School for the Talented and Gifted in Pleasant Grove
Campus Needs Assessment and Campus Impovement Plan Overview
2025-2026

Demographics	Student Learning	School Processes & Programs	Perceptions
1st Dual -Language Magnet school in Southeast Dallas Total Students: 378 Hisp. 97.6% AA 1.3% White 0% Asian 0.3% Eco. Dis 92.6% TAG 74.9% SPED 2.7%	Overall 4th-8th Reading Meets 97% Masters 81% Math Meets 92% Masters 67% Science Meets 78% Masters 44% US Hist. Meets 65% Masters 45% TELPAS Adv. 42% Adv. High 54%	Assessment and Data Analysis Professional Development PLC's Extra & co-curricual clubs & activites Data Protocols Arrival, Dismissal, & Safety Counselor Access and Student Advocacy Implementation of GT Seminar	School experience for 4th-8th grades maintained an 84% favorable rating. SEL curriculum needs to be revised Parents demonstrate a strong desire for involvement Effective communication strategies to enhance community perceptions

Problem Statements			
Increase enrollment of qualified AA, white, and Asian students Equip parents with information, access, and resources Build teacher-parent relationships Students in DL advanced academisc use more English Implement strategic initiatives to increase 4th grade recruitment	Low overall campus mastery in Math, SCI, and SS Rigorous instruction and engagement gaps Limited RTI/SST Monitoring Lack of onboarding for Incoming 4th and 6th grade students Low 5th grade science performance Lack of foundation and alignment for 8th grade social studies Support in Algebra I performance Consistent instructional leaders' support and feedback	Limited use of library resources aligned to curriculum Student leadership opportunities Electives value in academics Elementary PLC time was not efficient SST/MTSS inconsistency among all grade levels Teacher attendance accountability Inconsistent counseling lessons	Task prioritization at different levels Families need help navigating school and district sytems and programs Teacher and staff attendance Student engagement and rigorous expectations Increase corporate/business partners Increase elementary-like environment to support 4th grade development

DISTRICT/CAMPUS 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.	DISTRICT/CAMPUS 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.
PERF. OBJ. 1: Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 56.8% to 80% by June 2030.	**PERF. OBJ. 1:** Percent of students in Grade 6 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 66.7% to 87% by June 2030.
S1: TEKS-aligned lesson planning and Domain 2 effectiveness S2: Campuswide data practices to drive small group instruction S3: Dual Language supports for biliteracy in reading instruction S4: Tiered literacy intervention via small groups and tutoring S5: Vertical alignment and PLCs	S1: TEKS-aligned lesson planning and Domain 2 effectiveness S2: Campuswide data practices to drive small group instruction S3: Bilingual math supports and scaffolded DL instruction S4: Concrete-to-abstract strategies and targeted skill gap tools S5: Vertical alignment and PLCs
PERF. OBJ. 2: Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 80.7% to 90% by June 2030.	**PERF. OBJ. 2:** Percent of students in Grade 7 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 83.1% to 93% by June 2030.
S1: TEKS-aligned lesson planning and Domain 2 effectiveness S2: Campuswide data practices to drive small group instruction S3: Depth and Complexity planning to challenge high-achieving learners S4: TEI-based coaching to increase engagement and academic rigor	S1: TEKS-aligned lesson planning and Domain 2 effectiveness S2: Campuswide data practices to drive small group instruction S3: Daily warmups and problem-solving routines for algebra readiness S4: Targeted acceleration through tutoring and Saturday support
PERF. OBJ. 3: Percent of students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 50.5% to 75% by June 2030.	**PERF. OBJ. 3:** Percent of students in Grade 8 meeting individual growth targets on a TEKS aligned assessment in mathematics will increase from 93.4% to 98% by June 2030.
S1: TEKS-aligned lesson planning and Domain 2 effectiveness S2: Campuswide data practices to drive small group instruction S3: Data-driven intervention during tutoring and instructional time S4: STAAR-aligned questioning and close reading embedded daily	S1: TEKS-aligned lesson planning and Domain 2 effectiveness S2: Campuswide data practices to drive small group instruction S3: Spiral review and EOC-focused problem-solving in Algebra I S4: Peer-led math labs and extension tasks for advanced learners
PERF. OBJ. 4: The percent of students responding positively to their campus climate across all student groups will annually meet or exceed a threshold of 85%.	**PERF. OBJ. 4:** The percent of students participating in extracurricular activities will annually meet or exceed a threshold of 100%
S1: SEL, GT Seminar, and Guidance Lessons S2: Student Recognition and Campus Events S3: Community and Parent Involvement S4: Magnet Recruitment	S1: Extracurricular resources and materials S2: Clubs & Whistles and club opportunities S3: Leadership, Enrichment, and Exposure Experiences
PERF. OBJ. 5: The percent of teachers retained annually shall meet or exceed the TEA-computed teacher retention rate for ESC Region 10.	**PERF. OBJ. 5:** The percent of positive agreement responses for teachers on the spring climate survey (Positive Culture and Environment) will annually meet or exceed a threshold of 90%.
S1: Professional Development and leadership opportunities S2: Extended instructional support and extra duty pay (tutoring)	S1: Team building, book studies, and team collaboration S2: Staff recognition and appreciation