

Dallas Independent School District
038 Judge Barefoot Sanders Law Magnet
2022-2023 Campus Improvement Plan



Mission Statement

To equip students with the critical reading, writing, and thinking skills necessary to thrive in college and in the workforce.

Vision

To be the premier high school in transforming students into community leaders.

Value Statement

Read. Write. Think!

Table of Contents

| | |
|---|----|
| To equip students with the critical reading, writing, and thinking skills necessary to thrive in college and in the workforce. | 2 |
| To be the premier high school in transforming students into community leaders. | 2 |
| Read. Write. Think! | 2 |
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Learning | 7 |
| School Processes & Programs | 10 |
| Perceptions | 13 |
| Priority Problem Statements | 15 |
| Comprehensive Needs Assessment Data Documentation | 16 |
| Goals | 18 |
| Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2025. | 19 |
| Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40 percent to 56 percent by June 2025. CAMPUS GOAL FOR READING: Student achievement on the ninth-grade state assessment in English Language Arts at the Meets performance level will increase from 99% to 100% by 2022 and increase from 50% or above at the Master's performance level. | 23 |
| Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3 percent to 56.0 percent by June 2025. | 25 |
| Goal 4: 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. CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR: Maintain and improve College and Career Ready processes, systems, and structures to ensure higher access for all students 9-12 regardless of background or circumstances. | 26 |
| Goal 5: 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. | 29 |
| Goal 6: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023. CAMPUS GOAL FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES: 100% of all Law Magnet students will participate in at least one extracurricular or co-curricular activity during the 2022-2023 school year. | 30 |
| Goal 7: DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families. | 31 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Judge Barefoot Sanders Law Magnet (Law Magnet) is a forty-two-year-old, 9-12th grade Title I magnet campus in the Dallas Independent School District (DISD) located in the Oak Cliff neighborhood of Dallas, Texas. Dallas is a modern metropolis in north Texas, that is a commercial and cultural hub of the region. Dallas has been rated as one of the fastest-growing communities in the United States. The city has a population from a myriad of ethnic and religious backgrounds. The campus is a law-focused magnet school where students apply and are accepted from all over the city. Most students arrive to campus by using the bus provided by DISD or the city. In concert with the fast growth of the city, student enrollment at Law Magnet is increasing from 455 students to around 498 students in 2022/2023. The population of the school is predominantly Hispanic at 76.3%. African American students make up 14.7% of the population and White students represent 4.2%. There are 2.2% claiming multi-race.

At 98.9%, the attendance rate remains steady. Law Magnet's student groups include 9.9% English Language Learners (ELL), 49.9% Talented and Gifted, and 1% Special Education. Additionally, 72.7% are economically disadvantaged and 27.6% are identified as at-risk.

Law Magnet employs a high-quality, talented staff. Five new teachers have been hired for the new school year. Law Magnet is fortunate to have a staff that more closely mirrors the student groups with regard to race and ethnicity with the exception of the White population being higher at 35%. The turnover rate among our staff with two teachers changing career paths and one retiring. Each new teacher is assigned a mentor teacher and has support structures in place. Each staff member has two planning periods per eight-period block schedule for planning and content PLC. Each teacher is assigned an individual professional development plan that is tailored to meet their individualized needs. These needs are addressed through spot observations, one-on-one feedback, peer observations, PLCs, survey feedback, and professional development.

STUDENT ENROLLMENT (As of 06/14/2022)

| GRADE LEVELS: | ENROLLMENT | STUDENT ETHNIC COMPOSITION (TOTAL): | | |
|--------------------------|------------|-------------------------------------|-----|-------|
| 9 | 125 | Hispanic | 322 | 76.3% |
| 10 | 138 | African American | 78 | 14.7% |
| 11 | 120 | White | 23 | 4.2% |
| 12 | 115 | Asian | 4 | 1.0% |
| Total Number of Students | 498 | American Indian | 2 | 0.5% |
| | | National Hawaiian/ Pacific Islander | 1 | 0.3% |

GRADE LEVELS:**ENROLLMENT****STUDENT ETHNIC COMPOSITION (TOTAL):**

| | | |
|-----------------------|------------|-------------|
| Multi-Race | 7 | 1.6% |
| Not Reported | | |
| Total Students | 487 | 100% |

STAFF (As of 06/14/2022)**Campus Professional Staff**

| | |
|-----------------|----|
| Teachers | 26 |
| Administrators | 2 |
| Counselors | 2 |
| Nurses | |
| Librarians | |
| (Add as needed) | |

Campus & Support Staff

| | |
|------------------------|---|
| Food Services | |
| Custodians | |
| Maintenance | |
| Office Managers/Clerks | 3 |
| Security | 1 |
| Other Support | 1 |

TOTAL PROFESSIONAL STAFF: 28**TOTAL SUPPORT STAFF: 7****TOTAL STAFF: 35****STAFF DEMOGRAPHICS****Years of Experience # %**

| | |
|-------------|------|
| 0 Years | 0 0 |
| 1-5 Years | 6 23 |
| 6-10 Years | 7 27 |
| 11-20 Years | 7 27 |
| 20+ | 6 23 |

Ethnicity %

| | |
|------------------|------|
| African American | 23 |
| Asian | 4 |
| Hispanic | 38.5 |
| White | 34.6 |

| TEI Rating | # of Teachers |
|------------|---------------|
|------------|---------------|

| | |
|------------------|----|
| No Effectiveness | 5 |
| Progressing I | 1 |
| Progressing II | 2 |
| Proficient I | 6 |
| Proficient II | 6 |
| Proficient III | 4 |
| Exemplary II | 2 |
| TOTAL | 26 |

PARENTS

Parent involvement is critical to the educational success of students. At the Law Magnet, we offer several opportunities for parents to get involved in the educational and social growth of their students. These opportunities include PTSA, SBDM, booster clubs, and monthly "Red Bull (Coffee) with the Principal." We also provide events for parents to expand their own knowledge and gain tools to help them maintain a healthy family environment. PTSA meetings occur on the first Monday of every month at 6 pm. The SBDM meetings occur on the first Monday of every month at 5 pm. Red Bull (Coffee) with the Principal occurs on the first Monday of every month at 9:30 am.

COMMUNITY

Through the support of community partners, Law Magnet offers a well-rounded educational and social experience to students. Their valuable resources assist teachers and staff in securing important learning materials and facilitating student and family enrichment activities. Our partnerships provide time often donating to our mentorship program, internship opportunities for students, and financial assistance. Our community partners include:

| Association of Corporate Counsel | City of Dallas Municipal Courts | Dallas Association of Young Lawyers |
|---|---|-------------------------------------|
| Dallas Bar Association | Dallas Bar Foundation | Dallas County Courts |
| Dallas County Sheriff | Dallas Education Foundation | Dallas Hispanic Bar Association |
| Dallas Police Department | Dallas ISD Police Department | JL Turner Legal Association |
| National Latino Law Enforcement Organization | Texas A&M University Law School | Texas State Bar Association |
| Southern Methodist University Dedman Law School | University of North Texas - Dallas Law School | US Labor Department |

Demographics Strengths

1. 100% of students enrolled graduated in the Recommended/ Distinguished High School Program. Race, ethnicity, and economic or ELL status had no influence on this achievement.
2. 100% of our students were retained. No dropouts and/or transfers occurred during this past academic year.
3. Attendance rates have been at 98% for the last three years.
4. 77% of our staff has 6 or more years of teaching experience, many being distinguished educators.

5. 65% of teachers are a minority. 67% of staff are a minority.

6. 73% of teachers are Proficient I or better.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our faculty ethnicity does not align closely with our student/community ethnicities. **Root Cause:** Much of our faculty has been teaching through a couple of decades, and as the demographics of the community have changed we have remained static.

Problem Statement 2: Our economically disadvantaged group is our largest student group on campus and we must ensure this status does not impact their success. **Root Cause:** The data is a reflection of the greater Dallas community we serve. We must ensure our RTI and SEL strategies are effective to serve this group.

Problem Statement 3: The number of enrolled African American students is 14.7% (67). **Root Cause:** Our recruiting has not resulted in a diversified applicant pool.

Student Learning

Student Learning Summary

The campus CNA committee considered a variety of student academic achievement information and data, including campus based assessments, STAAR scores, and climate survey results. The committee analyzed differences between student groups (at-risk, TAG, and ELL) and grade levels. An analysis of the campus comparison groups for the past three years looking for trends and patterns. The committee also looked at student achievement for students participating in these special populations: talented and gifted, ESL, low SES, race, and gender. The summary data listed below includes information that was discussed.

STAAR EOC 2021/2022

| Subject | Approaches | Meets | Masters | Difference (2018/2019) |
|------------|------------|-------|---------|------------------------|
| Algebra I | 100 | 88.4 | 76.9 | -12.4 |
| Biology | 99.2 | 93.9 | 57.7 | -13.6 |
| English I | 100 | 95.4 | 36.9 | -1.5 |
| English II | 99.1 | 98.2 | 19.3 | -2.9 |
| US History | 100 | 96.5 | 76.7 | -1.0 |

SAT RESULTS

YEAR AVERAGE

2016-17 1063
2017-18 1069
2018-19 1071
2020-21 1082
2021-22 1099

ACT RESULTS

YEAR AVERAGE

2016-17 20.8
2017-18 20.8
2018-19 20.5
2020-21 21.1
2021-22 21.4

ACP RESULTS FALL 2021

MATH

Subject DISD Law Difference

| | | | |
|------------|------|-------|--------|
| Algebra I | 75.8 | 98.97 | +23.17 |
| Geometry | 57 | 76.6 | +19.6 |
| Algebra II | 73.1 | 99.1 | +26.0 |
| Pre-Cal | 60.2 | 76.56 | +16.36 |

SCIENCE (2020/21)

Subject DISD Law Difference

| | | | |
|-----------|------|-------|--------|
| Biology | 74.7 | 93.67 | +18.97 |
| Chemistry | 70.8 | 97.13 | +26.33 |
| Physics | 70.8 | 85.8 | +15.0 |

ENGLISH (2020/21)

Subject DISD Law Difference

| | | | |
|------------|-------|-------|--------|
| English I | 75.6 | 94.66 | +19.06 |
| English II | 75.27 | 96.38 | +21.11 |

SAT participation: 100%, ACT participation 98.5%

SAT Percent at benchmark: Reading & Writing-87.3%, Mathematics-53.7%

ACT Percent at benchmark: English-66.7%, Mathematics-39.4%, Reading-53.0%, Science-36.4%

SAT mean score: 1099

ACT composite score: 21.4

AP Exams: 938 exams administered in 2018 vs. 976 administered in 2021

Student Learning Strengths

- 1. Our master's percentages on EOC exams are very high in Algebra I, Biology, and US History. The master's percentages in English I and English II are well above average.
- 2. Our ACP pass rate is well above the District average.
- 3. Our writing assessment scores fall above the 70th percentile for both English I and English II.
- 4. High participation rates in SAT, ACT, and PSAT.
- 5. College entrance exam math scores are trending up.

6. Students score above district average on local Assessment of Course Performance Exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gaps continue to exist between Hispanic students and African American students on college entrance exams. **Root Cause:** Although many Hispanic students are exited from ELL services, we may not be addressing a language deficiency for Hispanic students on College English Rediness Exams.

Problem Statement 2: AP Exam scores have remained at an average of 2.02 for the last two years, which is below district average. Also the passing rates on AP exams (17-18: 25.1 % score of 3 or higher) have trended down over the last 4 years and are lower than our district average. **Root Cause:** The school priority is a large enrollment in AP courses, but we may not be providing enough and/or effective interventions for those who are not predicted to pass.

Problem Statement 3: Student attendance at PSAT, ACT, SAT and AP prep sessions has been low, estimated at 10%. **Root Cause:** Students may not feel the importance of increasing their current scores or may find the sessions ineffective. Some students may not be able to attend at the offered weekend times due to a lack of magnet transportation or personal time commitments. Student may not read or listen to communication via email, Remind, Social Media, or call-outs.

Problem Statement 4: English I and English II "Mastery" levels are not as high as Algebra I, Biology, and US History. **Root Cause:** Townview implemented a new Humanities program with a new curriculum.

Problem Statement 5 (Prioritized): To address MITIGATING LEARNING LOSS and/or to prevent, prepare for, or to respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students. **Root Cause:** Students were out of school or participated in online learning for an extended amount of time.

School Processes & Programs

School Processes & Programs Summary

PROGRAM SUMMARY

The Judge Barefoot Sanders Law Magnet (Law Magnet) is a forty-one-year-old, 9-12th grade Title I magnet campus in the Dallas Independent School District (DISD) located in the Oak Cliff neighborhood of Dallas, Texas. The staff, parents, and community of the Law Magnet are dedicated to the intellectual, ethical, social, and personal growth of students. The school's distinguished staff recognizes the value of rigorously challenging students today so they can succeed in the elite universities and evolving workforces of tomorrow. Through thought-provoking coursework, meaningful internship experiences, and carefully designed project-based learning our students discover their full potential and achieve college and career readiness.

The vision of the Law Magnet is to prepare students for an evolving world by instilling in them critical thinking skills and a respect for academic rigor, honesty, perseverance, and determination. The students of the Law Magnet will be the changemakers of tomorrow. They will be equipped to succeed in any academic or professional field. The three professional fields that the Law Magnet focuses on are government, law enforcement, and pre-law.

CTE Programming

Government gives students a unique opportunity to become change-makers in their community. Students in the program develop a sophisticated understanding of the American political system. In addition, they are given a grounding in political philosophy, international politics, executive and legislative politics, and constitutional law. The Law Magnet Government program prioritizes college and career readiness and its rigorous coursework emphasizes project-based learning experiences and 21st-century skills.

The Severo Perez School of Law Enforcement learns how to reason and communicate like effective upholders of the rule of law. In the same fashion, cadets in the police academy observe authentic criminal cases at the Dallas County Criminal Courthouse and analyze those cases through the lens of the Texas Penal Code. Students participate in excursions to local law enforcement agencies. The law enforcement students coordinate and organize annual, regional law enforcement conferences for local, state, and federal law enforcement agencies. Students also serve in authentic internships in local law enforcement agencies.

The School of Pre-Law uses the study of law as a framework to provide students the opportunity to develop and master analytical, communication, and research skills. Students are learning how to identify legal issues posed by a problem, identify and articulate relevant rules of law applicable to a problem, apply rules of law to a problem, and reach evaluative conclusions about the problem considering the legal analysis. The Pre-Law curriculum will develop deep thinking and problem-solving skills that arm them to be leaders in their community.

Advanced Placement Academics/TAG

The Law Magnet offers the most Advanced Placement Courses in the Dallas Independent School District at 31, including the AP Capstone and AP Comparative Government which all students take. Law Magnet students cultivate legal research skills through the AP Capstone Program. This College Board program helps students develop the necessary independent research, teamwork, and communication skills to excel in college and thrive in legal professions. Through this program, students learn how to make logical, evidence-based decisions. The AP Capstone teaches students to analyze topics through multiple lenses to construct meaning or gain understanding. In doing so, students plan and conduct a study or investigation that proposes a solution to real-world problems.

Dallas College Dual Credit

Students take dual credit classes at their local Dallas College during the summer. In process of expanding Dallas College offerings to support government, law enforcement, and pre-law pathways. We have additional offerings in art and math.

Community/Partnerships

Through the support of community partners, the Law Magnet offers a well-rounded educational and social experience to students. Their valuable resources assist teachers and staff in securing important learning materials and facilitating student and family enrichment activities.

Staff Recruitment & Retention

Law Magnet employs a high-quality, talented staff. Five new teachers have been hired for the new school year. Law Magnet is fortunate to have a staff that more closely mirrors the student groups with regard to race and ethnicity with the exception of the White population being higher at 35%. The turnover rate among our staff with two teachers changing career paths and one retiring. Each new teacher is assigned a mentor teacher and has support structures in place. Each staff member has two planning periods per eight-period block schedule for planning and content PLC. Each teacher is assigned an individual professional development plan that is tailored to meet their individualized needs. These needs are addressed through spot observations, one-on-one feedback, peer observations, PLCs, survey feedback, and professional development.

Technology

Each classroom has access to wireless internet. Each classroom has a minimum of one to four desktop computers. Each classroom has aging projectors. Math classrooms have access to a classroom set of calculators that need to be updated. Students are not issued personal computers.

Bullying Policy

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. The purpose of the Dallas Independent School District's policy on bullying is to assist the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior. An act of bullying, by either an individual student or a group of students, is expressly prohibited on district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.

Dropout Prevention

The Law Magnet will be participating in the Districtwide Student Initiative for Freshman Dropout Prevention.

PROGRAM HIGHLIGHTS

- As an "A" rated campus, we are free to complete recruiting activities independent of some district processes. We interview all candidates with a panel including the principal, assistant principal, teachers on the team, and if appropriate the exiting teacher.
- The development of the teacher is the responsibility of the supervisor and the New Teacher Mentor program. Teachers are evaluated on the TEI evaluation system.
- Professional development content is developed using data from the student surveys to identify areas of need. This school year we focused on engagement strategies and have observed many of the strategies in use in daily lessons.
- A content level PLC is in place for all math and Law cluster teachers every other day for 90 minutes. Teachers have common planning periods with their PLC teammates that teach the same content.
- There is a shared decision-making process with input from CILT, SBDM, and the community advisory board. CILT is comprised of one member of each of the PLCs and meets with the principal semi-monthly to advise on decision-making. When feedback is needed from the larger group, it is usually gathered from staff in person at one of our monthly staff meetings or during a special called meeting.
- All teachers serve on at least one major committee on the campus.
- Our school is responsible for the math instruction for our school, plus 3 others in the building: Business, Education, and Health.
- We have a low rate of enrolled special education students (1.0%).
- PTSA was re-chartered this school year.
- A Community Liaison serves as a point of contact for campus-wide family and engagement initiatives. A Parent Instructor exists to work one-on-one with the parents in areas regarding instruction and/or instructional programs.
- We complete a transition camp (Camp Grit) for incoming freshmen each year, and counselors provide support to freshmen through the year in their cluster classes.

School Processes & Programs Strengths

1. The common planning periods for teachers facilitate collaboration and support between teachers.
2. We have strong School/Community partnerships in regards to securing internships. All 12th-grade students participated in an internship opportunity.
3. 98% of the 2021-22 Parent Survey responses conducted by the district showed parents were pleased with the academic direction of their son/daughter.
4. Community Liaison serves as a point of contact for family and engagement initiatives. A Parent Instructor exists to work one-on-one with the parents in areas regarding instruction and/or instructional programs.
5. CTE has sufficient access to technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff members are not completing appropriate professional development in a timely manner. **Root Cause:** Lack of standardized accountability.

Problem Statement 2: Students are consistently tardy to class and often have attendance issues. **Root Cause:** Lack of standardized accountability.

Problem Statement 3: Students are unaware of all of their options regarding college. **Root Cause:** Lack of formalized process for recommendation letter writing and college selection/college advisory process.

Problem Statement 4 (Prioritized): Teachers are not effectively utilizing PLCs. **Root Cause:** Lack of formalized processes, procedures, and expectations regarding involvement in PLC.

Problem Statement 5: Parents do not feel like they are effectively communicated with. **Root Cause:** Lack of parent involvement in parent organizations such as PTSA and identification of regularly used information sources. Lack of parent participation in Remind texting platform.

Problem Statement 6: Students have limited dual credit options at Townview. **Root Cause:** Limited teachers with master's degrees in the specific content areas.

Problem Statement 7: Students are not performing to their potential often failing one or more classes for loss of credit. **Root Cause:** Lack of programming to monitor progress.

Perceptions

Perceptions Summary

Climate Survey Results

| Category | % Positive | Magnet School Rank |
|--------------------------------|------------|--------------------|
| Beliefs & Priorities | 96.4 | 2 |
| Positive Culture & Environment | 96.0 | 2 |
| Culture of Feedback & Support | 96.0 | 2 |
| College-Going Culture | 100.0 | 3 |
| Teacher-Teacher Trust | 93.8 | 2 |
| Teacher-Principal Trust | 96.4 | 2 |

| Panorama Student Survey | % Favorable |
|---------------------------|-------------|
| Classroom Environment | 90 |
| Expectations and Rigor | 83 |
| Pedagogical Effectiveness | 82 |
| Supportive Relationships | 73 |
| Student Engagement | 67 |
| Overall Score | 79 |

CULTURE & CLIMATE HIGHLIGHTS

- 98% average daily attendance for the last two school years.
- DAEP placements were only for two offenses on the campus, drugs and public lewdness. The drug offenses were either for use or possession of marijuana. The public lewdness offenses were for students having sex in various campus locations. Neither of these impacted the Judge Barefoot Sanders Law Magnet. Other than that we had significantly less fights between students and most referrals were level I offenses.
- We implemented restorative discipline practices, which resulted in fewer continued conflicts and prevented some conflicts from escalating to requiring a formal referral. Assistant Principals engage in mediation sessions with individuals/groups of students in conflict.
- Our dropout rate is zero, and all of our students graduated.
- We have a mentor/buddy teacher program for new to the campus and new teaching teachers. Feedback from teachers indicates they would like this process to be more formalized and include observations in classrooms of their peers.

Perceptions Strengths

1. Had a high overall climate survey of all magnet schools in DISD.
2. Students rate our classroom environment and expectations and rigor as high in their perception survey.

3. The advisory board is well attended and successful in providing our students with many meaningful, real-world experiences.
4. The beliefs and priorities are rated high on the faculty survey, indicating that most teachers believe in our school's mission and what we are doing to reach our goals.
5. The number of major offenses and drug offenses has reduced from last year.
6. Restorative discipline practices had a positive impact on student behavior, reducing the number of referrals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student Engagement continues to be a low-performing category on our student survey. **Root Cause:** We need to continue to grow in pedagogy and pacing to engage students throughout a block schedule course while expanding questioning.

Problem Statement 2: Supportive Relationships continue to be our lowest-performing category on the student survey. **Root Cause:** Lack of teacher awareness of student population.

Problem Statement 3: Teacher-Teacher Trust is rated low on our climate survey. **Root Cause:** Collaborative relationships between teachers, administration, and faculty need to be built stronger.

Problem Statement 4: Discipline is rated low on the teacher survey at 88%. **Root Cause:** Lack of systemized structure with dresscode attendance, and tardy policies.

Priority Problem Statements

Problem Statement 1: Gaps continue to exist between Hispanic students and African American students on college entrance exams.

Root Cause 1: Although many Hispanic students are exited from ELL services, we may not be addressing a language deficiency for Hispanic students on College English Rediness Exams.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Student Engagement continues to be a low-performing category on our student survey.

Root Cause 4: We need to continue to grow in pedagogy and pacing to engage students throughout a block schedule course while expanding questioning.

Problem Statement 4 Areas: Perceptions

Problem Statement 3: Teachers are not effectively utilizing PLCs.

Root Cause 3: Lack of formalized processes, procedures, and expectations regarding involvement in PLC.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: To address MITIGATING LEARNING LOSS and/or to prevent, prepare for, or to respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.

Root Cause 2: Students were out of school or participated in online learning for an extended amount of time.

Problem Statement 2 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
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- 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
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: For the "Approaching" category, 100% of all students will achieve this rating on all STAAR End of Course Exams.

For the "Meets" category, 95% - 100% of all students will achieve this rating on all STAAR End of Course Exams.

For the "Masters" category, students will achieve a minimum of the following ratings on their respective STAAR End of Course Exams based on the campus' average percentages for the past 3 years:

- 1) English I - 51%
- 2) English II - 35%
- 3) Algebra I - 93%
- 4) Biology - 83%
- 5) US History - 90%





Evaluation Data Sources: STAAR EOC Exam Results

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Develop and implement student progress and teacher action plans to improve student achievement. (Data, Monitoring, Interventions) Strategy's Expected Result/Impact: Increased student academic performance on formative assessments (IE district ACPs), STAAR EOC exams, and Advanced Placement (AP) exams. Staff Responsible for Monitoring: Garett Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal Teachers - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide extended learning opportunities for extended day programs conducted by state-certified teachers after school and on Saturdays (IE Math Summer Camp, Tutoring, Interventions, etc.) To address MITIGATING LEARNING LOSS and/or to prevent, prepare for, or to respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on formative assessments (IE district ACPs), STAAR EOC exams, and Advanced Placement (AP) exams.</p> <p>Staff Responsible for Monitoring: Garet Feimster, Principal</p> <p>John Falke, Dean of Instruction</p> <p>Brandon Rogers, Assistant Principal</p> <p>Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide instructional resources, supplies, materials, technology, and manipulatives to all core courses (English, math, science, and social studies) and programmatic courses including Criminal Justice and Pre-Law. To address MITIGATING LEARNING LOSS and/or to prevent, prepare for, or to respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance on formative assessments (IE district ACPs), STAAR EOC exams, and Advanced Placement (AP) exams.</p> <p>Staff Responsible for Monitoring: Garet Feimster, Principal</p> <p>John Falke, Dean of Instruction</p> <p>Brandon Rogers, Assistant Principal</p> <p>Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Provide instructional feedback to teachers. (One-On-One Feedback, Learning Walks, PLC, Professional Development, Lesson Plan Feedback) Strategy's Expected Result/Impact: This strategy will result in continuous improvement in quality of instruction, and improved culture and climate. Staff Responsible for Monitoring: Garete Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal Teachers - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Attend District, local, and national meetings, conferences, and professional development based on the needs of students as indicated by local, state, and national achievement data. To address MITIGATING LEARNING LOSS and/or to prevent, prepare for, or to respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Increased student academic performance on formative assessments (IE district ACPs), STAAR EOC exams, and Advanced Placement (AP) exams. Staff Responsible for Monitoring: Garete Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal ILT - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 6 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 6: Provide two planning periods per eight classes to develop a highly effective professional learning community and planning in horizontal and vertical teaming Strategy's Expected Result/Impact: Increased student academic performance on formative assessments (IE district ACPs), STAAR EOC exams, and Advanced Placement (AP) exams. Staff Responsible for Monitoring: Garett Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal ILT - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 7 Details | | Reviews | | | |
| Strategy 7: Limit state-certified teacher caseload to no more than two preparations. Strategy's Expected Result/Impact: Increased student academic performance on formative assessments (IE district ACPs), STAAR EOC exams, and Advanced Placement (AP) exams. Staff Responsible for Monitoring: Garett Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal ILT - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 8 Details | | Reviews | | | |
| Strategy 8: Link Crew (Freshmen Mentorship) will continue for the 2022/2023 school year. Strategy's Expected Result/Impact: Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders, and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. Staff Responsible for Monitoring: Yonathan Tadesse, Math Department Chair - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Strategy 9 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 9: Create additional spaces to target class size reduction in the attempt to achieve a less congested learning environment including the purchasing of additional furniture. To address MITIGATING LEARNING LOSS and/or to prevent, prepare for, or to respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students. Strategy's Expected Result/Impact: Reducing class size leads to improvement in student achievement. Staff Responsible for Monitoring: Garet Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal ILT - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

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

CAMPUS GOAL FOR READING: Student achievement on the ninth-grade state assessment in English Language Arts at the Meets performance level will increase from 99% to 100% by 2022 and increase from 50% or above at the Master's performance level.

Performance Objective 1: The Lexile Framework model will be utilized to assess 100% of the ninth-grade students reading levels by using Lexile measures to improve student achievement in the area of reading comprehension.

Evaluation Data Sources: The Lexile Reading Framework (Scholastic Reading Inventory (SRI), STAAR EOC and/or PSAT exam results).

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide instructional resources, supplies, materials, technology, and manipulatives to English I and English II classes. Strategy's Expected Result/Impact: Students earning a "Masters" rating will increase to English I - by 51% and English II - by 35%. Staff Responsible for Monitoring: Garet Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal ILT - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Secure baseline data from the administration of the Scholastic Reading Inventory (SRI) and/or PSAT exam. Strategy's Expected Result/Impact: Increased student reading proficiency levels as indicated by the Lexile Framework. Staff Responsible for Monitoring: Valarie Kendrick, Principal Garet Feimster, Principal English Language Arts Teachers - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Provide extended learning opportunities for extended day programs conducted by state-certified teachers after school and on Saturdays (IE English Summer Camp, Tutoring, Interventions, etc.) Strategy's Expected Result/Impact: Increased student reading proficiency levels as indicated by the Lexile Framework. Staff Responsible for Monitoring: Valarie Kendrick, Principal Garet Feimster, Principal English Language Arts Teachers - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Ensure teachers are aware of and implement the appropriate accommodations/modifications for students identified with learning disorders that impact reading. Strategy's Expected Result/Impact: Increased student reading proficiency levels as indicated by the Lexile Framework. Staff Responsible for Monitoring: Valarie Kendrick, Principal Veronica Garcia, SST/504 Co-Chair Darin Lettbetter, SST/504 Co-Chair - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Develop and implement student profiles and teacher action plans to improve student achievement. Strategy's Expected Result/Impact: Increased student reading proficiency levels as indicated by the Lexile Framework. Staff Responsible for Monitoring: Valarie Kendrick, Principal Garet Feimster, Principal English Language Arts Teachers - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

Goal 4: 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.

CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR: Maintain and improve College and Career Ready processes, systems, and structures to ensure higher access for all students 9-12 regardless of background or circumstances.

Performance Objective 1: National (SAT, ACT, PSAT, Certifications)

100% of qualifying senior students will apply for TAFSA or FAFSA. (93% FAFSA/TASFA)

100% of seniors will apply to college/university and/or military programs. (97% Apply Texas/Common App Submitted)

Improve Total Amount of Scholarships/Institutional Grants Awarded from \$24.0 million in June 2022.

Evaluation Data Sources: Increased scoring related to SAT, ACT, and PSAT.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide extended learning opportunities, and instructional resources for extended day programs and extracurricular/co-curricular activities via DISD Boot Camps, Khan Academy, and ACT.org. Strategy's Expected Result/Impact: Increased scoring related to SAT, ACT, and PSAT. Staff Responsible for Monitoring: Garet Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal ILT - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Provide instructional materials for intervention programs, transition camps, and test prep programs including SAT, ACT, PSAT. Strategy's Expected Result/Impact: Increased scoring related to SAT, ACT, and PSAT. Staff Responsible for Monitoring: Garete Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal ILT - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Designated Staff will participate in stand-alone programs, intervention (after-school & Saturday School), transition camps, and extracurricular/co-curricular activities Strategy's Expected Result/Impact: Increased scoring related to SAT, ACT, and PSAT. Staff Responsible for Monitoring: Garete Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal ILT - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Students will participate in afterschool activities, work-site visits, internships, classroom speakers career interviews, field trips, and college visits to prepare for college and career readiness. Strategy's Expected Result/Impact: Increased scoring related to SAT, ACT, and PSAT. Staff Responsible for Monitoring: Garet Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal Rozana Rojas, Internship Coordinator - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: College Transition expanded and added to all Law Magnet Junior's and Senior's schedules. Strategy's Expected Result/Impact: College Transition is a high school course designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners both in high school and college including ACT/SAT prep. Staff Responsible for Monitoring: Don Gonzalez, Magnet Program Coordinator Patrick Lyons, Senior College Transition Teacher Ross Smeltzer, Junior College Transition Teacher Yonathan Tadesse, Math Department Chair - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |





Goal 5: 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.

Goal 6: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

CAMPUS GOAL FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES: 100% of all Law Magnet students will participate in at least one extracurricular or co-curricular activity during the 2022-2023 school year.

Performance Objective 1: Each Law Magnet cluster (school of) will have three co-curricular activities that support what is being taught in class totaling six.

Evaluation Data Sources: Student Activities

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Each Law Magnet cluster (school of) will have three co-curricular activities that support what is being taught in class totaling six. Criminal Justice: Model UN, Police Explorers, & SkillsUSA. Pre-Law: Debate, Mock Trial, & Moot Court Strategy's Expected Result/Impact: Expand co-curricular activities to get all students involved. Staff Responsible for Monitoring: Garet Feimster, Principal John Falke, Dean of Instruction Brandon Rogers, Assistant Principal Cluster Teachers - TEA Priorities: Connect high school to career and college | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Expand Law Magnet-sponsored clubs and activities based in government to include Model UN and IGNITE. Strategy's Expected Result/Impact: Expand extracurricular activities to get all students involved. Staff Responsible for Monitoring: Manuel Benzvi, Government Teacher/Model UN Sponsor Patrick Lyons, Government Teacher/Model UN Sponsor Aimee Rodas, IGNITE Sponsor - TEA Priorities: Connect high school to career and college | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 7: 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: Will increase communication with all stakeholders.

Evaluation Data Sources: Parent Survey

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Campus leadership and teachers will use technology to communicate with students and parents to increase parental and community involvement. District Website, Remind, and Facebook will be unified. Strategy's Expected Result/Impact: Better schoolwide communication. Staff Responsible for Monitoring: Garet Feimster, Principal ILT PTSA President | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Utilize community liaison, PTSA, and Friends of the Law Magnet to secure donations for community stakeholders and increase parental and community involvement. Strategy's Expected Result/Impact: Mobilize and streamline all resources provided to Law Magnet outside of DISD. Staff Responsible for Monitoring: Garet Feimster, Principal ILT PTSA President Friends of Law Magnet, President | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Offer workshops, and professional development for parents, faculty, and students based on parent needs. Strategy's Expected Result/Impact: Better schoolwide communication. Staff Responsible for Monitoring: Garet Feimster, Principal ILT PTSA President Friends of Law Magnet, President | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Offer parent and student volunteer opportunities. Strategy's Expected Result/Impact: Better schoolwide communication and parent involvement. Staff Responsible for Monitoring: Garet Feimster, Principal ILT PTSA President Friends of Law Magnet, President | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: Work to develop and maintain positive relationships between teachers, administration, and the Law Magnet community. Strategy's Expected Result/Impact: Better schoolwide communication and parent involvement. Staff Responsible for Monitoring: Garet Feimster, Principal ILT Teachers PTSA President Friends of Law Magnet, President | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Goal 7: 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: Expand recruitment to promote to recruit/attract highly qualified applicants/students.





Evaluation Data Sources: My Data Portal/PowerSchool

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Expand recruitment to promote to recruit/attract highly qualified applicants/students. Strategy's Expected Result/Impact: Recruit high-quality students to enter the program. Staff Responsible for Monitoring: Garet Feimster, Principal ILT Teachers PTSA President Friends of Law Magnet, President - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Goal 7: 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: Expand recruitment to promote the recruit/attract highly qualified African American and English Learners (EL) applicants/students.

Evaluation Data Sources: My Data Portal/PowerSchool

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Increase African American population from 14.7% to 16.2% with the addition of 9 students. Strategy's Expected Result/Impact: Align with Dallas ISD African American population of 20.6%. Equity and access for all. Staff Responsible for Monitoring: Garet Feimster, Principal Don Gonzalez, Magnet Coordinator | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |