

# Dallas Independent School District District Improvement Plan

## 2024-2025 Goals/Performance Objectives/Strategies



# Mission Statement

Educating all students for success.

## Vision

Dallas ISD seeks to be a premier urban school district.

## District Values and Goals

We believe people must have a number of personal values if they are to be effective in their lives and their work. We expect our employees, students, parents, and other stakeholders to nurture and exemplify these values at all times:

Trustworthiness  
Responsibility  
Respect  
Caring  
Citizenship  
Fairness

The District shall systematically and systemically change its practices to achieve and maintain racial equity in education. Educational equity for the District means achieving a place where all students are treated with fairness while recognizing the circumstances that our students face may be different. The District shall create an environment that understands providing additional and differentiated resources to support the success of all students shall be fundamentally necessary to achieve racial and educational equity. The District shall foster a barrier-free environment where all students, regardless of race, have the opportunity to benefit equally—educational equity benefits all students and our community. Students from the District shall graduate equipped to compete in a society and world that is racially and culturally diverse.

There are six strategic pillars that shall be the guiding operation and work of the Racial Equity Office in service of achieving equitable academic outcomes for all students.

1. Instructional Equity 2. Programmatic Equity 3. Equitable Leadership and Operations 4. Culturally Competent and Diverse Workforce 5. Internal and External Community Engagement 6. Facility and Location Equity

## EXECUTIVE SUMMARY

BQ(LEGAL) states the following: “A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups, including students in special education programs in order to attain state standards in respect to the achievement indicators.”

The district improvement plan includes actionable and measurable strategic initiatives to improve student academic achievement. While the district improvement plan is actionable and measurable, it is also a working document that allows for strategic adjustments to be made based on data trends and ongoing feedback from stakeholders.

The Board of Trustees of the Dallas ISD held a series of workshops in 2016 to consider the state of the district and plan for future needs and improvement. Through the conversations, the Board reviewed district data on student performance, employee recruitment, performance and retention, student enrollment and attendance, as well as stakeholder satisfaction. As a result of those workshops and ongoing conversations, the Board formally adopted AE(LOCAL) which identifies five student outcome goals.

The Dallas Independent School District is “one of the nation’s fastest-improving school districts,” according to the Council of the Great City Schools. Dallas ISD employs 22,857 team members to serve a diverse population of 139,584 students in 240 schools.

In pursuit of our mission to “Educating all students for success,” Dallas ISD has shown a consistent increase in our annual graduation rate and the number of students taking and passing advanced placement exams. According to the latest U.S. News & World Report Best High Schools rankings, Dallas ISD high schools are among the top 10% of Texas high schools.

In addition, the number of Dallas ISD students taking and scoring a 3 or above on Advanced Placement exams has increased each of the last six years with minority students leading their cohorts across the nation in the number of qualifying scores, continuing an upward trend in preparing students for college. Dallas ISD is also leading the way in Texas for college and career readiness, as demonstrated by our schools outperforming area charter schools on last year’s STAAR test.

We are also keeping pace with Dallas families’ desires for more educational choices as evidenced by a significant expansion of pre-kindergarten classes, 150 two-way dual language programs, and 25 P-TECHS and collegiate academies. Thanks to the support of Dallas voters and forward-looking leadership, Dallas ISD is also meeting the challenge of modernizing schools. We have invested more than \$2 billion in schools and academic programs since 2015, funding renovations, additions, and other school improvements. Taken together, these efforts have allowed students to receive a 21st-century education in state-of-the-art facilities as they prepare to compete in today’s technology-rich, ever-changing, global society.

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Term Expires 2027

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Term Began 2023  
Term Expires 2026

Southwest Dallas



[Ed Turner](#)  
[District 9](#)  
Term Began 2024  
Term Expires 2027

South Dallas and parts of Downtown Dallas, Pleasant Grove, Deep Ellum, Uptown, and East Dallas

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



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# 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 TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation shall increase from 35 to 52 by middle of year 2024-25.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a uniform Tier I resource in K-8 RLA and K-HS math respectively across all elementary, middle, and through Algebra II.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will be 52% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a comprehensive professional development system to support the implementation of the uniform Tier I resource for RLA &amp; Math</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will be 52% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a comprehensive system of targeted instructional support focused on consistent and coherent Tier I instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will be 52% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide digital resources to identify and accelerate grade level achievement</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will be 52% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide small group dyslexia instruction for direct, intensive, and systematic in order to meet student academic needs and improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will be 52% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Special Populations</p>	Formative		
	Oct	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





**Performance Objective 2:** African American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation shall increase from 26 to 50 by middle of year 2024-25.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a uniform Tier I resource in K-8 RLA and K-HS math respectively  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math using the projected Domain 1 calculation will by 50% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a comprehensive professional development system to support the implementation of the uniform Tier I resource for RLA &amp; Math  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math using the projected Domain 1 calculation will by 50% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a comprehensive system of targeted instructional support focused on consistent and coherent Tier I instruction  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math using the projected Domain 1 calculation will by 50% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide digital resources to identify and accelerate grade level achievement  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math using the projected Domain 1 calculation will by 50% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
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**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:** Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above shall increase from 29.3% to 46% by middle of year 2024-25.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a uniform Tier I resource in K-8 RLA and K-HS math respectively</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math at the projected Meets performance level or above will be 46% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a comprehensive professional development system to support the implementation of the uniform Tier I resource for RLA and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math at the projected Meets performance level or above will be 46% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a comprehensive system of targeted instructional support focused on consistent and coherent Tier I instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math at the projected Meets performance level or above will be 46% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide digital resources to identify &amp; accelerate grade level achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math at the projected Meets performance level or above will be 46% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 TEKS aligned assessment in reading at the projected Meets performance level or above shall increase from 31.8% to 42% by middle-of-year 2024-25.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide viable high quality evidence-based literacy curriculum with embedded assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will be 42% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure all K-3 teachers complete the Reading Academy</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will be 42% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a multi-tiered system of support with appropriate intervention for students with greatest need in reading such as developing more writing opportunities during student writing instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will be 42% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Early Learning Specialists, Literacy Acceleration Specialist, and Demonstration teachers provided district-wide direct student support for students with the greatest need in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will be 42% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide above staffing ratio FTEs to reduce split classrooms for 2nd and 3rd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will be 42% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership/HCM</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


**Goal 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 2:** Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in Reading will increase from 32.8% to 40% by end-of year 2024-25 (EOY MAP)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Literacy Acceleration Specialists will provide targeted support for 2nd and 3rd grade students at 19 campuses of predominantly African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will be 40% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Racial Equity Office</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide additional resources for targeted support to campuses of predominantly African American students</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will be 40% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership Racial Equity Office</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide targeted progress monitoring support for accelerated intervention that is tailored to the specific needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will be 40% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			





**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 3:** Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in Reading will increase from 29% to 37% by end-of-year 2024-25 (EOY MAP)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a comprehensive system of targeted instructional support focused on consistent and coherent Tier I instruction in reading</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will be 37% by EOY 2024-25</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide additional resources for targeted support to campuses of predominantly African American students</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will be 37% by EOY 2024-25</p> <p><b>Staff Responsible for Monitoring:</b> Racial Equity Office</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide targeted progress monitoring support for accelerated intervention that is tailored to the specific needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will be 37% by EOY 2024-25</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			


**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 a third-grade TEKS aligned assessment in math at the Meets performance level or above shall increase from 23.9% to 42% by middle-of year 2024-25.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide viable high-quality curriculum with embedded assessments <b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in mathematics at the projected Meets performance level or above will be 42% by 2024-25. <b>Staff Responsible for Monitoring:</b> Academic Services	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide all teachers with high quality professional development <b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in mathematics at the projected Meets performance level or above will be 42% by 2024-25. <b>Staff Responsible for Monitoring:</b> Academic Services	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Demonstration teachers provide direct support for students with greatest need in Math <b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in mathematics at the projected Meets performance level or above will be 42% by 2024-25. <b>Staff Responsible for Monitoring:</b> Academic Services	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement MTSS of support appropriate intervention for students with greatest need in math <b>Strategy's Expected Result/Impact:</b> Student achievement on a third-grade TEKS aligned assessment in mathematics at the projected Meets performance level or above will be 42% by 2024-25. <b>Staff Responsible for Monitoring:</b> Academic Services	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  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 2:** Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math shall increase from 22% to 40% by 2024-25.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a comprehensive system of targeted instructional support focused on consistent and coherent Tier I instruction in math</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics will be 40% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide additional resources for targeted support to campuses of predominantly African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics will be 40% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Racial Equity Office</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide targeted progress monitoring support for accelerated intervention that is tailored to the specific needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics will be 40% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			

**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 3:** Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math shall increase from 32% to 40% by 2024-25.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a comprehensive system of targeted support instructional support focused on consistent and coherent Tier I instruction.  <b>Strategy's Expected Result/Impact:</b> Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics will be 40% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Academic Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide additional resources for targeted support to campuses of predominantly African American students.  <b>Strategy's Expected Result/Impact:</b> Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics will be 40% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Racial Equity Office</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide targeted progress monitoring support for accelerated intervention that is tailored to the specific needs of students.  <b>Strategy's Expected Result/Impact:</b> Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in mathematics will be 40% by EOY 2024-25.</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			



**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 TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation shall increase from 36 to 46 by middle of year 2024-25.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Increase inclusion support through SPED facilitators <b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will be 46% by MOY 2024-25. <b>Staff Responsible for Monitoring:</b> Special Populations	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide additional guidance for honors, on-ramps, off ramps and systems of support <b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will be 46% by MOY 2024-25. <b>Staff Responsible for Monitoring:</b> Academic Services	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Expand the number of elementary schools offering 6th grade <b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will be 46% by MOY 2024-25. <b>Staff Responsible for Monitoring:</b> School Leadership	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide a comprehensive system of support for new teachers including mentoring and strategic professional development <b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will be 46% by MOY 2024-25. <b>Staff Responsible for Monitoring:</b> Academic Services	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement a uniform Tier I resource in K-8 RLA and K-HS math respectively <b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will be 46% by MOY 2024-25. <b>Staff Responsible for Monitoring:</b> Academic Services	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide PD for resident teachers to assist with an effective transition into the classroom. Resident teachers will complete all training on HPC campuses and subsequently transition into a teacher or record role. <b>Strategy's Expected Result/Impact:</b> 85% of resident teachers will move into full time teaching roles <b>Staff Responsible for Monitoring:</b> Director of Recruitment  <b>Problem Statements:</b> District Processes & Programs 3	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Partner with various programs such as Urban Teachers, TNTP and Dallas College to recruit a diverse pool of candidates from the region and around the country to serve as a Resident Teacher on Dallas ISD HPC/ACE campuses. This will cover the cost of recruitment and administrative fees as needed by the program <b>Strategy's Expected Result/Impact:</b> By July 31, 2024 Human Capital Management will recruit and hire 66 residents at ACE campuses for the 2024-2025 school year. <b>Staff Responsible for Monitoring:</b> Director of Recruitment  <b>Problem Statements:</b> District Processes & Programs 3	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**


District Processes & Programs
<b>Problem Statement 3:</b> There is a need to prioritize HPC/ACE schools with the highest level of individualized recruitment support in order to keep up with the attrition rate, meet the needs of the students and campus. HPC/ACE continue to face higher turnover and more difficult-to-staff positions. <b>Root Cause:</b> The recruitment team has not been strategic with how we market our ACE/HPE specific job fairs to potential candidates.


**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 2:** African American student achievement on TEKS aligned as-sessments in reading and math (grades 6-8) using the pro-jected Domain 1 calculation shall increase from 28 to 44 by middle-of year 2024-25.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase inclusion support through SPED facilitators  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will be 44% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Special Populations</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide additional guidance for honors, on-ramps, off-ramps and systems of support  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will be 44% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Academic Services</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Expand the number of elementary schools offering 6th grade  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will be 44% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> School Leadership</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Implement a system of strategic staffing to attract highly effective personnel to high priority campuses  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will be 44% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> School Leadership/HCM</p>	Formative		
	Oct	Feb	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide a comprehensive system of support for new teachers including mentors and strategic professional development  <b>Strategy's Expected Result/Impact:</b> African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will be 44% by EOY 2024-25.  <b>Staff Responsible for Monitoring:</b> Academic Services</p>	Formative		
	Oct	Feb	June

 No Progress





 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 3:** Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above shall increase from 30.7% to 39% by middle of year 2024-25.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide new curriculum for middle school. <b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will be 39% by EOY 2024-25. <b>Staff Responsible for Monitoring:</b> Academic Services	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Realign master schedule process to include PD and course offerings <b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will be 39% by EOY 2024-25. <b>Staff Responsible for Monitoring:</b> School Leadership	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Change MS model to K-6 <b>Strategy's Expected Result/Impact:</b> Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will be 39% by EOY 2024-25. <b>Staff Responsible for Monitoring:</b> School Leadership	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  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 1:** The percent of CCMR students meeting the Texas Success initiative requirements for college readiness shall increase from 27.1% to 39.0% by August 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Offer the College Prep Course (ELAR and/or Math) to all high school campuses for seniors in both Fall and Spring semesters.  <b>Strategy's Expected Result/Impact:</b> The percent of CCMR students meeting the Texas Success Initiative requirements for college readiness will be 39% by August 2025.  <b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> College Assessment coordinators will be assigned as teachers of record at four high-need campuses to support Math and ELAR TSIA2 readiness  <b>Strategy's Expected Result/Impact:</b> The percent of CCMR students meeting the Texas Success Initiative requirements for college readiness will be 39% by August 2025.  <b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Fall/Spring PD options for high school teachers that will equip them with instructional strategies to assist their students and promote success on TSIA2/SAT  <b>Strategy's Expected Result/Impact:</b> The percent of CCMR students meeting the Texas Success Initiative requirements for college readiness will be 39% by August 2025.  <b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			

**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:** The percent of graduates obtaining Industry-Based Certifications to be career ready shall increase from 0.8% to 37% by August 2025.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Programs of study will be vertically aligned to meet TEA standards for accountability <b>Strategy's Expected Result/Impact:</b> The percent of graduates obtaining Industry-Based Certifications to be career ready will be 30% by August 2025. <b>Staff Responsible for Monitoring:</b> Strategic Initiatives	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> CTE Level II-IV coursework will be aligned to TEA A-F industry-based certifications <b>Strategy's Expected Result/Impact:</b> The percent of graduates obtaining Industry-Based Certifications to be career ready will be 30% by August 2025. <b>Staff Responsible for Monitoring:</b> Strategic Initiatives	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Multiple Career Magnet Center will be moved to be integrated with Career institutes. <b>Strategy's Expected Result/Impact:</b> The percent of graduates obtaining Industry-Based Certifications to be career ready will be 30% by August 2025. <b>Staff Responsible for Monitoring:</b> Strategic Initiatives	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide professional development opportunities to attain industry-based certifications in alignment with the programs of study they are supporting. <b>Strategy's Expected Result/Impact:</b> The percent of graduates obtaining Industry-Based Certifications to be career ready will be 30% by August 2025. <b>Staff Responsible for Monitoring:</b> Strategic Initiatives	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide high-grade commercial equipment to extend and shape learning aligned with business and industry sectors.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of graduates obtaining Industry-Based Certifications to be career ready will be 30% by August 2025.</p> <p><b>Staff Responsible for Monitoring:</b> The percent of graduates obtaining Industry-Based Certifications to be career ready will be 30% by August 2025.</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



**Goal 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:** The number of THECB Level I and Level II certificates earned by 12th grade students shall increase from 317 to 450 by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI)


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The transition to new Gen-Tech degree pathways (AA &amp; AS) at identified campuses will allow the most transferability to four-year institutions.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of THECB Level I and Level II certificates earned by 12th grade students will 450 by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identified campuses will transition to Gen-Tech degree pathways (AA &amp; AS) which will create a path for students to earn a Level I certificate.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of THECB Level I and Level II certificates earned by 12th grade students will 450 by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus pathway map advising sessions will be scheduled with campus leadership to review pathway maps and track the progress of students in Gen-Tech degree pathways with embedded Level I and Level II certificates.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of THECB Level I and Level II certificates earned by 12th grade students will 450 by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


**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:** Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree shall increase from 59% to 62% by 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Offer dual credit summer hubs to support P-TECH/ECHS students with remediation or acceleration of dual credit courses to ensure targets are met towards degree completion</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will be 62% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a robust monitoring system to track dual credit success of students, as well as, provide support for students who are at-risk to not successfully complete a dual credit course. This system will include on-track scheduled meetings in the fall and spring with campus leaders and executive directors.</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will be 62% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Bi-weekly dual credit progress monitoring reports will be sent to key district and campus stakeholders (i.e. passing rates, courses currently under a 'C' grade, and interventions)</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will be 62% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Associate degree on-track meetings will be scheduled in fall and spring with campus leaders and executive directors (credit hrs., TSIA met status, GPA, etc.) to discuss next steps, interventions, and support required</p> <p><b>Strategy's Expected Result/Impact:</b> Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will be 62% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	Formative		
	Oct	Feb	June

 No Progress


 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 5:** The percent of college enrollment shall increase from 62.0% to 67.0% by June 2025, including the number of Associate degrees attained.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Expansion of College Access Provider's (CCAP) Summer Melt program that standardizes monitoring to prioritize seniors in enrolling into either a 2 or 4 year institution after graduating high school.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of college enrollment will be 67% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> "Registration Ready" college application drives will be organized at all high school campuses to support students with college enrollment processes, applications, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of college enrollment will be 67% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Expansion of dual-credit and dual-enrollment (On-Ramps) programs across all high schools to increase college access and promote a college going culture across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of college enrollment will be 67% by EOY 2024-25.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			

**Goal 6:** Constraint 1 - Ensure high quality student experiences for all.





**Performance Objective 1:** The percent of students responding positively to their campus climate across all student groups shall increase from 63.0 to 68.0 by Spring 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement culture strategies through morning meetings and advisory to building connections</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students responding positively to their campus climate across all student groups shall increase from 63.0 to 68.0 by Spring 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Staff/Student Discipline/Personalized Learning</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide well-being coaching support and refocused professional development for Felt-safety, Self-awareness, community building and reset centers</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students responding positively to their campus climate across all student groups shall increase from 63.0 to 68.0 by Spring 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Staff/Student Discipline/Personalized Learning</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide short-term educational and behavioral management through restorative practices and social and emotional learning</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students responding positively to their campus climate across all student groups shall increase from 63.0 to 68.0 by Spring 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Staff/Student Discipline/Personalized Learning</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide intensive campus support with tracking students, targeted interventions and grade level reviews to ensure students remain on target for graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Monitor students 4-year academic plans for course completions and provide interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Student Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
	N/A		

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Re-engage unenrolled students via "Operation Comeback" and GRAD Lab to ensure students return to a school setting and receive instruction. <b>Staff Responsible for Monitoring:</b> Executive Director of Student Initiatives	Formative		
	Oct	Feb	June
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 6:** Constraint 1 - Ensure high quality student experiences for all.

**Performance Objective 2:** The percent of students responding positively to their campus safety across all student groups shall increase from 48.0 to 58.0 by Spring 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement district-wide anti-bullying campaign such as "See Something, Say Something, Do Something" and "No One Eats Alone"</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students responding positively to their campus safety across all student groups shall increase from 48.0 to 58.0 by Spring 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Staff/Student Discipline/Personalized Learning</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Launch student self-reporting bullying platform "Let's Talk"</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students responding positively to their campus safety across all student groups shall increase from 48.0 to 58.0 by Spring 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Staff/Student Discipline/Personalized Learning</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 6:** Constraint 1 - Ensure high quality student experiences for all.





**Performance Objective 3:** The percent of students responding positively to their campus sense of belonging across all student groups shall increase from 56.0 to 64.0 by Spring 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement morning meeting and advisory content to support student belonging</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students responding positively to their campus sense of belonging across all student groups shall increase from 56.0 to 64.0 by Spring 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Staff/Student Discipline/Personalized Learning</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide short-term educational and behavioral management services for students removed from the regular classroom through social and emotional learning and restorative practices</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students responding positively to their campus sense of belonging across all student groups shall increase from 56.0 to 64.0 by Spring 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Staff/Student Discipline/Personalized Learning</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development for Gay Straight Alliances (GSAs) and safe spaces for LGBTQ Youth.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of students responding positively to their campus sense of belonging across all student groups shall increase from 56.0 to 64.0 by Spring 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Staff/Personalized Learning</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide high quality summer programming to all students to all students with a focus on enrichment, academic instruction and learning for students to close the equity and achievement gaps</p> <p><b>Strategy's Expected Result/Impact:</b> Over 10,000 students will participate at over 60 campus sites by June 2025</p> <p><b>Staff Responsible for Monitoring:</b> Director of Extended Learning</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







**Goal 7:** Constraint 2 - Ensure a high level of campus staff satisfaction.

**Performance Objective 1:** The percent of positive agreement responses on the fall climate survey (Positive Culture and Environment) shall increase from 70 percent in fall of 2017 to 74 percent by 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide curriculum implementation supports through tiered training for new teachers, progressing teachers, and tiered professional development for principals.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of positive agreement responses on the fall climate survey (Positive Culture and Environment) shall increase from 70 percent in fall of 2017 to 74 percent by 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide Managing Transitions training to 238 campus leaders and administrative teams</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of positive agreement responses on the fall climate survey (Positive Culture and Environment) shall increase from 70 percent in fall of 2017 to 74 percent by 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide coaching supports to principals to develop strategies for improving climate and culture on campus climate and culture action plans</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of positive agreement responses on the fall climate survey (Positive Culture and Environment) shall increase from 70 percent in fall of 2017 to 74 percent by 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide Core4 professional development for campus office managers for all schools.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of positive agreement responses on the fall climate survey (Positive Culture and Environment) shall increase from 70 percent in fall of 2017 to 74 percent by 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services/School Leadership</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			


**Goal 7:** Constraint 2 - Ensure a high level of campus staff satisfaction.

**Performance Objective 2:** The percent of positive agreement responses on the spring climate survey (Positive Culture and Environment) shall in-crease from 68 percent in spring of 2018 to 73 percent by 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Instructional Leadership Teams (CILT) Quarterly meetings to provide feedback on instruction, curriculum and assessment. (Includes reduction in assessment and internalization of lessons instead of lesson plans)</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of positive agreement responses on the spring climate survey (Positive Culture and Environment) shall in-crease from 68 percent in spring of 2018 to 73 percent by 2025.</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Culture Calendar - Best practices shared at district-wide principals' meetings to improve climate and culture and recognition for teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of positive agreement responses on the spring climate survey (Positive Culture and Environment) shall in-crease from 68 percent in spring of 2018 to 73 percent by 2025.</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Strategic staffing used to minimize safety issues, to increase positive student interactions, reduce class size in high priority grade-levels, and focus on improving reading levels</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of positive agreement responses on the spring climate survey (Positive Culture and Environment) shall in-crease from 68 percent in spring of 2018 to 73 percent by 2025.</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Have monthly Teacher Touchpoints delivered to campuses monthly from Superintendent</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of positive agreement responses on the spring climate survey (Positive Culture and Environment) shall in-crease from 68 percent in spring of 2018 to 73 percent by 2025.</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


**Goal 8:** Constraint 3 - Ensure fidelity of the implementation of the Theory of Action.

**Performance Objective 1:** The percent of principals with positive responses to a survey about being supported and empowered shall increase from 86.4 percent in 2020-21 to 90.0 percent by 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Streamline the number of Autonomies from 30 to 16 and Supports from 47 to 35.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of principals with positive responses to a survey about being supported and empowered shall increase from 86.4 percent in 2020-21 to 90.0 percent by 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide ongoing learning opportunities for school leaders on the process of accessing Autonomies and Supports such as webinars, chats and virtual meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of principals with positive responses to a survey about being supported and empowered shall increase from 86.4 percent in 2020-21 to 90.0 percent by 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Improve the facilitation of obtaining Supports and Autonomies</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of principals with positive responses to a survey about being supported and empowered shall increase from 86.4 percent in 2020-21 to 90.0 percent by 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Strategic Initiatives</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			





**Goal 9:** Constraint 4 - Ensure a commitment to racial, social-economic, and educational equity.

**Performance Objective 1:** The gap between High Priority Campuses and non-High Priority Campuses in student access to Proficient I+ teachers in core courses shall be reduced from 8.5% to 5.5% by Spring 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Hand schedule students to prioritize access to Proficient I+ teachers.  <b>Strategy's Expected Result/Impact:</b> The gap between High Priority Campuses and non-High Priority Campuses in student access to Proficient I+ teachers in core courses shall be reduced from 8.5% to 5.5% by Spring 2025.  <b>Staff Responsible for Monitoring:</b> Academic &amp; Transformation/School Leadership/HCM</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide focused HPC recruiting and job fairs  <b>Strategy's Expected Result/Impact:</b> The gap between High Priority Campuses and non-High Priority Campuses in student access to Proficient I+ teachers in core courses shall be reduced from 8.5% to 5.5% by Spring 2025.  <b>Staff Responsible for Monitoring:</b> Academic &amp; Transformation/School Leadership/HCM</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide monthly regional professional development sessions for teachers rated progressing and below,  <b>Strategy's Expected Result/Impact:</b> The gap between High Priority Campuses and non-High Priority Campuses in student access to Proficient I+ teachers in core courses shall be reduced from 8.5% to 5.5% by Spring 2025.  <b>Staff Responsible for Monitoring:</b> Academic &amp; Transformation/School Leadership/HCM</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide focused professional development for demonstration teachers.  <b>Strategy's Expected Result/Impact:</b> The gap between High Priority Campuses and non-High Priority Campuses in student access to Proficient I+ teachers in core courses shall be reduced from 8.5% to 5.5% by Spring 2025.  <b>Staff Responsible for Monitoring:</b> Academic &amp; Transformation/School Leadership/HCM</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
			





**Goal 9:** Constraint 4 - Ensure a commitment to racial, social-economic, and educational equity.

**Performance Objective 2:** The gap between African American (AA) and Emergent Bilingual (EB) students when compared to other students enrolled in rigorous coursework shall be less than 5 percent by 2025.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Launch AP University that will offer 9 AP courses virtually to ensure equity  <b>Strategy's Expected Result/Impact:</b> The gap between African American (AA) and Emergent Bilingual (EB) students when compared to other students enrolled in rigorous coursework shall be less than 5 percent by 2025.  <b>Staff Responsible for Monitoring:</b> Racial Equity Office</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Coherent Programs of Study at all high school campuses  <b>Strategy's Expected Result/Impact:</b> The gap between African American (AA) and Emergent Bilingual (EB) students when compared to other students enrolled in rigorous coursework shall be less than 5 percent by 2025.  <b>Staff Responsible for Monitoring:</b> Racial Equity Office</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement a district-wide CCMR dashboard to progress monitor by student group  <b>Strategy's Expected Result/Impact:</b> The gap between African American (AA) and Emergent Bilingual (EB) students when compared to other students enrolled in rigorous coursework shall be less than 5 percent by 2025.  <b>Staff Responsible for Monitoring:</b> Racial Equity Office/Special Populations/Strategic Initiatives</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop campus specific dual credit pathway options to support CCMR coherence, certificate, and transferability  <b>Strategy's Expected Result/Impact:</b> The gap between African American (AA) and Emergent Bilingual (EB) students when compared to other students enrolled in rigorous coursework shall be less than 5 percent by 2025.  <b>Staff Responsible for Monitoring:</b> Racial Equity Office/Strategic Initiatives</p>	Formative		
	Oct	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 10:** Constraint 5 - Ensure District financial solvency.

**Performance Objective 1:** Annual audit shall have an unqualified opinion

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Establish and maintain an internal control structure that implements accurate accounting of district assets, compliance with applicable laws and regulations, and conformity with generally accepted accounting principles.</p> <p><b>Strategy's Expected Result/Impact:</b> Annual audit shall have an unqualified opinion</p> <p><b>Staff Responsible for Monitoring:</b> Financial Services</p>	Formative		
	Oct	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 10:** Constraint 5 - Ensure District financial solvency.

**Performance Objective 2:** Annual Superior School FIRST Rating

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a system of effectively manage financial district resources and provide the maximum allocation possible for direct instructional purposes</p> <p><b>Strategy's Expected Result/Impact:</b> Annual Superior School FIRST Rating</p> <p><b>Staff Responsible for Monitoring:</b> Financial Services</p>	<b>Formative</b>		
	<b>Oct</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			