

# **Dallas Independent School District**

## **363 School for the Talented and Gifted in Pleasant Grove**

### **2024-2025 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Academic Achievement in Social Studies  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# Mission Statement

Our motto, “Achieving with effort, excelling with persistence,” is the understanding that praising **hard work** and **effort** instills a growth mindset, resulting in achievement regardless of circumstances.

## Vision

Our vision at STAG in PG is to develop today’s **high achieving talented** and **gifted dual-language** scholars, in an **excelling 21st-century educational platform**, comprised of rigorous and **global academic** and extracurricular programs.

*Here at STAG, We Fly High!*

**School Theme for the 2024-2025 School Year**

*"Be Yourself, Achieve Together"*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The School for the Talented and Gifted in Pleasant Grove is located in Southeast Dallas, and it is a beacon of educational excellence within the community. With a total enrollment of 372 students ranging from 4th to 8th grade, our campus caters to the academic needs of students aged 9 to 14 years old. Embracing a dual-language magnet school model, admission to our institution is application-based, attracting students from diverse backgrounds seeking specialized programs and enriched learning opportunities. STAG in PG is not just a school; it's a hub for collaborative learning and community engagement. Our story is one of empowerment and inclusivity, where stakeholders, including parents, guardians, and the broader community, actively participate in shaping our students' educational journey. Our commitment to diversity is reflected in our student body, with 97.6% identifying as Hispanic, 0.8% as African American, and 0.3 % as Asian, mirroring the rich cultural tapestry of our neighborhood. Of our student body, 89.6% identify as economically disadvantaged and 71% as gifted and talented. Additionally, our staff composition, comprising 76% Hispanic, 16% African American, and 4% White, underscores our dedication to representation and equity in education. As an A-rated campus, we prioritize student success through tailored programs such as Dual Language, Gifted and Talented Education, and College, Career, and Military Readiness initiatives. With a focus on academic achievement, holistic development, and community collaboration, STAG in PG is more than just a school; it catalyzes transformative education in Southeast Dallas.

### Demographics Strengths

As a Dual-Language (Spanish/English) Texas Education Agency Accountability A-rated campus model, we can support emergent bilinguals and opt-in students' linguistic needs by employing immersion and advanced academics. Our students can continue on a path to a biliteracy seal upon graduation from high school should they continue the bilingual education pathway. Based on our demographics, one of our biggest strengths is serving a population representing most of the City of Dallas. Being a campus that follows a dual language immersion model, we leverage the fact we equip our students with the most significant percentage of languages spoken in the city: Spanish and English, the second language we support. Spanish is the native language of most of our population, and we seek to reach a point where both languages are of equal academic strength. We can significantly impact the city's future success due to the demographics of our campus serving the largest demographic populations. With most of our students living within a 10-mile radius, families want to increase their ability to advocate for the campus's needs and their involvement in its outlook.

To extend their learning opportunities, students attended field trips to Model UN, Frida Khalo, and the Dallas Symphony. Also, based on the students' interests, our teachers offer different clubs throughout the year, with a 100% student participation rate.

Our average attendance is above 97.5%, with a stability rate of 100%. 34% of teachers have 6-20 years of experience, and 48% between 1-5 years.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The number of African-American, White, and Asian students attending the school falls below the district's targeted projections. **Root Cause:** Due to limited knowledge and promotion of dual language programs benefits, bilingual families with bilingual backgrounds do not enroll in dual language programs at home in their primary years (PK-3). Recruitment, marketing, and partnerships are specific to enrollment opportunities.

**Problem Statement 2 (Prioritized):** \_\_\_\_\_percent of the parents feel ill-equipped to access information, support, or resources from district departments and other outside partners. **Root Cause:** Many families lack knowledge of technology resources and are unfamiliar with navigating websites, portals, vendors, or district platforms.

**Problem Statement 3 (Prioritized):** \_\_\_\_\_percent of families desire to build relationships and partnerships with teachers and staff. **Root Cause:** Parent support in school activities is limited due to the time constraints for in-person volunteering or attending campus events.

**Problem Statement 4 (Prioritized):** Students who perform in DL advanced academics tend to use more English in the classroom. **Root Cause:** Due to mastery mostly in their native language, students lack consistent exposure to rigorous academic resources in Spanish.

**Problem Statement 5:** Teacher coaching and support need to be differentiated based on years of experience and performance. **Root Cause:** Inconsistent coaching cycles and intervention plans to improve teacher's craft and performance.

# Student Learning

## Student Learning Summary

**2023-2024 STAAR Performance levels are:**

- **4th-8th READING 99.4% Approaches, 90% Meets and 75% Masters.**
- **4th-8th MATH 98% Approaches, 85% Meets and 48% Masters.**
- **Algebra I 100 % Approaches, 97% Meets, and 68% Masters.**
- **5th & 8th Science 95% Approaches, 71% Meets, and 36% Masters**
- **8th Social Studies 94 % Approaches, 74% Meets, and 56% Masters.**
- **AA 0.8% RLA 100% App, 100% Met 100% Mst | Math 100% App, 66% Met, 33% Mst**

Overall, STAG students performed higher than the state and strict in all bands. The Emergent Bilingual subgroup are performing higher than the state and district levels. 2023-2024 data showed a consistency from the year prior.

Our formative assessments are used to monitor, track, and improve student learning throughout the year vi small groups, tutoring, or Saturday school. Teachers used unit assessments, module tests, ACP, and STAAR simulator data to tailor their instruction to fill the learning gaps based on the school cycle. Some teachers offered tutoring after school after the first 9 weeks of school, while others started the second semester or after CA3. Some interventions included concrete assignments, projects, STAAR resources that focused on specific skills, and the use of adaptive software. Teachers track students' progress through different learning platforms such as IXL, DAN, AIL, and Progress Learning. On the other hand, few teachers included small group interventions during their daily schedule. Small group protocols varied from teacher to teacher and were not monitored by the school administration.

RTI/MTSS - 20% of the teacher body used MTSS to monitor students falling behind after the first 9 weeks of school. The Academic Progress Meetings during provided information and an action plan during parent conferences to increase student support at home. All students were promoted to the next grade level; however, some students need to have a plan in place in August 2023 based on their EOY performance. Classroom observations and the correlation between teacher effectiveness and student success. During the 23-24 school year, some classrooms showed increased discipline concerns, and their student's ACP performance was not aligned with other content summative assessments. Classroom observations showed an alignment of must-haves using the STAG WAY, such as LO/DOL, rigorous activities, MRS, use of technology, lesson cycle, and timers.

## Talented and Gifted

Teachers learned about using Depth and Complexity questions to increase the rigor of their lesson and use exemplars to enhance disciplinary literacy. 80% of the teacher body shows some elements of Depth and Complexity, uses exemplars, and promotes high student achievement. All 6th-8th grade students were enrolled in RLA, Math, and Science Honors classes.

## Dual Language

Some components of the Dual Language models were followed with fidelity in DL classrooms such as content word walls, the bridge, bilingual pairs, cognates, student-generated alphabet, language of instruction (LOI), and language of the day (LOD).

## Student Learning Strengths

ACP and STAAR Result: Based on the data gathered at the ending of the 2023-2024 school year, the School for the Talented and Gifted in Pleasant Grove students demonstrated an **increase in mastery** level in the following areas: 4th, 6th, 7th, and 8th-grade reading, 6th and 8th-grade math, 8th-grade science, and social studies.

At-Risk and special population students will be provided targeted enrichment, study skills curriculum, MTSS support structures, and parent support program bridging to support accelerated achievement gap closures.

STAAR For Domain 2A, \_\_\_% of our 4th-8th grade students reached their reading growth, and \_\_\_% reached their math growth. For Domain 3- Closing the gaps, our campus reached all metrics for sub-group populations was 100%. SPED student's goal of 81% was achieved. To improve student performance, our campus provided adaptive software, teacher's professional development, and teaching strategies such as IXL, targeted intervention, and data analysis development through data talks and PLCs.

TELPAS results showed an increase from \_\_\_% to \_\_\_% in the area of \_\_\_\_\_. Also, \_\_\_\_\_ showed an increase of \_\_\_\_\_ points compared to the 2022-2023 results.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Overall students performing at the mastery level in reading and math are not showing significant growth. **Root Cause:** Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.

**Problem Statement 2 (Prioritized):** Students in special populations are mastering at a lower percentage than general population students. **Root Cause:** SPED/504 population students require increased support to reach a higher mastery level.

**Problem Statement 3 (Prioritized):** Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals. To address this, they utilize Depth and Complexity Icons. **Root Cause:** Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals.

**Problem Statement 4 (Prioritized):** A low number of student progress monitoring in RTI/SST and TELPAS. **Root Cause:** Time for planning is scarce, and teachers may be unclear about the purpose and not be familiar with the protocol and school administration monitoring system.

**Problem Statement 5 (Prioritized):** An onboarding pipeline needs to be created for 4th and 6th graders to support learning and stamina throughout the school year. **Root Cause:** The new 4th-grade students come from different school settings and may not be familiar with the rigor of TAG schools. New 6th-grade students will take Honors classes, which are more accelerated and demanding.

**Problem Statement 6:** Grade 5 Science Performance scored 21% in Mastery of Science. **Root Cause:** Students lack exposure to non-fiction texts and science vocabulary consistently in early grades. Leveled questions used in direct instruction and small groups are ambiguous or show low levels of rigor. Students lack exposure to the learning labs.

**Problem Statement 7 (Prioritized):** 5th Reading and Writing scores decreased in Meets and Mastered compared to the 22-23 school year. **Root Cause:** Students need more opportunities to practice rigorous reading and writing coursework alongside constructed responses. Lack of campus-wide Disciplinary literacy knowledge in classrooms throughout the school to promote reading, writing, listening, and speaking.

**Problem Statement 8 (Prioritized):** 4th - 8th performance scored 48% lower in Mastery for math than the 22-23 school year. **Root Cause:** Lack of foundational concept skills and fluency to develop new learning. Internalization of lessons to differentiate Tier 1 instruction

**Problem Statement 9 (Prioritized):** Instructional observations and face-to-face feedback were not practiced routinely **Root Cause:** Administrators' schedules and prioritization of high-needs classrooms.

**Problem Statement 10 (Prioritized):** 5th-grade performance scored 58% in meets and 21% in masters for the 22-23 school year. **Root Cause:** There is a lack of time for consistent small-group support and hands-on activities. Lessons involve projects and research but lack concrete prior knowledge and address misconceptions with anchor charts.



# School Processes & Programs

## School Processes & Programs Summary

At the School for the Talented and Gifted in Pleasant Grove (STAG in PG), we serve low socioeconomic students who are also Dual Language learners in advanced academic classrooms. Being a dual language school, we strive to serve English and Spanish-speaking students so they have equal opportunities in both languages to become biliterate. Since we are a magnet campus, we want to ensure that our students have access to the highest education with all the available programs accessible to all students. We need to provide the dual language needs of our students to align with the expectations of the advanced academic pathway, which includes Physics, Algebra I, Spanish LOTE, Honors Math, Honors Science, and Honors Reading. This need is still prevalent within our school community, as seen in our reading scores across all grade levels. Reading scores for the 23-24 increased to 75% master level at the district level. This demonstrates a continued need for complex novel studies using tier 1 curriculum across all contents, yielding greater understanding and cultural relevance. Research-based instruction such as Robotics, Technical Application, CTE courses, STEM-based learning, and the two-way dual language immersion program are prevalent in our School throughout all grade levels. There is also a need to integrate 21st-century learning (communication, time management, interpersonal skills, social-emotional learning, etc.) throughout all content and grade levels.

## Curriculum, Instruction, and Assessment (Overview)

Carnegie STAAR/ACP, Amplify, and Eureka Unit assessments are used throughout the year to maximize tier 1 instruction alongside small group interventions and data disaggregation.

Strengths: After/before tutoring, Saturday school, aligned testing schedule based on instructional days and district (local/state) assessments.

## Personnel

The School for the Talented and Gifted in PG has a rigorous process for recruiting and hiring high-quality educators using a differentiated protocol based on roles, needs of the campus, and years of experience. Currently, there are three staff that have terminal degrees and ten that have advanced degrees. 34% of teachers have 6-20 years of experience, and 48% between 1-5 years. Consequently, veteran teachers can mentor new teachers and provide ongoing assistance and feedback. The instructional leaders support teachers through classroom observations, real-time feedback, targeted Professional development, and Coaching Cycles. One-on-one conferences were scheduled based on TEI guidelines.

## Professional Practices

Our master schedule for elementary follows the Dual-Language model and includes allotted time by policy for each content time, intervention, small group support, and metalinguistic connections; for secondary, we follow an A/B block schedule and embedded study skills to targeted instruction. We provide ongoing professional development (PD) at STAG in PG to support district initiatives, school programs, and teaching gaps. The PD strategically calendars through the year based on the month, teacher contents, and professional goals. Teachers create a PD plan at the beginning of the year, giving them ownership of their professional growth. Our Professional Learning Communities follow the instructional best practices of the Paul Bambrick model. PLCs are scheduled weekly for 70 min. Depending on grade level. Also, vertical planning was evident for high-need content during the second semester. Extra time or coverage needed to be planned for it to be effective.

## Programs and Opportunities for Students

As an A-rated campus, our teachers have the flexibility to supplement tier 1 curriculum and resources that will increase the rigor of their lessons, the materials, and resources for their lessons. They utilize the IPC provided by the district to guide their instruction. STAG in PG also promotes college, career, and military readiness. Teachers and staff use the various opportunities to share their college experiences using a college corner in the classrooms, college, and university flags, and daily presentations showcasing their college and schoolwide career day. Eighth-grade students study many career options in the Pathway to Careers course. Students could attend field trips such as Model United Nations, Environmental Center, and Holocaust Museum to extend learning opportunities. During Clubs and Whistles Day, 100% of our students participate in the club of their choice each semester. Additionally, 4th-8th grade students have after-school programs, from academics to sports. They also travel to compete at state and national levels.

## **Procedures**

Every student has a Chromebook device to use daily during school. If the device is broken, there is a process to request a replacement. To maximize instructional time, we implemented an innovative schedule with an additional 15 minutes of planning daily at the elementary level. Teachers followed a class schedule and agenda daily. Some included using time stamps to increase the pace and rigor of the lesson.

Additionally, the use of timers was encouraged to keep teachers accountable. During the 22-23 school year, STAG was recognized as one of Dallas ISD's top 5 safest schools. Our safety coordinator scheduled monthly drills, trained staff, and provided parents with safety information during Coffee with the Principal or throughout the newsletter. The safety coordinator monitored transitions between bells and coordinated support for high-needs areas, including morning arrival and dismissal.

## **School Processes & Programs Strengths**

### **PERSONNEL**

The roles and responsibilities at STAG in PG are well-defined and communicated clearly to staff members through the Distributive Leadership Plan. In addition, the school follows the district-established job descriptions and performance expectations for each position, and staff members receive training and support to ensure they understand their responsibilities. When new staff members are hired, they receive an orientation that covers the district's and school's mission, vision, and values, as well as their job responsibilities and performance expectations. Additionally, staff members are typically given a handbook that outlines district policies and procedures, including codes of conduct and reporting protocols. During their employment, staff members may receive ongoing training and professional development opportunities to help them improve their skills and stay up-to-date on best practices. This may include training on classroom management, student engagement, cultural competence, and curriculum development.

STAG strives to provide a supportive work environment where staff members are empowered to carry out their roles and responsibilities effectively and take ownership. This support includes providing them with the resources and tools they need to succeed and ongoing support and feedback to help them improve and grow in their roles.

### **Professional Practices**

The roles and responsibilities at STAG in PG are well-defined and communicated clearly to staff members through the Distributive. Most teachers on campus teach the content in which they have the most expertise. On campus, we use PLC time to collaborate with our veteran teachers to ensure all teachers are knowledgeable in their classroom: mentor-mentee, conferences, PLC, Monday meetings, planning time with colleagues, cornerstone-asynchronous, and webinars. The teacher Mentor Program allows new or struggling teachers to receive professional development for planning and instruction. Also, to promote the growth or progress of new/struggling teachers as they progress further in their teaching careers. Based on the TEI rubric allows us to see the correlation between teacher effective teacher instruction and student scores such as ACP, STAAR, TELPAS & MAP. Understanding and buy-in should be high on the list of staff attitudes and thoughts toward improvement and CNA processes. It is driven by staff, and how committed staff is to campus improvements determines its success. Developing teachers is a joint endeavor (teacher/leadership) with an eye on success and investment. The more we invest in struggling teachers, the better chance that teacher has to improve those areas of low performance. Every teacher and staff member belongs to an APP with specific targeted areas. The systems in place at school are managed throughout the APPs, where all teachers and staff play a crucial role in fulfilling and improving different areas of the campus.

### **Programs and opportunities for students**

Our campus provides at-risk student groups with advanced math, history, science, CATE, and LOTE courses. Science classes use the 5 E's model to close the gaps and advance student learning. Our campus also provides at-risk student groups with advanced coursework. Data-driven instruction is critical in today's education landscape. It can empower teachers, help inform instruction, provide insight into their student's learning needs, and form the backbone for educator collaboration. The value of the data starts with an intelligent education assessment system and an understanding of how to leverage the data in the classroom.

At our campus, students can choose electives like those offered in middle and high school. We follow an A/B schedule that mirrors the upper-grade levels, ensuring a smooth transition for our students. The small size of our campus fosters a close-knit community where students interact with all teachers of different grade levels. During the application

process, we provide a shadowing day for the grade level you are applying for, giving a glimpse of the personalized learning experience we offer. Classroom management and discussion of expectations are significant trends on campus, ensuring a safe and conducive learning environment.

Agreements about school discipline, attendance, and cell phone usage are in place. Consequences are established to redirect off-class behavior and establish a plan to support students and families—100% student and teacher/staff participation in Clubs. We achieve 4 out of 5 indicators for extracurricular opportunities. PLCs were held at least every two weeks and facilitated by the assistant principal. Data PLCs and nine weeks of Data Talks guided teachers and campus leaders to develop effective instructional plans to support all students.

## **Procedures**

23-24 Safest School in Dallas ISD

ES and MS master schedules supported efficient transitions, instructional time, and student monitoring.

Efficient and Safe Arrival and Dismissal

Each classroom is equipped with technology such as Promethium, grade-level printers, and student connection devices .

We have two school expulsions and thirty-five referrals for the 23-24 SY. We need to raise awareness among teachers at the beginning of the year by increasing awareness programs such as plagiarism, narcotics, cultural awareness, and bullying at the start of the year. And throughout the year. We have had bullying incidents in elementary that led to inappropriate behavior. We need software to prevent online inappropriate behavior. Therefore, Digital Citizenship training is required at the beginning of the year. The programs we have in place align with our vision, mission, goals, and values and address safety issues.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Low book circulation, research, and reference materials used in classrooms and curricula aligned lessons for elementary school alongside research for middle schools. **Root Cause:** Media service goals must be aligned with curriculum and instruction targets for all content teachers.

**Problem Statement 2 (Prioritized):** Limited evidence of consistent small group instruction and after-hours tutoring based on students' needs. **Root Cause:** Minimal professional learning opportunities focusing on student learning profiles and understanding how to use MAP Growth data and TELPAS.

**Problem Statement 3 (Prioritized):** Students lack opportunities to build meaningful portfolios that will help them advance their academic careers through visual and performing arts, such as theater, modern band, art, and robotics. **Root Cause:** Teachers, students, and parents do not understand what students need to advance to higher education.

**Problem Statement 4 (Prioritized):** PLC and Planning time were not consistently focused on instructional needs, especially in elementary school. **Root Cause:** The misconception of the allotted time for planning and collaboration. The pacing of the PLC protocol varied based on teachers and contents.

**Problem Statement 5 (Prioritized):** SST/MTSS plans were inconsistent across grade levels and classes. **Root Cause:** Lack of clarity on school expectations, type of interventions, timelines, and processes.

**Problem Statement 6 (Prioritized):** Teacher attendance accountability during scheduled or unscheduled absences or unexpected leaves. **Root Cause:** Teachers lack lesson planning, grading procedures, behavior expectations for expected and unexpected absences, and inconsistency of tier 1 instruction.

**Problem Statement 7:** Inconsistent counseling guidance lessons for all grade levels. **Root Cause:** Misaligned prioritization with other tasks which can include scheduling and communication.

# Perceptions

## Perceptions Summary

Students, parents, and community members consistently see STAG in PG as a safe and positive place to attend school. According to the spring 2024 Student Experience Survey, students in grades 4th & 5th responded favorably with an overall rating of 86%, positioning STAG in PG in the 80th to 99th percentile, a decrease of 10% from the Spring 2023 school year. On the other hand, middle school student responses were about the same, with an 84% decrease by 3% from the Spring 2023 school year; however, this still ranks the school in the 80th to 99th percentile; there was a slight increase in the area of "supportive relationships" in elementary and in middle school. There was a significant increase of 24% in "school belonging" in middle school and an increase of 2% in elementary school. After analyzing this data, it is fair to conclude that the climate and culture of our campus are strong. Implementing the SEL curriculum (Second Step) and planned intentional Guidance Lessons will continue to be an effective way to connect with students. Positive campus culture is also reflected in the parent survey. Overall, parents' responses show they are confident in discussing concerns about their child's education and support initiatives that address academics, mental health, and parenting tips.

Furthermore, parents welcome opportunities to be involved in their student's education. Many parents actively seek opportunities to volunteer on campus throughout the year. For example, the Fall Carnival, Friendship Jam, Mavericks Family Night Tour, Dallas Cowboys Tour Texas Rangers and FC Dallas Family Nights, Pan Dulce, Black History Month Celebration, 5th and 8th Grade Dances, and other parent involvement activities are coordinated through the Community Liaison. Another way in which STAG in PG engages with the community and creates positive perceptions is through effective communication, including the use of social media. Our campus involves every stakeholder in the focus and drives primarily through the distributive leadership model of the Action Plan Planning (APP) Committees. Action Plan Planning Committees help create, implement, and monitor our Campus Improvement Plan (CIP) and its essential action items. APPs focus on four domains:

- Curriculum, Instruction, and Assessments
- Technology and Social Media
- Climate & Wellness
- Family & Community Involvement

Forging strong community partnerships is a crucial area of growth for our school. We recognize the value that businesses in the Pleasant Grove subdivision, primarily small business owners with limited time and resources, can bring to our school community. As we move forward, we must find innovative ways to engage these stakeholders, making them feel their contribution is welcome and vital to our school's success.

## Perceptions Strengths

Our scholars feel academically, emotionally, and physically supported in a safe environment. The impact of our academic support initiatives, such as Saturday school and targeted tiered instruction, is evident in the improved academic performance of our students. These initiatives and before and after-school tutoring address learning gaps and enhance learning outcomes. The advisory period allows students to engage in social and emotional learning (SEL) strategies such as Sanford Harmony Conversation Starters. Second Step is another program we use for middle school students to help students build social-emotional skills—like nurturing positive relationships, managing emotions, and meeting goals. These help students build community and find their voice. Parents feel their children are in a safe environment, and students are encouraged to “See Something, Say something, district initiative.” Our counselor has an open-door policy, is an excellent resource for leading presentations on bullying, drug use, internet safety, etc., and offers counseling sessions based on student needs via a Google Forms document. Another strength we have identified is the strong outreach practices we have in place on our campus. Through activities/events such as SBDM - Site-Based Decision-Making Committee, Pan Dulce, and PTO, all stakeholders in vision, mission, goals, strategies, and values focus on a safe environment and high academic expectations. Finally, the Clubs & Whistles initiative allows our scholars to connect with others in our local community and on State and National levels. Students have partnered with the Recreation Center, donated to the local food pantry, and traveled out of State for various competitions.

## STUDENT ENGAGEMENT

The Second Step Curriculum is a testament to our commitment to student support and fostering their academic, emotional, and physical well-being. The Advisory Period, a dedicated time for students to engage in Social and Emotional Learning (SEL) strategies like Sanford Harmony Conversation Starters, empowers them to build a strong community and find their voice. Senior students in a focus group played a pivotal role in developing the school-side theme, highlighting their active participation and contribution to the school's growth.

### **STAFF ENGAGEMENT**

The creation of the Bureau of Serious Fun (BSF) has significantly contributed to staff engagement by making coordinating staff events, outings, and celebrations more accessible. This initiative has fostered a positive work environment and promoted a sense of belonging among the staff. The Distributed Leadership model (APP Committees) allowed teachers to provide input into the school's daily operations. The Clubs & Whistles initiative allows our scholars to connect with others in our local community and on State and National levels. The Campus Climate Survey result showed an increase Spring '22 - 81.7% to Fall '23- 94.8% in Beliefs and Priorities domain, due to the transparency with communication and goals of the district. Also, the positive culture and environment category showed an increase from Spring '22- 83% to Spring '23 - 90.5%.

### **PARENT ENGAGEMENT**

Parents feel their children are in a safe environment, and students are encouraged to "see something, say something."

Our counselor has an open-door policy and is an excellent resource for leading presentations on bullying, drug use, internet safety, etc. Thanks to our Community Liaison, our parent participation increased by 10% for Coffee with the Principal, in-person events, and volunteer work, reaching 2500 hours in Volv.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a lack of task prioritization at different levels **Root Cause:** Internal and external communication systems need to be streamlined and monitored.

**Problem Statement 2 (Prioritized):** Low parent and teacher involvement in the PTO **Root Cause:** Many families and teachers alike are not fully aware of the benefits and type of involvement in PTO.

**Problem Statement 3 (Prioritized):** Families struggle to support their students academically and emotionally. **Root Cause:** Parents are not comfortable navigating school systems that are designed to support students or asking questions when they do not understand.

**Problem Statement 4 (Prioritized):** Teacher and staff attendance is low. **Root Cause:** Low teacher/staff morale due to high-stakes magnet environment and expectations

**Problem Statement 5 (Prioritized):** Student engagement in the classroom is 71 percent and rigorous expectations at 88% **Root Cause:** Adjustment to the new curriculum and content-pedagogy level expertise aligned with professional development

**Problem Statement 6 (Prioritized):** Limited number of Community/Business partners **Root Cause:** There are no expectations for outreach protocols, goals, and monitoring.

# Priority Problem Statements

**Problem Statement 1:** Students who perform in DL advanced academics tend to use more English in the classroom.

**Root Cause 1:** Due to mastery mostly in their native language, students lack consistent exposure to rigorous academic resources in Spanish.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The number of African-American, White, and Asian students attending the school falls below the district's targeted projections.

**Root Cause 2:** Due to limited knowledge and promotion of dual language programs benefits, bilingual families with bilingual backgrounds do not enroll in dual language programs at home in their primary years (PK-3). Recruitment, marketing, and partnerships are specific to enrollment opportunities.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** \_\_\_\_\_percent of the parents feel ill-equipped to access information, support, or resources from district departments and other outside partners.

**Root Cause 3:** Many families lack knowledge of technology resources and are unfamiliar with navigating websites, portals, vendors, or district platforms.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** \_\_\_\_\_percent of families desire to build relationships and partnerships with teachers and staff.

**Root Cause 4:** Parent support in school activities is limited due to the time constraints for in-person volunteering or attending campus events.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Families struggle to support their students academically and emotionally.

**Root Cause 5:** Parents are not comfortable navigating school systems that are designed to support students or asking questions when they do not understand.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Teacher and staff attendance is low.

**Root Cause 6:** Low teacher/staff morale due to high-stakes magnet environment and expectations

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Limited number of Community/Business partners

**Root Cause 7:** There are no expectations for outreach protocols, goals, and monitoring.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Overall students performing at the mastery level in reading and math are not showing significant growth.

**Root Cause 8:** Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Students in special populations are mastering at a lower percentage than general population students.

**Root Cause 9:** SPED/504 population students require increased support to reach a higher mastery level.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals. To address this, they utilize Depth and Complexity Icons.

**Root Cause 10:** Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** A low number of student progress monitoring in RTI/SST and TELPAS .

**Root Cause 11:** Time for planning is scarce, and teachers may be unclear about the purpose and not be familiar with the protocol and school administration monitoring system.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** An onboarding pipeline needs to be created for 4th and 6th graders to support learning and stamina throughout the school year.

**Root Cause 12:** The new 4th-grade students come from different school settings and may not be familiar with the rigor of TAG schools. New 6th-grade students will take Honors classes, which are more accelerated and demanding.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** 5th Reading and Writing scores decreased in Meets and Mastered compared to the 22-23 school year.

**Root Cause 13:** Students need more opportunities to practice rigorous reading and writing coursework alongside constructed responses. Lack of campus-wide Disciplinary literacy knowledge in classrooms throughout the school to promote reading, writing, listening, and speaking.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** 4th - 8th performance scored 48% lower in Mastery for math than the 22-23 school year.

**Root Cause 14:** Lack of foundational concept skills and fluency to develop new learning. Internalization of lessons to differentiate Tier 1 instruction

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** Instructional observations and face-to-face feedback were not practiced routinely

**Root Cause 15:** Administrators' schedules and prioritization of high-needs classrooms.

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 16:** Limited evidence of consistent small group instruction and after-hours tutoring based on students' needs.

**Root Cause 16:** Minimal professional learning opportunities focusing on student learning profiles and understanding how to use MAP Growth data and TELPAS.

**Problem Statement 16 Areas:** School Processes & Programs

**Problem Statement 17:** Students lack opportunities to build meaningful portfolios that will help them advance their academic careers through visual and performing arts, such as theater, modern band, art, and robotics.

**Root Cause 17:** Teachers, students, and parents do not understand what students need to advance to higher education.

**Problem Statement 17 Areas:** School Processes & Programs

**Problem Statement 18:** PLC and Planning time were not consistently focused on instructional needs, especially in elementary school.

**Root Cause 18:** The misconception of the allotted time for planning and collaboration. The pacing of the PLC protocol varied based on teachers and contents.

**Problem Statement 18 Areas:** School Processes & Programs

**Problem Statement 19:** SST/MTSS plans were inconsistent across grade levels and classes.

**Root Cause 19:** Lack of clarity on school expectations, type of interventions, timelines, and processes.

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 20:** Teacher attendance accountability during scheduled or unscheduled absences or unexpected leaves.

**Root Cause 20:** Teachers lack lesson planning, grading procedures, behavior expectations for expected and unexpected absences, and inconsistency of tier 1 instruction.

**Problem Statement 20 Areas:** School Processes & Programs

**Problem Statement 21:** There is a lack of task prioritization at different levels

**Root Cause 21:** Internal and external communication systems need to be streamlined and monitored.

**Problem Statement 21 Areas:** Perceptions

**Problem Statement 22:** Low parent and teacher involvement in the PTO

**Root Cause 22:** Many families and teachers alike are not fully aware of the benefits and type of involvement in PTO.

**Problem Statement 22 Areas:** Perceptions

**Problem Statement 23:** Low book circulation, research, and reference materials used in classrooms and curricula aligned lessons for elementary school alongside research for middle schools.

**Root Cause 23:** Media service goals must be aligned with curriculum and instruction targets for all content teachers.

**Problem Statement 23 Areas:** School Processes & Programs



**Problem Statement 24:** 5th-grade performance scored 58% in meets and 21% in masters for the 22-23 school year.

**Root Cause 24:** There is a lack of time for consistent small-group support and hands-on activities. Lessons involve projects and research but lack concrete prior knowledge and address misconceptions with anchor charts.

**Problem Statement 24 Areas:** Student Learning

**Problem Statement 25:** Student engagement in the classroom is 71 percent and rigorous expectations at 88%

**Root Cause 25:** Adjustment to the new curriculum and content-pedagogy level expertise aligned with professional development

**Problem Statement 25 Areas:** Perceptions

# 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 state assessments in all subjects in Domain 1 will increase from 95 to 97, regardless of student at-risk factors, by June 2025 and align to exceed the district goal by June 2026.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** STAAR, Spring Common Assessments, ACP Science & History in grades 4-8; as compared to the 23-24 SY and magnet average overall.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Train, monitor, and assist teachers in planning tightly aligned IPCs, lessons to State standards, and assessments that will support good first instruction by providing professional development, vertical planning opportunities, and weekly PLCs use disciplinary literacy resources in all content areas. Resources may include but are not limited to tier 1 curriculum, Mentoring Minds, Sirius, Region 10, consultants, reading materials, & expert teachers.  <b>Strategy's Expected Result/Impact:</b> Campus A-Team will provide feedback based on Teacher proficiency. Teachers can create aligned lesson plans and assessments by October 17, 2024. <b>Staff Responsible for Monitoring:</b> A-Team, Teacher Leads, and Demo Teacher  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 3 - Perceptions 4	Formative		
	Oct	Feb	June

Strategy 2 Details		Formative Reviews		
<p><b>Strategy 2:</b> The teacher will use technology, adaptive learning software, a progress monitoring system, class data trackers, and student learning profiles to monitor student mastery of TEKS on common assessments to accelerate learning and fill learning gaps; resources may include but are not limited to laptops, printers, copy paper, ink, DAN, Lead4ward, Data Trackers, Progress Learning, Legends of Learning, Sirius, IXL, AVANT, and All in Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Teachers will use data trackers to monitor progress by October 31, 2024.</p> <p><b>Staff Responsible for Monitoring:</b> A-Team, Teacher Leads, &amp; CILT</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 7, 8</p>		Formative		
		Oct	Feb	June
Strategy 3 Details		Formative Reviews		
<p><b>Strategy 3:</b> Establish, monitor, and implement school-wide data practices such as exit tickets, inter-topic tests, end of unitL and data PLCs that foster a data-driven culture by providing professional development on proven Data Meeting Protocols and best practices; and utilize extended planning sessions to maximize results using TEKS Resource System, Common Assessment Data, Lead 4ward, blueprints, HQ teachers, teacher exemplars, student work samples (highs, mediums &amp; lows).</p> <p><b>Strategy's Expected Result/Impact:</b> Design lessons during PLCs and analyze data at least twice every nine-week</p> <p><b>Staff Responsible for Monitoring:</b> A-Team and Teacher Leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4, 9</p>		Formative		
		Oct	Feb	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Leadership will plan and provide vertically targeted PLC in all contents to accelerate and fill the learning gaps through collaboration.  <b>Strategy's Expected Result/Impact:</b> By March 2025, 4th-grade students will increase from 78% to 85% at the STAAR Meets Level Increase, and 6th-grade students will increase from 56% to 70% at the Master Level.  <b>Title I:</b> 2.4, 4.2  <b>Problem Statements:</b> School Processes & Programs 4	Formative		
	Oct	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Overall students performing at the mastery level in reading and math are not showing significant growth. <b>Root Cause:</b> Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.</p> <p><b>Problem Statement 2:</b> Students in special populations are mastering at a lower percentage than general population students. <b>Root Cause:</b> SPED/504 population students require increased support to reach a higher mastery level.</p> <p><b>Problem Statement 3:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals. To address this, they utilize Depth and Complexity Icons. <b>Root Cause:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals.</p> <p><b>Problem Statement 4:</b> A low number of student progress monitoring in RTI/SST and TELPAS . <b>Root Cause:</b> Time for planning is scarce, and teachers may be unclear about the purpose and not be familiar with the protocol and school administration monitoring system.</p> <p><b>Problem Statement 5:</b> An onboarding pipeline needs to be created for 4th and 6th graders to support learning and stamina throughout the school year. <b>Root Cause:</b> The new 4th-grade students come from different school settings and may not be familiar with the rigor of TAG schools. New 6th-grade students will take Honors classes, which are more accelerated and demanding.</p> <p><b>Problem Statement 7:</b> 5th Reading and Writing scores decreased in Meets and Mastered compared to the 22-23 school year. <b>Root Cause:</b> Students need more opportunities to practice rigorous reading and writing coursework alongside constructed responses. Lack of campus-wide Disciplinary literacy knowledge in classrooms throughout the school to promote reading, writing, listening, and speaking.</p> <p><b>Problem Statement 8:</b> 4th - 8th performance scored 48% lower in Mastery for math than the 22-23 school year. <b>Root Cause:</b> Lack of foundational concept skills and fluency to develop new learning. Internalization of lessons to differentiate Tier 1 instruction</p> <p><b>Problem Statement 9:</b> Instructional observations and face-to-face feedback were not practiced routinely <b>Root Cause:</b> Administrators' schedules and prioritization of high-needs classrooms.</p>
School Processes & Programs
<p><b>Problem Statement 4:</b> PLC and Planning time were not consistently focused on instructional needs, especially in elementary school. <b>Root Cause:</b> The misconception of the allotted time for planning and collaboration. The pacing of the PLC protocol varied based on teachers and contents.</p>

Perceptions

**Problem Statement 4:** Teacher and staff attendance is low. **Root Cause:** Low teacher/staff morale due to high-stakes magnet environment and expectations

**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 will increase at least 10% in the masters by the end of the year 2024-25.

**High Priority**  
**Evaluation Data Sources:** District Assessments and STAAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> APP committees will develop instructional support to address the growth goals of African-American students <b>Strategy's Expected Result/Impact:</b> By May 2025, 100% of African-American students will reach their projected overall performance goals in Reading and Math. <b>Staff Responsible for Monitoring:</b> Teacher Leads  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 4 - Student Learning 1, 5, 7 - Perceptions 3	Formative		
	Oct	Feb	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> The number of African-American, White, and Asian students attending the school falls below the district's targeted projections. <b>Root Cause:</b> Due to limited knowledge and promotion of dual language programs benefits, bilingual families with bilingual backgrounds do not enroll in dual language programs at home in their primary years (PK-3). Recruitment, marketing, and partnerships are specific to enrollment opportunities.
<b>Problem Statement 4:</b> Students who perform in DL advanced academics tend to use more English in the classroom. <b>Root Cause:</b> Due to mastery mostly in their native language, students lack consistent exposure to rigorous academic resources in Spanish.

### Student Learning

**Problem Statement 1:** Overall students performing at the mastery level in reading and math are not showing significant growth. **Root Cause:** Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.

**Problem Statement 5:** An onboarding pipeline needs to be created for 4th and 6th graders to support learning and stamina throughout the school year. **Root Cause:** The new 4th-grade students come from different school settings and may not be familiar with the rigor of TAG schools. New 6th-grade students will take Honors classes, which are more accelerated and demanding.

**Problem Statement 7:** 5th Reading and Writing scores decreased in Meets and Mastered compared to the 22-23 school year. **Root Cause:** Students need more opportunities to practice rigorous reading and writing coursework alongside constructed responses. Lack of campus-wide Disciplinary literacy knowledge in classrooms throughout the school to promote reading, writing, listening, and speaking.

### Perceptions

**Problem Statement 3:** Families struggle to support their students academically and emotionally. **Root Cause:** Parents are not comfortable navigating school systems that are designed to support students or asking questions when they do not understand.

**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 at the projected Meets performance level or above will increase from 90% to 95% and math masters from 48% to 75 % by March 2026.

**High Priority**  
**Evaluation Data Sources:** District Assessment





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Train Teachers and acquire cross and extra-curricular research-based instructional materials including professional development, manipulatives, (Maps, Globes), and technology. Resources may include but are not limited to Coding, Gifted and Talented. (GT), Dual Language (DL), AVID, writing workshops, and UIL <b>Strategy's Expected Result/Impact:</b> By the end of April 2024, all 4th to 8th-grade teachers will show evidence in lessons using research-based best practices in GT, AVID skills, writing, Coding, and DL. <b>Staff Responsible for Monitoring:</b> Admin and Lead Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 5, 7, 8 - School Processes & Programs 1	Formative		
	Oct	Feb	June



Strategy 2 Details		Formative Reviews		
<p><b>Strategy 2:</b> Teachers will create a rigorous Dual Language environment conducive to learning, including the district's Dual Language (DL) and World Language models. They will support all learners through classroom engagement and differentiation in pedagogical practices to mitigate learning loss. Resources may include but are not limited to AVANT Assessments, classroom labels, poster printers and accessories, color-coded walls, SGA, content word walls, ELPS, and Bilingual. Pairs, the Bridge, timers, and bilingual dictionaries.</p> <p><b>Strategy's Expected Result/Impact:</b> By November 2024, all Dual Language classrooms will have evidence of all DL model components, and students will be placed in appropriate classes based on language proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> A-Team and Teacher Lead</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3 - School Processes &amp; Programs 1</p>		Formative		
		Oct	Feb	June
Strategy 3 Details		Formative Reviews		
<p><b>Strategy 3:</b> Teachers will deliver engaging small groups (T3), afterschool tutoring (T2 &amp; T1), and Saturday school (T1-T3) that facilitate student activities, and stations based on performance levels, interest, culture, and learning style to mitigate the learning loss. Resources may include but are not limited to STAAR resources, adaptive software, butcher paper, and classroom supplies.</p> <p><b>Strategy's Expected Result/Impact:</b> By December 2024, all (4-8) content teachers will show evidence of tutoring and small group support based on student tracking goals during data PLCs. By May 2024, 90% of the students will show gains in student achievement at the MEETs level of STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> A Team and Lead Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 4, 5, 7, 8, 9</p>		Formative		
		Oct	Feb	June

Strategy 4 Details		Formative Reviews		
<p><b>Strategy 4:</b> Through distributive leadership, we will provide training, coaching, and feedback on TEI indicators 2.3 Lesson Delivery, 2.4 Engagement, and 3.3 Culture and Climate to support teachers' effectiveness in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> By January 2025, our campus Spot Observation data will reflect that at least 80% of our teaching staff will be at a proficient level or higher</p> <p><b>Staff Responsible for Monitoring:</b> Instructional leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 9 - Perceptions 1</p>		Formative		
		Oct	Feb	June
Strategy 5 Details		Formative Reviews		
<p><b>Strategy 5:</b> Implement and progress monitor Professional development grounded in research-based practices to drive our school process for academic success and improve GT and DL teaching strategies. Conferences may include but are not limited to: Project-Based Learning conference, Magnet Conference of America, Ron Clark, ASCD, Texas Association of the Talented and Gifted, and National Association of Bilingual Association Conference, and The Breakthrough Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> By March 2025, participating staff will have evidence of up to two strategies specific to the conference to improve either GT or DL teaching strategies and create a plan to execute a prototype on a larger scale</p> <p><b>Staff Responsible for Monitoring:</b> A-Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>		Formative		
		Oct	Feb	June

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Funding a campus Demonstration Teacher to bridge and strengthen teacher effectiveness, build instructional capacity and increase 4th-grade student achievement while sustaining the magnet program through recruitment and leadership. <b>Strategy's Expected Result/Impact:</b> By March 2025, 100% of the teacher roster will reach magnet goals of 100-95-75 in reading and math.  By March 2025, 90% of returning teachers will demonstrate proficiency or above in TEI Domains 2 and 3.  By May 2025, 100% of the 4th-6th grade seats will be filled. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3, 5 - School Processes & Programs 4	Formative		
	Oct	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The number of African-American, White, and Asian students attending the school falls below the district's targeted projections. <b>Root Cause:</b> Due to limited knowledge and promotion of dual language programs benefits, bilingual families with bilingual backgrounds do not enroll in dual language programs at home in their primary years (PK-3). Recruitment, marketing, and partnerships are specific to enrollment opportunities.
Student Learning
<b>Problem Statement 1:</b> Overall students performing at the mastery level in reading and math are not showing significant growth. <b>Root Cause:</b> Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.
<b>Problem Statement 2:</b> Students in special populations are mastering at a lower percentage than general population students. <b>Root Cause:</b> SPED/504 population students require increased support to reach a higher mastery level.
<b>Problem Statement 3:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals. To address this, they utilize Depth and Complexity Icons. <b>Root Cause:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals.
<b>Problem Statement 4:</b> A low number of student progress monitoring in RTI/SST and TELPAS . <b>Root Cause:</b> Time for planning is scarce, and teachers may be unclear about the purpose and not be familiar with the protocol and school administration monitoring system.

### Student Learning

**Problem Statement 5:** An onboarding pipeline needs to be created for 4th and 6th graders to support learning and stamina throughout the school year. **Root Cause:** The new 4th-grade students come from different school settings and may not be familiar with the rigor of TAG schools. New 6th-grade students will take Honors classes, which are more accelerated and demanding.

**Problem Statement 7:** 5th Reading and Writing scores decreased in Meets and Mastered compared to the 22-23 school year. **Root Cause:** Students need more opportunities to practice rigorous reading and writing coursework alongside constructed responses. Lack of campus-wide Disciplinary literacy knowledge in classrooms throughout the school to promote reading, writing, listening, and speaking.

**Problem Statement 8:** 4th - 8th performance scored 48% lower in Mastery for math than the 22-23 school year. **Root Cause:** Lack of foundational concept skills and fluency to develop new learning. Internalization of lessons to differentiate Tier 1 instruction

**Problem Statement 9:** Instructional observations and face-to-face feedback were not practiced routinely **Root Cause:** Administrators' schedules and prioritization of high-needs classrooms.

### School Processes & Programs

**Problem Statement 1:** Low book circulation, research, and reference materials used in classrooms and curricula aligned lessons for elementary school alongside research for middle schools. **Root Cause:** Media service goals must be aligned with curriculum and instruction targets for all content teachers.

**Problem Statement 4:** PLC and Planning time were not consistently focused on instructional needs, especially in elementary school. **Root Cause:** The misconception of the allotted time for planning and collaboration. The pacing of the PLC protocol varied based on teachers and contents.

### Perceptions

**Problem Statement 1:** There is a lack of task prioritization at different levels **Root Cause:** Internal and external communication systems need to be streamlined and monitored.

**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:** Student achievement on the 4th-8th grade state assessment in math at the Meets performance level or above will increase from 85% to 90% by June 2026

**High Priority**

**Evaluation Data Sources:** STAAR, Tier 1 tests, MAP assessment, common assessments in grades 4-8; as compared to the 23-24 SY and magnet average overall

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 4th-8th grade teachers will use unit assessments and exit tickets to create action plans during Data PLCs that address student learning gaps using concrete to abstract exemplars. <b>Strategy's Expected Result/Impact:</b> By STAAR Simulator (March 2025), 4th-8th grade students will reach 100% for the Approaches level, 90% for the Meets level, and 75% for the Masters level. <b>Staff Responsible for Monitoring:</b> Teachers Leads Math CILT  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 7, 8 - School Processes & Programs 5, 6	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 4th-8th Math and Science Teachers will instruct students to conduct daily math fluency checks/ science routines with their peers so students can track their personal growth\ and mitigate the learning loss. Resources may include but are not limited to learner profiles, timers, multiplication facts resources, math manipulatives, and hands-on math &amp; science labs.</p> <p><b>Strategy's Expected Result/Impact:</b> By December 2024, T1-T3 4th-8th grade students will demonstrate growth in overall math and science performance at the meet and masters level compared to the Unit 1 baseline.</p> <p>By March 2025, the reporting category 3 (Geometry and Measurement) obtained by 4th-7th graders in Math Unit Assessments and STAAR will increase from ____% to ____%.</p> <p>By March 2025, the reporting category 3 (Earth and Space) obtained by 5 graders in SCI Unit Assessments and STAAR will increase from ____% to ____%.</p> <p>By March 2025, the reporting category 2 (Force, Motion, Energy) obtained by 7th graders in SCI Unit Assessments and STAAR will increase from ____% to ____%.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum, Instruction and Assessments, Teacher Lead, and A-Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 8, 10 - School Processes &amp; Programs 4, 5</p>	Formative		
	Oct	Feb	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development on lesson internalization using concrete models and manipulatives, and math journaling, Resources may include but are not limited to individual whiteboards, xy coordinate pegboards, fraction bars, AngLengs, and geomirrors</p> <p><b>Strategy's Expected Result/Impact:</b> By January 2025, 4th-8th, students' artifacts will reflect concrete models, annotations, and cross curricular learning (application).</p> <p><b>Staff Responsible for Monitoring:</b> AP Math CILT and Teacher Leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 2, 4</p>	Formative		
	Oct	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 4 Problem Statements:

### Student Learning

**Problem Statement 1:** Overall students performing at the mastery level in reading and math are not showing significant growth. **Root Cause:** Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.

**Problem Statement 2:** Students in special populations are mastering at a lower percentage than general population students. **Root Cause:** SPED/504 population students require increased support to reach a higher mastery level.

**Problem Statement 4:** A low number of student progress monitoring in RTI/SST and TELPAS. **Root Cause:** Time for planning is scarce, and teachers may be unclear about the purpose and not be familiar with the protocol and school administration monitoring system.

**Problem Statement 7:** 5th Reading and Writing scores decreased in Meets and Mastered compared to the 22-23 school year. **Root Cause:** Students need more opportunities to practice rigorous reading and writing coursework alongside constructed responses. Lack of campus-wide Disciplinary literacy knowledge in classrooms throughout the school to promote reading, writing, listening, and speaking.

**Problem Statement 8:** 4th - 8th performance scored 48% lower in Mastery for math than the 22-23 school year. **Root Cause:** Lack of foundational concept skills and fluency to develop new learning. Internalization of lessons to differentiate Tier 1 instruction

**Problem Statement 10:** 5th-grade performance scored 58% in meets and 21% in masters for the 22-23 school year. **Root Cause:** There is a lack of time for consistent small-group support and hands-on activities. Lessons involve projects and research but lack concrete prior knowledge and address misconceptions with anchor charts.

### School Processes & Programs

**Problem Statement 2:** Limited evidence of consistent small group instruction and after-hours tutoring based on students' needs. **Root Cause:** Minimal professional learning opportunities focusing on student learning profiles and understanding how to use MAP Growth data and TELPAS.

**Problem Statement 4:** PLC and Planning time were not consistently focused on instructional needs, especially in elementary school. **Root Cause:** The misconception of the allotted time for planning and collaboration. The pacing of the PLC protocol varied based on teachers and contents.

**Problem Statement 5:** SST/MTSS plans were inconsistent across grade levels and classes. **Root Cause:** Lack of clarity on school expectations, type of interventions, timelines, and processes.

**Problem Statement 6:** Teacher attendance accountability during scheduled or unscheduled absences or unexpected leaves. **Root Cause:** Teachers lack lesson planning, grading procedures, behavior expectations for expected and unexpected absences, and inconsistency of tier 1 instruction.

**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:** All school climate surveys and categories sustain a positive percentage increase of at least 5%.

**High Priority**

**Evaluation Data Sources:** Parent and student involvement survey, attendance for school-wide academic and extracurricular events such as learning nights, signing days, school programs, field trips, etc.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Communicate consistently and understandably to create community partnerships and strengthen stakeholder support and involvement. Resources may include but are not limited to DAC, Class Dojo, flyers, specialty paper, envelopes, guest speakers, microphones, etc.  <b>Strategy's Expected Result/Impact:</b> By April 2025, stakeholder engagement and new partnerships will show an increase of at least 10% based on 2024 results. <b>Staff Responsible for Monitoring:</b> A-Team, CILT, Community Engagement Liason  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 2, 3, 4, 5, 6	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Providing team effectiveness strategies, changing professional theory development, and sense-making practices. Resources may include but are not limited to training materials, book studies, and office supplies.  <b>Strategy's Expected Result/Impact:</b> By May 2025, the teacher climate perceptions of Beliefs and Priorities and Positive Culture and Environment will show an increase of at least 5%. <b>Staff Responsible for Monitoring:</b> A-Team, Teacher Leads and Grade Level Chairs  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 6 - Perceptions 1, 4	Formative		
	Oct	Feb	June



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide additional and flexible opportunities for parental involvement, including but not limited to multiple instructional learning nights, flexible seating with an organization system to accommodate all parents, parent workshops, meet the teacher nights, monthly meetings, and "Coffee with the Principal," that increase the motivation and involvement of the parents and STAG in PG community.</p> <p><b>Strategy's Expected Result/Impact:</b> By April 2025 parent volunteers' hours and participation will increase at least 10% from the 23-24SY.</p> <p>By May 2025, parents' and stakeholders' participation will increase at least 10% in PTO, Social Media, and school events compared to 22-23 SY.</p> <p>Spring 2025 Parent Survey will increase by at least 10% in overall satisfaction with "The school works hard to build trusting relationships with families and the school creates opportunities for parents to be equal partners in achieving school goals.</p> <p><b>Staff Responsible for Monitoring:</b> A- Team and Community Liasion</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Perceptions 2, 3</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Funding a community liaison position to bridge and strengthen the impact of parental involvement to increase student academic achievement through family and community engagement strategies, including but not limited to multiple instructional learning nights, parent workshops, meet the teacher nights, monthly meetings, "pan dulce with the principal" that increase the motivation and involvement of the parents and STAG in PG community</p> <p><b>Strategy's Expected Result/Impact:</b> Parent involvement and community partnerships will increase at least 10% from the 23-24SY baseline in volunteer hours and partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> A-Team and Community Liasion</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Perceptions 2, 3</p>	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide multiple opportunities for Staff recognition that allows the staff to feel welcome and appreciated while increasing teacher attendance to 90% per staff member.</p> <p><b>Strategy's Expected Result/Impact:</b> By Fall 2024, the mock climate survey will reflect a 3% increase from the Spring 2024 baseline.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Leads</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 6 - Perceptions 1, 4</p>	Formative		
	Oct	Feb	June
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Create a school climate conducive to learning that promotes student self-management and high accountability by implementing and monitoring consistent school-wide routines, transitions, and expectations. Resources may include but are not limited to motivational print items/posters, wall wraps, promotional items related to the school-wide theme, directional signs, safety items, 2-way radio system. SEL strategies/components will be incorporated school-wide such as mood meters; students greeted at the door, and restorative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Spring 2025 staff and student survey results will increase at least 3% overall campus culture satisfaction compared to the Spring 2024 baseline.</p> <p>MTSS plans will reflect at least 5% of the student population by March 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal and Demo Teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4 - School Processes &amp; Programs 3, 5 - Perceptions 5</p>	Formative		
	Oct	Feb	June

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Support instructional leadership APP committee and grade level chairs with extra-duty pay to improve academic achievement and problem-solve insight into the school's areas of need. <b>Strategy's Expected Result/Impact:</b> Using plus/delta and distributed leadership surveys to check and address areas of need, the recruitment/retention of high-quality staff will be maintained, including recruiting and retaining 90% of the most highly effective teachers on campus <b>Staff Responsible for Monitoring:</b> A-Team, Demo Teacher, and Teacher Leads  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 1, 3 - School Processes & Programs 4, 6 - Perceptions 1, 4	Formative		
	Oct	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 2:</b> _____ percent of the parents feel ill-equipped to access information, support, or resources from district departments and other outside partners. <b>Root Cause:</b> Many families lack knowledge of technology resources and are unfamiliar with navigating websites, portals, vendors, or district platforms.
<b>Problem Statement 3:</b> _____ percent of families desire to build relationships and partnerships with teachers and staff. <b>Root Cause:</b> Parent support in school activities is limited due to the time constraints for in-person volunteering or attending campus events.
Student Learning
<b>Problem Statement 1:</b> Overall students performing at the mastery level in reading and math are not showing significant growth. <b>Root Cause:</b> Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.
<b>Problem Statement 2:</b> Students in special populations are mastering at a lower percentage than general population students. <b>Root Cause:</b> SPED/504 population students require increased support to reach a higher mastery level.
<b>Problem Statement 3:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals. To address this, they utilize Depth and Complexity Icons. <b>Root Cause:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals.
<b>Problem Statement 4:</b> A low number of student progress monitoring in RTI/SST and TELPAS. <b>Root Cause:</b> Time for planning is scarce, and teachers may be unclear about the purpose and not be familiar with the protocol and school administration monitoring system.

### School Processes & Programs

**Problem Statement 3:** Students lack opportunities to build meaningful portfolios that will help them advance their academic careers through visual and performing arts, such as theater, modern band, art, and robotics. **Root Cause:** Teachers, students, and parents do not understand what students need to advance to higher education.

**Problem Statement 4:** PLC and Planning time were not consistently focused on instructional needs, especially in elementary school. **Root Cause:** The misconception of the allotted time for planning and collaboration. The pacing of the PLC protocol varied based on teachers and contents.

**Problem Statement 5:** SST/MTSS plans were inconsistent across grade levels and classes. **Root Cause:** Lack of clarity on school expectations, type of interventions, timelines, and processes.

**Problem Statement 6:** Teacher attendance accountability during scheduled or unscheduled absences or unexpected leaves. **Root Cause:** Teachers lack lesson planning, grading procedures, behavior expectations for expected and unexpected absences, and inconsistency of tier 1 instruction.

### Perceptions

**Problem Statement 1:** There is a lack of task prioritization at different levels **Root Cause:** Internal and external communication systems need to be streamlined and monitored.

**Problem Statement 2:** Low parent and teacher involvement in the PTO **Root Cause:** Many families and teachers alike are not fully aware of the benefits and type of involvement in PTO.

**Problem Statement 3:** Families struggle to support their students academically and emotionally. **Root Cause:** Parents are not comfortable navigating school systems that are designed to support students or asking questions when they do not understand.

**Problem Statement 4:** Teacher and staff attendance is low. **Root Cause:** Low teacher/staff morale due to high-stakes magnet environment and expectations

**Problem Statement 5:** Student engagement in the classroom is 71 percent and rigorous expectations at 88% **Root Cause:** Adjustment to the new curriculum and content-pedagogy level expertise aligned with professional development

**Problem Statement 6:** Limited number of Community/Business partners **Root Cause:** There are no expectations for outreach protocols, goals, and monitoring.

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

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

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





**Performance Objective 1:** 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.

**High Priority**

**Evaluation Data Sources:** Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 96% to 97% by April 2025..

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Through distributive leadership, teachers will be trained and supported to implement culturally relevant research-based strategies and study skills to mitigate learning loss in MS students. Resources may include but are not limited to 7-Habits of Highly Effective Teens, Effective People, and AVID.  <b>Strategy's Expected Result/Impact:</b> Overall performance in advanced reading and math assessments in 6th - 8th- grade study skills will reach 100% at the Approaching level. <b>Staff Responsible for Monitoring:</b> A-Team, Study Skills Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 1, 3, 4, 7, 8 - School Processes & Programs 4	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Support teachers in implementing a detailed Instructional Planning Calendar every nine weeks, including standard aligned LOs, DOLs, and built-in time to reteach using the STAG Lesson Plan Template/Protocol. Resources may include but are not limited to Prioritized Standards Practice Document, TEKS Resource System, and Lead 4ward blueprints <b>Strategy's Expected Result/Impact:</b> Increase the overall domain 1 performance to 96% or more of 6th -8th-grade students who will meet or accelerate their growth goals as measured on STAAR. <b>Staff Responsible for Monitoring:</b> A-Team and Teacher Leads,  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 7, 8 - School Processes & Programs 2, 4, 6	Formative		
	Oct	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Overall students performing at the mastery level in reading and math are not showing significant growth. <b>Root Cause:</b> Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.
<b>Problem Statement 2:</b> Students in special populations are mastering at a lower percentage than general population students. <b>Root Cause:</b> SPED/504 population students require increased support to reach a higher mastery level.
<b>Problem Statement 3:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals. To address this, they utilize Depth and Complexity Icons. <b>Root Cause:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals.
<b>Problem Statement 4:</b> A low number of student progress monitoring in RTI/SST and TELPAS. <b>Root Cause:</b> Time for planning is scarce, and teachers may be unclear about the purpose and not be familiar with the protocol and school administration monitoring system.
<b>Problem Statement 7:</b> 5th Reading and Writing scores decreased in Meets and Mastered compared to the 22-23 school year. <b>Root Cause:</b> Students need more opportunities to practice rigorous reading and writing coursework alongside constructed responses. Lack of campus-wide Disciplinary literacy knowledge in classrooms throughout the school to promote reading, writing, listening, and speaking.
<b>Problem Statement 8:</b> 4th - 8th performance scored 48% lower in Mastery for math than the 22-23 school year. <b>Root Cause:</b> Lack of foundational concept skills and fluency to develop new learning. Internalization of lessons to differentiate Tier 1 instruction



**School Processes & Programs**

**Problem Statement 2:** Limited evidence of consistent small group instruction and after-hours tutoring based on students' needs. **Root Cause:** Minimal professional learning opportunities focusing on student learning profiles and understanding how to use MAP Growth data and TELPAS.

**Problem Statement 4:** PLC and Planning time were not consistently focused on instructional needs, especially in elementary school. **Root Cause:** The misconception of the allotted time for planning and collaboration. The pacing of the PLC protocol varied based on teachers and contents.

**Problem Statement 6:** Teacher attendance accountability during scheduled or unscheduled absences or unexpected leaves. **Root Cause:** Teachers lack lesson planning, grading procedures, behavior expectations for expected and unexpected absences, and inconsistency of tier 1 instruction.

**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 assessments in math (grades 6-8) and using the projected Domain 1 calculation will increase from Masters level from 33% to 75% by 2024-25 STAAR Simulator.

**High Priority**

**Evaluation Data Sources:** Student Assessment

**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 will increase from 27.1% to 39.0% by August 2025.

**High Priority**  
**Evaluation Data Sources:** Student Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will implement best practices gained in culturally relevant research-based professional development to support At-risk, AA, Hispanic, Anglo, Asian, and gifted second language learners. Resources may include but are not limited to PSAT prep materials. <b>Strategy's Expected Result/Impact:</b> Overall performance for honors 6th-8th grade classes percentages of 100% for students Approaching; 80% for students Meet; and 75% for students Masters. <b>Staff Responsible for Monitoring:</b> A-Team and CILT  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes & Programs 1, 4 - Perceptions 5	Formative		
	Oct	Feb	June

Strategy 2 Details		Formative Reviews		
<p><b>Strategy 2:</b> Through quality and multifaceted ongoing extracurricular programs, field trips, and civic leadership programs, students will engage in opportunities to explore career pathways and foster/nurture/leverage gifts that best prepare them for career advancement. Field trips and extracurricular programs may include but are not limited to in-and-out-of-state competitions, in-state enrichment experiences, college visits, high-school visits, Honor Society</p> <p><b>Strategy's Expected Result/Impact:</b> By May 2025, all students will have participated in at least 1 CCMR-related field trip or activity.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and A-Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2, 3, 5, 6</p>		Formative		
		Oct	Feb	June
Strategy 3 Details		Formative Reviews		
<p><b>Strategy 3:</b> Create CCMR school environments that encourage college-going, P-TECH and military awareness and support a positive campus culture. Resources may include but are not limited to college hallway banners, patriotic flags, guest speakers, career day events, and college fairs</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2024-2025 school year, 95% of our 8th-grade students will obtain at least 3 high-school credits</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 1 - Perceptions 3, 5, 6</p>		Formative		
		Oct	Feb	June

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Promote student academic growth and increase attendance by recognizing regularly exceptional character traits, academic growth, and academic performance that help to mitigate the learning loss and support student agency. Resources may include but are not limited to certificates, awards, honor roll items, trophies, events.</p> <p><b>Strategy's Expected Result/Impact:</b> The student climate survey results will increase by at least 5% from the 2024 baseline by May 2025.</p> <p>By June 2025, student performance in Domain 1 will increase by at least 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Admin. Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2, 4 - Perceptions 1, 2, 5, 6</p>	Formative		
	Oct	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 3:</b> _____percent of families desire to build relationships and partnerships with teachers and staff. <b>Root Cause:</b> Parent support in school activities is limited due to the time constraints for in-person volunteering or attending campus events.</p>
Student Learning
<p><b>Problem Statement 1:</b> Overall students performing at the mastery level in reading and math are not showing significant growth. <b>Root Cause:</b> Teachers must incorporate depth and complexity into their lessons to promote deeper thinking and greater understanding.</p> <p><b>Problem Statement 3:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals. To address this, they utilize Depth and Complexity Icons. <b>Root Cause:</b> Teachers struggle to have students reach high levels of mastery while maintaining high levels of engagement to meet campus goals.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Low book circulation, research, and reference materials used in classrooms and curricula aligned lessons for elementary school alongside research for middle schools. <b>Root Cause:</b> Media service goals must be aligned with curriculum and instruction targets for all content teachers.</p> <p><b>Problem Statement 2:</b> Limited evidence of consistent small group instruction and after-hours tutoring based on students' needs. <b>Root Cause:</b> Minimal professional learning opportunities focusing on student learning profiles and understanding how to use MAP Growth data and TELPAS.</p>

School Processes & Programs
<b>Problem Statement 4:</b> PLC and Planning time were not consistently focused on instructional needs, especially in elementary school. <b>Root Cause:</b> The misconception of the allotted time for planning and collaboration. The pacing of the PLC protocol varied based on teachers and contents.
Perceptions
<b>Problem Statement 1:</b> There is a lack of task prioritization at different levels <b>Root Cause:</b> Internal and external communication systems need to be streamlined and monitored.
<b>Problem Statement 2:</b> Low parent and teacher involvement in the PTO <b>Root Cause:</b> Many families and teachers alike are not fully aware of the benefits and type of involvement in PTO.
<b>Problem Statement 3:</b> Families struggle to support their students academically and emotionally. <b>Root Cause:</b> Parents are not comfortable navigating school systems that are designed to support students or asking questions when they do not understand.
<b>Problem Statement 5:</b> Student engagement in the classroom is 71 percent and rigorous expectations at 88% <b>Root Cause:</b> Adjustment to the new curriculum and content-pedagogy level expertise aligned with professional development
<b>Problem Statement 6:</b> Limited number of Community/Business partners <b>Root Cause:</b> There are no expectations for outreach protocols, goals, and monitoring.

# Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Train, monitor, and assist teachers in planning tightly aligned IPCs, lessons to State standards, and assessments that will support good first instruction by providing professional development, vertical planning opportunities, and weekly PLCs use disciplinary literacy resources in all content areas. Resources may include but are not limited to tier 1 curriculum, Mentoring Minds, Sirius, Region 10, consultants, reading materials, & expert teachers.

## Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Train, monitor, and assist teachers in planning tightly aligned IPCs, lessons to State standards, and assessments that will support good first instruction by providing professional development, vertical planning opportunities, and weekly PLCs use disciplinary literacy resources in all content areas. Resources may include but are not limited to tier 1 curriculum, Mentoring Minds, Sirius, Region 10, consultants, reading materials, & expert teachers.
4	1	1	Through distributive leadership, teachers will be trained and supported to implement culturally relevant research-based strategies and study skills to mitigate learning loss in MS students. Resources may include but are not limited to 7-Habits of Highly Effective Teens, Effective People, and AVID.