

Dallas Independent School District
045 E.B. Comstock Middle School
2024-2025 Campus Improvement Plan



Mission Statement

To create a **culturally responsive environment** where students and staff **feel safe to learn, grow, and reach their full potential** to influence the community.

Vision

E.B. Comstock Middle School is the **PREMIER MIDDLE SCHOOL** in Dallas ISD.

Value Statement

“Empowering Excellence, Transforming Futures, and Fostering Community”

Respect. Treat others the way you want to be treated.

Responsibility. Be accountable for your actions and obligations.

Resilience. Overcoming obstacles or challenges and continue progressing towards personal and academic goals.

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Comprehensive Needs Assessment

Revised/Approved: June 1, 2024

Demographics

Demographics Summary

E.B. Comstock Middle School is a comprehensive school located in the westernmost part of Pleasant Grove (Dallas, Texas) serving grade levels 6-8. At the end of the 2023-2024 school year, Comstock's enrollment was 648 students (6th grade- 199, 7th grade- 205, 8th grade- 244). The district is projecting a decrease in the student population to 625 students in the 2024-2025 school year. 100% of students attending Comstock are local to the community/neighborhood. Comstock's students are 94% economically disadvantaged.

The ethnic make-up of the students and teachers at Comstock Middle School is described below:

- Comstock is comprised of 99% of minority students. 70% of the student population reports as Hispanic, 28% of the student population reports as Black/African-American, 1% of the student population reports as White, and 1% of the student population reports as multiple ethnicities.
- Comstock's teacher base is slightly more diverse than its student population, but is still comprised of 80% minority teachers. 62% of the teaching population reports as Black/African-American, 13% of the teaching population reports as Hispanic, 13% of the teaching population reports as White, 4% of the teaching population reports as multiple ethnicities, and 8% of the teaching population reports as other ethnicities.

The gender make up of the students and teachers at Comstock Middle School is described below:

- Male students are the majority of the student population on Comstock's campus, reporting at 55%; while females make up 45% of the student population.
- The teaching population is evenly divided between males and females.

The table below describes the special program make up of the students attending Comstock Middle School:

Grade Level	504	At- Risk	ESL/ELL	Immigrant	Gifted & Talented	Special Edu
6	12	165	119	0	27	47
7	15	157	119	1	38	39
8	9	202	138	0	38	53

The attendance & mobility of the students at Comstock Middle School is described below:

The average attendance rate for the 2023-2024 school year was 92%, which is 4% lower than the district expectation of 96% attendance daily. Comstock's students are highly mobile: 27% of the students are enrolled after the state's snapshot date in October and 11% of students who begin the year at Comstock are unenrolled throughout the year.

Data Sources: MyData Portal, PowerSchool, PEIMS

Demographics Strengths

- 100% of our students reside within the community, which affords Comstock the opportunity to engage more with all stakeholders.
- Diverse teachers introduce varied cultural perspectives and experiences, enriching the curriculum and broadening students' worldviews.
- With a predominantly Hispanic and Black/African-American student body, diverse teachers can integrate culturally relevant materials and examples into the curriculum. This makes learning more relatable and engaging for students.
- Teachers from similar backgrounds can understand and address cultural nuances, promoting a more inclusive and respectful school environment.
- The presence of Hispanic and Black/African-American teachers provides students with role models who share their cultural backgrounds. This can boost students' confidence and aspirations.
- Teachers from similar backgrounds as their students may be more attuned to the specific challenges faced by these students, such as language barriers for ESL/ELL students or economic hardships.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus is unable to contact parents and legal guardians regarding students and campus happenings.

Root Cause: Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 2 (Prioritized): Students socioeconomic challenges limit students' opportunities to explore beyond their community.

Root Cause: Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Problem Statement 3: Campus lacks bilingual teachers who speak Spanish that could provide critical language support, helping students improve their English skills while also communicating effectively with Spanish-speaking parents.

Root Cause: Comstock reports a significant ESL/ELL population that has held steady at 70% for the past 2 years. Lack of district incentives/stipends available for Middle School teachers.

Problem Statement 4 (Prioritized): Student engagement across all grade levels and departments is low.

Root Cause: Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Problem Statement 5 (Prioritized): Emergent bilingual students are struggling with language acquisition.

Root Cause: There is a lack of bilingual teachers at Comstock. Teachers have not received adequate training on ESL strategies when Spanish is not their native language.

Student Learning

Student Learning Summary

Student achievement data from the 2023-2024 school year are detailed below:

Common Assessment #1 Data:

	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter
6th Reading	42	29	41	29	141	70%	50%	21%	47	78	A
7th Reading	27	28	27	64	146	82%	62%	44%	63	91	A
8th Reading	83	45	27	32	187	56%	32%	17%	35	65	C
6th Math	93	33	2	0	128	27%	2%	0%	10	39	F
7th Math	0	0	0	0	0						
8th Math	105	106	74	26	311	66%	32%	8%	36	67	B
Algebra I EOC	3	5	10	3	21	86%	62%	14%	54	85	A
8th Science	0	0	0	0	0						
8th Social Studies	0	0	0	0	0						

Common Assessment #2 Data

	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	D1 Raw	D1 Scale	D2B Letter
6th Reading	37	40	38	23	138	73%	44%	17%	45	76	B
7th Reading	65	24	22	32	143	55%	38%	22%	38	70	B
8th Reading	57	40	38	39	174	67%	44%	22%	45	76	B
	0	0	0	0	0						
	0	0	0	0	0						
6th Math	83	28	13	5	129	36%	14%	4%	18	47	F
7th Math	0	0	0	0	0						
8th Math	21	55	85	130	291	93%	74%	45%	70	93	A
Algebra I EOC	1	3	6	12	22	95%	82%	55%	77	94	A
8th Science	66	63	58	3	190	65%	32%	2%	33	62	C
8th Social Studies	81	73	23	13	190	57%	19%	7%	28	56	D

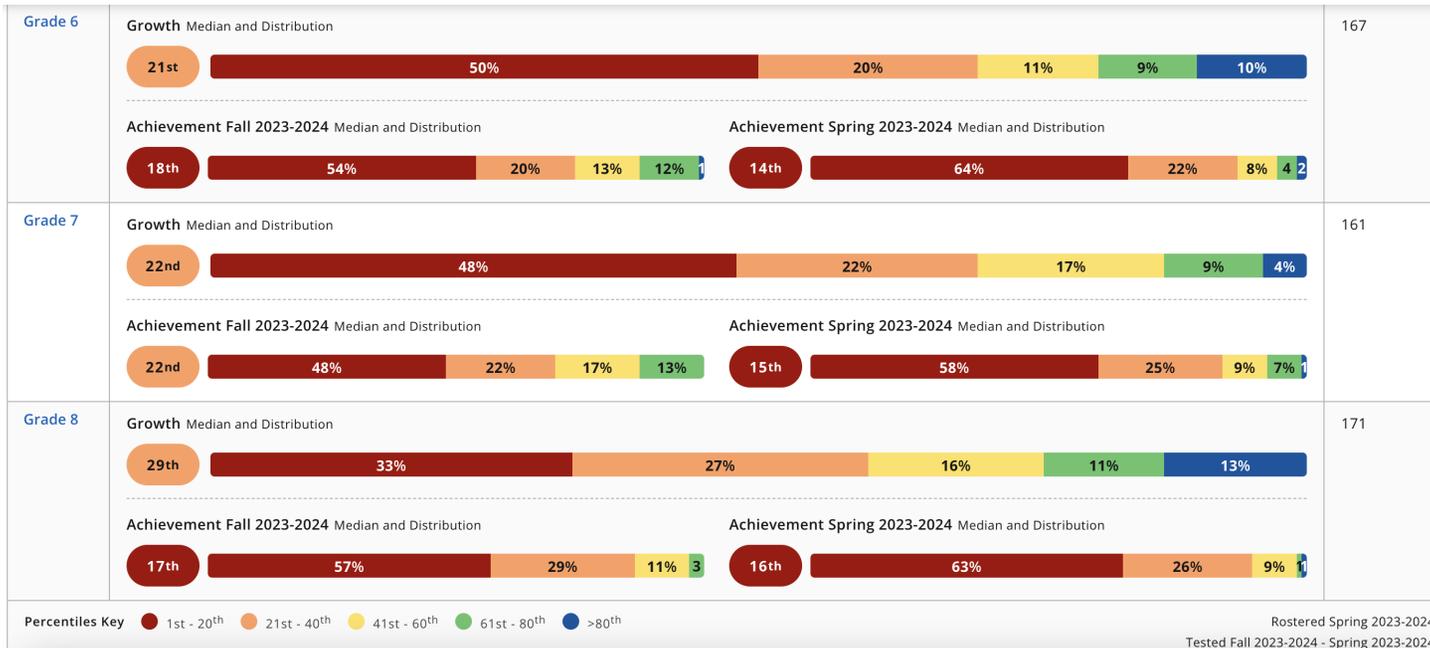
Common Assessment #3 (Mock STAAR)

	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	Raw	D1 Scale	D2B Letter
6th Reading	81	37	22	1	141	43%	16%	1%	20	49	F
7th Reading	84	30	20	15	149	44%	23%	10%	26	54	F
8th Reading	95	46	27	13	181	48%	22%	7%	26	54	F
	0	0	0	0	0						
	0	0	0	0	0						
6th Math	85	51	7	2	145	41%	6%	1%	16	45	F
7th Math	0	0	0	0	0						
8th Math	210	91	12	1	314	33%	4%	0%	13	42	F
Algebra I EOC	2	7	10	1	20	90%	55%	5%	50	81	A
8th Science	113	55	14	1	183	38%	8%	1%	16	45	F
8th Social Studies	117	41	17	0	175	33%	10%	0%	14	43	F

Preliminary STAAR 2023-2024 Data

	Landing at...					Over/ Under #	% DNM	% APP	% MET	% MST	Raw	D1 Scale	D2B Letter
	TESTS	DNM	APP	MET	MST								
6th Reading	179	95	42	32	10		53%	47%	23%	6%	25	53	F
7th Reading	188	100	40	29	19		53%	47%	26%	10%	27	55	D
8th Reading	227	76	66	56	29		33%	67%	37%	13%	39	71	B
	0	0	0	0	0								
6th Math	181	118	51	8	4		65%	35%	7%	2%	15	44	F
7th Math	4	4	0	0	0		100%	0%	0%	0%	0	30	F
8th Math	385	202	141	39	3		52%	48%	11%	1%	20	49	F
Algebra I EOC	25	0	4	8	13		0%	100%	84%	52%	79	95	A
	0	0	0	0	0								
8th Science	243	153	68	22	0		63%	37%	9%	0%	15	44	F
8th Social Studies	226	144	62	16	4		64%	36%	9%	2%	16	45	F

MAP Overall By Grade Level- Mathematics



MAP Overall By Grade Level- Reading



Student Learning Strengths

- Students in advance courses (Algebra I and Physics) are excelling with rigorous coursework.
- Students in Grade 8 Reading outperformed other grade levels in reading both on STAAR data and MAP Progression Data.
- Students who mastered the content increased in all grade levels for reading and math (Mock STAAR vs Preliminary STAAR data).
- Special Education students housed in on-campus units all performed at the Meets or Masters level on STAAR ALT.
- Implementation of Tier I curriculum ensures access to rigorous lessons for all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall regression in student learning as shown on STAAR and MAP assessments.

Root Cause: Implementation of new Tier I curriculum was difficult for teachers. There is an overall lack of student motivation and pride in their achievements. Student data tracking was lackluster and not implemented campus-wide. DOI teachers (majority of the staff) lack the pedagogical knowledge and campus did not respond appropriately to that fact.

Problem Statement 2 (Prioritized): Inconsistent use and collection of data, failure of student notification, and lack of intervention time is impeding students reaching their personal growth goals.

Root Cause: There has been a lack of consistent scheduling in regards to teacher PLCs throughout the year, messaging across contents and grade levels was not consistent, and inadequate professional development on analyzing and responding to data.

Problem Statement 3 (Prioritized): Student engagement across all grade levels and departments is low.

Root Cause: Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Problem Statement 4 (Prioritized): Emergent bilingual students are struggling with language acquisition.

Root Cause: There is a lack of bilingual teachers at Comstock. Teachers have not received adequate training on ESL strategies when Spanish is not their native language.

Problem Statement 5 (Prioritized): Content concepts are not consistently reinforced when students lack understanding.

Root Cause: Lack of student motivation and participation in additional activities. Lack of student attendance during tutorials. Campus communication regarding student progress not always communicated in a timely manner. Consistent intervention time was not implemented.

Problem Statement 6 (Prioritized): Campus is unable to contact parents and legal guardians regarding students and campus happenings.

Root Cause: Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 7 (Prioritized): Students' socioeconomic challenges limit students' opportunities to explore beyond their community.

Root Cause: Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Problem Statement 8: Campus lacks sufficient technology for classroom and assessment use.

Root Cause: Students lack the responsibility to care for available/distributed technology. Students not held accountable for destruction of technology. Teachers are not invested in ensuring technology is not damaged. Outdated touch screens/monitors in specific classrooms.

Problem Statement 9: Professional development provided that is intended to increase student achievement and engagement is not evident in all classrooms.

Root Cause: There is low teacher buy-in with campus initiatives and expectations. Administrators are not clear and/or consistent on implementation, coaching/feedback, and follow up.

Problem Statement 10: Teachers lack pedagogical knowledge to effectively teach their content.

Root Cause: Majority of teachers on campus are DOI and have not yet enrolled in their Alternative Certification. Campus professional development is general and not content based.

Problem Statement 11: African-American students consistently perform lower on all assessments than students of other demographics.

Root Cause: Lack of student motivation and participation in additional activities. Lack of student attendance during tutorials. Campus communication regarding student progress not always communicated in a timely manner. Consistent intervention time was not implemented.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Tier I Curriculum has been adopted and supported by the District for both math (Carnegie) and reading (Amplify) courses. The district provides curriculum for all other scheduled courses on campus. For all courses, an Instructional Pacing Guide and lesson resources are provided. Comstock attempts to address increasing achievement gaps by creating an opportunity for students to receive support via after-school tutoring, in-class small group, and targeted intervention on a weekly basis.

Professional Development

Comstock staff have been immersed in relevant professional development and are encouraged to seek out other professional development opportunities. District staff as well as campus staff lead on-campus professional development to ensure relevancy and applicability. Four (4) staff members were sent to Ron Clark Academy, which in turn came back and presented to the campus. Dr. Stephanie Boyce and the FRESH Classroom was brought in for professional development on effective student engagement strategies for minority student.

Leadership & Decision-Making Processes

Comstock has had a lot of turnover in regards to the school leader, Principal. The 2024-2025 school year will be the first time in 4 years that Comstock has a returning Principal that will afford the campus continuity in expectations revolving campus regards. Campus leadership for the 2024-2025 school year is comprised of the principal, 2 assistant principals, 2 counselors, and teachers serving in the role of campus coordinator and content DEMOs (math, science, ELAR, and social studies). The campus utilizes distributed leadership: The leadership team is comprised of administrators, teachers, and staff to collaboratively address school-wide issues. This fosters a sense of shared responsibility and collective input. Teachers are also empowered to take on leadership roles in areas such as curriculum development, professional development, and school improvement initiatives.

Communication

There are multiple channels of communication available to the Comstock stakeholders:

- Weekly newsletters sent to the staff
- Weekly newsletters sent to the parents via School Messenger
- Regularly posting on the schools social media platforms (Twitter and Instagram)
- Consistent updates to the school website
- Remind text groups sorted by grade level for updates

Organization & Context

Systems for the 2024-2025 school year have been thoroughly thought-out and vetted for ease of use: Creation of Comstock Dashboard, Student R.A.D.A.R tracker, Campus Wide Discipline Procedures & Consequence Ladder, PLC Protocols, Campus-Wide Calendar, etc.

The organization chart and roles and responsibilities of all stakeholders have been defined and will be reviewed with all stakeholders to ensure ownership is built.

Scheduling

Master schedule was created based on student needs, teacher knowledge, and teacher certification. For the 2024-2025 school year, Comstock will no longer offer Spanish or AVID for students. These programs were not an effective use of campus personnel. Technology Applications, College and Career Explorations, Programming, and Robotics have been added to better support our feeder pattern (Spruce) initiatives.

Students are able to choose their elective classes prior to the end of the previous school year. Counselors are encouraged to schedule students in their requested courses as much as possible. There is a system for student course schedule change requests that must be completed within a designated time frame.

Extracurricular Opportunities

Comstock offers a variety of extracurricular activities that are supported at both the district and campus level. District level opportunities include: Middle School Athletics, E-Sports, Dance, Cheerleading, Chess, Band, Special Olympics, and Robotics. Campus level opportunities include: Girl Code, Boy/Girl Scouts, Art Club, Student Council (Cougar Ambassadors), and Student Production

Technology Integration & Plan

For the 2024-2025 school year, Comstock will continue to provide laptops for all students. The responsibility of inventory, maintenance, and distribution will be shifted to the campus media specialist. To prevent damage and lack of resources that was observed in the 2023-2024 school year, laptops will be assigned to classrooms for student use. Priority will be given to core content (STAAR tested areas) followed by ACP tested areas. By shifting the care and responsibility of the laptops from the students to the teachers, will ensure that all students have equal access to the technology. Strong systems will be developed for assigning laptops to students within the classroom, requesting additional devices, and reporting malfunctioning/broken devices.

Curriculum for ELAR(Amplify) and Math (Carnegie), assessment platforms, and intervention resources are all digital based. Students will engage with their curriculum and district approved intervention resources digitally. Teachers will have access to 2 computer labs on campus in which they can sign-up to take their classes.

Staff Quality, Recruitment, and Retention

Teachers: 53

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	33	62.3
Hispanic	7	13.2
White	7	13.2
Multiple	2	3.8
Other	4	7.5

Gender	Number	Percentage
Female	26	49.1
Male	27	50.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2020-21	9.4	63.5
2021-22	10.4	66.7
2022-23	9.4	50.9

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	15	28.3
1	3	5.7
2	4	7.5
3	6	11.3
4	3	5.7
5	0	0.0
1-3	13	24.5
More than 3	25	47.2
1 - 5	16	30.2
6 - 10	10	18.9
11 - 20	9	17.0
More than 20	3	5.7

Staff does not resemble the student body, so culturally responsive instruction must be a focus for the 24-25 school year.

Data Sources: Student Surveys, Campus Calendar, Campus Shared Drive contents, Master Schedule, Inventory List (TipWeb), School Messenger Reports, Smore

School Processes & Programs Strengths

- Pertinent information is available electronically (website, social media, Class Dojo) and in the front office for all stakeholders use.
- Comstock's principal will be returning, which prevents loss/turn over of organizational structure and systems.
- Professional development is relevant and replicable for teachers to utilize with students.
- Students have constant access to technology and assessment practice.
- Teacher fidelity with implementing new Tier I curriculum was at 95%.
- 100% increase in campus to parent communication- Weekly Newsletter, Social Media, and School Messenger Callouts
- 100% of students had access to Tier I Curriculum in reading and math
- 43% of teachers have more than 3 years experience in the classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional development provided that is intended to increase student achievement and engagement is not evident in all classrooms.

Root Cause: There is low teacher buy-in with campus initiatives and expectations. Administrators are not clear and/or consistent on implementation, coaching/feedback, and follow

up.

Problem Statement 2: Campus lacks sufficient technology for classroom and assessment use.

Root Cause: Students lack the responsibility to care for available/distributed technology. Students not held accountable for destruction of technology. Teachers are not invested in ensuring technology is not damaged. Outdated touch screens/monitors in specific classrooms.

Problem Statement 3: Inconsistent use of discipline management system by administrators, teachers, and staff.

Root Cause: Ineffective classroom management techniques utilized within the classroom. Lack of communication between administrators and teachers regarding discipline outcomes. Lack of clarity regarding discipline system.

Problem Statement 4: Teachers lack pedagogical knowledge to effectively teach their content.

Root Cause: Majority of teachers on campus are DOI and have not yet enrolled in their Alternative Certification. Campus professional development is general and not content based.

Problem Statement 5 (Prioritized): Campus is unable to contact parents and legal guardians regarding students and campus happenings.

Root Cause: Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Perceptions

Perceptions Summary

The perception of Comstock Middle School is improving, but still leaves much to be desired. Most stakeholders have jaded/old opinions due to the prior limited access to campus and the current lack of participation in on campus events. For the 2024-2025 school year additional community events have been added to the campus calendar to increase awareness and engagement of all stakeholders.

Comstock utilized resources of several community partners throughout the 2023-2024 school year, however continued participation during the 2024-2025 school year is unknown. These partners were: House of Deliverance, North Texas Food Bank, and United Way.

There is a lack of parent participation on campus unless there is a performance occurring on campus. PTA meetings will be scheduled in conjunction with performances to increase participation in the 2024-2025 school year. Parent Liaison was beneficial in having a friendly face and incorporating Core 4 with all stakeholders.

Spring 2024 Campus Climate Survey

School: E.B. Comstock MS		TEA: 45	
Survey Category/Item	Responses	Campus Percent Positive (S2024)	Di Sc
Beliefs and Priorities			
The key actions my school is working on this year are focused on what is best for students.	50	86.0	
I understand my role in implementing the school's key actions.	50	92.0	
I have the support I need from campus leadership to do my job well.	50	86.0	
My campus leadership helps me understand recent changes in the school's focus.	50	84.0	
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	50	80.0	
My campus priorities are aligned with the district's priorities.	50	84.0	
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success "	50	88.0	
District leadership makes decisions that support the district's mission statement: "Educating all students for success."*	50	70.0	
Positive Culture and Environment			
I would recommend this school to others to work here.	50	68.0	
I usually look forward to working each day at this school.	50	72.0	
I believe I work in an environment of support and respect.	50	76.0	
Discipline is enforced consistently and effectively at my campus.	50	62.0	
Unruly students are not permitted to disrupt the learning environment.	50	64.0	
The campus I work in is clean, safe and free of physical hazards.	50	76.0	
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	50	66.0	
I am satisfied with the recognition I receive for doing a good job.	50	66.0	
Morale at my school is strong.	50	58.0	
I would recommend this school to parents seeking a place for their child.	50	62.0	
Culture of Feedback and Support			
My campus leadership helps me improve the quality of my instruction.	30	80.0	
The instructional feedback I get helps me improve the quality of my instruction.	30	83.3	
I have sufficient opportunities and encouragement to develop my leadership potential.	30	83.3	
The PD sessions at my school this year helped me improve instruction.	30	86.7	
My team experiences with colleagues this year helped me improve instruction.	30	83.3	
My school has an effective instructional leadership team.	30	76.7	

College-Going Culture		67.9
Teachers expect most students in this school to go to college.	39	59.0
Instruction in this school is focused on helping students get ready for college.	39	69.2
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	39	69.2
Teachers at this school accept nothing less from students than their full effort.	39	61.5
Teachers at this school do not let students give up when their class work becomes challenging.	39	66.7
Teachers at this school give students feedback to help them understand how to improve.	39	82.1
Teacher-Teacher Trust		58.3
Teachers in this school trust each other	30	50.0
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	30	56.7
Teachers respect other teachers who take the lead in school improvement efforts.	30	63.3
Teachers at this school respect those colleagues who are experts at their craft.	30	63.3
Teacher-Principal Trust		86.2
The principal has confidence in the expertise of the teachers.	30	86.7
I trust the principal at his or her word.	30	86.7
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	30	83.3
The principal takes a personal interest in the professional development of teachers.	30	90.0
The principal looks out for the personal welfare of the faculty members.	30	83.3
The principal places the needs of children ahead of personal and political interests.	30	93.3
The principal at this school is an effective manager who makes the school run smoothly	30	80.0

*Item not used in calculation of scale scores.

Spring 2024 Student Climate Survey



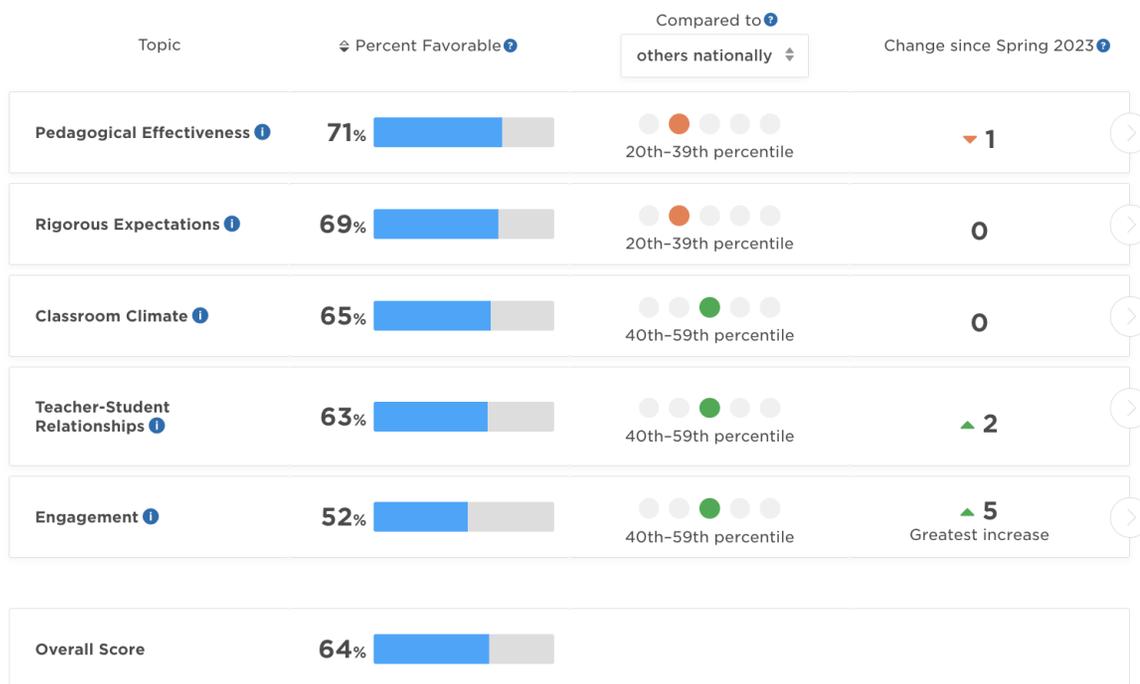
Student Survey - Teacher

What feedback did students have about their experience in class?

Grades 6-12

985 responses | [show breakdown](#)

[Save as PDF](#)



Data Sources: Panorama Surveys (staff, student, and community)

Perceptions Strengths

- Increase in student engagement (student survey) which was a campus focus during the 23-24 school year.
- Increase in campus survey data in 99% of the categories.
- Systems for communication (website, newsletter, and social media) have increased awareness of events occurring on campus.
- Comstock's culture and relationship building activities have increased teacher morale on campus.
- 100% of teachers were TBRI trained (first campus within the district).
- Parent Liaison made significant impact to parents who were coming to campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus is unable to contact parents and legal guardians regarding students and campus happenings.

Root Cause: Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 2 (Prioritized): Students socioeconomic challenges limit students' opportunities to explore beyond their community.

Root Cause: Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Problem Statement 3: Campus lacks bilingual teachers who speak Spanish that could provide critical language support, helping students improve their English skills while also communicating effectively with Spanish-speaking parents.

Root Cause: Comstock reports a significant ESL/ELL population that has held steady at 70% for the past 2 years. Lack of district incentives/stipends available for Middle School teachers.

Problem Statement 4 (Prioritized): Student engagement across all grade levels and departments is low.

Root Cause: Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Problem Statement 5: There is a lack of parental involvement on campus.

Root Cause: Community is compromised of mostly working parents with conflicting schedules. Limited parent engagement opportunities are provided on campus. Limited interest of on-campus staff to implement parent engagement opportunities.

Priority Problem Statements

Problem Statement 1: Overall regression in student learning as shown on STAAR and MAP assessments.

Root Cause 1: Implementation of new Tier I curriculum was difficult for teachers. There is an overall lack of student motivation and pride in their achievements. Student data tracking was lackluster and not implemented campus-wide. DOI teachers (majority of the staff) lack the pedagogical knowledge and campus did not respond appropriately to that fact.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Inconsistent use and collection of data, failure of student notification, and lack of intervention time is impeding students reaching their personal growth goals.

Root Cause 2: There has been a lack of consistent scheduling in regards to teacher PLCs throughout the year, messaging across contents and grade levels was not consistent, and inadequate professional development on analyzing and responding to data.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student engagement across all grade levels and departments is low.

Root Cause 3: Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Problem Statement 3 Areas: Demographics - Student Learning - Perceptions

Problem Statement 4: Content concepts are not consistently reinforced when students lack understanding.

Root Cause 4: Lack of student motivation and participation in additional activities. Lack of student attendance during tutorials. Campus communication regarding student progress not always communicated in a timely manner. Consistent intervention time was not implemented.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Emergent bilingual students are struggling with language acquisition.

Root Cause 5: There is a lack of bilingual teachers at Comstock. Teachers have not received adequate training on ESL strategies when Spanish is not their native language.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: Campus is unable to contact parents and legal guardians regarding students and campus happenings.

Root Cause 6: Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Students' socioeconomic challenges limit students' opportunities to explore beyond their community.

Root Cause 7: Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Problem Statement 7 Areas: Demographics - Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 13, 2024

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

Performance Objective 1: Student achievement (grades 6-8; all content) on state assessments will increase from an overall Domain 1 raw score of 23 to an overall Domain 1 raw score of 31 as determined by projections on the 2025 STAAR.

High Priority

Evaluation Data Sources: District mock STAAR results

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and students across all content areas and grade levels will provided with the necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity.</p> <p>Strategy's Expected Result/Impact: All students will be able to access the curriculum resulting in student achievement. Teachers will be able to implement the curriculum as required. Quality of instruction provided to students will increase.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Demo/Lead Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 1, 3, 7 - Perceptions 2, 4</p> <p>Funding Sources: supplies/general instructional materials and technology - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$4,000</p>	Formative		
	Oct	Feb	June
	 Considerable	 Accomplished	 Accomplished

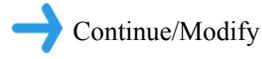
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators and teachers will attend/participate in local, state, and national conferences and professional development regarding specific content, building leadership capacity, coaching and providing feedback, special education, GT students, student interventions, and implementing culturally responsive instruction.</p> <p>Strategy's Expected Result/Impact: Increased staff content and pedagogical knowledge. Increased staff retention/recruiting</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Demo/Lead Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 3, 4, 5 - Perceptions 4</p> <p>Funding Sources: Professional Development Registrations and Travel - 211 - Title I, Part A - 211-11-6119-00-045-2-30 - \$5,000</p>	Formative		
	Oct	Feb	June
	 Considerable	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop and monitor a campus wide system for intervention that outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Improved quality of instruction and student learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Demo/Lead Teachers Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 5 - Perceptions 4</p> <p>Funding Sources: General Supplies and student resources (programs/books/etc); technology - 211 - Title I, Part A - \$2,000</p>	Formative		
	Oct	Feb	June
	 Accomplished	 Accomplished	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Students socioeconomic challenges limit students' opportunities to explore beyond their community. **Root Cause:** Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Problem Statement 4: Student engagement across all grade levels and departments is low. **Root Cause:** Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Problem Statement 5: Emergent bilingual students are struggling with language acquisition. **Root Cause:** There is a lack of bilingual teachers at Comstock. Teachers have not received adequate training on ESL strategies when Spanish is not their native language.

Student Learning

Problem Statement 1: Overall regression in student learning as shown on STAAR and MAP assessments. **Root Cause:** Implementation of new Tier I curriculum was difficult for teachers. There is an overall lack of student motivation and pride in their achievements. Student data tracking was lackluster and not implemented campus-wide. DOI teachers (majority of the staff) lack the pedagogical knowledge and campus did not respond appropriately to that fact.

Problem Statement 2: Inconsistent use and collection of data, failure of student notification, and lack of intervention time is impeding students reaching their personal growth goals. **Root Cause:** There has been of lack of consistent scheduling in regards to teacher PLCs throughout the year, messaging across contents and grade levels was not consistent, and inadequate professional development on analyzing and responding to data.

Problem Statement 3: Student engagement across all grade levels and departments is low. **Root Cause:** Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Problem Statement 4: Emergent bilingual students are struggling with language acquisition. **Root Cause:** There is a lack of bilingual teachers at Comstock. Teachers have not received adequate training on ESL strategies when Spanish is not their native language.

Problem Statement 5: Content concepts are not consistently reinforced when students lack understanding. **Root Cause:** Lack of student motivation and participation in additional activities. Lack of student attendance during tutorials. Campus communication regarding student progress not always communicated in a timely manner. Consistent intervention time was not implemented.

Problem Statement 7: Students socioeconomic challenges limit students' opportunities to explore beyond their community. **Root Cause:** Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Perceptions

Problem Statement 2: Students socioeconomic challenges limit students' opportunities to explore beyond their community. **Root Cause:** Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Problem Statement 4: Student engagement across all grade levels and departments is low. **Root Cause:** Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

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

Performance Objective 2: Student achievement (grades 6-8) on district assessments will increase by the notated percentages of students obtaining the "MEETS" rating.

By December 2024 (Common Assessment 2/Fall ACPs)

Math- 13% to 25%

ELAR- 29% to 35%

Science- 9% to 15%

Social Studies- 9% to 15%

By March 2025 (Mock STAAR/Spring ACPs)

Math- 25% to 35%

ELAR- 35% to 45%

Science- 15% to 25%

Social Studies-15% to 25%

High Priority

Evaluation Data Sources: DOL Data (All content), Curriculum Formative Assessments (Amplify- Unit Assessments; Carnegie- Module Assessments), District ACPs (Science and Social Studies)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Comstock staff will provide supplemental instruction/extended learning opportunities for all students who display the need for extra support (before/after school tutoring, Friday Night Lights, and Saturday School). Snacks and bus transportation will be provided for students who want to stay to receive supplemental instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased student motivation and campus culture.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Demo/Lead Teachers Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 1, 3, 4, 5 - Perceptions 4</p> <p>Funding Sources: Snacks, Buses, Teacher Pay - 211 - Title I, Part A - 211-11-6119-00-045-2-30 - \$2,000</p>	Formative		
	Oct	Feb	June
	 Considerable	 Accomplished	 Accomplished

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Consistently celebrate student achievement on DOLS, common assessments, ACPs, and STAAR via assemblies during the school day, campus based rewards, and student incentives.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased student motivation to achieve at MEETS level.</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals Counselors Demo/Lead Teachers Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 3 - Perceptions 4</p> <p>Funding Sources: Student Awards and Incentives - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$1,000</p>	Formative		
	Oct	Feb	June
	 No Progress	 Some Progress	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus will utilize Title I funds to purchase additional teachers, a demo teacher, and a parent instructor to support campus initiatives, goals, and overall student achievement.</p> <p>Strategy's Expected Result/Impact: Lower class sizes in core content areas Improved quality of instruction Improved community outreach</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Office Manager</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 4 - Student Learning 1, 3, 6 - School Processes & Programs 5 - Perceptions 1, 4</p>	Formative		
	Oct	Feb	June
	 Accomplished	 Accomplished	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 4: Student engagement across all grade levels and departments is low. **Root Cause:** Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Problem Statement 5: Emergent bilingual students are struggling with language acquisition. **Root Cause:** There is a lack of bilingual teachers at Comstock. Teachers have not received adequate training on ESL strategies when Spanish is not their native language.

Student Learning

Problem Statement 1: Overall regression in student learning as shown on STAAR and MAP assessments. **Root Cause:** Implementation of new Tier I curriculum was difficult for teachers. There is an overall lack of student motivation and pride in their achievements. Student data tracking was lackluster and not implemented campus-wide. DOI teachers (majority of the staff) lack the pedagogical knowledge and campus did not respond appropriately to that fact.

Problem Statement 3: Student engagement across all grade levels and departments is low. **Root Cause:** Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Problem Statement 4: Emergent bilingual students are struggling with language acquisition. **Root Cause:** There is a lack of bilingual teachers at Comstock. Teachers have not received adequate training on ESL strategies when Spanish is not their native language.

Problem Statement 5: Content concepts are not consistently reinforced when students lack understanding. **Root Cause:** Lack of student motivation and participation in additional activities. Lack of student attendance during tutorials. Campus communication regarding student progress not always communicated in a timely manner. Consistent intervention time was not implemented.

Problem Statement 6: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

School Processes & Programs

Problem Statement 5: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Perceptions

Problem Statement 1: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 4: Student engagement across all grade levels and departments is low. **Root Cause:** Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

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: All stakeholders will be actively engaged with on campus activities by fostering meaningful participation in campus activities, requesting feedback, and collaborating with all stakeholders (students, staff, parents, and community members)

High Priority

Evaluation Data Sources: Sign-in sheets, District culture surveys (Parents, students, and staff), campus based surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop CIP with campus stakeholders by evaluating the strategies and actions based on the timeline indicated in the plan and provide feedback to campus staff, administrators, and parents 4x per year.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder participation and representation on campus Increased student achievement/performance</p> <p>Staff Responsible for Monitoring: Principal Parent Instructor Office Manager CIP Committee</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 5, 6 - School Processes & Programs 5 - Perceptions 1</p> <p>Funding Sources: Supplies for printing - 211 - Title I, Part A - 211-61-6399-2R-045-2-30 - \$125</p>	Formative		
	Oct	Feb	June
	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will make CIP available to parents and community in an understandable and uniform format and language.</p> <p>Strategy's Expected Result/Impact: Increased stakeholder participation and representation on campus</p> <p>Staff Responsible for Monitoring: Principal Office Manager Parent Instructor</p> <p>Title I: 4.1</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6, 7 - School Processes & Programs 5 - Perceptions 1, 2</p> <p>Funding Sources: Supplies for distribution - 199 - General Operating - \$150</p>	Formative		
	Oct	Feb	June
	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All campus community stakeholders (parents, students, teachers, staff, community members) will assist in the development and distribution of the Parent Engagement Policy which will include opportunities for parental involvement, such as instructional learning nights, parent workshops, meet the teacher, and bridge camps.</p> <p>Strategy's Expected Result/Impact: Increased motivation and involvement of community stakeholders. Increase parent and student climate survey results</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6, 7 - School Processes & Programs 5 - Perceptions 1, 2</p> <p>Funding Sources: Food and Supplies for Parent Engagement - 211 - Title I, Part A - 211-61-6399-2R-045-2-30 - \$3,000</p>	Formative		
	Oct	Feb	June
	 Accomplished	 Accomplished	 Accomplished
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors and Admin will utilize student tracker to determine student needs to provide support with: suicide prevention, conflict resolution, discipline management, violence prevention and intervention, harassment, bullying, dropout prevention, and dating violence.</p> <p>Strategy's Expected Result/Impact: Improved social-emotional cues within students Decreased discipline on campus</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 4 - Student Learning 3, 6, 7 - School Processes & Programs 5 - Perceptions 1, 2, 4</p> <p>Funding Sources: Supplies for counselors to conduct student groups - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$250</p>	Formative		
	Oct	Feb	June
	 Considerable	 Considerable	 Considerable

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: High quality personnel will be recruited by following the Comstock Hiring Protocols and the retention of high quality staff will increase by implementing an effective New Teacher Academy, Tiered Supports for teachers and providing a focused observation/feedback cycle through coaching based on individualized needs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased student/teacher relationship scores on surveys</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 1, 2, 4 - Student Learning 3, 6, 7 - School Processes & Programs 5 - Perceptions 1, 2, 4</p> <p>Funding Sources: presentation materials - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$100</p>	Formative		
	Oct	Feb	June
	 Accomplished	 Accomplished	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Campus is unable to contact parents and legal guardians regarding students and campus happenings. Root Cause: Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.</p>
<p>Problem Statement 2: Students socioeconomic challenges limit students' opportunities to explore beyond their community. Root Cause: Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.</p>
<p>Problem Statement 4: Student engagement across all grade levels and departments is low. Root Cause: Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.</p>
Student Learning
<p>Problem Statement 3: Student engagement across all grade levels and departments is low. Root Cause: Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.</p>
<p>Problem Statement 5: Content concepts are not consistently reinforced when students lack understanding. Root Cause: Lack of student motivation and participation in additional activities. Lack of student attendance during tutorials. Campus communication regarding student progress not always communicated in a timely manner. Consistent intervention time was not implemented.</p>
<p>Problem Statement 6: Campus is unable to contact parents and legal guardians regarding students and campus happenings. Root Cause: Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.</p>
<p>Problem Statement 7: Students socioeconomic challenges limit students' opportunities to explore beyond their community. Root Cause: Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.</p>

School Processes & Programs

Problem Statement 5: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Perceptions

Problem Statement 1: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 2: Students socioeconomic challenges limit students' opportunities to explore beyond their community. **Root Cause:** Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Problem Statement 4: Student engagement across all grade levels and departments is low. **Root Cause:** Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

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

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

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

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

Performance Objective 1: 100% of 8th grade students will apply to a speciality high school or career institute.

Evaluation Data Sources: SchoolMint, Campus created student tracker

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Beginning in the 7th grade all students will take Pathway College and Careers course, which also highlights high school choice options, pathways, and endorsements.</p> <p>Strategy's Expected Result/Impact: Students have a clear path toward college/career when entering high school. 100% of students will graduate CCMR ready.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Data Controller</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 6, 7 - School Processes & Programs 5 - Perceptions 1, 2</p> <p>Funding Sources: Student technology - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative		
	Oct	Feb	June
	 Some Progress	 Considerable	 Considerable

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will have multiple opportunities throughout the school year to make real-world/career based connections by attending field trips (content related, career related, and college visits).</p> <p>Strategy's Expected Result/Impact: Increased student experience and background knowledge. Promote college going or trade culture for students. Increase student motivation.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Demo/Lead Teachers Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 3, 7 - Perceptions 2, 4</p> <p>Funding Sources: Buses, Field Trip Entry - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$1,000</p>	Formative		
	Oct	Feb	June
	 Considerable	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Campus is unable to contact parents and legal guardians regarding students and campus happenings. Root Cause: Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.</p>
<p>Problem Statement 2: Students socioeconomic challenges limit students' opportunities to explore beyond their community. Root Cause: Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.</p>
<p>Problem Statement 4: Student engagement across all grade levels and departments is low. Root Cause: Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.</p>
Student Learning
<p>Problem Statement 3: Student engagement across all grade levels and departments is low. Root Cause: Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.</p>

Student Learning

Problem Statement 6: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 7: Students socioeconomic challenges limit students' opportunities to explore beyond their community. **Root Cause:** Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

School Processes & Programs

Problem Statement 5: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Perceptions

Problem Statement 1: Campus is unable to contact parents and legal guardians regarding students and campus happenings. **Root Cause:** Comstock has a highly transient/mobile population. Registration is loosely monitored without appropriate information. Parents/Guardians are unaware of how to update information in the campus system.

Problem Statement 2: Students socioeconomic challenges limit students' opportunities to explore beyond their community. **Root Cause:** Comstock's location (75217) is a high poverty area. 94% of the students have been identified as low socioeconomic status.

Problem Statement 4: Student engagement across all grade levels and departments is low. **Root Cause:** Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Teachers are uncomfortable with the new curriculum. Supplemental resources are limited by the District. Lack of student participation and overall interest.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies/general instructional materials and technology	211-11-6399-2R-045-2-30	\$4,000.00
1	1	2	Professional Development Registrations and Travel	211-11-6119-00-045-2-30	\$5,000.00
1	1	3	General Supplies and student resources (programs/books/etc); technology		\$2,000.00
1	2	1	Snacks, Buses, Teacher Pay	211-11-6119-00-045-2-30	\$2,000.00
1	2	2	Student Awards and Incentives	211-11-6399-2R-045-2-30	\$1,000.00
1	3	1	Supplies for printing	211-61-6399-2R-045-2-30	\$125.00
1	3	3	Food and Supplies for Parent Engagement	211-61-6399-2R-045-2-30	\$3,000.00
1	3	4	Supplies for counselors to conduct student groups	211-11-6399-2R-045-2-30	\$250.00
1	3	5	presentation materials	211-11-6399-2R-045-2-30	\$100.00
5	1	1	Student technology	211-11-6399-2R-045-2-30	\$500.00
5	1	2	Buses, Field Trip Entry	211-11-6399-2R-045-2-30	\$1,000.00
Sub-Total					\$18,975.00
Budgeted Fund Source Amount					\$18,689.00
+/- Difference					-\$286.00
199 - General Operating					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Supplies for distribution		\$150.00
Sub-Total					\$150.00
Budgeted Fund Source Amount					\$20,498.00
+/- Difference					\$20,348.00
Grand Total Budgeted					\$39,187.00
Grand Total Spent					\$19,125.00
+/- Difference					\$20,062.00