

Dallas Independent School District
003 New Tech High School At B.F. Darrell
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

New Tech High School is a school of choice in Dallas ISD. Our learners develop 21st century skills through PBL using multimedia technology applications and resources. We serve students in grades 9 - 12. We have a small campus environment with an enrollment that is capped at 125 students per grade. Based on the Enrollment count from PowerSchool, our current enrollment is 384 students. The maximum enrollment is 500. Our student demographic breakdown is 75.8% Hispanic, 19% African American, 2.6% White and 1.8% Asian. (Comparative to Dallas ISD Demographics: Hispanic/Latino (70.2%), Black (20.6%) and White (6.1%) students.) The student retention rate dropped from 95% (spring 2024) to 92.5% (spring 2025); we had 1 drop-out in 4 years.

Our stakeholders are teachers, parents, CILT, administrators, staff, community members, business partners and students. There are 41 staff members with 25 being teachers. Teacher student ratio is 25 to 1 in EOC courses and between 30 - 40 to 1 non-EOC or Electives. New Tech has a diverse teacher demographic with 8 white, 8 Hispanic, 9 African American; 10 support staff with 10 African American; and 3 leadership with 2 African American, 1 Hispanic. New Tech teachers are high performing, with 50% of New Tech Teachers being rated Proficient I or above.

New Tech facilitators and learners develop projects based on student interests, latest technology, course programs geared towards future booming careers and skills. Based on the latest PEIMS data, attendance average is about 92.6% with 12th grade having the lowest attendance rate at 91.5%. The teacher retention rate from 2024 to 2025 increased from 84% to 87.5%. There were 156 EB during the 2024-2025 school year, 25 '504' students and 43 students (11.2%) 'SPED' students enrolled in the SPED program. Proficiency levels for ELL's is not yet available.

Based on data extracted from MyDataPortal, in 2024 New Tech achieved 100% of students either stayed the same or saw growth in at least one category in TELPAS attributed to a strong intervention plan along with use of the Summit K-12 Program.

Vision: New Tech High School will create an unprecedented and trailblazing learning environment that nurtures learner's voice and choice while designing global thinkers that can apply real world solutions to future issues.

Mission: New Tech High School emphasizes communication, collaboration, and critical thinking through an innovative integration of traditional subjects while unleashing students' unique individualism preparing the designers of the global future.

Demographics Strengths

Demographic Strengths

- Small enrollment numbers create more personalized education for students.
- All grade levels have 80 or more students enrolled.
- There is a low student to teacher ratio in core classes.
- Minimal number of student withdrawals each year.
- At least 24.2% of enrolled students identified as Talented and Gifted.
- The 2024-2025 school year had a 100% graduation rate.
- 50% of staff are Proficient I or higher (increase from 40% in 2023-2024)
- Diverse staff with 8 White, 8 Hispanic, 9 African American

Demographic Needs

- Start the recruitment process earlier
- Develop an extensive recruitment plan including marketing materials, branding materials, letters, flyers and ads
- Develop relationships with counselors by targeting schools with similar programming
- Recruit more diverse student body
- Process to support teachers with PBL, Pedagogy and SEL in order to retain teachers
- The Attendance Rate dropped 2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement: The attendance rate dropped 2% from 94% (2023-2024) to 92% (2024-2025)

Root Cause: Root Cause: Students and parents don't value daily attendance in school for both instructional time and flex activities. Root Cause: There is confusion on excused

absences and excuse notes. Parents perceive that this nullifies absences

Problem Statement 2: Problem Statement: High-rigor extracurricular (flex) session offerings are limited and student engagement in activities is an area of improvement. 9 out of 24 teachers are coaches/mentors of competition-level teams and/or lead organizations/committees.

Root Cause: Root Cause: There is not enough funding for extracurricular (flex) activities.

Student Learning

Student Learning Summary

Student Learning strengths and needs are based on data collected during the CNA meetings where we reviewed the following pieces of data: My Data Portal Reports for ACP, STAAR, TELPAS, Enterprise High School on track system results as well as Cloud Apps CCR Report.

New Tech High School currently has an overall accountability rating of “A” as measured by the Texas Education Agency from the 2024 rating. The overall scaled score for the campus is 95. Based on early STAAR data New Tech is on track to obtain a Domain I score of 94 for the 2025 school year. EOC scores increased across all 3 buckets in 3 of 5 content areas.

Achieved a letter grade of “A” in 4 out of 5 content areas for STAAR Domain 2B rating.

Algebra I increased performance bands with 97(APP), 78(MET), 49(MST);

Compared to 2023-2024 school year bands 96.3(APP), 71.6 (MET), 42(MST)

English I decreased performance bands with 71(APP), 53(MET), 9(MST)

Compared to 2023-2024 school year bands of 80.3 (APP), 66.7 (MET), 14.7(MST)

English II decreased performance bands with 87(APP), 76(MET), 4(MST)

Compared to 2023-2024 school year bands 90.8(APP), 78.9 (MET), 7.3 (MST)

Biology increased performance bands with 90(APP), 53(MET), 15(MST);

Compared to 2023-2024 school year bands 90.8(APP), 45(MET), 7.5(MST)

US History increased performance bands with 94(APP), 65(MET), 28(MST).

Compared to 2023-2024 school year bands 94.6(APP), 56.8(MET), 21.6(MST)

ACP pass rates for Spring 2025 increased from Spring 2024 across all content with the exception of Chemistry and Spanish II. Studio Art I maintained a pass rate of 73.

Geometry increased from 64.8 to 68.8

Algebra II increased from 66.2 to 77.9

Chemistry Honors increased from 39.1 to 62.8

Physics increased from 62.2 to 81.0

Physics Honors increased from 60.0 to 75.0

Economics increased from 60.0 to 62.5
Health increased from 84.2 to 93.1
Spanish I increased from 79.8 to 83.8

CCR lag data increased from 93% 2023 to 96% for 2024 to 100% for 2025 to 2026. The graduation rate has been 100% for the past 3 years.

2% of students (93 tested) achieved a 1200 or higher on the SAT; 23% achieved a 1000 or higher. 26% of students achieved a 500 or higher on the English (Reading/Writing) section, and 23% of students achieved a 500 or higher on the Math (Reasoning) section.

TSI Pass Rate with College Bridge Course ELAR + Math = 71%
ELAR (any opportunity: SAT, TSI, College Bridge) = 90%
MATH (any opportunity: SAT, TSI, College Bridge) = 76%
ELAR (TSI Only) = 15%
Math (TSI Only) = 25%

In the Enterprise High School On Track system there showed a significant increase in failure rates from the 2023 - 2024 school year to the 2024 - 2025 school year.

2024	2025
9th Grade on Track	
3 Failed Courses	104 Failed Courses
54 Absences	90 Absences
10th Grade	
24 Failed Courses	94 Failed Courses
71 Absences	80 Absences
11th Grade	
19 Failed Courses	67 Failed Courses
56 Absences	60 Absences

In the TELPAS system 95 students out of 155 tested (63%) progressed at least one composite proficiency level. Almost all students progressed at least one proficiency level in at least one area (reading, writing, listening, and speaking).

59% of 9th Grade students progressed at least one composite proficiency level; out of 53 students rated; 9.4% beginner, 22.6% intermediate, 39.6% advanced, and 28.3% advanced high

62% of 10th Grade students progressed at least one composite proficiency level; out of 42 students rated; 21.4% intermediate, 40.5% advanced, and 38.1% advanced high

62% of 11th Grade students progressed at least one composite proficiency level; out of 39 students rated; 10.3% intermediate, 46.2% advanced, and 43.6% advanced high

80% of 12th Grade students progressed at least one composite proficiency level; out of 20 students rated; 5% intermediate, 55% advanced, and 40% advanced high.

Student Learning Strengths

Student Learning Strengths:

- 90% or higher passing rate Algebra I, Biology, and U.S History
- 48% Mastery for Algebra I
- 83% passing rate ELAR II STAAR with redesign.
- 100% CCR rating
- 3 CATE pathways that will all lead to an industry-based certification
- 10 AP Course offerings
- 100% Graduation rate

Student Learning Needs:

- Increase performance of special groups such as: AA, ELL's, SPED and 504 students.

- Increase masters scores in all content areas with a focus on ELAR and Biology.
- Develop a plan to pass rates in TSI, SAT and all college related testing areas.
- Increase ACP scores in all core contents with ACP testing.
- Increase ACP Honors ACP scores in Science and Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Problem Statement: English I and English II saw decreases in all STAAR performance levels from Spring 2024.

Root Cause: Root Cause: The contributing factors to the decrease are: mid-year vacancy of the English I classroom with the subsequent novice hire, who struggled with absenteeism. The English II teacher was also a novice teacher who struggled with instruction and the PBL model.

Problem Statement 2: 10 out of 11 Spring ACP courses had below an 90% pass rate (5 out of 11 ACP had below a 70% pass rate).

Root Cause: Root Cause: Campus tutoring efforts and district training sessions are more focused on STAAR-tested subjects instead of ACP-tested subjects. Root Cause: Teacher-level assessment analysis is limited by district protocols, so they have no time to reflect on strategies, goals, or updates.

Problem Statement 3 (Prioritized): Dual Credit numbers are low at about 10% or less and many students who take dual credit do not complete the courses.

Root Cause: Although there students request to be in Dual Credit courses student and parents are not prepared for the rigor and level of agency required to successfully complete a Dual Credit class online.

Problem Statement 4 (Prioritized): The on track to graduate numbers have increased in grades 9 - 11 over this last year.

Root Cause: Although students are successful on STAAR and ACP, there is high failure rate of students in grades 9 - 11 in elective classes such as Art and Principles of AV that cannot be taken in Reconnect.

Problem Statement 5: The number of failed courses increased more than 250% among 9th-11th grade students; and an increase of 67% in absences among 9th grade students.

Root Cause: Increased absenteeism during the 2024-2025 school year negatively effects the completion and quality of student work leading to failing grades.

Problem Statement 6 (Prioritized): The number of failed courses increased more than 250% among 9th-11th grade students; and an increase of 67% in absences among 9th grade students.

Root Cause: Different types of courses (i.e. Core, CTE, Elective, AP, and Dual Credit) have different sources for evidence of student performance that is not always consistent between teachers or grade-levels. The New Tech Network model for SWLO's is not consistently utilized in a balanced manner, nor are the required minimums within each category adhered to among all teachers.

Problem Statement 7: Problem Statement: High-rigor extracurricular (flex) session offerings are limited and student engagement in activities is an area of improvement. 9 out of 24 teachers are coaches/mentors of competition-level teams and/or lead organizations/committees.

Root Cause: Root Cause: There is not enough funding for extracurricular (flex) activities.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs strengths and needs are based on data collected during the CNA meetings where were reviewed the following pieces of data: PEIMS reports, PowerSchool Attendance, Enrollment, My Data Portal Reports for Climate and Culture Surveys, STAAR reports, ACP reports. For Teacher data the following sources were used: Cornerstone TEI reports, My Data Portal TEI Reports

Staff Quality/Professional Development

- Professional Learning Communities have been established, and they meet twice a week at minimum and collaboratively plan, review and analyze student work/assessments, and receive professional development on instructional best practices.
- Professional Learning Communities have been modified to ensure the incorporation of PBL and SWLO's throughout the planning cycle.
- The principal, assistant principal, coordinator and instructional coaches will use technology to increase the amount of classroom observations and feedback performed based on teacher performance.
- All teachers will attend AVID training in order to learn instructional strategies to be implemented and aligned with PBL.
- Both the Principal and Assistant Principal, along with almost all faculty are AVID trained.
- All teachers have attended New Tech PBL training.
- New Teachers received year-long training through New Tech's New Teacher Cohort

Teacher Proficiency Levels (2024-2025)

All (non-novice) teachers either maintained or improved their rating from the 2023-2024 school year.

1 - Exemplary

1 - Proficient II

10 - Proficient I

5 - Progressing II

4 - Progressing I

Curriculum, Instruction & Assessment/School Context & Organization

- A/B Bell Schedule with FLEX Wednesday's each week with no testing or school holidays
- Master schedule provides variety in course offerings and CTE pathways such as: Animation, Gaming, and Film.
- All pathways lead to an industry based certification; including, Adobe Premier Pro, Adobe Photoshop, Adobe After Effects, Certified User Programming
- STAAR End of Course exam teachers participate in weekly data meetings where they analyze bi-weekly student assessments.
- Teacher "backwards plan" utilizing the district-provided blueprints and curriculum guides that are aligned to the TEKS.
- Access to current data (My Data Portal, [Echo](#), DAN, Powerschool, Clever, etc.).
- Principal, assistant principal, coordinator, and instructional coaches will use technology to monitor and upgrade the curriculum and instructional programs.
- PBL coordinator designed an interactive project toolkit aligned with our campus priorities student engagement and community involvement.
- New Tech offers 10 AP courses, 12 Dual Credit courses, and over 20 Elective courses.
- Project Zero Hour (PZH) is used as an advisory period where students work on projects in cubby spaces, receive interventions, complete the TSIA-2.0 preparatory program Texas College Bridge, and complete HB4545 tutoring hours
- [88%](#) completion rate of House Bill tutoring hours.

Extracurricular and Co-curricular Opportunities

- FLEX Wednesday allows students to participate in extracurricular and co-curricular activities each week.
- Increased club offerings outside the school day - 3 Destination Imagination Teams, 3 Esports Teams, a Robotics Team, 2 Chess Teams, a TMSCA Team, and a Debate Team
- Increased offerings of diversity student groups: African American Male Leadership organization, Latino Young Men's organization, African American Student Initiative organization, League of United Latin American Countries organization, BeYOUtiful young women's group
- 100% of eligible teachers and staff had at least one FLEX session for least one semester this year.

- 100% of students were able to participate in some type of club or activity either through FLEX or after school
- 5 / 5 activity categories requirements fulfilled; Academics, Athletics, Avocation, Visual and Performing Arts, Service and Leadership.

Technology

- 1:1 campus - all students are provided a laptop computer to utilize throughout the school year
- All classrooms are equipped with SMART technology (Promethean® and/or Newline®)
- Three MAC labs for CTE classes - Principles of AV Technology, Audio/Video Production, and Animation
- Gaming lab with 30 computers and 9 VR headsets.
- Each Department is equipped with Art Carts (creativity supplies)
- Recording studio equipped with state of the art equipment to produce music, record professional audio and podcasting.
- Film studio equipped with state of the art equipment to allow for production of movies, podcasts and animations.

School Processes & Programs Strengths

School Processes and Programs Strengths

- Strength: AVID National Demonstration School
- All departments full Project Based Learning Implementation
- Weekly SMORE for staff
- Community partnerships include: Big Brothers Big Sisters, Girl Scouts, For Oak Cliff,
- AVID classes provide mentorships from the business community; engaging in entrepreneurship and job fairs
- Monthly parent newsletters are created by the principal.
- FLEX Wednesday course offerings with 100% student participation and 100% faculty/staff participation in extracurricular activities.
- PLC team and departmental relationships.

- All novice teachers had an active mentor and participated in the mentorship program for both semesters.
- Implementation of Project Zero Hour for PBL work time, accelerated instruction, interventions, and tutoring.
- Increased community partners and authenticity partnerships; at least 50 total within the past 4 years.
- Increased campus events to promote parent and community involvement such as the Fall Festival, New Tech Film Festival Candlelight Ceremony, at least 2 Project Share Nights, and Zen Garden Project.
- Variety in multimedia pathways, AP/Dual Credit Courses and Electives.

School Processes and Programs Needs

- Offer ongoing support, mentorship, and PD for PBL, EB, SEL, pedagogy and content strategies.
- Increase participation of established clubs in district-wide competitions and events
- Increase support / curriculum / supplies for variety of Flex activities
- Curriculum resources for elective teachers such as CTE and PE teachers
- Curriculum resources geared towards PBL, ELAR, and Math
- Curriculum resources and instruction for TSIA, SAT, and college entry tests
- Computers that work efficiently and are durable enough to last the entire school year with extra chargers
- Updated ID card system (scanning technology for disciplinary and safety purposes)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student IDs, processes for late arrivals and early release are not uniform in their compliance and implementation.

Root Cause: Lack of a definitive system of discipline and rewards for wearing or non-compliance with IDs, teachers are not checking IDs at the door, and finally the general maintenance of IDs is an obstacle (lanyards and plastic cases break).

Problem Statement 2: Problem Statement: High-rigor extracurricular (flex) session offerings are limited and student engagement in activities is an area of improvement. 9 out of 24 teachers are coaches/mentors of competition-level teams and/or lead organizations/committees.

Root Cause: Root Cause: There is not enough funding for extracurricular (flex) activities.

Problem Statement 3: Problem Statement: 43% of TEI-rated teachers are below Proficient I level (Progressing I and Progressing II).

Root Cause: Root Cause: Minimal PD opportunities during the school year involving the TEI rubric, requirements, artifacts, scorecard breakdown, etc. Root Cause: Nation-wide

teacher shortage has led to excised lists and placement of teachers with no / limited interview process.

Perceptions

Perceptions Summary

Perceptions strengths and needs are based on data collected during the CNA meetings where we reviewed the following pieces of data: Reports extracted from My Data Portal Reports such as the Climate Survey, Parent Survey, Student Panoramic Survey and Student SEL Survey.

Climate and Culture

We strive to create and maintain a positive campus culture for all stakeholders - students, parents, community, and staff. The campus climate and culture has continuously improved every year as measured by the teacher, student climate/perception surveys. Mock student surveys given in October/November were utilized during middle-of-year professional development training to help teachers analyze and interpret survey results, as well as learn and develop strategies for improving target-area scores.

Spring 2025 Student Survey campus-wide percent favorable scores showed improvement from Spring 2024 in every category; Classroom Climate increased by 2 points (9 above district), Engagement increased by 2 points (9 above district), Pedagogical Effectiveness increased by 1 point (8 above district), Rigorous Expectations increased by 2 points (9 above district), and Teacher-Student Relationships increased by 2 points (9 above district). 4 out of 5 categories have above an 80% positive rating.

Students completed an SEL survey in December of 2024 in order to gauge their SEL and Well-Being. Areas of increase for the 2024-2025 school year include School Safety (+7), Self-Management (+4), Sense of Belonging (+3), and Supportive Relationships (+1). Areas of decrease include School Climate (-11), Self-Efficacy (-3), and Social Awareness (-1). All areas were higher than comparable high schools and the district.

Teacher retention increased from 84% (May 2024) to 87.5% (May 2025). The climate survey results showed increases in all 6 categories from Fall 2024 to Spring 2025. However, from Spring 2024 to Spring 2025, Beliefs and Priorities decreased from 97.1% to 92.1%; Positive Culture and Environment decreased from 90.8% to 80.7%; Culture of Feedback and Support decreased from 84.2% to 81.1%; College-Going Culture increased from 94.9% to 96.7%; Teacher to Teacher Trust increased from 94.7% to 96.6%; Teacher to Principal Trust maintained at 87.2 % and 87%. There remains a clear vision for the school with high expectations for students and staff, celebrating student and staff successes, promoting growth mindset among students and staff, and implementing effective hiring practices.

Comparing Spring 2024 to Spring 2025, 3 out of 6 categories decreased by no more than 10 points. College-Going Culture increased from 94.9% to 96.7% and Teacher-to-Teacher Trust increased from 94.7% to 96.6%. Teacher-to-Principal Trust maintained at 87%.

Parent and Community Involvement

There continues to be low participation in PTO, however parents received more opportunities to be involved at the school. Parents were provided with a variety of opportunities to connect with the school community throughout the year in the form of parent conference nights, open house, Fall Festival, Project Share Nights, SBDM meetings, Parent Meetings, Parent SMORE sent out biweekly or as needed, Candle Light Ceremony for Juniors, Decision Day for

Seniors, FAFSA Nights, and Parent Involvement meetings. New Tech was able to increase our Authenticity Partners from 2024 to 2025. New Tech was able to engage with the community through PBL projects such as the Fall Fest and in-class projects.

Perceptions Strengths

Perception Strengths:

- Student Experience Surveys increased in every category from Spring 2024 to Spring 2025
- Student SEL survey showed improvement in School Safety, Student Self-Management, Student Sense of Belonging, and Supportive Relationships
- Teacher retention has increased to 87.5%
- Campus Climate Survey showed increases in all 6 categories from Fall 2024 to Spring 2025
- Frequent and varied opportunities for parent and community involvement on campus
- Increase in Authenticity Partners
- Students were involved in 3 internships, including Pegasus Film Festival, PepsiCo, Dallas ISD Marketing Team

Perception Needs:

- Student SEL Survey showed decreases in School Climate, student Self-Efficacy, and student Self-Awareness
- Develop a consistent discipline plan with teacher and parent input
- Maintain opportunities for parent and community engagement and increase communication (provide a variety of methods for information sharing)
- Encourage parent involvement in school-functions (PTO - fundraisers, volunteering, etc.)
- Maintain relationships with established community partners and increase involvement in college/career/entrepreneurship/mentoring programs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Problem Statement: Limited parent involvement and investment in campus events (such as open house, project showcase, field-trips, PBL culminating events, grade-level events, and fundraising)

Root Cause: No established, consistent PTO committee members

Problem Statement 2: Although 100% of seniors received an industry-based certification, fewer than 20 students participated in 3 internships

Root Cause: 24-25 was an inaugural year for internships; a more strategic approach is needed to track student attainment and completion of internships.

Problem Statement 3: Problem Statement: High-rigor extracurricular (flex) session offerings are limited and student engagement in activities is an area of improvement. 9 out of 24 teachers are coaches/mentors of competition-level teams and/or lead organizations/committees.

Root Cause: Root Cause: There is not enough funding for extracurricular (flex) activities.

Priority Problem Statements

Problem Statement 1: Dual Credit numbers are low at about 10% or less and many students who take dual credit do not complete the courses.

Root Cause 1: Although there students request to be in Dual Credit courses student and parents are not prepared for the rigor and level of agency required to successfully complete a Dual Credit class online.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The on track to graduate numbers have increased in grades 9 - 11 over this last year.

Root Cause 2: Although students are successful on STAAR and ACP, there is high failure rate of students in grades 9 - 11 in elective classes such as Art and Principles of AV that cannot be taken in Reconnect.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The number of failed courses increased more than 250% among 9th-11th grade students; and an increase of 67% in absences among 9th grade students.

Root Cause 3: Different types of courses (i.e. Core, CTE, Elective, AP, and Dual Credit) have different sources for evidence of student performance that is not always consistent between teachers or grade-levels. The New Tech Network model for SWLO's is not consistently utilized in a balanced manner, nor are the required minimums within each category adhered to among all teachers.

Problem Statement 3 Areas: Student Learning

Goals

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.

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.

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.

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.

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.

High Priority
Evaluation Data Sources: TSI Data and CCMR Data pulled from Salesforce.

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in TSI preparation during PZH advisory and FLEX sessions using TSI prep software, workbooks and other TSI prep courses. Strategy's Expected Result/Impact: TSI scores will improve in both math and reading allowing more students to enroll in college. TSI scores with course included will increase from Staff Responsible for Monitoring: Teachers, Instructional Coaches, AP, Counselor Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3		Formative			Summative
		Oct	Feb	June	
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Dual Credit numbers are low at about 10% or less and many students who take dual credit do not complete the courses. Root Cause: Although there students request to be in Dual Credit courses student and parents are not prepared for the rigor and level of agency required to successfully complete a Dual Credit class online.

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.

High Priority

Evaluation Data Sources: My Data Portal Reports and Salesforce Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will implement TSI instruction and interventions during PZH advisory using TSI programs and materials. Strategy's Expected Result/Impact: Increase TSI reading and math scores. Staff Responsible for Monitoring: Teachers, administrators Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: The counselor will hold meetings with students and parents to explain Dual Credit options, expectations and progress monitoring. Strategy's Expected Result/Impact: The amount of students taking Dual Credit will increase and 100% of students who take dual credit will earn college credit. Staff Responsible for Monitoring: Counselor, AP, Teachers Title I: 2.51, 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Oct	Feb	June	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Dual Credit numbers are low at about 10% or less and many students who take dual credit do not complete the courses. **Root Cause:** Although there students request to be in Dual Credit courses student and parents are not prepared for the rigor and level of agency required to successfully complete a Dual Credit class online.

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.

High Priority

Evaluation Data Sources: Enterprise on track system, Powerschool Grades

Strategy 1 Details	Reviews			
Strategy 1: Campus progress monitoring system for grades that includes parent meetings, parent phone calls, student and teacher meetings to discuss failures and on track status. Strategy's Expected Result/Impact: There will be a decrease in the amount of failures each year. There will be a passing rate of 95% or higher. Staff Responsible for Monitoring: Teachers, coaches, AP Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 4, 6	Formative			Summative
	Oct	Feb	June	
Strategy 2 Details	Reviews			
Strategy 2: Beginning-of-the-year and middle-of-the-year professional development opportunities for teachers to deep-dive into utilizing the SWLOs and calibrate within departments and across grade-levels. Grade book checks and calibration during departmental PLCs every 3 weeks as part of the already scheduled data meeting. Strategy's Expected Result/Impact: Decrease in the number of failures in grades 9 - 11, with a passing rate of 95% or higher. Staff Responsible for Monitoring: Teachers, CILT leaders, AP, Coordinators and Coaches Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 6	Formative			Summative
	Oct	Feb	June	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 4: The on track to graduate numbers have increased in grades 9 - 11 over this last year. **Root Cause:** Although students are successful on STAAR and ACP, there is high failure rate of students in grades 9 - 11 in elective classes such as Art and Principles of AV that cannot be taken in Reconnect.

Problem Statement 6: The number of failed courses increased more than 250% among 9th-11th grade students; and an increase of 67% in absences among 9th grade students.

Root Cause: Different types of courses (i.e. Core, CTE, Elective, AP, and Dual Credit) have different sources for evidence of student performance that is not always consistent between teachers or grade-levels. The New Tech Network model for SWLO's is not consistently utilized in a balanced manner, nor are the required minimums within each category adhered to among all teachers.

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.

Evaluation Data Sources: Master schedule and Salesforce reports

Strategy 1 Details	Reviews			
Strategy 1: Students will be introduced to various topics in financial literacy that are aligned to their core and CTE classes. Strategy's Expected Result/Impact: Increase in financial awareness and serve as pre-requisite to taking financial literacy prior to graduation. Staff Responsible for Monitoring: Teachers, counselors, AP's, Coaches Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 6	Formative			Summative
	Oct	Feb	June	
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 6: The number of failed courses increased more than 250% among 9th-11th grade students; and an increase of 67% in absences among 9th grade students. Root Cause: Different types of courses (i.e. Core, CTE, Elective, AP, and Dual Credit) have different sources for evidence of student performance that is not always consistent between teachers or grade-levels. The New Tech Network model for SWLO's is not consistently utilized in a balanced manner, nor are the required minimums within each category adhered to among all teachers.