

Dallas Independent School District

381 Barack Obama Male Leadership Academy (High)

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mission: Develop young men into impactful leaders through the development of their intellectual, moral, physical, social and emotional skills for the global society of tomorrow.

Vision: The School of Today for Tomorrow's Leaders

Motto: Believe. Achieve. Succeed.

We are a Single Gender Leadership Academy serving 6th - 12th grade. We have consistently been associated with high academic achievement, a thriving fine arts program and participating in community service projects. We have a population that closely matches the district in all areas other than TAG% and SPED %.

The data was collected from <https://mydata.dallasisd.org/>.

We have a current enrollment of 532 students. We look to grow to 650-700 students.

Ethnicity (%)									
Grade	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
06	110	1 (0.9)	16 (14.5)	90 (81.8)	0 (0.0)	1 (0.9)	0 (0.0)	2 (1.8)	0 (0.0)
07	101	2 (2.0)	21 (20.8)	74 (73.3)	0 (0.0)	2 (2.0)	0 (0.0)	2 (2.0)	0 (0.0)
08	63	0 (0.0)	10 (15.9)	49 (77.8)	0 (0.0)	1 (1.6)	0 (0.0)	3 (4.8)	0 (0.0)
09	84	3 (3.6)	10 (11.9)	70 (83.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	0 (0.0)
10	64	0 (0.0)	12 (18.8)	50 (78.1)	0 (0.0)	1 (1.6)	0 (0.0)	1 (1.6)	0 (0.0)
11	71	0 (0.0)	8 (11.3)	62 (87.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)
12	39	0 (0.0)	9 (23.1)	29 (74.4)	0 (0.0)	1 (2.6)	0 (0.0)	0 (0.0)	0 (0.0)
All	532	6 (1.1)	86 (16.2)	424 (79.7)	0 (0.0)	6 (1.1)	0 (0.0)	10 (1.9)	0 (0.0)

Demographics Strengths

Our campus numbers are continuing to grow. We are now projected to have 597 students for the 2024-2025 school year. We continue to be the only high performing magnet school whose population matches the district in SES, ELL, and Racial / Ethnic Demographics.

Problem Statements Identifying Demographics Needs

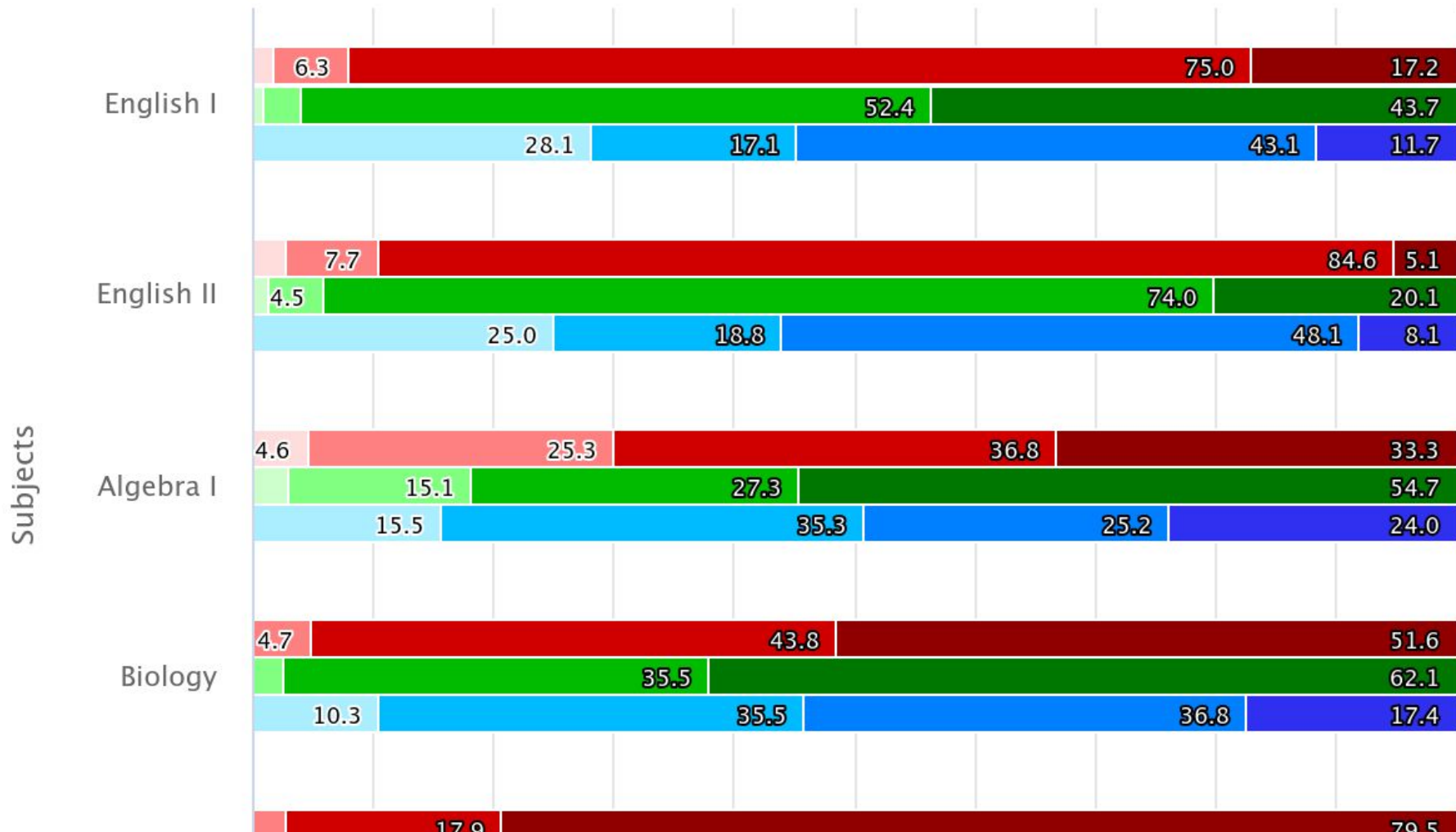
Problem Statement 1: As we continue to grow, our teachers are required to teach multiple preps in order to make the master schedule work. **Root Cause:** The school needs to grow and maintain approximately 325 Brothers in middle school, and 325 in high school. This will allow us to have 5 - 6 teachers in each of the core content areas.

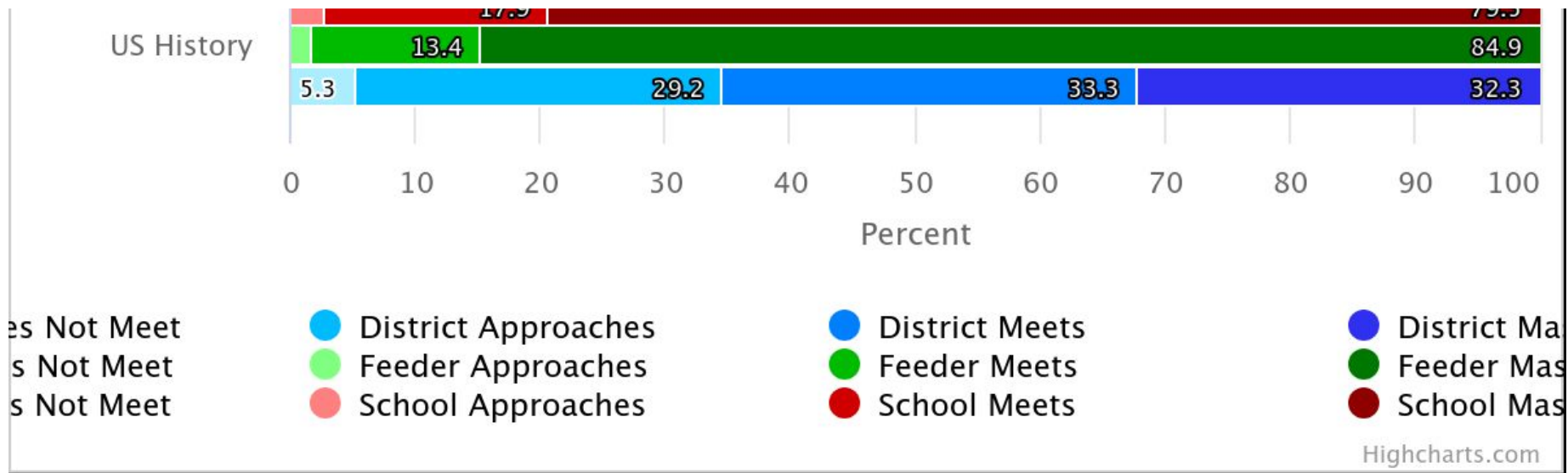
Student Learning

Student Learning Summary

STAAR EOC – Percentage by Levels

Results and statistics are based on 2022–23 standards set by the TEA.
Current Enrollment (as of 05/27/2024)

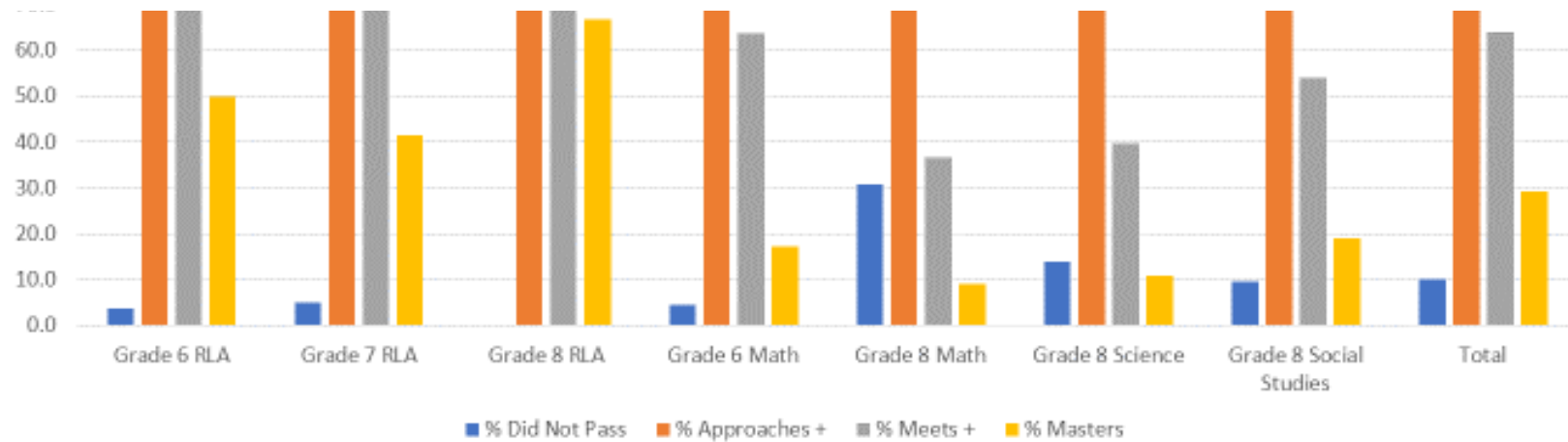




This is the most recent STAAR EOC Data.

BOMLA 2023 – 2024





This is the most recent STAAR Data for 6th - 8th grade.

We are projected to finish with 85 % of our Seniors meeting the CCMR requirements. This means 4 of the 39 Brothers did not meet the requirement.

Student Learning Strengths

We continue to out perform the district. Our overall meets and masters percentages are continuing to increase.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are not meeting the 100 % goal for CCMR rates and we are not meeting the 100 % Meets and 90% Masters for all our students. **Root Cause:** We are continuing to grow in our cycle of mastery processes. We have had some learning gaps due to vacancies.

School Processes & Programs

School Processes & Programs Summary

We are a leadership model with a focus on character and responsibility. All students take Advanced and AP courses. Our House System was the first in Dallas ISD. We use it to drive and sustain our campus culture.

We have "Lyceum" every morning. The entire student body and faculty meet in the auditorium to set the tone for the day by citing the mission, vision, creed, and core values. We use this time for guest speakers to share insight, words of encouragement and advice with our Brothers.

The data was collected the data from SBDM, coffee with the principal meetings, CNA committees, and surveys with parents, students and staff.

Our master schedule and information from PowerSchool were used to collect this information.

School Processes & Programs Strengths

We have a strong sense of Brotherhood and shared values. We are able to expose the Brothers to a diverse group of professionals that provide inspiration, mentorship, and character development with our Brothers. WE have a Foundation, The FRIENDS of BOMLA, that supports our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The importance / direction of Lyceum and our House System is not universally shared and accepted by the faculty and student body. **Root Cause:** Teachers have not been consistently held accountable to a clear set of expectations for Lyceum and our House System.

Perceptions

Perceptions Summary

We received the following results from our parent survey :

This school provides opportunities to strengthen my child's cultural identity : Only one of the 57 respondents disagreed with this statement.

Administrators, teachers, and staff at this school work hard to build trusting relationships with families : Only one of the 57 respondents disagreed with this statement.

Discipline is enforced consistently and effectively at my campus. 29.6 % Positive

Unruly students are not permitted to disrupt the learning environment. 37 % Positive

Only 56% of teachers completed the climate survey .

This data was taken from the most recent parent survey and the most recent staff climate survey.

Perceptions Strengths

Parents are encouraged to participate in the planning and implementation of school activities. They are also encouraged to participate as volunteers on the campus.

Parents are invited to have lunch with their son one Wednesday per month.

We began a Parent Advisory Committee this year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent participation is encouraged, but few parents are available to volunteer. **Root Cause:** Most parents work during the school hours, and most parents do

not live near the school.

Problem Statement 2 (Prioritized): Less than 60 % of teachers are taking the climate survey. **Root Cause:** The importance of the survey and the purpose of the survey is not effectively being communicated.

Priority Problem Statements

Problem Statement 1: Less than 60 % of teachers are taking the climate survey.

Root Cause 1: The importance of the survey and the purpose of the survey is not effectively being communicated.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: We are not meeting the 100 % goal for CCMR rates and we are not meeting the 100 % Meets and 90% Masters for all our students.

Root Cause 2: We are continuing to grow in our cycle of mastery processes. We have had some learning gaps due to vacancies.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership 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
- Action research results

Goals

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

Performance Objective 1: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

High Priority

HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use the Amplify and Carnegie Curriculum to plan and deliver lessons that are on or above grade level and engaging. Strategy's Expected Result/Impact: Teachers will use the Tier I resources to engage all students in differentiated instruction that ensures that we meet our campus goals of 100 meets and 50% masters on all assessments. Staff Responsible for Monitoring: Teachers, AP and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Oct	Feb	June
0% No Progress 100% Accomplished Continue/Modify Discontinue			

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

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

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

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

High Priority
HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement competitive data trackers for each of their classes tied to House Points. Strategy's Expected Result/Impact: All classes will meet the campus goal of 100 % Meets and 50% Masters on all Assessments. Staff Responsible for Monitoring: Teachers, AP, and Principal Title I: 2.4, 2.5, 2.6	Formative		
	Oct	Feb	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase to 100% by June 2025.

High Priority
HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: All 12th grade students who have not met TSI performance levels will be enrolled in a TSI Prep classes for Math and/or English.	Formative		
	Oct	Feb	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			