

**Dallas Independent School District**  
**045 E.B. Comstock Middle School**  
**2025-2026 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: April 15, 2025

## 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 2024-2025 school year, Comstock's enrollment was approximately 598 students. The district is projecting a decrease in the student population to 575 students in the 2025-2026 school year. 100% of students attending Comstock are local to the community/neighborhood. Comstock's students are 98% 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 2024-2025 school year was 93%, which is 3% 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):** Students socioeconomic challenges limit students' opportunities to explore beyond their community.

**Root Cause:** Comstock's location (75217) is a high poverty area. 97% of the students have been identified as low socioeconomic status.

**Problem Statement 2:** 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:** 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. Comstock reports a significant ESL/ELL population that has held steady at 70% for the past 2 years.

# Student Learning

## Student Learning Summary

At the time of the CNA- STAAR data is not available

### STAAR Simulation Data

STAAR Simulation												
Domain 1: Student Achievement (STAAR Component)   Domain 2B: Relative Performance												
Domain 1 reports whether students are Meeting Grade Level Expectations in all STAAR/ EOC-tested content areas and grade levels. Domain 2B uses the same data as Domain 1 with the additional lens of the school's % Eco. Dis.												
Met Dallas										D1	D1	D2B
	Goal	DNM	APP	MET	MST	TESTS	% APP	% MET	% MST	Raw	Scale	Letter
<a href="#">6th Reading</a>	11%	76	34	24	5	139	45%	21%	4%	23	52	F
<a href="#">7th Reading</a>	26%	67	34	29	9	139	52%	27%	6%	29	57	D
<a href="#">8th Reading</a>	37%	59	47	27	13	146	60%	27%	9%	32	60	C
<a href="#">6th Math</a>	13%	82	48	14	4	148	45%	12%	3%	20	49	F
<a href="#">7th Math</a>		0	0	0	0	0						
<a href="#">8th Math</a>	40%	87	41	24	11	163	47%	21%	7%	25	53	F
<a href="#">Algebra I EOC</a>	88%	0	1	2	14	17	100%	94%	82%	92	98	A
<a href="#">8th Science</a>	36%	71	48	21	6	146	51%	18%	4%	25	53	F
<a href="#">8th Social Studies</a>	16%	102	34	15	2	153	33%	11%	1%	15	44	F
		DNM	APP	MET	MST	TOTAL	% APP	% MET	% MST	Raw	D1 Scale	D2B Letter
<b>TOTAL</b>	27%	544	287	156	64	1051	48%	21%	6%	25	53	F
<a href="#">Reading</a>	25%	202	115	80	27	424	52%	25%	6%	28	56	D
<a href="#">Math</a>	30%	169	90	40	29	328	48%	21%	9%	26	54	F
<a href="#">Science</a>	36%	71	48	21	6	146	51%	18%	4%	25	53	F
<a href="#">Social Studies</a>	16%	102	34	15	2	153	33%	11%	1%	15	44	F

Domain 2A: Academic Growth in Math and Reading

Domain 2A reports whether students are gaining a year of skills in Reading and Math as measured by STAAR/ EOC.

*HB4545 Accelerated testers who achieve Approaches+ contribute 1/4 point to the numerator*

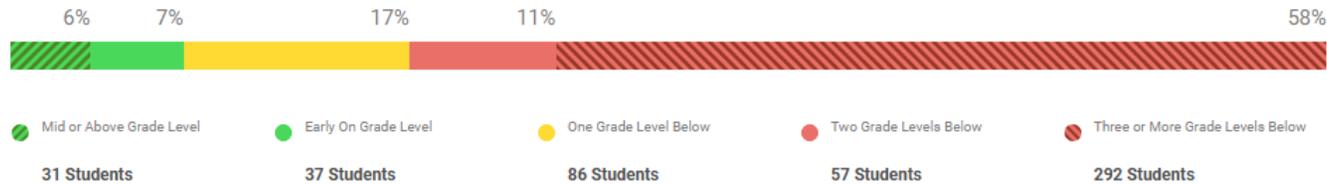
	Points	Eligible	% Earning	D2A	Points Earned			Total
	Earned	Testers	Points	Scale	0	0.5	1	
<a href="#">6th Reading</a>	34.5	131	31%	44	91	11	29	34.5
<a href="#">7th Reading</a>	61	126	55%	56	57	16	53	61
<a href="#">8th Reading</a>	81.5	140	66%	65	48	21	71	81.5
HB 4545 Reading	39	166	23%				39	x 1/4 9.75
<a href="#">6th Math</a>	38.5	140	32%	45	95	13	32	38.5
<a href="#">7th Math</a>	0	0			0	0	0	0
<a href="#">8th Math</a>	80.5	145	68%	62	47	35	63	80.5
<a href="#">Algebra I EOC</a>	16	17	94%	97	1	0	16	16
HB 4545 Math	30	136	22%				30	x 1/4 7.5
	Points	Eligible	D2A	D2A				Total
	Earned	Tests	Raw	Scale	0	0.5	1	w/ Bonus
<b>TOTAL</b>	312	699	47%	55	339	96	264	329.25
<a href="#">Reading</a>	177	397	47%	55	196	48	153	186.75
<a href="#">Math</a>	135	302	47%	55	143	48	111	142.5
HB 4545	69	302	23%				69	x 1/4 17.25

iReady MOY Reading

Criterion Referenced

### Overall Placement

Students Assessed/Total: 503/585



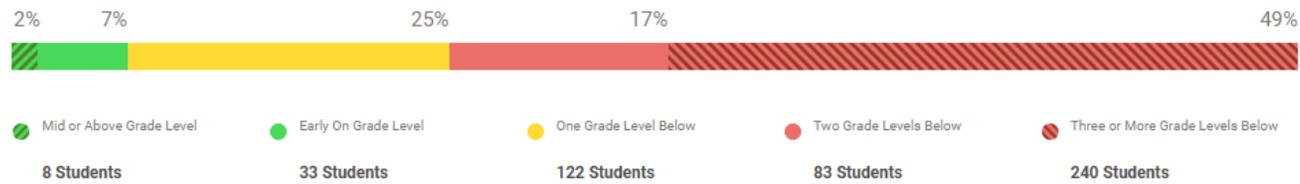
[The Mapping Between 5-Level and 3-Level Placements](#)

**iReady MOY Math**

Criterion Referenced

### Overall Placement

Students Assessed/Total: 486/585



[The Mapping Between 5-Level and 3-Level Placements](#)

Data Sources: District Assessment Portal & iReady

### Student Learning Strengths

- Students in advance courses (Algebra I and Physics) are excelling with rigorous coursework
- School had a 200% growth in Reading in iReady (highest in the district)
- Implementation of Tier I curriculum ensures access to rigorous lessons for all students

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (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. Lack of student participation and overall interest in content being taught.

**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:** Implementation of 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.

# 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. Additional intervention resources will need to be purchased

### 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. Summer Professional development expectations set for all professional staff.

### 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, 1 assistant principal, 2 counselors, and 1 reset coordinator. 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 and posted on social media (Facebook, X, and Instagram)
- Regularly posting on the schools social media platforms (Facebook, X, and Instagram)
- Consistent updates to the school website

### Organization & Context

Systems for the 2025-2026 school year have been thoroughly thought-out and vetted for ease of use and will be rolled over from the 2024-2025 school year: 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 2025-2026 school year, Comstock will no longer offer dance or Algebra I. These programs were not an effective use of campus personnel or designated as discontinued by the

district. Technology Applications, College and Career Explorations, Programming, Robotics will continue to be offered. An additional offering of Theatre will be added for the 25-26 school year.

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 WEB

### **Technology Integration & Plan**

For the 2025-2026 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 2024-2025 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. All students and parents will be required to sign a technology form at the beginning of the school year.

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**

Due to an updated campus designation for the 2025-2026 school year, Comstock will have an additional Literacy and Math specialist for student interventions.

### **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.
- 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

### **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 (Prioritized):** Teachers circumvent campus operations and systems causing a breakdown and strain on campus.

**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.

# 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 2025-2026 school year additional community events have been added to the campus calendar to increase awareness and engagement of all stakeholders.

Comstock community partners for the 2024-2025 school year were North Texas Food Bank, United Way, Cool Schools, and Soles for Souls.

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 2025-2026 school year. Parent Liaison was beneficial in having a friendly face and incorporating Core 4 with all stakeholders.

Spring Student Survey Results:



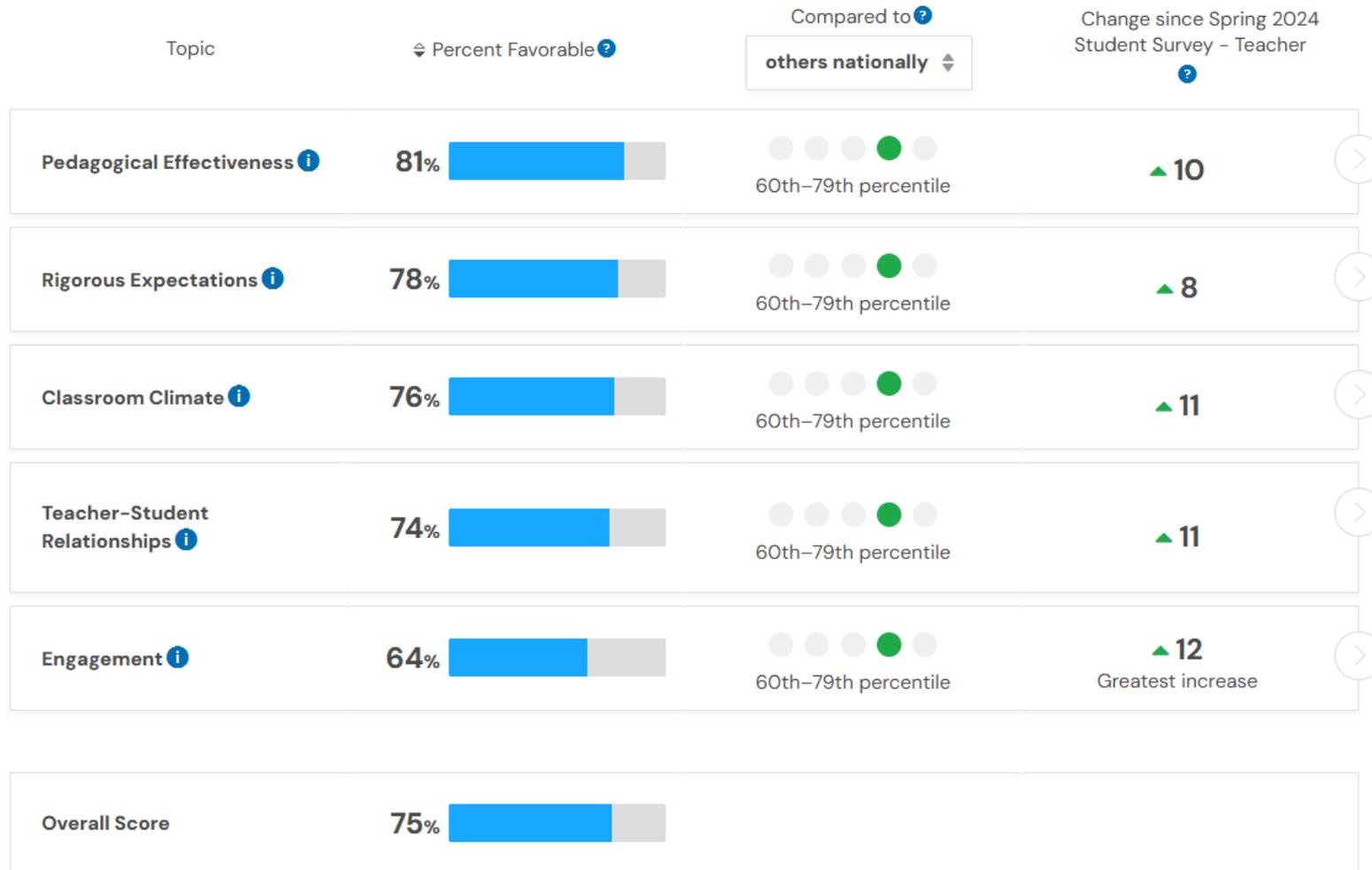
# Student Survey – Teacher

What feedback did students have about their experience in class?

Grades 6–12

933 responses | [show breakdown](#)

Save as PDF



At the time of the CNA, parent surveys and campus staff surveys for Spring were not available.

## Perceptions Strengths

- Increase in student engagement (student survey) which was a campus focus during the 24-25 school year.
- 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.
- Parent Liaison made significant impact to parents who were coming to campus.

## Problem Statements Identifying Perceptions Needs

**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 (Prioritized):** There is a lack of parental involvement on campus.

**Root Cause:** Community is comprised 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.

**Problem Statement 3 (Prioritized):** Lack of communication between departments on campus.

**Root Cause:** Timely communication and method of communication for department happenings.

# Priority Problem Statements

**Problem Statement 1:** Students socioeconomic challenges limit students' opportunities to explore beyond their community.

**Root Cause 1:** Comstock's location (75217) is a high poverty area. 97% of the students have been identified as low socioeconomic status.

**Problem Statement 1 Areas:** Demographics

**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:** Implementation of 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 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. Lack of student participation and overall interest in content being taught.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Teachers circumvent campus operations and systems causing a breakdown and strain on campus.

**Root Cause 4:** 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 Areas:** School Processes & Programs

**Problem Statement 5:** Lack of communication between departments on campus.

**Root Cause 5:** Timely communication and method of communication for department happenings.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** There is a lack of parental involvement on campus.

**Root Cause 6:** 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.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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

## 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

### **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 18, 2025

**Goal 1:** Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

**Performance Objective 1:** GPM 1.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

**Goal 1:** Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

**Performance Objective 2:** GPM 1.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

**Goal 1:** Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 37% to 50% by June 2030.

**Performance Objective 3:** GPM 1.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in reading will increase from ----to ----by June 2030.

**Goal 2:** Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

**Performance Objective 1:** GPM 2.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

**Goal 2:** Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

**Performance Objective 2:** GPM 2.2 Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

**Goal 2:** Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 35% to 50% by June 2030.

**Performance Objective 3:** GPM 2.3 Grade 2 African American student achievement at or above the 50th percentile on a TEKS aligned assessment at end-of-year in mathematics will increase from ----to ----by June 2030.

**Goal 3:** Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

**Performance Objective 1:** GPM 3.1 Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 25% to 60% by June 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Foundational Reading Comprehension. Teachers will be expected to: Implement structured daily small-group instruction using Amplify data. Introduce annotation stations (rotations with nonfiction, fiction, poetry) to build stamina and engagement. Integrate vocabulary games and weekly word roots practice to improve decoding and understanding. Leverage tech-based programs (iReady) during intervention blocks.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> General School Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$3,000, Technology and Applications - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$2,000</p>	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Improve quality of instruction and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b> 2.52, 2.53 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, Student Transportation - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Oct	Feb	June	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Increase student motivation and campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b> 2.51, 2.52 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, Transportation - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Oct	Feb	June	
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students socioeconomic challenges limit students' opportunities to explore beyond their community. <b>Root Cause:</b> Comstock's location (75217) is a high poverty area. 97% of the students have been identified as low socioeconomic status.</p>

## Student Learning

**Problem Statement 1:** 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. Lack of student participation and overall interest in content being taught.

**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:** Implementation of 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.

**Goal 3:** Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

**Performance Objective 2:** GPM 3.2 Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 25% to 60% by June 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity to support a focus: Inferencing &amp; Analyzing Text. Teachers will be expected to: Conduct weekly "Text Talks" using STAAR-aligned passages and DOLs to improve analysis skills. Use paired passage comparisons and scaffold with guiding questions. Host monthly academic vocabulary challenges with incentives. Rebuild the reader identity with student choice novels and reading logs tied to standards.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$3,000, Technology and Applications - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$1,000</p>	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Improve quality of instruction and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b> 2.52, 2.53 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Oct	Feb	June	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Increase student motivation and campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b> 2.51, 2.52 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, Student Transportation - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Oct	Feb	June	
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students socioeconomic challenges limit students' opportunities to explore beyond their community. <b>Root Cause:</b> Comstock's location (75217) is a high poverty area. 97% of the students have been identified as low socioeconomic status.</p>

## Student Learning

**Problem Statement 1:** 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. Lack of student participation and overall interest in content being taught.

**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:** Implementation of 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.

**Goal 3:** Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49% to 60% by June 2030.

**Performance Objective 3:** GPM 3.3 Percent of students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 25% to 60% by June 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a Focus on Synthesizing Ideas &amp; Argumentative Text. Teachers will be expected to: Launch a student-led STAAR prep campaign ("Lead Readers") to review test structure. Use released STAAR items biweekly for analysis &amp; metacognition practice. Integrate writing-to-read strategies (one-pagers, argument analysis) across all content areas. Collaborate with Social Studies to enhance nonfiction comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$3,000, Technology and Applications - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$1,500</p>	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Improve quality of instruction and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b> 2.52, 2.53 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Oct	Feb	June	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Increase student motivation and campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b> 2.51, 2.52 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500, Student Transportation - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$750</p>	Formative			Summative
	Oct	Feb	June	
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students socioeconomic challenges limit students' opportunities to explore beyond their community. <b>Root Cause:</b> Comstock's location (75217) is a high poverty area. 97% of the students have been identified as low socioeconomic status.</p>

## Student Learning

**Problem Statement 1:** 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. Lack of student participation and overall interest in content being taught.

**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:** Implementation of 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.

**Goal 4:** Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

**Performance Objective 1:** GPM 4.1 Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 25% to 50% by June 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Increase student motivation to achieve at MEETS level.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Counselors, Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> General Supplies- Awards Recognition - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>June</b>	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will utilize Title I funds to purchase additional teachers and Parent Support Specialist, Campus initiatives, goals and overall student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower class sizes in core content areas. Improved quality of instruction. Improve community outreach.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Office Manager</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Parent Support Specialist - 211 - Title I, Part A - 211-11-6119-00-045-2-30 - \$40,000, General Supplies- Decorations/Marketing/Etc. - 211 - Title I, Part A - 211-61-6399-2R-045-2-30 - \$2,100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>June</b>	

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Number Sense &amp; Operations. Teachers will be expected to: Use Carnegie's diagnostics and iReady diagnostic assessment to group students by need and deliver targeted reteach.</p> <p>Introduce "Math Minute" bellringers for spiral review of core operations. Create anchor charts during class collaboratively, and post for reference. Incorporate real-world math labs: budgeting, grocery prices, area/perimeter activities.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$3,000, Technology and Applications - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Oct	Feb	June	

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students socioeconomic challenges limit students' opportunities to explore beyond their community. <b>Root Cause:</b> Comstock's location (75217) is a high poverty area. 97% of the students have been identified as low socioeconomic status.</p>
Student Learning
<p><b>Problem Statement 1:</b> Student engagement across all grade levels and departments is low. <b>Root Cause:</b> Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Lack of student participation and overall interest in content being taught.</p> <p><b>Problem Statement 2:</b> Inconsistent use and collection of data, failure of student notification, and lack of intervention time is impeding students reaching their personal growth goals. <b>Root Cause:</b> Implementation of 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.</p>

## Perceptions

**Problem Statement 2:** 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.

**Goal 4:** Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

**Performance Objective 2:** GPM 4.2 Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 25% to 50% by June 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Increase student motivation to achieve at MEETS level.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Counselors, Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Funding Sources:</b> General Supplies- Awards and Recognition - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Proportionality &amp; Algebraic Reasoning. Teachers will be expected to: Implement daily math journals to explain reasoning (reinforce writing across curriculum). Use a gallery walk format for students to display and critique each other's problem solving. Weekly small group data days for intervention/enrichment using iReady/Carnegie/PDOL data. Cross-team "Math Missions" - collaborative problem-solving competitions.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$3,000, Technology and Application - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$750</p>	Formative			Summative
	Oct	Feb	June	

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students socioeconomic challenges limit students' opportunities to explore beyond their community. <b>Root Cause:</b> Comstock's location (75217) is a high poverty area. 97% of the students have been identified as low socioeconomic status.</p>
Student Learning
<p><b>Problem Statement 1:</b> Student engagement across all grade levels and departments is low. <b>Root Cause:</b> Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Lack of student participation and overall interest in content being taught.</p>

**Goal 4:** Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 47% to 60% by June 2030.

**Performance Objective 3:** GPM 4.3 Percent of all students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 25% to 50% by June 2030.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement. Increase student motivation to achieve at MEETS level.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Counselors, Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p><b>Funding Sources:</b> General Supplies- Awards and Recognition - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$500</p>	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Linear Functions, Geometry, and Data. Implement "STAAR Station Days" weekly--rotations focused on problem types. Hold Algebra prep bootcamps for targeted students in Spring. Use the calculator fluency program and data disaggregation sheets per skill. Peer tutoring using "8th Grade Math Mentors" to support struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> General Supplies - 211 - Title I, Part A - 211-11-6399-2R-045-2-30 - \$3,000</p>	Formative			Summative
	Oct	Feb	June	

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Students socioeconomic challenges limit students' opportunities to explore beyond their community. <b>Root Cause:</b> Comstock's location (75217) is a high poverty area. 97% of the students have been identified as low socioeconomic status.</p>
Student Learning
<p><b>Problem Statement 1:</b> Student engagement across all grade levels and departments is low. <b>Root Cause:</b> Teachers do not fully internalize the information to be taught well enough to explore available resources for student engagement. Lack of student participation and overall interest in content being taught.</p>

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

**Performance Objective 1:** GPM 5.1 The percent of graduates meeting the Texas Success Initiative requirements (not including college prep course) for college readiness will increase from 34% to 42% by August 2030.

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

**Performance Objective 2:** GPM 5.2 The percent of graduates meeting 15 dual credit hours will increase from 18.7% to 26% by August 2030.

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

**Performance Objective 3:** GPM 5.3 The percent of students in grades 9-11 on track to graduate will increase from 88.2% to 93% by August 2030.

**Goal 5:** The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030.

**Performance Objective 4:** GPM 5.4 The percent of graduates completing a Personal Financial Literacy course shall increase from 5% to 45% by June 2030.

# Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
3	1	1	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Foundational Reading Comprehension. Teachers will be expected to: Implement structured daily small-group instruction using Amplify data. Introduce annotation stations (rotations with nonfiction, fiction, poetry) to build stamina and engagement. Integrate vocabulary games and weekly word roots practice to improve decoding and understanding. Leverage tech-based programs (iReady) during intervention blocks.
3	1	2	Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.
3	1	3	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.
3	2	1	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity to support a focus: Inferencing & Analyzing Text. Teachers will be expected to: Conduct weekly "Text Talks" using STAAR-aligned passages and DOLs to improve analysis skills. Use paired passage comparisons and scaffold with guiding questions. Host monthly academic vocabulary challenges with incentives. Rebuild the reader identity with student choice novels and reading logs tied to standards.
3	2	2	Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.
3	2	3	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.
3	3	1	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a Focus on Synthesizing Ideas & Argumentative Text. Teachers will be expected to: Launch a student-led STAAR prep campaign ("Lead Readers") to review test structure. Use released STAAR items biweekly for analysis & metacognition practice. Integrate writing-to-read strategies (one-pagers, argument analysis) across all content areas. Collaborate with Social Studies to enhance nonfiction comprehension.
3	3	2	Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.
3	3	3	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.
4	1	1	Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.

Goal	Performance Objective	Strategy	Description
4	1	2	Campus will utilize Title I funds to purchase additional teachers and Parent Support Specialist, Campus initiatives, goals and overall student achievement.
4	1	3	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Number Sense & Operations. Teachers will be expected to: Use Carnegie's diagnostics and iReady diagnostic assessment to group students by need and deliver targeted reteach. Introduce "Math Minute" bellringers for spiral review of core operations. Create anchor charts during class collaboratively, and post for reference. Incorporate real-world math labs: budgeting, grocery prices, area/perimeter activities.
4	2	1	Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.
4	2	2	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Proportionality & Algebraic Reasoning. Teachers will be expected to: Implement daily math journals to explain reasoning (reinforce writing across curriculum). Use a gallery walk format for students to display and critique each other's problem solving. Weekly small group data days for intervention/enrichment using iReady/Carnegie/PDOL data. Cross-team "Math Missions" - collaborative problem-solving competitions.
4	3	1	Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.
4	3	2	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Linear Functions, Geometry, and Data. Implement "STAAR Station Days" weekly--rotations focused on problem types. Hold Algebra prep bootcamps for targeted students in Spring. Use the calculator fluency program and data disaggregation sheets per skill. Peer tutoring using "8th Grade Math Mentors" to support struggling students.

## Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
3	1	1	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Foundational Reading Comprehension. Teachers will be expected to: Implement structured daily small-group instruction using Amplify data. Introduce annotation stations (rotations with nonfiction, fiction, poetry) to build stamina and engagement. Integrate vocabulary games and weekly word roots practice to improve decoding and understanding. Leverage tech-based programs (iReady) during intervention blocks.
3	1	2	Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.
3	1	3	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.
3	2	1	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity to support a focus: Inferencing & Analyzing Text. Teachers will be expected to: Conduct weekly "Text Talks" using STAAR-aligned passages and DOLs to improve analysis skills. Use paired passage comparisons and scaffold with guiding questions. Host monthly academic vocabulary challenges with incentives. Rebuild the reader identity with student choice novels and reading logs tied to standards.
3	2	2	Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.
3	2	3	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.
3	3	1	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a Focus on Synthesizing Ideas & Argumentative Text. Teachers will be expected to: Launch a student-led STAAR prep campaign ("Lead Readers") to review test structure. Use released STAAR items biweekly for analysis & metacognition practice. Integrate writing-to-read strategies (one-pagers, argument analysis) across all content areas. Collaborate with Social Studies to enhance nonfiction comprehension.
3	3	2	Develop and monitor a campus wide system for intervention the outlines protocols based on relevant student data (remediation, enrichment, guidance groups, tiered small group instruction) focused on African American students and ELLs.
3	3	3	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.
4	1	1	Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.

Goal	Performance Objective	Strategy	Description
4	1	2	Campus will utilize Title I funds to purchase additional teachers and Parent Support Specialist, Campus initiatives, goals and overall student achievement.
4	1	3	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Number Sense & Operations. Teachers will be expected to: Use Carnegie's diagnostics and iReady diagnostic assessment to group students by need and deliver targeted reteach. Introduce "Math Minute" bellringers for spiral review of core operations. Create anchor charts during class collaboratively, and post for reference. Incorporate real-world math labs: budgeting, grocery prices, area/perimeter activities.
4	2	1	Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.
4	2	2	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Proportionality & Algebraic Reasoning. Teachers will be expected to: Implement daily math journals to explain reasoning (reinforce writing across curriculum). Use a gallery walk format for students to display and critique each other's problem solving. Weekly small group data days for intervention/enrichment using iReady/Carnegie/PDOL data. Cross-team "Math Missions" - collaborative problem-solving competitions.
4	3	1	Consistently celebrate student achievement on DOL's, Common Assessments, ACP's, and STAAR via assemblies during the school day, campus based rewards, and student incentives.
4	3	2	Teachers and students across all content areas and grade levels will be provided with necessary supplies/general instructional materials and technology needed to implement adopted curriculum with fidelity with a focus on Linear Functions, Geometry, and Data. Implement "STAAR Station Days" weekly--rotations focused on problem types. Hold Algebra prep bootcamps for targeted students in Spring. Use the calculator fluency program and data disaggregation sheets per skill. Peer tutoring using "8th Grade Math Mentors" to support struggling students.

# Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Technology and Applications	211-11-6399-2R-045-2-30	\$2,000.00
3	1	1	General School Supplies	211-11-6399-2R-045-2-30	\$3,000.00
3	1	2	General Supplies	211-11-6399-2R-045-2-30	\$500.00
3	1	2	Student Transportation	211-11-6399-2R-045-2-30	\$500.00
3	1	3	General Supplies	211-11-6399-2R-045-2-30	\$500.00
3	1	3	Transportation	211-11-6399-2R-045-2-30	\$500.00
3	2	1	General Supplies	211-11-6399-2R-045-2-30	\$3,000.00
3	2	1	Technology and Applications	211-11-6399-2R-045-2-30	\$1,000.00
3	2	2	General Supplies	211-11-6399-2R-045-2-30	\$500.00
3	2	3	Student Transportation	211-11-6399-2R-045-2-30	\$500.00
3	2	3	General Supplies	211-11-6399-2R-045-2-30	\$500.00
3	3	1	Technology and Applications	211-11-6399-2R-045-2-30	\$1,500.00
3	3	1	General Supplies	211-11-6399-2R-045-2-30	\$3,000.00
3	3	2	General Supplies	211-11-6399-2R-045-2-30	\$500.00
3	3	3	General Supplies	211-11-6399-2R-045-2-30	\$500.00
3	3	3	Student Transportation	211-11-6399-2R-045-2-30	\$750.00
4	1	1	General Supplies- Awards Recognition	211-11-6399-2R-045-2-30	\$500.00
4	1	2	Parent Support Specialist	211-11-6119-00-045-2-30	\$40,000.00
4	1	2	General Supplies- Decorations/Marketing/Etc.	211-61-6399-2R-045-2-30	\$2,100.00
4	1	3	Technology and Applications	211-11-6399-2R-045-2-30	\$500.00
4	1	3	General Supplies	211-11-6399-2R-045-2-30	\$3,000.00
4	2	1	General Supplies- Awards and Recognition	211-11-6399-2R-045-2-30	\$500.00
4	2	2	General Supplies	211-11-6399-2R-045-2-30	\$3,000.00
4	2	2	Technology and Application	211-11-6399-2R-045-2-30	\$750.00
4	3	1	General Supplies- Awards and Recognition	211-11-6399-2R-045-2-30	\$500.00
4	3	2	General Supplies	211-11-6399-2R-045-2-30	\$3,000.00

**211 - Title I, Part A**

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
				<b>Sub-Total</b>	\$72,600.00
				<b>Budgeted Fund Source Amount</b>	\$21,000.00
				<b>+/- Difference</b>	<b>-\$51,600.00</b>
				<b>Grand Total Budgeted</b>	\$21,000.00
				<b>Grand Total Spent</b>	\$72,600.00
				<b>+/- Difference</b>	<b>-\$51,600.00</b>