Dallas Independent School District

058-Alex W. Spence Middle School/TAG Academy

2024-2025 Campus Improvement Plan

Mission Statement

We seek to strengthen scholars' agency, emotional intelligence, creativity, and problem-solving skills with Project Based Learning, equipping them with the expertise required to meet the needs of an ever changing, culturally diverse world.

Vision

Alex W. Spence College and Career Prep seeks to be the premier college and career readiness middle school for all students.

Value Statement

We pursue EXCELLENCE to become the best version of ourselves. We build our Spence community by establishing an environment of **KINDNESS**, trust and respect for all. We also believe every stakeholder deserves success through our commitment to equity and taking **RESPONSIBILITY** for our role within our community. We do this all with unyielding optimism to create an **INVOLVED** community in order to build better experiences for all who walk through our doors!

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Comprehensive Needs Assessment

Revised/Approved: June 6, 2024

Demographics

Demographics Summary

Demographics Summary:

Alex W. Spence Middle School & TAG Academy opened in 1940 as the first "junior high" concept in Dallas ISD. The TAG Academy was added in 1973 to support the district need of G/T students. The campus currently has 588 students, in grades 6-8, and is a Title I campus. The TAG Academy follows the Magnet Application and Testing guidelines for acceptance. However, the comprehensive side of the campus is open enrollment. The demographic make-up of the student population includes 27.6% African American, 65.3% Hispanic, 3.6% White, 0.2% American Indian, 1.0% Asian, and 2.4% Multi-Race. The 2023-2024 data showed that over 46.08% (271) of the current 673 students at Spence were transfers from another campus or charter school/private school outside of the neighborhood attendance boundaries. The neighborhood has transformed in the last 10 years and is now considered to be located near Uptown and part of East Dallas. The campus increased its recruitment efforts by developing a 5th grade recruitment committee for the whole campus. The team incorporated feeder pattern campuses as well as magnet recruitment strategies. The data trend is on an downward trajectory based on the last 5 years due to gentrification of the surrounding neighborhood areas and the increase of speciality schools and programs within the 2-mile surrounding radius of the campus.

Staff Demographics:

41 Teachers & Teacher Assistants

3 Administrators

2 Counselors

2 Cluster Lead Teacher - RLA & Math Focus

1 Coordinator

6 Paraprofessionals

Students:

The student population is made up of the following: 27.7% African American, 63.8% Hispanic, 3.5% White, 0.2% American Indian, 1.2% Asian, and 3.7% Multi-Race. The campus enrollment has shown a decline in the students living in the community due to the transformation of the community, however we did show a decrease in enrollment for 2022-2023 from 625 to 590 then to 525 in 2023-2024. The current TAG acceptances for incoming 6th graders is 75 and approximately 120 for the feeder pattern. We are currently working to enroll 125 students in the TAG program and the transfer period is still open, which will allow for additional students into the neighborhood school.

 Enrollment (May 24, 2024):

Grade	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
06	168	5 (3.0)	51 (30.4)	101 (60.1)	0 (0.0)	2 (1.2)	0 (0.0)	9 (5.4)	0 (0.0)
07	160	5 (3.1)	37 (23.1)	110 (68.8)	0 (0.0)	3 (1.9)	0 (0.0)	5 (3.1)	0 (0.0)
08	192	8 (4.2)	56 (29.2)	121 (63.0)	1 (0.5)	1 (0.5)	0 (0.0)	5 (2.6)	0 (0.0)
All	520	18 (3.5)	144 (27.7)	332 (63.8)	1 (0.2)	6 (1.2)	0 (0.0)	19 (3.7)	0 (0.0)

Campus Discipline Data:

Discipline has shown a decrease from 2022 to 2023:

111	151	16	0	7	1	100	17	26

Faculty & Staff Demographics/Retention Rate:

The campus teacher demographics reflect the following:

African American = 14 (34.1%)

Hispanic = 11 (26.8%)

White = 14 (34.1%)

Other = 2 (4.9%)

Five teaching positions were reduced at spring budget. We also lost an administrator position (TAG Coordinator), 1 paraprofessional position (School Clerk), 3 Special Education Teacher Assistants, 1 Special Education Teacher, and 1 Title one teacher. We had 7 teachers transfer to other campuses or outside of the district. 1 teachers left the teaching profession. We had 4 internal transfers. The campus retention rate for teachers for 2020 is 83%. The campus administrative team, which has had high turnover will have 100% retention for the 2024-2025 school year.

Community & Parents:

 The community surrounding Spence is now predominately made up of younger professionals between the age of 25-35. There are only 2 complexes in the neighborhood with children that fall into the 6-8 age group. The Roseland Community makes up a majority of our student population. Our current elementary campuses consist of Milam, Chavez, and Zaragoza. The recruitment of students is extremely important to the campus due to the 4 choice campuses surrounding Spence that serve middle school students. The school has a good relationship with local business and partners. The Roseland Community Partnership, Church of the Incarnation, Uptown Inc, and additional businesses surrounding the campus are supportive of the school. The parental involvement of the parents living around Spence is minimal and the TAG involvement is dependent upon the location they reside in within Dallas. However, the campus had around 50% participation during open house, parent conference night, and major district events.

Demographics Strengths

1. We have increased the diversity of our hires to include more hispanic and african american educators.

2. We have increased equal distribution of minority students in both programs and we are strategic in pulling that data and information to ensure it is reflective of the campus.

3. We have increased parent involvement and have had clear communication with our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Focus on retaining our high-quality teachers.   **Root Cause:** Provide more support and provide clear communication.

Problem Statement 2 (Prioritized): Training for new teachers/mentorship.   **Root Cause:** New teachers not being able to empathize and build good relationship with students.

Problem Statement 3 (Prioritized): PD plan that focuses on teacher leaders and observations of teacher leader classrooms to support new and struggling teachers.   **Root Cause:** New teachers not having good classroom management and instruction.

Student Learning

Student Learning Summary

STAAR/EOC exams were administered for Spring 2024 in April.

STAAR Scores:

Algebra EOC: Approaches = 88, Meets = 45, Masters = 26.

Benchmarks:

ading	142	2	38	49	56	112	Remove 3	-36	10	12	17	39	1%	101%	74%	39%	71	93	A
ading	128	19	30	39	40	70		0	0	0	0	0	15%	85%	62%	31%	59	89	A
ading	165	35	47	47	36	128		0	0	0	0	0	21%	79%	50%	22%	50	81	A
th	143	46	54	34	9	78		0	0	0	0	0	32%	68%	30%	6%	35	65	C
th	200	90	57	39	14	205		0	0	0	0	0	45%	55%	27%	7%	30	58	D
a I EOC	94	12	42	19	26	94	Remove 5	0	5	-6	6	11	13%	93%	48%	28%	56	86	A
ence	158	68	52	36	2	0		0	0	0	0	0	43%	57%	24%	1%	27	55	F
ial Studies	164	102	41	16	5	0		0	0	0	0	0	62%	38%	13%	3%	18	47	F

List of Strengths:

Reading 6-8, and Algebra I

Area of Needs:

8th Grade Science and Social Studies.

African American Decrease:

Meets+ Rdg	AA
2038 Target	66%
Interim Target	32%
Last Year	23%
Spring CA	40%
Points Earned	3
Students Above or Below Last Year	32
Students Above or Below Interim	22
Students Above or Below 2038	-15

Student Learning Strengths

List of Strengths:

Reading 6-8, and Algebra I

ading	142	2	38	49	56	112	Remove 3	-36	10	12	17	39	1%	101%	74%	39%	71	93	A
ading	128	19	30	39	40	70		0	0	0	0	0	15%	85%	62%	31%	59	89	A
ading	165	35	47	47	36	128		0	0	0	0	0	21%	79%	50%	22%	50	81	A
a I EOC	94	12	42	19	26	94	Remove 5	0	5	-6	6	11	13%	93%	48%	28%	56	86	A

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to increase student achievement in 8th grade Science and Social Studies.   **Root Cause:** While some students are reaching their academic goals, most aren't. ACPs aren't completely aligned to the STAAR, STAAR redesign is difficult, and teacher vacancies.

Problem Statement 2 (Prioritized): Problem Statement 1 (Prioritized): There is a need to increase student achievement in all core content across all grade levels and student groups.   **Root Cause:** While some students are reaching their academic goals, a good amount aren't.

Problem Statement 3 (Prioritized): Problem Statement 2 (Prioritized): There is a need to increase expectations for high academic achievement for all students.   **Root Cause:** Students are used to having low expectations set by their teachers, so they adhere to those low expectations.

Problem Statement 4 (Prioritized): Problem Statement 3 (Prioritized): There is a need to increase the percent of students who are achieving at the meets and mastery level.   **Root Cause:** Students are currently performing at Do Not Meets and Approaches.

School Processes & Programs

School Processes & Programs Summary

We are a College & Career Prep school with many programs that support our vision. There are over 10 electives, 20 clubs, 20 sports, and 4 houses on our campus. Some of the academic programs we provide are TAG, House, and PBL. There are several programs in place to support special populations: sped inclusion, functional living systems, dyslexia, ESL, sheltered instruction, and talented and gifted magnet program. STEAM programs include UIL competitions , TMSCA, computer programming, A/V tech, technology applications (a keyboard/typing class needs to be in place). In regards to technology, every classroom is equipped with Promethean Boards. We have chromebooks for every student and use chromebook carts to ensure technology is not broken. We use several supplemental technology programs such as i-Ready, IXL, Carnegie, Amplify, and Read 180. In regards to student discipline, we have a classroom discipline plan and a reset center program in place; however the inconsistencies in implementation create many discipline issues. The counseling programs we provide are extremely well rounded; we provide guidance lessons, implement conflict resolution and mediations on a daily basis, and have a referral process for internal counseling (Ms. Randle) and external counseloring (Youth and Family Center). We assist students with the transition to high school through Pathways to College and Careers class and high school application support. We assist students with transitioning to middle school by having hornet camp. Our family liaison implements several programs to assist with parent involvement. We have a strong processes for hiring including job fairs and interviews that include example lessons, presentations, and role play scenarios. The process for onboarding new teachers is very minimal. We implement several data tracking and analysis processes including data profile sheets, student collection of own data, look back meetings, rosters, and targeted students for interventions (tutoring/sat school). We plan professional development based on school vision and needs (such as de-escalation strategies, PBL, and SIOP strategies). Strong PLC processes are in place for STAAR tested subjects; none are in place for electives. PLCs focus on reteaching TEKs, high leverage TEKs, IPC content planning, Lesson Planning, Data Assessments, and modeling teaching. In regards to lesson planning, teachers use the district curriculum and PBL to plan. IPCs are created to prioritize TEKS. Teachers are expected implement LG/SC, I do, We do, You do, and assessment into every lesson. We prioritize instruction by offering Saturday school, weekly tutoring, HB 4545 tutors, summer school, advisory lessons, PLCs in schedule, Double block A/B days, Off periods for test coordinator, and a grade level planning period.

School Processes & Programs Strengths

We provide diverse general programs where students can discover and explore in a variety of ways (TAG, House, clubs, athletics, electives, band, technology, counseling, LCC, PBL) that contribute to building a strong college-going culture.

Our STEAM programs allow our students to excel in many competitions (TMSCA, UIL competitions, band, etc.)

The instructional programs are intentional in core contents (lesson planning, PLC, data tracking, alignment).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The lack of consistency in implementing programs/processes for handling discipline resulted in 18.15% of positive responses on discipline questions on the Fall 2023 campus climate survey ("unruly students are not permitted to disrupt the learning environment" and "discipline is enforced consistently and effectively at my campus"). **Root Cause:** Teachers inconsistently implementing classroom and school systems; lack of clear system of consequences

Problem Statement 2 (Prioritized): The numerous programs we implement on campus (TAG, PBL, AVID, Advisory, House, EB, SPED, electives, etc.) and the lack of consistency around prioritizing them contribute to the 33.3% of positive responses for the "How similar are your school's priorities to what you think they should be?" question on the Fall 2023 campus climate survey. **Root Cause:** Need a system of accountability for implementing these programs.

Problem Statement 3 (Prioritized): There is a need for clarity surrounding how teachers provide input/feedback and how information is communicated between leaders and all staff, as is evidenced by 52.4% of positive responses on "my school has an effective instructional leadership team" on the Fall 2023 campus climate survey. **Root Cause:** Need to build

trust between the leadership team and teachers by consistently communicating information clearly, seeking more ideas and feedback from staff, and providing consistent support through PLCs and coaching cycles.

Perceptions

Perceptions Summary

The campus Climate Survey Group Ranks out of 67 secondary schools the campus grew 30+ rank points in one-year per category after a trend of being near the bottom. The campus administrative team and campus culture committee worked to ensure that the entire campus was celebrated consistently. We implemented a "culture tracker" to monitor all activities. The leadership team created a Hornet Pulse Questionnaire to always have a feedback loop and monitor the staff. We also implemented a faculty advisory committee to boost our climate/culture across the campus so that we can receive feedback from teachers. Having a good pulse on the campus and staff ensures that there is a sense of urgency as well as when to monitor their stress.

Climate Survey Comparison Spring 2021 vs. Fall 2023

- **2021-2022 = 39/45/41/36/24/48 Group Rank**
- **2022-2023 = 37/51/40/53/39/49 Group Rank**
- **2023-2024 = 18/30/22/20/24/35 Group Rank**

Our overall lowest area(s) were:

If I were offered a comparable position with simalr pay and benefits at another district, I would stay with Dallas ISD.	54.8%
I trust the principal at his or her word.	52.6%
The principal at this school is an effective manager who makes the school run smoothly	57.9%

(update) ENTER PARENT SURVEY DATE...

Perceptions Strengths

1. Campus Culture of Feedback and Support has increased from Spring 2022 to Fall 2022 by 10.4 points from 46.7% to 57.1%

2. Based on the Fall 2022 student survey 78% of students feel there is at least one adult they can count on no matter what.

3. Spence has strengths in the areas of teacher-to-teacher trust, college-going culture, and beliefs and priorities which allows for our staff to connect to the work that we do here in the support of our scholars.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the Fall 2023 Climate Survey, Positive Culture and Environment : teachers' perception is that there is low trust with the principal (52.6%) and the principal is an effective manager who makes the campus run smoothly (57.9% **Root Cause:** Lack of understanding of what is the admin role and what is within the principal's control

Problem Statement 2: Based on the Fall 2022 Student Climate Survey, students perception on their self efficacy and confidence has declined to 50% from 54%. **Root Cause:** Few opportunities are provided for students to build confidence.

Problem Statement 3: UPDATE: Based on Spring 2024 Parent Survey parents .....

Priority Problem Statements

Problem Statement 1: Focus on retaining our high-quality teachers.

Root Cause 1: Provide more support and provide clear communication.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Training for new teachers/mentorship.

Root Cause 2: New teachers not being able to empathize and build good relationship with students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: PD plan that focuses on teacher leaders and observations of teacher leader classrooms to support new and struggling teachers.

Root Cause 3: New teachers not having good classroom management and instruction.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to increase student achievement in 8th grade Science and Social Studies.

Root Cause 4: While some students are reaching their academic goals, most aren't. ACPs aren't completely aligned to the STAAR, STAAR redesign is difficult, and teacher vacancies.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Problem Statement 1 (Prioritized): There is a need to increase student achievement in all core content across all grade levels and student groups.

Root Cause 5: While some students are reaching their academic goals, a good amount aren't.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Problem Statement 2 (Prioritized): There is a need to increase expectations for high academic achievement for all students.

Root Cause 6: Students are used to having low expectations set by their teachers, so they adhere to those low expectations.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Problem Statement 3 (Prioritized): There is a need to increase the percent of students who are achieving at the meets and mastery level.

Root Cause 7: Students are currently performing at Do Not Meets and Approaches.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The lack of consistency in implementing programs/processes for handling discipline resulted in 18.15% of positive responses on discipline questions on the Fall 2023 campus climate survey ("unruly students are not permitted to disrupt the learning environment" and "discipline is enforced consistently and effectively at my campus").

Root Cause 8: Teachers inconsistently implementing classroom and school systems; lack of clear system of consequences

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The numerous programs we implement on campus (TAG, PBL, AVID, Advisory, House, EB, SPED, electives, etc.) and the lack of consistency around prioritizing them contribute to the 33.3% of positive responses for the "How similar are your school's priorities to what you think they should be?" question on the Fall 2023 campus climate survey.

Root Cause 9: Need a system of accountability for implementing these programs.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need for clarity surrounding how teachers provide input/feedback and how information is communicated between leaders and all staff, as is evidenced by 52.4% of positive responses on "my school has an effective instructional leadership team" on the Fall 2023 campus climate survey.

Root Cause 10: Need to build trust between the leadership team and teachers by consistently communicating information clearly, seeking more ideas and feedback from staff, and providing consistent support through PLCs and coaching cycles.

Problem Statement 10 Areas: School Processes & Programs

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: All STAAR tested subjects will achieve 90% approaches, 60% meets, and 30% masters on District and State assessments by June 2024.
Strategies:

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2025

Strategy 1 Details	Formative Reviews		
Strategy 1: All students at DNM will have an additional intervention class with curriculum/lessons from i-Ready, and we will track their growth progress to get them onto grade level	**Formative**		
	Oct	**Feb**	**June**
Strategy's Expected Result/Impact: This will target our lowest performing students so that they can get extra practice and support to meet state standards. **Staff Responsible for Monitoring:** Teachers, CLTs, Admin **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 4			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will implement Data Driven Instruction practices (formative assessments, data trackers, data meetings, profile sheets, achievement/growth goal monitoring, aggressive monitoring rosters, etc.) to provide instruction that meets individual student needs; professional development will be provided.	**Formative**		
	Oct	**Feb**	**June**
Strategy's Expected Result/Impact: We use data to make instructional decisions so that we can track progress of students towards meets and masters. **Staff Responsible for Monitoring:** Teachers, CLTs, Admins **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1, 2, 4			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Wide tutoring schedule for 90 minutes a week after school.	**Formative**		
Strategy's Expected Result/Impact: We will have additional time to close gaps for ensuring that students meet state standards. **Staff Responsible for Monitoring:** Teachers, Admins, Office Manager **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3, 4	**Oct**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will effectively implement Feedback for Learning by creating an exemplar, sharing success criteria with students, and providing in the moment feedback using a common coding system.	Formative		
	Oct	**Feb**	**June**

Title I:
2.4, 2.5, 2.6
  - TEA Priorities:
Improve low-performing schools
  - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - Targeted Support Strategy
Problem Statements: Demographics 1, 3			

Strategy 5 Details	Formative Reviews		
Strategy 5: Data gathering through data collection software such as All in Learning, Performance Matters, or Eduphoria among other.	Formative		
	Oct	**Feb**	**June**

Title I:
2.4, 2.5, 2.6
  - TEA Priorities:
Improve low-performing schools
  - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - Targeted Support Strategy
Problem Statements: Student Learning 2, 4			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implementation of profiling and goal setting at least after End of Unit/Module/Topic Assessments or any major assessment to help students identify areas of strength and areas of improvement in the content area.	Formative		
	Oct	**Feb**	**June**

Title I:
2.4, 2.5, 2.6
  - TEA Priorities:
Improve low-performing schools
  - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - Targeted Support Strategy
Problem Statements: Student Learning 1, 2, 3, 4			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: We will implement writing across the curriculum using interactive notebooks, focused note-taking, Cornell Notes to reinforce and internalize concepts.	**Formative**		
	Oct	**Feb**	**June**
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Implementation of a consistent, exemplary coaching cycle to improve the proficiency of our teachers increasing the number of proficient and DTR teachers	**Formative**		
	Oct	**Feb**	**June**
Strategy's Expected Result/Impact: Improve the proficiency of our teachers increasing the number of proficient and DTR teachers **Staff Responsible for Monitoring:** Admins, CILT, Department leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3			

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Focus on retaining our high-quality teachers.   **Root Cause**: Provide more support and provide clear communication.
Problem Statement 2: Training for new teachers/mentorship.   **Root Cause**: New teachers not being able to empathize and build good relationship with students.
Problem Statement 3: PD plan that focuses on teacher leaders and observations of teacher leader classrooms to support new and struggling teachers.   **Root Cause**: New teachers not having good classroom management and instruction.

Student Learning

Problem Statement 1: There is a need to increase student achievement in 8th grade Science and Social Studies.   **Root Cause**: While some students are reaching their academic goals, most aren't. ACPs aren't completely aligned to the STAAR, STAAR redesign is difficult, and teacher vacancies.

Problem Statement 2: Problem Statement 1 (Prioritized): There is a need to increase student achievement in all core content across all grade levels and student groups.   **Root Cause**: While some students are reaching their academic goals, a good amount aren't.

Problem Statement 3: Problem Statement 2 (Prioritized): There is a need to increase expectations for high academic achievement for all students.   **Root Cause**: Students are used to having low expectations set by their teachers, so they adhere to those low expectations.

Problem Statement 4: Problem Statement 3 (Prioritized): There is a need to increase the percent of students who are achieving at the meets and mastery level.   **Root Cause**: Students are currently performing at Do Not Meets and Approaches.

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: Implement differentiation strategies that result in 100% of students in special populations either meeting their growth goals or increasing by one performance band (whichever is greater) on STAAR/ACP in all tested subjects from Spring 2024 to Spring 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2025

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate daily lessons with differentiation strategies designed to support special populations (sheltered instruction strategies, talented and gifted strategies, SPED interventions, extensions, etc.); professional will be provided	**Formative**		
	Oct	Feb	June
Strategy's Expected Result/Impact: Increase student achievement			
Staff Responsible for Monitoring: Admin, Teachers			
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 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 4			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will track special population attendance and achievement in intervention tutoring.	**Formative**		
Strategy's Expected Result/Impact: Increase student achievement with a focus on special populations	Oct	Feb	June
Staff Responsible for Monitoring: Admin, Teachers			
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus Wide tutoring schedule for 90 minutes a week after school.	Formative		
Strategy's Expected Result/Impact: Increase student achievment	**Oct**	**Feb**	**June**
Staff Responsible for Monitoring: Admin, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3			

Strategy 4 Details	Formative Reviews		
Strategy 4: We will be staffing a demonstration teacher for math to support high-quality instructional practices, model strong data practices and classroom management techniques.	Formative		
Strategy's Expected Result/Impact: Support, retain and recruit high-quality teachers.	**Oct**	**Feb**	**June**
Staff Responsible for Monitoring: Admins, Department leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3, 4			

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will effectively implement Feedback for Learning by creating an exemplar, sharing success criteria with students, and providing in the moment feedback using a common coding system.	**Formative**		
Strategy's Expected Result/Impact: Increase high-quality instruction **Staff Responsible for Monitoring:** Admins, CILT leads, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2	**Oct**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Data gathering through data collection software such as All in Learning, Performance Matters, or Eduphoria among other.	**Formative**		
Strategy's Expected Result/Impact: Use data to make instructional decisions **Staff Responsible for Monitoring:** admins, CILT, dept leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3	**Oct**	**Feb**	**June**

Strategy 7 Details	Formative Reviews
Strategy 7: We will implement writing across the curriculum using interactive notebooks, focused note-taking, Cornell Notes to reinforce and internalize concepts.	**Formative**

Strategy 7 Details	Formative Reviews		
Strategy 7: We will implement writing across the curriculum using interactive notebooks, focused note-taking, Cornell Notes to reinforce and internalize concepts. **Strategy's Expected Result/Impact:** Increase high-quality instruction **Staff Responsible for Monitoring:** admins, teachers, CILT, dept. leaders **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4	**Formative**		
	Oct	**Feb**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: Implementation of a consistent, exemplary coaching cycle to improve the proficiency of our teachers increasing the number of proficient and DTR teachers **Strategy's Expected Result/Impact:** Increase effectiveness of all teachers **Staff Responsible for Monitoring:** Admins, CILT, dept. leads **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 3 - School Processes & Programs 3	**Formative**		
	Oct	**Feb**	**June**

Strategy 9 Details	Formative Reviews		
Strategy 9: Implementation of profiling and goal setting at least after End of Unit/Module/Topic Assessments or any major assessment to help students identify areas of strength and areas of improvement in the content area.	**Formative**		
	Oct	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student achievment **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3, 4			

Strategy 10 Details	Formative Reviews		
Strategy 10: Collaboration professional development between Reading and Science to review ECR rubrics and strategies, including specialized PD for Writing tasks and tech-enhanced question types so that we can embed them into daily tasks within the curriculum	**Formative**		
	Oct	**Feb**	**June**
Strategy's Expected Result/Impact: High-quality professional development for teachers to increase quality of instruction **Staff Responsible for Monitoring:** Admins, CILT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1			

Strategy 11 Details	Formative Reviews

Strategy 11: All scholars will have double blocked core classes for all STAAR subjects	Formative		
Strategy's Expected Result/Impact: Increase the number of instructional minutes for all STAAR-tested content areas in all grade levels **Staff Responsible for Monitoring:** Admin, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2	**Oct**	**Feb**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Focus on retaining our high-quality teachers.   **Root Cause**: Provide more support and provide clear communication.
Problem Statement 3: PD plan that focuses on teacher leaders and observations of teacher leader classrooms to support new and struggling teachers.   **Root Cause**: New teachers not having good classroom management and instruction.

Student Learning
Problem Statement 1: There is a need to increase student achievement in 8th grade Science and Social Studies.   **Root Cause**: While some students are reaching their academic goals, most aren't. ACPs aren't completely aligned to the STAAR, STAAR redesign is difficult, and teacher vacancies.
Problem Statement 2: Problem Statement 1 (Prioritized): There is a need to increase student achievement in all core content across all grade levels and student groups.   **Root Cause**: While some students are reaching their academic goals, a good amount aren't.
Problem Statement 3: Problem Statement 2 (Prioritized): There is a need to increase expectations for high academic achievement for all students.   **Root Cause**: Students are used to having low expectations set by their teachers, so they adhere to those low expectations.
Problem Statement 4: Problem Statement 3 (Prioritized): There is a need to increase the percent of students who are achieving at the meets and mastery level.   **Root Cause**: Students are currently performing at Do Not Meets and Approaches.

School Processes & Programs
Problem Statement 3: There is a need for clarity surrounding how teachers provide input/feedback and how information is communicated between leaders and all staff, as is evidenced by 52.4% of positive responses on "my school has an effective instructional leadership team" on the Fall 2023 campus climate survey.   **Root Cause**: Need to build trust between the leadership team and teachers by consistently communicating information clearly, seeking more ideas and feedback from staff, and providing consistent support through PLCs and coaching cycles.

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: The campus will create an action plan to address the three lowest indicators on the climate survey in the domain of positive climate and culture.

    Evaluation Data Sources: Campus climate survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Sunshine Committee will establish a calendar with opportunities to improve staff morale for student and staff celebration (such as grade-level PLC, student s (6) of the month, six weeks awards, CA awards, Attendance awards each cycle, etc.). All staff members will participate in monthly social clubs. Teachers will provide feedback. Attendance will be tracked at each social event. Monthly school wide recognition events such as, teacher and staff member of the month, perfect attendance lunch-ins per nine-weeks, department growth awards.	**Formative**		
	Oct	**Feb**	**June**
Strategy's Expected Result/Impact: Increase the number of staff responding positively on the campus climate and culture surveys **Staff Responsible for Monitoring:** Admins, CILT, FAC, Teacher leaders **Title I:** 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2, 3			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The lack of consistency in implementing programs/processes for handling discipline resulted in 18.15% of positive responses on discipline questions on the Fall 2023 campus climate survey ("unruly students are not permitted to disrupt the learning environment" and "discipline is enforced consistently and effectively at my campus"). **Root Cause**: Teachers inconsistently implementing classroom and school systems; lack of clear system of consequences
Problem Statement 2: The numerous programs we implement on campus (TAG, PBL, AVID, Advisory, House, EB, SPED, electives, etc.) and the lack of consistency around prioritizing them contribute to the 33.3% of positive responses for the "How similar are your school's priorities to what you think they should be?" question on the Fall 2023 campus climate survey. **Root Cause**: Need a system of accountability for implementing these programs.

School Processes & Programs

Problem Statement 3: There is a need for clarity surrounding how teachers provide input/feedback and how information is communicated between leaders and all staff, as is evidenced by 52.4% of positive responses on "my school has an effective instructional leadership team" on the Fall 2023 campus climate survey. **Root Cause**: Need to build trust between the leadership team and teachers by consistently communicating information clearly, seeking more ideas and feedback from staff, and providing consistent support through PLCs and coaching cycles.

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: 100% of teachers will implement a calendared Project-based Learning experience each grading cycle (4 times a year) by May 2025.

    Evaluation Data Sources: campus trackers and systems for monitoring progress

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will engage in PBL professional development through PD partnerships, school visits, classroom walks, and vertical and horizontal Professional Learning Communities.	**Formative**		
	Oct	**Feb**	**June**

Strategy's Expected Result/Impact: High quality instructional experiences for students in every classroom
     Staff Responsible for Monitoring: Admins, CILT, Dept leaders, teachers
 	
     Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - **Targeted Support Strategy - Additional Targeted Support Strategy**
     Problem Statements: School Processes & Programs 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: PBL will be displayed through showcases (Spenconian in November 2024 and April 2025), hallway displays (starting November 2024), online portfolio sites (starting November 2024), and in the classrooms (design elements posted starting August 2024). Materials to create Projects will be utilized (paper, binders, folders, pens, pencils, poster paper and ink, sheet protectors, etc.)	Formative		
	Oct	Feb	June
Strategy's Expected Result/Impact: Increase high quality instructional experiences in classrooms **Staff Responsible for Monitoring:** Admins, CILT, Dept leaders, teachers **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2, 3 **Funding Sources:** Project supplies (paper, binders, folders, pens, pencils, poster supplies etc) - 211 - Title I, Part A - 211-11-6399-2R-058-2-30 - $10,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create partnerships with agencies and the high school to support transitional services such as, Community in Schools (CIS), coordinating 8th graders visiting North Dallas HS, Townview, Lassiter Early College HS, and the Career Institute among others.	Formative		
	Oct	Feb	June
Strategy's Expected Result/Impact: Expose 8th grade students to high school options **Staff Responsible for Monitoring:** Admin, Counselors, teachers **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4			

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Problem Statement 2 (Prioritized): There is a need to increase expectations for high academic achievement for all students. **Root Cause**: Students are used to having low expectations set by their teachers, so they adhere to those low expectations.

Problem Statement 4: Problem Statement 3 (Prioritized): There is a need to increase the percent of students who are achieving at the meets and mastery level. **Root Cause**: Students are currently performing at Do Not Meets and Approaches.

School Processes & Programs

Problem Statement 2: The numerous programs we implement on campus (TAG, PBL, AVID, Advisory, House, EB, SPED, electives, etc.) and the lack of consistency around prioritizing them contribute to the 33.3% of positive responses for the "How similar are your school's priorities to what you think they should be?" question on the Fall 2023 campus climate survey. **Root Cause**: Need a system of accountability for implementing these programs.

Problem Statement 3: There is a need for clarity surrounding how teachers provide input/feedback and how information is communicated between leaders and all staff, as is evidenced by 52.4% of positive responses on "my school has an effective instructional leadership team" on the Fall 2023 campus climate survey. **Root Cause**: Need to build trust between the leadership team and teachers by consistently communicating information clearly, seeking more ideas and feedback from staff, and providing consistent support through PLCs and coaching cycles.

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: On the student experience survey, the percentage of positive responses on "If you came back to visit this class three years from now how excited would this teacher be to see you?" will increase from 56% in Spring 2024 to 66% in Spring 2025.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a College & Career Prep Culture/ Discipline Plan that defines the clear high expectations for students/staff in every space in the school; articulates the consequences of not adhering to the plan while simultaneously building SEL competencies (discipline plan); and that plans for accountability.	**Formative**		
	Oct	**Feb**	**June**
Strategy's Expected Result/Impact: high expectations for students/staff in every space in the school **Staff Responsible for Monitoring:** Admins, CILT, Dept leaders, teachers, counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school wide PBIS (house system from Ron Clark Academy) with clearly calendared opportunities to celebrate students' success, to practice socialization skills, to encourage competition, and to collectively motivate the whole student.	**Formative**		
	Oct	**Feb**	**June**
Strategy's Expected Result/Impact: Have a high-functioning house system **Staff Responsible for Monitoring:** Admins, CILT, Dept leaders, teachers, counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2			

Strategy 3 Details	Formative Reviews

	Formative
Strategy 3: Staff will partake in on-going professional development focused on de-escalation strategies, social emotional learning, building relationships, and cultural responsiveness to better serve all students	

	Oct	Feb	June
Strategy's Expected Result/Impact: Decreaase the number of discipline referrals for the campus **Staff Responsible for Monitoring:** Reset coordinator, Admin, teachers, counselors **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1			

Strategy 4 Details	Formative Reviews

	Formative
Strategy 4: Counselors will implement a comprehensive counseling program that will include Suicide Prevention, Conflict Resolution, Discipline Management/Program, Violence Prevention and Intervention, and Harassment and Dating Violence Beginning at 6th Grade	

	Oct	Feb	June
Strategy's Expected Result/Impact: Increase positive responses for students on student climate survey and reduce the number of bullying and discipline referrals **Staff Responsible for Monitoring:** Admins, counselors, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 - School Processes & Programs 1, 2, 3			

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Problem Statement 1 (Prioritized): There is a need to increase student achievement in all core content across all grade levels and student groups. **Root Cause**: While some students are reaching their academic goals, a good amount aren't.

School Processes & Programs

Problem Statement 1: The lack of consistency in implementing programs/processes for handling discipline resulted in 18.15% of positive responses on discipline questions on the Fall 2023 campus climate survey ("unruly students are not permitted to disrupt the learning environment" and "discipline is enforced consistently and effectively at my campus").
Root Cause: Teachers inconsistently implementing classroom and school systems; lack of clear system of consequences

Problem Statement 2: The numerous programs we implement on campus (TAG, PBL, AVID, Advisory, House, EB, SPED, electives, etc.) and the lack of consistency around prioritizing them contribute to the 33.3% of positive responses for the "How similar are your school's priorities to what you think they should be?" question on the Fall 2023 campus climate survey.   **Root Cause**: Need a system of accountability for implementing these programs.

Problem Statement 3: There is a need for clarity surrounding how teachers provide input/feedback and how information is communicated between leaders and all staff, as is evidenced by 52.4% of positive responses on "my school has an effective instructional leadership team" on the Fall 2023 campus climate survey.   **Root Cause**: Need to build trust between the leadership team and teachers by consistently communicating information clearly, seeking more ideas and feedback from staff, and providing consistent support through PLCs and coaching cycles.

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: Performance Objective 3: By 2024 Fall parent-teacher conference night we will have updated & verified email, phone, and address for 100% of students in powerschool.

Objective: Effectively communicate, plan, and host eight parent-involved events with at minimum of 10% of student families represented (55 participants) at each event.

High Priority

Evaluation Data Sources: campus internal tracking systems, student climate surveys, staff climate surveys, parent climate surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent Compact and expectations on a google form to collect and keep systems updated	**Formative**		
Strategy's Expected Result/Impact: Increase parental involvement	**Oct**	**Feb**	**June**
Staff Responsible for Monitoring: Admins, CILT, Dept leaders, teachers			
Title I: 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 - School Processes & Programs 3			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Utilize effective communication tools (i.e. Smore, Powerschool , Talking Points)	**Formative**		
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Admins, CILT, Dept leaders, teachers **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3 - School Processes & Programs 3	**Oct**	**Feb**	**June**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Community Liaison to plan events collaboratively with stakeholders to increase involvement in campus activities.	**Formative**		
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Community liaison, admin, teachers, counselors, staff **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 3	**Oct**	**Feb**	**June**

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Problem Statement 1 (Prioritized): There is a need to increase student achievement in all core content across all grade levels and student groups. **Root Cause**: While some students are reaching their academic goals, a good amount aren't.
Problem Statement 3: Problem Statement 2 (Prioritized): There is a need to increase expectations for high academic achievement for all students. **Root Cause**: Students are used to having low expectations set by their teachers, so they adhere to those low expectations.

School Processes & Programs

Problem Statement 3: There is a need for clarity surrounding how teachers provide input/feedback and how information is communicated between leaders and all staff, as is evidenced by 52.4% of positive responses on "my school has an effective instructional leadership team" on the Fall 2023 campus climate survey.   **Root Cause**: Need to build trust between the leadership team and teachers by consistently communicating information clearly, seeking more ideas and feedback from staff, and providing consistent support through PLCs and coaching cycles.

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 4: Effectively communicate, plan, and host eight parent-involved events with at minimum of 10% of student families represented (55 participants) at each event.

    Evaluation Data Sources: Parent climate surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Collect and monitor data on audience attendance, volunteers, and feedback about events and experiences that represents 10% of enrollment	**Formative**		
	Oct	**Feb**	**June**

Strategy's Expected Result/Impact: Increase parental involvement
    Staff Responsible for Monitoring: Community liaison, admin, teachers, counselors, staff
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Student Learning 2 - School Processes & Programs 3			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increased social media presence by collecting data to ensure that there are at least one weekly celebration post highlighting students and teachers, events, and volunteer opportunities.	**Formative**		
	Oct	**Feb**	**June**

Strategy's Expected Result/Impact: Increase parental involvement and positive parent communication
    Staff Responsible for Monitoring: Community liaison, admin, teachers, counselors, staff
 	
    Title I:
4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Problem Statements: Student Learning 2 - School Processes & Programs 2, 3			

Strategy 3 Details	Formative Reviews		
Strategy 3: Administrative team members will conduct parent meetings with students who are failing two or more academic subjects every 9 weeks.	**Formative**		
	Oct	Feb	June
Strategy's Expected Result/Impact: Increase student achievement and communication with parents **Staff Responsible for Monitoring:** Community liaison, admin, teachers, counselors, staff **Title I:** 2.5, 4.1, 4.2 **Problem Statements:** Student Learning 2, 4			

Strategy 4 Details	Formative Reviews		
Strategy 4: Title one funds will be allocated to fund a Community Liaison or Parent Instructor in order to improve community partnerships and volunteer mentorships.	**Formative**		
	Oct	Feb	June
Strategy's Expected Result/Impact: Staff a community liaision to increase parental involvement **Staff Responsible for Monitoring:** Admin, Community liaision **Title I:** 2.4, 2.5, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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:** Student Learning 2, 3, 4			

Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will organize multiple family engagement opportunities to build community and parental involvement to include such activities as: Meet the Teacher Night, STEM Night, Fall Carnival, Monthly Coffee with the Counselor/Principal, Monthly College Performance Nights, Career Day, Read Across America/Dallas Reads, Grandparents Day, Garden Beautification Party, and others	**Formative**		
	Oct	Feb	June
Strategy's Expected Result/Impact: Increase overall campus climate and connectedness, increase parental and student involvement and sense of community **Staff Responsible for Monitoring:** Community liaison, admin, teachers, counselors, staff **Title I:** 2.4, 2.5, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 - School Processes & Programs 3			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Problem Statement 1 (Prioritized): There is a need to increase student achievement in all core content across all grade levels and student groups. **Root Cause**: While some students are reaching their academic goals, a good amount aren't.
Problem Statement 3: Problem Statement 2 (Prioritized): There is a need to increase expectations for high academic achievement for all students. **Root Cause**: Students are used to having low expectations set by their teachers, so they adhere to those low expectations.
Problem Statement 4: Problem Statement 3 (Prioritized): There is a need to increase the percent of students who are achieving at the meets and mastery level. **Root Cause**: Students are currently performing at Do Not Meets and Approaches.

School Processes & Programs
Problem Statement 2: The numerous programs we implement on campus (TAG, PBL, AVID, Advisory, House, EB, SPED, electives, etc.) and the lack of consistency around prioritizing them contribute to the 33.3% of positive responses for the "How similar are your school's priorities to what you think they should be?" question on the Fall 2023 campus climate survey. **Root Cause**: Need a system of accountability for implementing these programs.
Problem Statement 3: There is a need for clarity surrounding how teachers provide input/feedback and how information is communicated between leaders and all staff, as is evidenced by 52.4% of positive responses on "my school has an effective instructional leadership team" on the Fall 2023 campus climate survey. **Root Cause**: Need to build trust between the leadership team and teachers by consistently communicating information clearly, seeking more ideas and feedback from staff, and providing consistent support through PLCs and coaching cycles.

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	2	Teachers will implement Data Driven Instruction practices (formative assessments, data trackers, data meetings, profile sheets, achievement/growth goal monitoring, aggressive monitoring rosters, etc.) to provide instruction that meets individual student needs; professional development will be provided.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	All students at DNM will have an additional intervention class with curriculum/lessons from i-Ready, and we will track their growth progress to get them onto grade level
1	1	2	Teachers will implement Data Driven Instruction practices (formative assessments, data trackers, data meetings, profile sheets, achievement/growth goal monitoring, aggressive monitoring rosters, etc.) to provide instruction that meets individual student needs; professional development will be provided.
1	1	3	Campus Wide tutoring schedule for 90 minutes a week after school.
1	1	4	Teachers will effectively implement Feedback for Learning by creating an exemplar, sharing success criteria with students, and providing in the moment feedback using a common coding system.
1	1	5	Data gathering through data collection software such as All in Learning, Performance Matters, or Eduphoria among other.
1	1	6	Implementation of profiling and goal setting at least after End of Unit/Module/Topic Assessments or any major assessment to help students identify areas of strength and areas of improvement in the content area.
1	1	7	We will implement writing across the curriculum using interactive notebooks, focused note-taking, Cornell Notes to reinforce and internalize concepts.
1	2	1	Teachers will incorporate daily lessons with differentiation strategies designed to support special populations (sheltered instruction strategies, talented and gifted strategies, SPED interventions, extensions, etc.); professional will be provided
1	2	2	Teachers will track special population attendance and achievement in intervention tutoring.
1	2	3	Campus Wide tutoring schedule for 90 minutes a week after school.
1	2	4	We will be staffing a demonstration teacher for math to support high-quality instructional practices, model strong data practices and classroom management techniques.
1	2	5	Teachers will effectively implement Feedback for Learning by creating an exemplar, sharing success criteria with students, and providing in the moment feedback using a common coding system.
1	2	6	Data gathering through data collection software such as All in Learning, Performance Matters, or Eduphoria among other.
1	2	7	We will implement writing across the curriculum using interactive notebooks, focused note-taking, Cornell Notes to reinforce and internalize concepts.
1	2	8	Implementation of a consistent, exemplary coaching cycle to improve the proficiency of our teachers increasing the number of proficient and DTR teachers
1	2	9	Implementation of profiling and goal setting at least after End of Unit/Module/Topic Assessments or any major assessment to help students identify areas of strength and areas of improvement in the content area.
5	1	1	Teachers will engage in PBL professional development through PD partnerships, school visits, classroom walks, and vertical and horizontal Professional Learning Communities.

Goal	Performance Objective	Strategy	Description
5	1	2	PBL will be displayed through showcases (Spenconian in November 2024 and April 2025), hallway displays (starting November 2024), online portfolio sites (starting November 2024), and in the classrooms (design elements posted starting August 2024). Materials to create Projects will be utilized (paper, binders, folders, pens, pencils, poster paper and ink, sheet protectors, etc.)
5	1	3	Create partnerships with agencies and the high school to support transitional services such as, Community in Schools (CIS), coordinating 8th graders visiting North Dallas HS, Townview, Lassiter Early College HS, and the Career Institute among others.
5	2	1	Implement a College & Career Prep Culture/ Discipline Plan that defines the clear high expectations for students/staff in every space in the school; articulates the consequences of not adhering to the plan while simultaneously building SEL competencies (discipline plan); and that plans for accountability.
5	2	2	Implement a school wide PBIS (house system from Ron Clark Academy) with clearly calendared opportunities to celebrate students' success, to practice socialization skills, to encourage competition, and to collectively motivate the whole student.
5	2	3	Staff will partake in on-going professional development focused on de-escalation strategies, social emotional learning, building relationships, and cultural responsiveness to better serve all students
5	3	1	Parent Compact and expectations on a google form to collect and keep systems updated
5	3	2	Utilize effective communication tools (i.e. Smore, Powerschool , Talking Points)
5	3	3	Community Liaison to plan events collaboratively with stakeholders to increase involvement in campus activities.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	All students at DNM will have an additional intervention class with curriculum/lessons from i-Ready, and we will track their growth progress to get them onto grade level
1	1	2	Teachers will implement Data Driven Instruction practices (formative assessments, data trackers, data meetings, profile sheets, achievement/growth goal monitoring, aggressive monitoring rosters, etc.) to provide instruction that meets individual student needs; professional development will be provided.
1	1	3	Campus Wide tutoring schedule for 90 minutes a week after school.
1	1	7	We will implement writing across the curriculum using interactive notebooks, focused note-taking, Cornell Notes to reinforce and internalize concepts.
1	2	1	Teachers will incorporate daily lessons with differentiation strategies designed to support special populations (sheltered instruction strategies, talented and gifted strategies, SPED interventions, extensions, etc.); professional will be provided
1	2	2	Teachers will track special population attendance and achievement in intervention tutoring.
1	2	3	Campus Wide tutoring schedule for 90 minutes a week after school.
1	2	7	We will implement writing across the curriculum using interactive notebooks, focused note-taking, Cornell Notes to reinforce and internalize concepts.
5	1	1	Teachers will engage in PBL professional development through PD partnerships, school visits, classroom walks, and vertical and horizontal Professional Learning Communities.
5	1	2	PBL will be displayed through showcases (Spenconian in November 2024 and April 2025), hallway displays (starting November 2024), online portfolio sites (starting November 2024), and in the classrooms (design elements posted starting August 2024). Materials to create Projects will be utilized (paper, binders, folders, pens, pencils, poster paper and ink, sheet protectors, etc.)
5	2	1	Implement a College & Career Prep Culture/ Discipline Plan that defines the clear high expectations for students/staff in every space in the school; articulates the consequences of not adhering to the plan while simultaneously building SEL competencies (discipline plan); and that plans for accountability.
5	2	2	Implement a school wide PBIS (house system from Ron Clark Academy) with clearly calendared opportunities to celebrate students' success, to practice socialization skills, to encourage competition, and to collectively motivate the whole student.
5	2	3	Staff will partake in on-going professional development focused on de-escalation strategies, social emotional learning, building relationships, and cultural responsiveness to better serve all students
5	3	1	Parent Compact and expectations on a google form to collect and keep systems updated
5	3	2	Utilize effective communication tools (i.e. Smore, Powerschool , Talking Points)
5	3	3	Community Liaison to plan events collaboratively with stakeholders to increase involvement in campus activities.

Campus Funding Summary

			211 - Title I, Part A		
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2	Project supplies (paper, binders, folders, pens, pencils, poster supplies etc)	211-11-6399-2R-058-2-30	$10,000.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$15,237.00
				+/- Difference	$5,237.00
				Grand Total Budgeted	$15,237.00
				Grand Total Spent	$10,000.00
				+/- Difference	$5,237.00