASTERs for 2022 In closing the gap, reading received 5 of 5 for meeting Growth.
Math	8th Grade STAAR data was the highest performing with increases in the MEETS and MASTERS performance.
Science	7th Pre- AP Science students stayed on track. 74.5% passing rate. English Learners passed at the same rate as all Garcia students who took the 8th grade Science Test.
U.S. History	Special Education students passed at a higher rate than the district on the 8th Grade social Studies test.
Writing	English Learners performed at the same rate as all of our students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause:** Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 2 (Prioritized): Interventions are not being implemented to address the academic needs of the students. **Root Cause:** Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 3 (Prioritized): The overall attendance rate for our campus did not meet our goal of 97%. **Root Cause:** Parents struggled to send students to school and wanted a virtual option for fear of exposure to COVID. Students experienced anxiety returning to face to face instruction.

Problem Statement 4 (Prioritized): There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 5 (Prioritized): There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause:** Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Problem Statement 6 (Prioritized): Additional training needs to be provided for our support staff (teacher's assistants) in order for them to best support teachers and students. **Root Cause:** Time and compensation were not available due to their hourly requirements. TAs also have duties they would not be able to fulfill if they were trained during the day.

Problem Statement 7 (Prioritized): Lack of visibility and parental participation limited interactions such as volunteer opportunities, participation in conferences and other meetings such as PTO, SBDM, and Family Event Nights **Root Cause:** Hesitancy due to Covid, lack of proper identification, and district mandates regarding in person gatherings on campus all resulted in reduced family and community involvement.

Problem Statement 8 (Prioritized): Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause:** There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Problem Statement 9 (Prioritized): Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause:** There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 10 (Prioritized): Data indicates that the number of students in 4th grade scoring Below Basic on the NAEP Reading exam is greater than 50% and also indicates that the number of African American male students in 4th grade scoring Below Basic on the NAEP Reading exam is greater than 50%. **Root Cause:** Culturally responsive curriculum and teaching practices in a positive and productive learning climate needs to improve.

Problem Statement 11 (Prioritized): Data indicates the number of 9th-grade students failing one or more courses during their 9th-grade students' entry year into high school is greater than 30% and the number of African American male 9th-grade students who fail one or more courses during their 9th-grade students grade entry year into high school is greater than 40%. **Root Cause:** A need to develop and support campus-based options for supporting a successful transition from 8th to 9th grade and follow up support throughout the 9th-grade school year.

School Processes & Programs

School Processes & Programs Summary

Personnel-Policy and Procedures

- **We use Teacher for America teachers when we are filling vacancies, recommendations from staff members.**
- **We are also listing jobs on Texas IB Schools to find prospective candidates with IB experience.**
- **ILTs provide coaching support to new teachers, but ILTs were required to support more than one teacher due number of new teachers and lack of proficient I teachers needed to be mentors**
- **There is a culture of feedback to improve teacher practices using Waterfall.**

Professional Practices

- ILTs engage in Content planning with assistant principals and ILCs
- ILTs attend district professional development
- ILTs lead PLCs, observe teachers and provide coaching feedback
- Stakeholders provide input on the Campus Needs assessment; each content provides input on specific questions from the Campus needs assessment questions
- A-TEAM collaborates on root causes and discusses CNA to create goals and objectives for CIP
- A-TEAM and teachers discuss what PD to provide teachers as well as following district PD requirements for staff
- PD - Twenty-one professional development hours are required for Professional Development. District PD is a requirement for all. As well as teachers can attend PD for completion of hours. In addition HPG Campus provides professional development hours.
- 2 PE teachers and 1 design teacher were trained for IB in the Spring of 2022. 1 Social Studies teacher, 1 Fine Arts teacher, 1 ELAR ILT, 2 LOTE teachers, 1 Math teacher and 1 AP will attend IB training in the July 2022
- Our campus develops leaders by engaging experience teachers as mentors to new teacher; having teachers take lead on projects ; Lead other committees such as LPAC; sponsor clubs
    - New teacher mentor program met only 2 times during 1st semester and did not meet when coordinator when on leave 2nd semesber.The mentoring program matches first year teachers with more experienced teachers. There are workshops held throughout the fall for new teachers to learn more about behavior management and keeping records. There is definitely room for improvement in terms of building culture through the mentoring program and building more consistent patterns. Staff perception of academic expectations has been interesting to track over the last few years. This year, our climate and culture survey showed a stiff drop in the percent of positive responses in the category marked “Teachers expect most students in the school to go to college”. We went from 65% to 51% positive responses. Overall, the fall 2021 climate survey showed several areas of concern. The adjustment to in person learning put a strain on how we worked together as a staff and how we related to each other. In the next few months, we’ll need to have open dialogue about our expectations of each other and our goals for our campus.

For the 2020-2021 school year, there was no plan to improve on STEAM

- We have Look BACK PLC to discuss student work and reteach planning; however teachers are not entering academic interventions into MTSS.

Personnel-Policy and Procedures	• **We use Teacher for America teachers when we are filling vacancies, recommendations from staff members.** • **We are also listing jobs on Texas IB Schools to find prospective candidates with IB experience.** • **ILTs provide coaching support to new teachers, but ILTs were required to support more than one teacher due number of new teachers and lack of proficient I teachers needed to be mentors** • **There is a culture of feedback to improve teacher practices using Waterfall.**
Programs and Opportunities for Students	• 15.5 % SPED students participate in Inclusion and resources support • Students participate in Dyslexia and ESL • 75% of our students are enrolled in sheltered classes • 16% of our students are GT • Since our CTE classes serve as the design subject group (1 of 8 total subject groups) all students will be enrolled in a yearly CTE class • All students in all grade levels are enrolled in CATE classes • We currently have 3 Spanish Teachers and have added a full time Theater teacher for 2022 • For technology, we are a 1:1 campus and teachers will be receiving training. We need -Create a makerspace for students to utilize --Collaborate more with high schools and the programs they may have to offer or even come and help --Create a tech coach position to aid teachers in the latest innovations and ways to increase tech knowledge for the kids. --More PD's on content relevant tech to use • Every teacher and every student was involved in an extra curricular activity or sport. The school received all point for local accountability for this area. • Current master schedule provides for all content core classes to meet everyday fir 60 minutes. • There was an African Initiative Success coordinator, but there was only one training available and no follow up events to check and track success of students. • At Garcia, there are programs that allow teachers to find success with students. Most teachers offer tutoring sessions after school, which strengthen relationships and reinforce academic success. Every teacher is also in charge of a club, which allows students to involve themselves in activities that may interest them. Clubs allow teachers to foster relationships and find success with students they may not have otherwise interacted with. Furthermore, Garcia offers intervention plans for students. These interventions often involve tutoring sessions during advisory, or pull out sessions with students who may be struggling. This has helped teachers find success with their students.

Personnel-Policy and Procedures

- **We use Teacher for America teachers when we are filling vacancies, recommendations from staff members.**
- **We are also listing jobs on Texas IB Schools to find prospective candidates with IB experience.**
- **ILTs provide coaching support to new teachers, but ILTs were required to support more than one teacher due number of new teachers and lack of proficient I teachers needed to be mentors**
- **There is a culture of feedback to improve teacher practices using Waterfall.**
- Teachers follow the district scope and sequence and prioritize TEKs based on previous year data and if they are high frequency TEKS
- Lesson plans and instruction are data driven, not all lessons include critical thinking, and interventions. Teachers give formative assessments and make adjustments based on results. These lesson plans will now utilize the IB unit plan model that requires additional critical thinking, and the explicit instruction of how a student approaches learning (ATLs), student voice, and reflection. For next school year, teachers will create IB units that will address more critical thinking strategies as Inquiry is a huge component of IB learning.
- We currently do not have a campus-wide plan on how to integrate technology. All teachers; however created Google Classrooms and have utilized applications such as NearPod and Peardeck. Teachers used Zoom or google meets to hold virtual instruction.
- All PLCs used TEAMs or Zoom to hold virtual meetings.
- Master schedule includes 70 minute blocks for electives and non-STAAR tested areas, ELAR and Math are double blocked. PLCs for content core are built into the master schedule and time is protected for Look forward and Look Back PLCs.
- Due to COVID, there was not in person tutoring. For next school year we will need a tutoring schedule for each content.
- All students can be placed in Honors classes based on parent request or teacher recommendation. All students can participate in clubs and other extracurricular activities.
- In the past, 8th grade students visited the feeder high school to help with transition. 6th grade students have participated in orientation; however due to COVID there was no orientation in the summer. This school year, 6th grade students were allowed to start one week before 7th and 8th grade students for on campus instruction.
- Teachers stated that for:

  Bullying—We need more training. Students need to be educated in what it is. They get notifications not education (w/suicide)

  Violence—Keeping the directional stairs to help alleviate fights and misplaced students; Restraint trained (TVSI core team) needs to be identified so teachers on the floor know who to look for. More teachers need to be trained because 1 per floor is not helpful; teachers need to be on hallway duty and there needs to be actual consequences for those who do not do their duty.

Procedures

  Drugs—facility needs to be trained on what to look for Symptoms and signs and new drugs; updates when new drugs come to light; get the PO more involved with information distribution

  Safety Procedures:

  Safety plans—need to be updated and changed to be more efficient ie. The tornado drill needs to be reevaluated because there are options that eliminate open spaces and window dangersàutilize athletic hallway, locker rooms, dressing rooms, and atrium areas

Lockdown down drills—don't give a warning on all drills. Have teachers and students come up with a lock down plan and have admin go to each class and have them demonstrate their procedure

--what is the plan for teachers who are outside when lock down is initiated (not safe to bring them inside) PE is instructed to go to gym during a lockdown

We should not always let students know when there will be a drill, need to see implementation in real time.

Fire drill needs to be updated and more efficient; quit putting them at the end of the day; designate doors and quit coming back through the athletic door.

Practice the drills in PD so new staff is aware of the plan

Everyone on the safety team needs to be made aware of up to date changes through the day and week as changes are being made or if incidence

- Revisit duty for morning, lunch and afternoon
- For behavior incidents:

  Utilize a data chart like the Covid tracking and track incidence in the building; have a bi-weekly meeting over the incidences and students involved. We will have a Reset center Coordinator for Level 1 and level 2 incidents

School Processes & Programs Strengths

Strengths Processes	• **Master Schedule allows for double blocked Elar and Math in grades 6-8** • **Master Schedule allows for double blocked Science and Social Studoes in grades 8th to address learning loss** • **All content core will have same planning periods for PLCs** • **One to one campus for technology** • **All teachers use TEAMS, Zoom or Google meets for Virtual meetings for PD, ARDs and LPAC.** • **We have safety plan from previous school year** • **We will have Reset center Coordinator to assist with tracking behavior incidents**
Strengths Programs	• All ELAR teachers are ESL certified • Offer inclusion support for SPED Students • Offer Resource ELAR/MATH for SPED students • Offer Honors, formally PreAP, courses for in Content Core • Offer sheltered described classes in content core • 3 Spanish teachers • We have an IB coordinator that started 2019 and will be part of every PLC for 2022-2023 school year • Increased professional development to increase teachers' knowledge in order to implement the train the trianer model

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause:** There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

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Problem Statement 3 (Prioritized): There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

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Perceptions

Perceptions Summary

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

STUDENT ENGAGEMENT

The attendance for the 2020-2021 school year was very inconsistent throughout all race and ethnicity groups. Students and teachers did not have clear expectations from the district at the start of the school year, but better systems were developed which helped with attendance accountability and monitoring.

What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?

Regardless of race/ethnicity groups,behaviors can be linked to various academic skills such as study habits and classroom behavior, and peer interactions which impact academic performance according to studies. Age, personality, mental and physical health, and environmental influences can have a great influence on student behavior.

How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.

STUDENT ENGAGEMENT

Report, Investigate, Parent Notification, Conference, Student/Parent, Outcome/Disposition and Monitor

What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Middle & High Schools)

- Overall attendance has been rising across all grade levels over the past three years which is conducive with Covid issues from previous years
- 18-19 the attendance rate was 95.6%
- 19-20 the attendance rate was 96.3%
- 20-21 the attendance rate was 98.5%

Students	**How do students describe their school and learning environment? Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time and providing a well-rounded education?** ***78% of students said teachers care about and support their personal development and well-being beyond the classroom.***
Community Perceptions	We are a comprehensive neighborhood middle school campus, composed of 6th, 7th, & 8th grade students, educating a 90% low socioeconomic population in the North Oak Cliff area. We have a large spanish speaking community. Most families work within the community. But the area is experiencing gentrification leading to a decreased mirroring between community and school. In our immediate community, we are surrounded by small businesses and an increase of gentrified residential and commercial businesses within the community. There are a small percentage of national retailers including food chains and supermarkets. Community crime data is the area is rated D-. Parents consider the area to be a safe place. Henry Wade Juvenile Justice Center is located 5 miles away. Parents likely do not use the resource. Less than 1% of students need the service.

How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

-

What is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the 7 race/ethnicity groups and 7 student groups?

- 18-19 there were a total of 157 disciplinary actions documented
- 19-20 there were a total of 107 disciplinary actions documented because school attendance dropped off after Spring Break due to the start of Covid and school closing
- 20-21 there were 2 incidences due to low covid attendance in person

How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.

- We have a Reset Center where students are placed when there are behavioral issues.
    - Students are encouraged to “talk it out” to strengthen their conflict resolution skills, specifically how to manage their emotions while working through solutions that incorporate admin, teachers, each other, and their families.
- Teachers offer interdisciplinary support with students in order to address behavioral changes - teachers work as a team to connect with students who are struggling with behaviors.
- Students can also privately message their teachers through Clever or Google classroom to share issues they might want to remain private.
- Students have an anonymous hotline they can contact if they need to reach out about a problem they are experiencing
- GSA is a mentoring program where students are able to meet once a week and speak with like minded individuals
- Rhithm App to give insight on student’s mood

Perceptions Strengths

Our attendance and disciplinary issues are pretty consistent across the board. Our disciplinary issues have decreased since implementing the Reset Center . Meets/Masters numbers have improved significantly (detailed data informs this) Overall, staff can depend on the assistance of their colleagues for improving instructional practices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause:** There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 2 (Prioritized): Lack of visibility and parental participation limited interactions such as volunteer opportunities, participation in conferences and other meetings such as PTO, SBDM, and Family Event Nights **Root Cause:** Hesitancy due to Covid, lack of proper identification, and district mandates regarding in person gatherings on campus all resulted in reduced family and community involvement.

Problem Statement 3 (Prioritized): There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause:** Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 4 (Prioritized): There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause:** Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Problem Statement 5 (Prioritized): Additional training needs to be provided for our support staff (teacher's assistants) in order for them to best support teachers and students. **Root Cause:** Time and compensation were not available due to their hourly requirements. TAs also have duties they would not be able to fulfill if they were trained during the day.

Problem Statement 6 (Prioritized): The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause:** Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7 (Prioritized): The overall attendance rate for our campus did not meet our goal of 97%. **Root Cause:** Parents struggled to send students to school and wanted a virtual option for fear of exposure to COVID. Students experienced anxiety returning to face to face instruction.

Problem Statement 8 (Prioritized): Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause:** There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Priority Problem Statements

Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data.

Root Cause 1: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement.

Root Cause 3: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students.

Root Cause 2: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 8: Lack of visibility and parental participation limited interactions such as volunteer opportunities, participation in conferences and other meetings such as PTO, SBDM, and Family Event Nights

Root Cause 8: Hesitancy due to Covid, lack of proper identification, and district mandates regarding in person gatherings on campus all resulted in reduced family and community involvement.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: The overall attendance rate for our campus did not meet our goal of 97%.

Root Cause 5: Parents struggled to send students to school and wanted a virtual option for fear of exposure to COVID. Students experienced anxiety returning to face to face instruction.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons.

Root Cause 4: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide.

Root Cause 6: Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements.

Root Cause 9: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Problem Statement 9 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Additional training needs to be provided for our support staff (teacher's assistants) in order for them to best support teachers and students.

Root Cause 7: Time and compensation were not available due to their hourly requirements. TAs also have duties they would not be able to fulfill if they were trained during the day.

Problem Statement 7 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 10: Data indicates that the number of students in 4th grade scoring Below Basic on the NAEP Reading exam is greater than 50% and also indicates that the number of African American male students in 4th grade scoring Below Basic on the NAEP Reading exam is greater than 50%.

Root Cause 10: Culturally responsive curriculum and teaching practices in a positive and productive learning climate needs to improve.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Data indicates the number of 9th-grade students failing one or more courses during their 9th-grade students' entry year into high school is greater than 30% and the number of African American male 9th-grade students who fail one or more courses during their 9th-grade students grade entry year into high school is greater than 40%.

Root Cause 11: A need to develop and support campus-based options for supporting a successful transition from 8th to 9th grade and follow up support throughout the 9th-grade school year.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: School Goal: Student achievement on STAAR will indicate growth in student growth indicators for students in Domains 2B and Domain 3.
Schoolwide STAAR goals are 70% Approaches, 35% Meets, and 20% Masters.
DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

Performance Objective 1: Schoolwide STAAR goals are 70% Approaches, 35% Meets, and 20% Masters.
Student achievement on the state assessment in all subjects will increase from 64% to 70% on Domain I by June 2023.

High Priority

HB3 Goal

Evaluation Data Sources: State Assessment (STAAR)
School Profile

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The leadership team including ILTS will disseminate assessment data and collaborate regarding all common assessments to identify areas of intervention for all our sub groups (ELs, SPED, African American, Hispanic, At-Risk) to adjust and improve purposeful, differentiated instruction. **Strategy's Expected Result/Impact:** Increasing student achievement through the use of best practices, intervention, and data-driven Instruction **Staff Responsible for Monitoring:** Administrators and ILTs Classroom teachers for backwards planning **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 9 - School Processes & Programs 1, 6, 7 - Perceptions 1, 6 **Funding Sources:** - 199 - General Operating				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will implement the Look Forward PLC to create, rehearse, and revise lesson activities that will result in first good instruction that addresses the needs of all student groups (ELs, SPED, African American, Hispanic, At-Risk) involved in the IB Middle Years Programme **Strategy's Expected Result/Impact:** Increasing student achievement through the use of best practices, intervention, and data-driven Instruction **Staff Responsible for Monitoring:** Administrators IB Coordinator ILTs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** - 211 - Title I, Part A				

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Student Learning

Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 9: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

School Processes & Programs

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Goal 1: School Goal: Student achievement on STAAR will indicate growth in student growth indicators for students in Domains 2B and Domain 3. Schoolwide STAAR goals are 70% Approaches, 35% Meets, and 20% Masters.
DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

Performance Objective 2: Improve the quality of instruction through feedback, coaching, and data driven instruction. The average rating for purposeful instruction and cognitive demand will be 1.8 by Spring 2023 for teachers with 1-3 years instruction and 2.0 for teachers with 3+ years experience.

High Priority

Evaluation Data Sources: Spot Observation Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Leadership team will give feedback on instruction, unit plans, instructional calendars, and the utilization of backwards design. **Strategy's Expected Result/Impact:** Increasing student achievement through the use of best practices, intervention, and data-driven Instruction. Improved TEI Domain 2 **Staff Responsible for Monitoring:** Leadership team ILTs IB Coordinator Mentor Teachers Other campus teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 4 - School Processes & Programs 3, 7 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Mentor teachers and instructional lead teachers will implement coaching walkthroughs (a minimum 2 per semester) providing feedback to their mentees based on the needs of tiered teachers. **Strategy's Expected Result/Impact:** Increased teacher capacity and use of best practices to achieve effective instruction. Expected Result/Impact Increasing student achievement through the use of best practices, intervention, and data-driven Instruction. Improved TEI Domain 2 **Staff Responsible for Monitoring:** ILTs Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 3 - Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Educational stakeholders will engage in professional development to increase teacher capacity, IB programme implementation, the use of Project and inquiry based learning, and increased use of SEL strategies campus wide. **Strategy's Expected Result/Impact:** Increased teacher capacity and use of best practices to achieve effective instruction. Increased student achievement. IB Programme implementation Increased student engagement **Staff Responsible for Monitoring:** Leadership team ILTs IB Coordinator Mentor Teachers Other campus teachers **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 4 - School Processes & Programs 3, 7 - Perceptions 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Address mitigating learning loss due to the COVID-19 pandemic by supporting professional development and training given to teachers **Strategy's Expected Result/Impact:** Teachers will be supported with professional development that is impactful and relevant as measured by the climate surveys **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 2, 4, 9 - School Processes & Programs 1, 3, 7 - Perceptions 1, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Address mitigating learning loss due to the COVID-19 pandemic by supporting ELAR teachers in the classroom with the use of ipads and Jamf Pro to enhance the progress monitoring of students using the TEA Amplify curriculum. **Strategy's Expected Result/Impact:** Student will increase in 1 years of learning as measured by Reading STAAR for 6th, 7th, and 8th grade. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 3, 6, 7 - Perceptions 3, 6 **Funding Sources:** - 282 - ESSER III (ARP) - $9,980				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Address mitigating learning loss due to the COVID-19 pandemic by supporting in classroom resources by creating Anchor Charts and Supplemental Instructional resources in STAAR tested classroom supporting IB focused project-based learning through a poster maker printer and printer ink/paper. **Strategy's Expected Result/Impact:** Student will increase in 1 years of learning as measured by STAAR for Reading and Math and 8th grade Science STAAR and Science ACPs for 6th and 7th grade **Staff Responsible for Monitoring:** admin ILTs Leadership Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4, 9 - School Processes & Programs 1, 3, 6, 7 - Perceptions 1, 3, 6 **Funding Sources:** Poster Printer - 282 - ESSER III (ARP) - $8,600				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Address mitigating learning loss due to the COVID-19 pandemic by supporting in classroom resources by creating Anchor Charts and Supplemental Instructional resources in STAAR tested classroom through TEKS aligned learning module software and anchor chart templates for poster printer - Cutout Maker Platinum Bundle. **Strategy's Expected Result/Impact:** Student will increase in 1 years of learning as measured by STAAR for Reading and Math and 8th grade Science STAAR and Science ACPs for 6th and 7th grade **Staff Responsible for Monitoring:** admin **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2, 6 - Student Learning 2, 5 - School Processes & Programs 4, 7 - Perceptions 4 **Funding Sources:** - 282 - ESSER III (ARP) - $4,500				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Address mitigating learning loss due to the COVID-19 pandemic by supporting in classroom resources by creating TEKS aligned manipulatives and Supplemental Instructional resources in STAAR tested classroom to support IB focused project-based learning through a VariQuest Cutout Maker. **Strategy's Expected Result/Impact:** Student will increase in 1 years of learning as measured by STAAR for Reading and Math and 8th grade Science STAAR and Science ACPs for 6th and 7th grade **Staff Responsible for Monitoring:** admin ILTs Leadership Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Student Learning 4, 8 - School Processes & Programs 3, 9 - Perceptions 3, 8 **Funding Sources:** - 282 - ESSER III (ARP) - $5,000				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Problem Statement 5: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause**: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.
Problem Statement 6: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause**: Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Student Learning
Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Student Learning

Problem Statement 5: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause**: Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Problem Statement 8: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause**: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Problem Statement 9: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

School Processes & Programs

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 4: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause**: Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 9: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause**: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Perceptions

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

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Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 8: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause**: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Goal 1: School Goal: Student achievement on STAAR will indicate growth in student growth indicators for students in Domains 2B and Domain 3. Schoolwide STAAR goals are 70% Approaches, 35% Meets, and 20% Masters.
DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025.

Performance Objective 3: African-American student achievement on TEKS-aligned District assessments in all state-assessed subjects using the Domain I calculation will increase from 37 to 54 by January 2025.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: District level departments will develop instructional support plans and district assessments to specifically address the achievement gap of African-American students. See each District level department's page on the Plan4Learning site for specific strategies. **Strategy's Expected Result/Impact:** Increased academic performance by students. **Staff Responsible for Monitoring:** All				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Dallas ISD has established the Racial Equity Office, which is responsible for the management, execution, and facilitation of the Racial, Socio-Economic, and Educational Equity resolution. A The Racial Equity Office will provide academic supports, student advocacy, and other support services for campus staff and students. The program will focus on a strategic approach to address factors that may be attributed to the achievement gap in Reading and Math. **Strategy's Expected Result/Impact:** Ensures equity and access to resources, programs, events, and other additional opportunities for all students, specifically African-American students. **Problem Statements:** Student Learning 10, 11				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 10: Data indicates that the number of students in 4th grade scoring Below Basic on the NAEP Reading exam is greater than 50% and also indicates that the number of African American male students in 4th grade scoring Below Basic on the NAEP Reading exam is greater than 50%. **Root Cause**: Culturally responsive curriculum and teaching practices in a positive and productive learning climate needs to improve.

Student Learning

Problem Statement 11: Data indicates the number of 9th-grade students failing one or more courses during their 9th-grade students' entry year into high school is greater than 30% and the number of African American male 9th-grade students who fail one or more courses during their 9th-grade students grade entry year into high school is greater than 40%.
Root Cause: A need to develop and support campus-based options for supporting a successful transition from 8th to 9th grade and follow up support throughout the 9th-grade school year.

Goal 2: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 1: Student achievement on state assessment for Meets for all subjects will increase from 31% to 40%.

High Priority

HB3 Goal

Evaluation Data Sources: Results from State testing (STAAR/STAAR ALT)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Leadership Team will monitor the assessment data of students that are enrolled in Honors courses and create initiatives to increase the number of students enrolled in those courses. **Strategy's Expected Result/Impact:** Students will exceed performance growth target set by the state and increase the percentage of students achieving master's level on the STAAR, which will be monitored through review of Data from Common Assessments, DOLS and ACPs. **Staff Responsible for Monitoring:** Teachers Leadership Team ILTs **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 6, 7 - Perceptions 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Leadership team will give feedback on instruction, unit plans, instructional calendars, and the utilization of backwards design to increase student achievement. **Strategy's Expected Result/Impact:** Increasing student achievement through the use of best practices, intervention, and data-driven Instruction. Improved TEI Domain 2 **Staff Responsible for Monitoring:** Leadership team ILTs IB Coordinator Mentor Teachers Other campus teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 6, 7 - Perceptions 6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Educational stakeholders will engage in professional development to increase teacher capacity, IB programme implementation, the use of Project and inquiry based learning, and increased use of SEL strategies campus wide. **Strategy's Expected Result/Impact:** Increased teacher capacity and use of best practices to achieve effective instruction. Increased student achievement. IB Programme implementation Increased student engagement **Staff Responsible for Monitoring:** Leadership team ILTs IB Coordinator Mentor Teachers Other campus teachers **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4, 9 - School Processes & Programs 1, 3, 6, 7 - Perceptions 1, 3, 6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Student Learning
Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Student Learning

Problem Statement 9: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

School Processes & Programs

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Goal 2: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 2: College going culture will increase from 53.2 % to 60% by December 2022. College going culture will increase from 60% to 75% by May 2023.

High Priority

Evaluation Data Sources: Climate survey
student survey
teacher survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An increased number of students will participate in CTE courses as prescribed by the IB MYP 8 subject groups requirement (Design). 100 % of all students should be enrolled in a CTE course in all grades. Provide resources/supplies for student achievement. **Strategy's Expected Result/Impact:** Increase awareness for students and parents on college and career readiness. More students and parents are excited about the opportunity to go to college. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 3 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students will be involved in IB learning experiences in all classes which require them to engage with Learner profiles, reflection, and address their dominant Approach to Learning (ATL) that will help them to be more successful in their future college or career path. **Strategy's Expected Result/Impact:** Develop skills in students such as communication, research, thinking (creative and critical), self-monitoring, and continued reflection for growth. **Staff Responsible for Monitoring:** All stakeholders **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 4 - School Processes & Programs 3, 7 - Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increased parental involvement in programs and opportunities through the use of Parent/Principal Monthly Coffees, Parent workshops, Family/Community Involvement events, Family Nights that support positive family and school relationships, High School/Collegiate parent workshops, and the development of a Parent and Family Engagement Policy to help all stakeholders better support student achievement. **Strategy's Expected Result/Impact:** Increased parental involvement Increased student achievement Increased awareness of future opportunities Decreased drop-out rate **Staff Responsible for Monitoring:** All stakeholders **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Student Learning

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

School Processes & Programs

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Goal 2: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 shall increase from 42 percent to 54 percent by June 2025.

Performance Objective 3: Increase average daily attendance from 93% to 97% by May 2023.

High Priority

Evaluation Data Sources: Attendance reports (Powerschool)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be involved in IB learning experiences in all classes which require them to engage with Learner profiles, reflection, and address their dominant Approach to Learning (ATL) that will help them to be more successful in their future college or career path. **Strategy's Expected Result/Impact:** Develop skills in students such as communication, research, thinking (creative and critical), self-monitoring, and continued reflection for growth that will increase student engagement and desire to attend school **Staff Responsible for Monitoring:** All stakeholders **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 3 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve the student-teacher relationships through the use of SEL strategies such as mood monitoring, essential agreements, and a behavior reset center. **Strategy's Expected Result/Impact:** Increased student attendance and engagement. **Staff Responsible for Monitoring:** Leadership Counselors All teacher **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 **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 7				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilizing district attendance support, monitoring student attendance early, conducting parent meeting regarding attendance expectations, and continued communication with parents of truant students. **Strategy's Expected Result/Impact:** Increased attendance rates Increased parental involvement **Staff Responsible for Monitoring:** Attendance office Leadership Teachers Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 7				

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

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Student Learning

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

School Processes & Programs

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Goal 3: Schoolwide STAAR goals are 70% Approaches, 35% Meets, and 15% Masters.
DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

Performance Objective 1: STAAR scores in 6-8 grade ELAR will improve approaches from 70% in 2022 to 75% in 2023, meets from 37% in 2022 to 40% in 2023 and masters from 16% in 2022 to 20 % in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: State STAAR data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide high-quality PD to maximize ELA instructional strategies via campus PLCs and/or off-campus workshops such as IFL and IB. **Strategy's Expected Result/Impact:** Increase student achievement on ELAR assessments **Staff Responsible for Monitoring:** ELAR department PLC leaders (AP, ILT) **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 3, 6, 7 - Perceptions 3, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administer weekly Power DOLs and 6 six week common assessments and use progress monitoring tools such as All in Learning to track growth and plan interventions. **Strategy's Expected Result/Impact:** Increased student achievement on ELAR assessments **Staff Responsible for Monitoring:** ELAR Teachers ELAR ILT/Administrators **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 3, 6, 7 - Perceptions 3, 6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Student Learning

Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

School Processes & Programs

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

School Processes & Programs

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Goal 3: Schoolwide STAAR goals are 70% Approaches, 35% Meets, and 15% Masters.
DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

Performance Objective 2: STAAR scores in 6-8 grade Math reading will improve approaches from 65 % in 2022 to 70 % in 2023, meets from 39 % in 2022 to 40% in 2023 and masters from 17 % in 2022 to 25 % in 2023.

High Priority

Evaluation Data Sources: State STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide high-quality PD to maximize instructional strategies and systems via campus PLCs and/or off-campus workshops such as PBL and IB. **Strategy's Expected Result/Impact:** Increased student achievement Utilizing IB Principles and policies **Staff Responsible for Monitoring:** Department Teachers IB Coordinator PLC leaders (AP, ILT) **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 3, 6, 7 - Perceptions 3, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administer weekly Power DOLs, 6 six week common assessments, and use progress monitoring tools such as All in Learning to track growth and plan interventions. **Strategy's Expected Result/Impact:** Increased student achievement Increased use of MTSS plans for intervention **Staff Responsible for Monitoring:** Department Teachers ILT/Administrators **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 3, 6, 7 - Perceptions 3, 6				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Student Learning
Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

School Processes & Programs
Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.
Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

School Processes & Programs

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Goal 3: Schoolwide STAAR goals are 70% Approaches, 35% Meets, and 15% Masters.
DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

Performance Objective 3: STAAR scores in 8th grade Science will improve approaches from 47 % in 2022 to 70 % in 2023, meets from 15% in 2022 to 35% in 2023 and masters from 5% in 2022 to 15 % in 2023.

High Priority

Evaluation Data Sources: State Testing (STAAR data)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide high-quality PD to maximize instructional strategies (inquiry/phenomenon based instruction) via campus PLCs and/or off-campus workshops such as PBL, CAST, NSTA, and IB. **Strategy's Expected Result/Impact:** Increased student achievement Utilizing IB Principles and policies **Staff Responsible for Monitoring:** Department Teachers IB Coordinator PLC leaders (AP, ILT) **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 3, 6, 7 - Perceptions 3, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administer weekly Power DOLs, 6 six week common assessments, and use progress monitoring tools such as All in Learning to track growth and plan interventions. **Strategy's Expected Result/Impact:** Increased student achievement Increased use of MTSS plans for intervention Data Driven Instruction **Staff Responsible for Monitoring:** Department Teachers ILT/Administrators **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 6, 7 - Perceptions 6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Address mitigating learning loss due to the COVID-19 pandemic by supporting in classroom resources for science classes by providing teachers with the necessary science lab supplies in order to do more hands-on experiments to support the project-based learning of IB. **Strategy's Expected Result/Impact:** Student will increase in 1 years of learning as measured by STAAR 8th grade Science STAAR and Science ACPs for 6th and 7th grade **Staff Responsible for Monitoring:** admin CILT Leadership Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools - **Problem Statements:** Demographics 5, 6 - Student Learning 1, 5, 8 - School Processes & Programs 4, 6, 9 - Perceptions 4, 6, 8 **Funding Sources:** - 282 - ESSER III (ARP) - $2,000				



No Progress


Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 5: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause**: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Problem Statement 6: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause**: Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Student Learning

Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 5: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause**: Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Problem Statement 8: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause**: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

School Processes & Programs

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 4: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause**: Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 9: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause**: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Perceptions

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 4: There is a need for additional training in the areas of IB, PBL, SEL, and inquiry based learning school wide. **Root Cause**: Training opportunities were not readily available due to restrictions put in place due to circumstances beyond campus control such as limited travel, limited offerings, and limitations of online meetings.

Perceptions

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 8: Teachers still do not know how to deliver IB lessons or balance the IB requirements with the districts requirements. **Root Cause**: There is a lack of modeling in how to incorporate the approaches to learning in the delivery of lessons and students activities.

Goal 3: Schoolwide STAAR goals are 70% Approaches, 35% Meets, and 15% Masters.
DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects in Domain 1 will increase from 40 to 50 by June 2025.

Performance Objective 4: STAAR scores in 6-8 grade Social Studies will improve approaches from 36% in 2022 to 70% in 2023, meets from 6 % in 2022 to 35 % in 2023 and masters from 1% in 2022 to 15% in 2023.

High Priority

Evaluation Data Sources: State Testing (STAAR data)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide high-quality PD to maximize instructional strategies via campus PLCs and/or off-campus workshops such as PBL and IB. **Strategy's Expected Result/Impact:** Increased student achievement Utilization of IB Principles and policies **Staff Responsible for Monitoring:** Department Teachers IB Coordinator PLC leaders (AP) **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4, 9 - School Processes & Programs 1, 3, 6, 7 - Perceptions 1, 3, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administer weekly Power DOLs, 6 six week common assessments, and use progress monitoring tools such as All in Learning to track growth and plan interventions. **Strategy's Expected Result/Impact:** Increased student achievement Increased use of MTSS plans for intervention Data Driven Instruction **Staff Responsible for Monitoring:** Department Teachers Administrators **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 3, 6, 7 - Perceptions 3, 6				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Student Learning

Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 9: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

School Processes & Programs

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Perceptions

Problem Statement 1: Both teachers and students adapting to teaching and learning in a virtual environment led to decreased student engagement. **Root Cause**: There are several factors leading to this including: no centralized platform (district-wide), understanding of use of technology by teachers and students, lack of resources at the start of the year (hot spots/chromebook), knowledge of technology needs and ability to get the needed to families, lack of needed training, and issues with connectivity and infrastructure.

Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.

Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Goal 4: School Goal: Student participation in extracurricular or co-curricular will be 100% by Spring 2023.
DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Performance Objective 1: Student participation in extracurricular or co-curricular activities will increase from 16.0 percent to 70.0 percent by December 2022 and to 100% by May of 2023. .

Evaluation Data Sources: Data from recorded student participation in all extracurricular (Aragon-Activities Coordinator)
Dallas ISD Student Activity Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the number of stakeholders who participate in extracurricular or co-curricular activities and expand club options that will appeal to students based on both teacher and student surveys. **Strategy's Expected Result/Impact:** Increased number of students participating in extracurricular activities. Increased positive responses in student perception survey on the Supportive Relationships category using Students Surveys. Increased student engagement Increased attendance **Staff Responsible for Monitoring:** All stakeholders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - School Processes & Programs 3, 6, 7 - Perceptions 3, 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Allow flexible club meeting times/dates to ensure students have access to more and varied activities **Strategy's Expected Result/Impact:** Increased student involvement, engagement, and attendance **Staff Responsible for Monitoring:** all stakeholders **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Student Learning
Problem Statement 1: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Problem Statement 4: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.
School Processes & Programs
Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.
Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.
Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Perceptions
Problem Statement 3: There is inadequate professional development and training to help teachers integrate technology productively into lessons. **Root Cause**: Professional development was focused on COVID safety protocols and no additional staff development days were built into the calendar throughout the school year.
Problem Statement 6: The number of students obtaining Approaches in in all Contents remains lower than PreCovid data. **Root Cause**: Instruction and interventions are being not differentiated to meet the needs to all students. Virtual learning the previous year contributed to low engagement. Attendance of students that did not meet contributed to low performance on STAAR.

Goal 4: School Goal: Student participation in extracurricular or co-curricular will be 100% by Spring 2023.
DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Performance Objective 2: Students will participate in IB Middle Years Programme at a rate of at least 50% by December 2022 and 100% by May 2023.

Evaluation Data Sources: Unit Plans
8th grade personal project
Teacher observations
Advisory data
Professional development

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Educational stakeholders will engage in professional development to increase teacher capacity, IB programme implementation, the use of Project and inquiry based learning, and increased use of SEL strategies campus wide. **Strategy's Expected Result/Impact:** Increased teacher capacity and use of best practices to achieve effective instruction. Increased student achievement. IB Programme implementation Increased student engagement **Staff Responsible for Monitoring:** Leadership team ILTs IB Coordinator Mentor Teachers Other campus teachers **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increased use of IB Unit Plans and IB Principles and Policies as required in IB documents such as subject guides. IB aspects (Learner Profiles, global contexts, service as action, key concepts, ATLs, student voice, and reflection) will be addressed in all 8 subject groups as well as advisory. **Strategy's Expected Result/Impact:** Increased engagement Increased student centered learning Increased attendance Increased cognitive demand **Staff Responsible for Monitoring:** All stakeholders **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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
Student Learning
Problem Statement 2: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.
School Processes & Programs
Problem Statement 7: Interventions are not being implemented to address the academic needs of the students. **Root Cause**: Lack of professional development, and monitoring contributed to teachers failing to implement interventions that address the needs of students.

Goal 5: School Goal: Ensure that there is an increase in active and family engagement strategies that increases participation, feedback and collaboration with parents and families.
DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective 1: Positive Parent responses in the category of Academic Orientation will increase from 81 % to 90% in May of 2023.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increased use of parent information/education nights, parent-campus communication, and opportunities for parental involvement. **Strategy's Expected Result/Impact:** Increased comfort of parents with attending campus events Increased parental satisfaction **Staff Responsible for Monitoring:** Community Liaison Leadership IB Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increased parental involvement in programs and opportunities through the use of Parent/Principal Monthly Coffees, Parent workshops, Family/Community Involvement events, Family Nights that support positive family and school relationships, High School/Collegiate parent workshops, and the development of a Parent and Family Engagement Policy to help all stakeholders better support student achievement. During events provide food and refreshments for parents/community. Parental involvement requires use of technology, purchase of 10 laptops and black and white printer for the parent center. **Strategy's Expected Result/Impact:** Increased parental involvement Increased student achievement Increased awareness of future opportunities Decreased drop-out rate **Staff Responsible for Monitoring:** All stakeholders **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 7 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** Food and refreshments for parent and community events - 211 - Title I, Part A - 211-11-6499-2R-077-2-30 - $1,000, Supplemental pay or liaison to help increase community/parent involvement - 211 - Title I, Part A - 211-61-6128-ED-077-2-30 - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Lack of visibility and parental participation limited interactions such as volunteer opportunities, participation in conferences and other meetings such as PTO, SBDM, and Family Event Nights **Root Cause**: Hesitancy due to Covid, lack of proper identification, and district mandates regarding in person gatherings on campus all resulted in reduced family and community involvement.

Student Learning
Problem Statement 7: Lack of visibility and parental participation limited interactions such as volunteer opportunities, participation in conferences and other meetings such as PTO, SBDM, and Family Event Nights **Root Cause**: Hesitancy due to Covid, lack of proper identification, and district mandates regarding in person gatherings on campus all resulted in reduced family and community involvement.

School Processes & Programs

Problem Statement 2: Lack of visibility and parental participation limited interactions such as volunteer opportunities, participation in conferences and other meetings such as PTO, SBDM, and Family Event Nights **Root Cause**: Hesitancy due to Covid, lack of proper identification, and district mandates regarding in person gatherings on campus all resulted in reduced family and community involvement.

Perceptions

Problem Statement 2: Lack of visibility and parental participation limited interactions such as volunteer opportunities, participation in conferences and other meetings such as PTO, SBDM, and Family Event Nights **Root Cause**: Hesitancy due to Covid, lack of proper identification, and district mandates regarding in person gatherings on campus all resulted in reduced family and community involvement.

Goal 5: School Goal: Ensure that there is an increase in active and family engagement strategies that increases participation, feedback and collaboration with parents and families.
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 2: Positive Parent responses in the category of Communication will increase from 81 % to 90 % in May of 2023.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All communication will be in both English and Spanish to support the IB requirement of education that supports the "mother tongue." **Strategy's Expected Result/Impact:** Increased student achievement Increased communication Increased parental satisfaction **Staff Responsible for Monitoring:** Community Liaison Leadership IB Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increased parental involvement in programs and opportunities through the use of Parent/Principal Monthly Coffees, Parent workshops, Family/Community Involvement events, Family Nights that support positive family and school relationships, High School/Collegiate parent workshops, and the development of a Parent and Family Engagement Policy to help all stakeholders better support student achievement. **Strategy's Expected Result/Impact:** Increased parental involvement Increased student achievement Increased awareness of future opportunities Decreased drop-out rate **Staff Responsible for Monitoring:** All stakeholders **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increased use of parent information/education nights, parent-campus communication, and opportunities for parental involvement. **Strategy's Expected Result/Impact:** Increased comfort of parents with attending campus events Increased parental satisfaction **Staff Responsible for Monitoring:** Community Liaison Leadership IB Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increased use of both digital and paper newsletters that inform parents of upcoming events, IB initiatives, and provides parents with strategies to use with students at home. All communication will be in both english and spanish to support the IB requirement of education that supports the "mother tongue." **Strategy's Expected Result/Impact:** Increased student achievement Increased communication Increased parental satisfaction **Staff Responsible for Monitoring:** Community Liaison Leadership IB Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: School Goal: Ensure that there is an increase in active and family engagement strategies that increases participation, feedback and collaboration with parents and families.
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 3: Positive Parent responses in the category of Environment will increase from 87 % to 90 % in May of 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All communication will be in both English and Spanish to support the IB requirement of education that supports the "mother tongue." **Strategy's Expected Result/Impact:** Increased student achievement Increased communication Increased parental satisfaction **Staff Responsible for Monitoring:** Community Liaison Leadership IB Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increased parental involvement in programs and opportunities through the use of Parent/Principal Monthly Coffees, Parent workshops, Family/Community Involvement events, Family Nights that support positive family and school relationships, High School/Collegiate parent workshops, and the development of a Parent and Family Engagement Policy to help all stakeholders better support student achievement. **Strategy's Expected Result/Impact:** Increased parental involvement Increased student achievement Increased awareness of future opportunities Decreased drop-out rate **Staff Responsible for Monitoring:** All stakeholders **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increased use of parent information/education nights, parent-campus communication, and opportunities for parental involvement. **Strategy's Expected Result/Impact:** Increased comfort of parents with attending campus events Increased parental satisfaction **Staff Responsible for Monitoring:** Community Liaison Leadership IB Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increased use of both digital and paper newsletters that inform parents of upcoming events, IB initiatives, and provides parents with strategies to use with students at home. All communication will be in both english and spanish to support the IB requirement of education that supports the "mother tongue." **Strategy's Expected Result/Impact:** Increased student achievement Increased communication Increased parental satisfaction Increased parent awareness of campus happenings **Staff Responsible for Monitoring:** Community Liaison Leadership IB Coordinator **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Cortez, Jon	6150.TEACHER.TITLE I.TEAC	Title I - Part A CAMPUS	1
Faz Ruiz, Luisa	5715.TEACHER ASSISTANT.TITLE I.AIDE	Title I - Part A CAMPUS	1
LEE, DYLAN E	6150.TEACHER.TITLE I.TEAC	Title I - Part A CAMPUS	1
PRECIADO, ROSALINDA	4935.COMMUNITY LIAISON.N/A.OFIS	Title I - Part A CAMPUS	1
RODRIGUEZ, VERONICA	5715.TEACHER ASSISTANT.TITLE I.AIDE	Title I - Part A CAMPUS	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	David Lee	Principal
Administrator	Kimberly Alexander	Assistant Principal
Administrator	Norma Aragon	Assistant Principal
Support Staff	Monica Pena	Office Manager
Administrator	Molly Lynch	Assistant Principal
Counselor	Kori Anderson	Counselor
Counselor	Shauntee Watson	Counselor
Non-classroom Professional	Rosalinda Martinez	Community Liaison
Parent	Norma Moreno	parent
Parent	Maria Salinas	parent
Parent	Gemma Ortiz	parent
Parent	Juana Barajas	parent
Parent	Maria Robledo	parent
Community Representative	Gloria Hernandez	Business partner
PTO	Benny Guzman	PTO president
Paraprofessional	Taylor Heningburg	Inclusion Sped TA

Campus Planning Committee

Committee Role	Name	Position
Non-classroom Professional	Christy Bass	IB Coordinator
Administrator	Norma Aragon	Assistant Principal
Administrator	Kimberly Alexander	Assistant Principal
Administrator	Molly Lynch	Assistant Principal
Classroom Teacher	Eduardo Jimenez	ILT
Counselor	Kori Anderson	Counselor
Counselor	Shauntee Watson	Counselor
Classroom Teacher	Jose Sanchez	Teacher
Classroom Teacher	Cheresa Gilzean	Teacher
Classroom Teacher	Khira McKenney	Teacher
Classroom Teacher	Dylan Lee	Teacher
Classroom Teacher	Donald Miller	Teacher
Classroom Teacher	Stephanie Gonzalelz	Teacher
Classroom Teacher	Princess Fair	Teacher
Classroom Teacher	Palens Pacius	Teacher
Classroom Teacher	Martica Tolbert	Teacher
Classroom Teacher	Nakoyia Price	Teacher
Classroom Teacher	Joanna McCue	Teacher
Administrator	Darcus Williams	Teacher
Classroom Teacher	Evan Williams	Teacher
Classroom Teacher	Terese Calvert-Sheinberg	Teacher
Classroom Teacher	Yolanda Villalobos	Teacher
Classroom Teacher	Justin Lewis-Kirby	Teacher
Classroom Teacher	Kaylen Cottongame	Teacher
Classroom Teacher	Jorge Martinez	Teacher
Classroom Teacher	Josey Valtier	Teacher
Classroom Teacher	Bridgette Browne	Teacher
Classroom Teacher	Hiram Orozco	Teacher

Committee Role	Name	Position
Classroom Teacher	Karla Pagan	Teacher
Classroom Teacher	Jamie Walker	Teacher
Classroom Teacher	Angela Nickson	Teacher
Classroom Teacher	Clifton Lewis	Teacher
Classroom Teacher	Elana Sims	Teacher
Classroom Teacher	Sonia Francis	Teacher
Classroom Teacher	Imani Brown	Teacher
Classroom Teacher	Alyssa Torres	Teacher
Paraprofessional	Taylor Heningburg	Inclusion Sped TA
PTO	Benny Guzman	PTO president
Business Representative	Gloria Hernandez	Business partner