

Dallas Independent School District
270-Eduardo Mata Montessori
2024-2025 Campus Improvement Plan



Mission Statement

Dallas ISD Vision: Educating All Students for Success

Eduardo Mata Montessori School Vision: To provide an academic foundation that allows our students to be successful life-long learners.

Vision

Dallas ISD Vision

Dallas ISD seeks to be a premier urban school district

Eduardo Mata Montessori School Vision

To provide an academic foundation that allows our students to be successful life-long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mata Montessori is a school of choice in Dallas ISD. It opened as a Montessori campus in 2014 and serves students PK3-8th grade. The school has been open for 10 years as a Montessori school. Mata has a diverse student population that serves students in PreK-8th grade. The enrollment for students at each grade level for 2023-2024 was Pre-K3 & Pre-K4 - 77; Kindergarten - 64; 1st grade - 71; 2nd Grade - 74; 3rd grade - 76; 4th Grade - 79; 5th grade - 83; 6th grade - 79; 7th Grade - 68, and 8th grade - 50 - Totaling 721. For the 24/25 school year, we are projected to be at approximately 721. According to Data from "My Data Portal" the ethnic breakdown is as follows: 75.2% Hispanic, 14.8% White, 6.7% African American, 0.6% Asian, and 2.6% Multi-Race. Special populations include: Sped 15.7%; Dyslexia 13%; 504 8.4%; TAG 22%; ED 64.8%; and 38% LEP Mata maintains a low mobility rate. Once accepted, students remain on campus for the entire school year. New enrollees are not accepted during the year. In 2023-2024, there were 4 new teachers on campus, not currently certified by the state. Additionally, all teachers are either Montessori certified or have begun coursework for training. Three teachers will begin their training in the summer. The student-to-teacher ratio for all core classes was 22:1; for Elementary it was 24:1. The 24/25 school year will be 22:1. The majority of student discipline infractions are level 1. There were 2 level 3 infractions this school year. Students in middle school are enrolled in Honors Math. There are paraprofessionals in all PK-K classes. Two of the para's are Montessori Credentialed. The yearly attendance rate averages 95.2%.

Demographics Strengths

Mata Montessori has many strengths. Some of the most notable demographic strengths include:

We are a public school of choice offering the Montessori curriculum in Dallas ISD. We select from a priority area lottery with no application criteria, allowing us to educate students from varying backgrounds. We are proud of this diversity. There is a low mobility rate, once students are enrolled in Mata, they tend to stay the entire year. There is an opportunity for students to loop with the teachers for consecutive years. Children are viewed as unique individuals, the teachers provide work plans focusing on students' strengths and needs. Older children have the opportunity to serve as mentors and take on leadership roles. There is an increased number of Montessori and Fine Arts specialized teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special population percentages are increasing; thirty-nine (37) total students to date are not returning for the 2024/2025 school year. **Root Cause:** In recruitment for other schools, the high performers are going where they can excel more because they are not being challenged enough. Also, the schools that "test in" have a higher prestige or allure because of better performance. Students are leaving to attend specialized schools for focused instruction in their areas of interest.

Student Learning

Student Learning Summary

The campus SBDM/CNA committee considered a variety of student academic achievement information and data, looking specifically at sub-populations and grade-level cohorts. We have included the school year MAP Achievement and Growth Data for the 23/24 School Year. The most recent preliminary 2024 STAAR Preliminary data, including the percentages in performance prediction zones will be added as soon as it arrives.

[2023/2024 - MAP Scores](#)

[MATA ACP Scores 23/24](#)

Student Learning Strengths

Mata Montessori has a population of hardworking students. The campus is proud of many different student achievement strengths, including:

NWEA Achievement and Growth from 2023 to 2024 in the following areas:

2nd Grade Math Growth 34th-36th; 7th Grade Math Growth 43rd-51st.

School Reading Growth - 41st-45th.; 1st Grade Spring Achievement 46th-48th; 4th Grade Spring Achievement 53rd-61st; 5th Grade Growth 42nd-49th; 6th Grade Growth 42nd-48th; 7th Grade Growth 37th-55th and 8th grade Growth 36th-43rd.

Spanish Reading 2nd Grade Achievement 26th - 31st; 3rd Grade Growth 45th-56th; and 5th Grade Achievement 50th-52nd.

STAAR Data TBD

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math underperforms reading at all grade levels. **Root Cause:** There are many new standards introduced in 4th grade. Students also switch grade configurations between 3rd-4th grade. Gaps or lack of strong foundation especially in Math across grade levels; There was a new curriculum that teachers were balancing with multiple grade levels.

School Processes & Programs

School Processes & Programs Summary

Mata is a transformation school of choice, that implements the Montessori philosophy and pedagogy. The district supports the organization through the Office of Transformation and Innovation. The classes are multi-aged, multi-grade, and taught in a self-contained environment. There is also 2-way dual-language offered on campus. SBDM is open to parents, teachers, and the community. The committee meets regularly. The school of choice is desired.

There were around 577 Applications for 70 seats. The campus utilizes district job fairs, an in-house recruitment fair in Feb., and word of mouth to recruit teachers. Prospective teachers participate in panel interviews and campus tours prior to hiring. All teachers must be willing to take Montessori training over the summer. Teacher's assistants are also given the opportunity to attend Montessori professional development. New teachers participate in a mentor program that meets monthly. PD is planned based on school data, teacher input, and classroom trends and observations. PD is held every Tuesday from 3:45-4:30. PLCs are held weekly during planning on Thursdays. There is much support for students with learning differences at Mata. We have 4 inclusion teachers, 1 speech therapist, 2.5 dyslexia teachers, 1 reading interventionist, and Reading Partners. We also support students with TAG. We offer a Science Lab pullout. There is a Sped Coordinator supporting Special Education efforts.

We offer a robust fine arts program including visual, theater, instrumental music, strings, and modern band. Common planning was provided to all teachers with content and grade level in which teachers, shared instructional strategies about the Amplify, Eureka, and Montessori curriculum. There are campus-wide procedures for common areas including the hallway, restroom, and cafeteria. All teachers have access to a desktop and a teacher laptop. Students have 1:1 computer access through Chromebooks and I-pads, which supports TEKS and Montessori curriculum as applicable to research. Regarding the instructional staff, all are highly qualified according to the state. There are 2 currently on a probationary certificate. All elementary teachers are either Montessori certified or have begun coursework for training.. 48% of all teachers are DTR level.

School Processes & Programs Strengths

Mata Elementary has identified the following strengths: Climate survey results show 86% positive staff members look forward to coming to work each day. 48% of teachers are classified as DTR. 72% of DTR teachers are at the primary and lower elementary levels. There is a strong

dyslexia program and identification process. Parents are willing to offer time that teachers lack to delegate tasks and help with

communication school-wide. Lots of support for various learning differences, different programs, fine arts, mixed-aged classrooms, most teachers are complete with their Montessori certification, 1:1 technology carried to all classrooms/specials, dual language.

There are various academic and enrichment clubs such as Chess Club, Destination Imagination, Coding, Cheerleading, UIL, Kindness Club, Esports, Theater, Music, Makerspace, GSA, Robotics, and Soccer.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Spring Climate Survey 2024 revealed that 69.2% of teachers felt that PD sessions help them improve instruction. There are 12 contents that teachers are responsible for. Because of the multitude of needs and amount of time available for the presentation of PD, content is presented in small snippets with little opportunity for follow-up.

Root Cause: Adding in the new curriculum with Montessori, there was much to learn.

Perceptions

Perceptions Summary

At Eduardo Mata Montessori School, we aim to provide a public Montessori education with as much integrity as possible. Parents and the community look to our school as an alternative to the traditional environment, where they may receive a Montessori education. We aim to provide our community with education on the Montessori philosophy. We have a schoolwide culture to "Respect yourself", "Respect others", and "Respect the environment". We want this to be portrayed throughout our campus.

The student attendance rate is 95.15%. Attendance by grade level improves each year or remains the same, depending on the grade level. We are above the district numbers depending on grade level.

Staff Engagement:

There were no vacancies for the upcoming school year. The staff climate survey has positive movement.

There are an alarming number of parents who do not understand the Montessori curriculum and what is expected from the student in a Montessori classroom. Independent learners are crucial.

[Staff Climate Survey](#)

[23/24 Student Surveys](#)

Perceptions Strengths

Mata Montessori celebrates these strengths: Strengths: Community coffees are well-attended (ie. SEL) Strong PTA: communication, well-organized, inclusive School Leadership Communication with diverse stakeholders School Community newsletters (The Mata Memo) Good Parent-Teacher Relationships Good reputation as a Choice School within Dallas ISD Places for different types of families to be involved in different ways Fundraising and support of purchasing materials and laminating resources High level of engagement Parents are well-informed with high expectations Parents are demanding Montessori, setting the bar high for the district Energy and family involvement (ie. Meet the Teacher Night) Low incident of discipline incidents. We provide public Montessori Education with access to Montessori materials.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for more Montessori education opportunities for parents. **Root Cause:** With many families choosing Mata as an alternative, understanding the Montessori philosophy and pedagogy is a need.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
 - Student surveys and/or other feedback
 - Class size averages by grade and subject
 - Enrollment trends
- Employee 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
 - T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

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 MAP in reading and math will increase from 53rd and 45th percentiles to 60%.

Evaluation Data Sources: NWEA MAP Growth and Achievement Testing

Strategy 1 Details		Formative Reviews		
Strategy 1: The administration will conduct instructional leadership team meetings to discuss the following: Goals and outcomes for each team member, teacher tiers, teacher supports, and grade books. The district Pacing calendar and Montessori lesson alignment will be reviewed frequently for alignment to the standards, the pacing calendar, and the expected level of rigor, and provide teachers with feedback and lesson internalization, planning and support. Strategy's Expected Result/Impact: The leadership team will be able to target the needs of the campus and distribute responsibility to support teachers. Staff Responsible for Monitoring: Principal, Leadership Team TEA Priorities: Recruit, support, retain teachers and principals		Formative		
		Oct	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: The instructional leadership team will facilitate PLCs to ensure that best practices are followed in the implementation of Montessori, Eureka, Amplify, and Carnegie instruction every week and that student's progress is closely monitored by the state-certified teacher. (Montessori lesson plans, Lesson presentation PD and internalization, record keeping, work plans, pacing/alignment docs, and data analysis) Strategy's Expected Result/Impact: Aligned lessons and interventions to the Montessori, Amplify, Eureka, and Carnegie in the classroom. Staff Responsible for Monitoring: Principal Assistant principal, Demo Teacher, Coordinator, CILT TEA Priorities: Recruit, support, retain teachers and principals		Formative		
		Oct	Feb	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Provide professional development and training through Montessori organizations (AMS/AMI/NCMPS) to support teachers and teachers assistants leading to full Montessori certification. Strategy's Expected Result/Impact: Teachers will be more effective in implementing the Montessori curriculum and quality instruction Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals		Formative		
		Oct	Feb	June

0%

No Progress

100%

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 2: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase to 65% by 2025.

Evaluation Data Sources: STAAR

Strategy 1 Details		Formative Reviews		
Strategy 1: Supplemental instruction will be provided during school and in afternoon tutoring. Teachers will address instructional needs and low SEs for students based on their individual data on assessments to meet the needs of the students academically. Reading Partners, state-certified teachers, and highly qualified paraprofessionals will be utilized. Strategy's Expected Result/Impact: Increased student achievement for students targeted as "At Risk" and increased number of students performing at the Meets Level 57% to 65% Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			
	Oct	Feb	June	
Strategy 2 Details		Formative Reviews		
Strategy 2: Implement instructional strategies that support the differentiation for sub-populations, including but not limited to Pre-K, SPED, ED, and ELL students, including differentiated linguistic supports and instructional strategies. Implement an intervention model that utilizes a trained state-certified/teacher for reading strategies in the form of an interventionist. ELPS are used to develop instruction in the areas of reading, writing, listening, and speaking. Campus will address mitigating learning loss 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. Including Professional Development such as attending the AMS Conference. Strategy's Expected Result/Impact: Students will receive small group instruction or tutoring utilizing an intervention model on a regular basis. Each student will show progress as evidenced by MAP and district assessments. Staff Responsible for Monitoring: Reading Interventionist, Assistant Principal, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			
	Oct	Feb	June	

Strategy 3 Details		Formative Reviews		
Strategy 3: Teachers will ensure students have a Montessori-prepared environment. The instructional materials include resources intentionally designed to meet the needs of Economically disadvantaged students, students from major racial groups, children with disabilities, and English learners. Develop materials to support Montessori, Amplify, Eureka, Carnegie, and TEKS alignment for Reading, Language Arts, math, and science (Transfer materials). Strategy's Expected Result/Impact: Performance for all K-2 students will increase on MAP Reading tests. End of year reading Map median scores will be at least 50 for Kinder, 55 for 1st, and 50 for second. Staff Responsible for Monitoring: : Teachers, Principal, Office Manager, Financial Clerk Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		
		Oct	Feb	June
		0% No Progress 100% 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: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase to 70% by 2025.

Evaluation Data Sources: STAAR

Strategy 1 Details		Formative Reviews		
Strategy 1: Goal setting with African American students will take place with the AAI mentor, along with progress monitoring and monitored interventions. Strategy's Expected Result/Impact: African American student achievement on TEKS-aligned assessments Domain I will be at least 70%. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		
		Oct	Feb	June
		0% No Progress 100% 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 4: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families. Increase parent satisfaction from 90% to 95%

Evaluation Data Sources: Parent Survey Data

Strategy 1 Details		Formative Reviews				
Strategy 1: Increase parent involvement and participation by providing opportunities for parents to increase their personal knowledge of Montessori philosophies and practices. Incorporate Observation Week for parents/guardians to come to observe the Montessori Environment and provide opportunities to volunteer on campus. Montessori parent education workshops will be scheduled throughout the year. Parent education on the differences between Montessori and traditional education workshops on student achievement, and student needs will occur through Parent Universities and Community coffees. Include information sessions on Middle School (6th, 7th, and 8th grade) Strategy's Expected Result/Impact: Parents will have a better understanding of the Montessori philosophy and how to support their child within our school. There will be an increase in the number of Voly approved volunteers. Staff Responsible for Monitoring: Teachers, Parent Instructor Title I: 4.2				Formative		
				Oct	Feb	June
Strategy 2 Details		Formative Reviews				
Strategy 2: Communicate school-to-home communication of events and professional development for parents, family, and community involvement by utilizing the school weekly newsletter or teacher-to-parent communication (The Mata Memo, School Messenger, Remind, and/or social media). Implement a system by which social media footprint is visible. Maintain an active website with current information and links to parent resources. All correspondence will be available in Spanish and English. Include flexible meetings, and parent information sessions at multiple times, locations, and/or days. Strategy's Expected Result/Impact: Parents will be aware of events and school happenings Staff Responsible for Monitoring: Principal, AP, Office Staff, Teachers, Parent Instructor Title I: 2.4, 4.2				Formative		
				Oct	Feb	June
		0% No Progress 100% 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 5: The CIP will be developed with SBDM, be regularly monitored and revised, and be made available to parents and the community.

Evaluation Data Sources: Plan for Learning

Strategy 1 Details		Formative Reviews		
Strategy 1: The SBDM committee will evaluate the strategies and action steps and provide feedback every quarter, it will be developed with stakeholders (parents, teachers, staff members and the community). It will be made available to the community in English and Spanish Strategy's Expected Result/Impact: Increased collaboration and communication about the CIP. Staff Responsible for Monitoring: Parent Instructor, SBDM Chair, Principal Title I: 4.1, 4.2	0% No Progress 100% Accomplished Continue/Modify Discontinue	Formative		
		Oct	Feb	June

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.

Performance Objective 1: Student achievement on a third-grade Reading MAP will increase from 53rd to 60th percentile.

High Priority

Evaluation Data Sources: NWEA MAP

Strategy 1 Details		Formative Reviews		
Strategy 1: Reading intervention will be provided to Tier I and Tier II students in 2nd and 3rd Grade by a highly qualified, certified teacher. Strategy's Expected Result/Impact: Increased reading achievement as measured by MAP scores. Median score minimum 50th percentile. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		
		Oct	Feb	June
		0% No Progress 100% Accomplished ↑ Continue/Modify ✗ Discontinue		

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.

Performance Objective 1: Student achievement on NWEA MAP 3rd Grade Math will increase from 35 percentile to 50th percentile

Evaluation Data Sources: NWEA MAP

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will incorporate a targeted math time to address math instruction in a small group setting using Eureka and Montessori. Strategy's Expected Result/Impact: Increased Math NWEA MAP scores, growth increase from 44th to 55th percentile. Staff Responsible for Monitoring: Teachers, Assistant Principal, Demo Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				
	Formative			
	Oct	Feb	June	
		0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue		

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.

Performance Objective 1: Student achievement on state assessments in reading and math (grades 6-8) Meets will increase from 33% to 60% (math) and 61% to 70%(reading)

Evaluation Data Sources: STAAR and District made Assessments

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will engage in instructional PLC content meetings weekly to unpack grade-level TEKS and SE's, identify the specificity stated, and collaboratively plan effective lessons. Teachers will collaborate with the Instructional Coaches to identify what additional professional development is needed to be vertically and horizontally aligned during this process. Purchase necessary resources such as calculators to support learning loss. Strategy's Expected Result/Impact: Teachers will internalize lessons and plan to improve instructional delivery Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				
Strategy 2 Details		Formative Reviews		
Strategy 2: Strategies will be presented to staff and students on the following topics: Suicide prevention, conflict the resolution, violence prevention and intervention, harassment, social media safety, and dating violence Counselors will attend Professional Development while attending the Lone Star School Conference to learn additional strategies. Strategy's Expected Result/Impact: There will be decreased incidents. Staff Responsible for Monitoring: Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college				

Strategy 3 Details		Formative Reviews		
Strategy 3: Staff will identify struggling students and track student progress. Teachers will meet with students regularly to set goals with students.		Formative		
		Oct	Feb	June
Strategy's Expected Result/Impact: Students will be aware of their individual goals to create agency. Increased student achievement. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college				
		0% No Progress 100% Accomplished Continue/Modify Continue/Modify Discontinue Discontinue		

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: The percentage of students performing on grade level will increase, with the percentage of students at Meets level being 60%

Evaluation Data Sources: STAAR, TEKS aligned assessments

Strategy 1 Details		Formative Reviews		
Strategy 1: Accelerate learning due to Covid 19 and address HBI415 through direct differentiated interventions such as reading intervention, math intervention, and or science intervention for students to mitigate learning loss and ensure students are performing on grade level. Strategy's Expected Result/Impact: We will mitigate learning loss through differentiated lessons and resources to meet the needs of students. Students' academic achievement will improve by 1 year as noted by MAP and STAAR, Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		
		Oct	Feb	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Maintain an accurate MTSS system where intervention is provided and documented for Tier II and III students Strategy's Expected Result/Impact: Increased students receiving interventions to assist with moving towards grade level. Staff Responsible for Monitoring: Teachers, APs, Demo Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college		Formative		
		Oct	Feb	June
		0% No Progress 100% Accomplished Continue/Modify Discontinue		

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: 100% of 8th graders will apply and choose their high school based on their interests.

Evaluation Data Sources: Application Data

Strategy 1 Details		Formative Reviews		
Strategy 1: Educate parents and students of high school options and choice in preparation of students' CCMR. Strategy's Expected Result/Impact: Parents will be aware of best fit schools beyond middle school that can serve their students' needs. All 8th grade students will know their path and school prior to leaving Mata. TEA Priorities: Connect high school to career and college	Formative			
	Oct	Feb	June	
Strategy 2 Details		Formative Reviews		
Strategy 2: There will be school-wide activities that emphasize college and career awareness and research, such as College and Career Readiness Day for all school levels. All 7th grade will participate in the College and Career Readiness course Strategy's Expected Result/Impact: There will be an increased awareness of college and career-going culture at Mata. Staff Responsible for Monitoring: Counselors and College and Career Readiness Teachers. TEA Priorities: Connect high school to career and college	Formative			
	Oct	Feb	June	
		0% No Progress 100% Accomplished  Continue/Modify  Discontinue		

