

Dallas Independent School District
037 Rosie M. Collins Sorrells School Of Education
2024-2025 Campus Improvement Plan



Mission Statement

The Rosie Sorrells School of Education and Social Services mission is to ensure that every student is engaged in quality learning experiences that will prepare students for future success in their college and career goals. We are striving to build an exceptional school with the support of students, parents, staff and the greater community.

Vision

Aligned with DISD's vision, the Rosie Sorrells School of Education and Social Services seeks to be a premier urban school.

Value Statement

Dedication runs strong throughout the Dallas Independent School District with more than 19,000 employees working toward realizing our vision of becoming the best urban district in the United States. To truly impact the lives of students and govern our day-to-day actions, the Dallas Board of Trustees adopted its core beliefs and Principles of Public Service for the district to follow. These principles and beliefs serve as a guidepost to everything we do.

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Comprehensive Needs Assessment

Revised/Approved: June 6, 2024

Demographics

Demographics Summary

Ethnicity

Grade	All	White	African American	Hispanic	Asian	Multi-Race
9	40	1	8	30	0	1
10	34	2	4	26	1	1
11	55	1	11	43	0	0
12	38	0	8	29	0	1
All	167	4	31	128	1	3

Other

Grade	EB Exit	Special Education	TAG	Econ Dis
9	1	0	17	32
10	0	1	16	27
11	6	0	21	40
12	15	1	8	28
All	22	2	62	127

Teacher Experience

0-5 Years	6-10 Years	11+ Years
5	4	7

Pathways

Education	Social Services
77	90

CCMR, 100%

Graduation Rate, 100%

DAEP Assignments, 2

Advanced Placement, 167

Dual Credit Courses, Education Pathway

Demographics Strengths

Strengths

Strength	Explanation
Campus Size	Build Relationships Close Monitoring Timely Interventions
Programs	All Students Take AP Courses Education Pathway is growing due to dual credit courses and district program
English Department	Low Turnover
Talented and Gifted Population	Increase in students who have engaged in TAG classes prior to attending a magnet school
Certificates	Community Health Worker Certificate; allowed students to participate in Dallas College graduation

Problem Statements Identifying Demographics Needs

Problem Statement 1: Recruitment and enrollment are a challenge. **Root Cause:** Education and Social Services do not draw students. Marketing and Branding

Problem Statement 2: The pathways must engage students in rigorous learning experiences. **Root Cause:** Inconsistency in staffing and programming and teacher turnover.

Priority Problem Statements

Problem Statement 1: Consistency in high performance

Root Cause 1: Student Engagement and Attendance

Problem Statement 1 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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
- Local benchmark or common assessments data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals





Revised/Approved: June 6, 2024

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

Performance Objective 1: Student achievement on state assessments in English I and English II will increase in mastery from 40% to 55% by June 2025.

High Priority

Evaluation Data Sources: Three-week assessments, district assessments, EOC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Effective and Efficient planning and implementation of best practices in Professional Learning Communities. Strategy's Expected Result/Impact: Increase in student engagement and student performance Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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


Performance Objective 2: Teachers will deliver engaging instruction of high cognitive demand as outlined in the TEI rubric to increase and deepen student learning and achievement.

High Priority

Evaluation Data Sources: Three-week checkpoints
 District Common Assessments
 Student Work (Writing, Projects, Learning Activities and discourse)
 EOC
 Spot Observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will use best strategies due to collaboration to engage students in deep learning.</p> <p>Strategy's Expected Result/Impact: Student efficacy Mastery of learning</p> <p>Staff Responsible for Monitoring: Principal Lead Content Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In PLCs, teachers will demonstrate strategies, study student work and use a protocol to study data.</p> <p>Strategy's Expected Result/Impact: Cohesiveness in instructional practices Equity in learning experiences Student Achievement Student Engagement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 3: To increase student engagement and achievement, the campus will create a plan to communicate with parents and encourage them to become partners with the school.





Evaluation Data Sources: Parent Impact Club
 SBDM
 Parent Survey
 Parent Support and responses to campus events and requests

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue with current communications--Remind, Newsletter, Google Classroom, Group Me App, email, etc. Incentivize Parent Participation with Community Service for Students Create and Publish a Calendar of Parent Meeting Dates Parent Groups by Grade Level</p> <p>Strategy's Expected Result/Impact: Student engagement and attendance Student Achievement Positive Parent Partnerships</p> <p>Staff Responsible for Monitoring: CTE Teachers Principal School Staff</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
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Performance Objective 4: To increase math performance in ESSM.

Evaluation Data Sources: Campus-based assessments
 District Assessments
 TSIA
 EOC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate with math teachers (School of Law) to create a plan and strategically use Edgenuity to close math learning gaps.</p> <p>Strategy's Expected Result/Impact: Campus-based assessments Edgenuity reports District Assessments TSIA EOC</p> <p>Staff Responsible for Monitoring: CTE Counselor Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
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Goal 2: STUDENT OUTCOME GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.





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

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

Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 1: Continue to build the CTE pathways to draw new students and engage present students.





Evaluation Data Sources: Student Survey
 Student Engagement and Products
 Student Attendance and Achievement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CTE teachers will communicate with students to create a calendar of collaborative learning activities to enrich the CTE experience.</p> <p>Strategy's Expected Result/Impact: Increased Student Attendance and Achievement Student Engagement Student Survey Increase</p> <p>Staff Responsible for Monitoring: CTE Teachers Principal Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
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Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 2: Increase student efficacy to increase achievement in the classroom and beyond.

Evaluation Data Sources: Student Surveys
 Student Grades (Report Cards)
 District, State, and National Assessments
 Participation in activities beyond the classroom

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The CTE teachers will create an Advisory Schedule to support student learning and high school experience</p> <p>Strategy's Expected Result/Impact: Cohesiveness as a campus Student support of the campus Decrease in anxiety</p> <p>Staff Responsible for Monitoring: CTE Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
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Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 3: Maintain a positive climate and culture with an emphasis on Principal/Teacher Trust

Evaluation Data Sources: Climate Survey Fall and Spring
Teacher engagement beyond the classroom
Teacher attendance and PLCs

Campus Administrator

Committee Role	Name	Position
Administrator	Valarie Kendrick	Principal
Support Staff	Erica Vasquez	Office Manager
Classroom Teacher	Alvaro Ramos	Classroom Teacher
Classroom Teacher	Jenee Berry	Classroom Teacher
counselor	Brittany Smith	Counselor
Classroom Teacher	Fawn Harder	Classroom Teacher
Classroom Teacher	Bryan Lindsey	Classroom Teacher