Dallas Independent School District

103 Gabe P. Allen New Tech Academy

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to empower students to become confident, independent problem-solvers, leading us into a diverse and ever-changing society.

Vision

Our students will become assertive leaders, independent thinkers, and effective communicators to develop solutions to global and local issues. We will instill the skills they need to be successful today and ready to lead in an ever-changing world.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
School Processes & Programs 10
Perceptions 13
Priority Problem Statements 14
Goals 15
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. 15
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. 18
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. 21
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. 24
Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from ----% to ----% by August 2030. 27
Additional Targeted Support Strategies 31
Plan Notes 32
Addendums 33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Gabe P. Allen New Tech Academy is a neighborhood school in Dallas Independent School District. This past year Allen celebrated its 70th year serving the West Dallas community. Currently Allen serves students in grades Pre-K 3 through 6th grade including bilingual programming at all grade levels. Enrollment for the 2024 school year ranged from 403 at its highest to 381 on the last day of school.

Stakeholders include students, staff and parents as well as a variety of community partners. Some of the community partners include the Ledbetter Association, NCR, Commit, National Jewish Women's Council, OutTeach, and United to Learn.

The student population is predominantly Hispanic (76%), with 21% African American, and 2% White, A substantial portion of students (76%) are classified as at risk of dropping out, and 29% of students participate in bilingual programs. Approximately 99.2 % of students qualify for free or reduced-price lunch, underscoring a high level of economic disadvantage. Enrollment is fairly balanced by gender, with roughly 53% male and 47% female students.

Gabe Allen has a higher percentage of special education students (22.6 %) than the state (13.9%) or district averages (11.9%). The school currently has 4 units serving special education students through Functional Living Skills programming. In addition, 6.2% of students receive dyslexia services and 19% of students are identified and receive gifted and talented services.

Gabe Allen has a high mobility rate and a high attrition rate. (NEED NUMBERS HERE). Eviction rates for the Allen attendance zone is 194.87/ 100 persons as compared to 61.75 for the district as a whole. Overall average enrollment has increased each year from 375 in the 2023-2024 school year to 391 at snapshot for the 2024-2025 school year. Currently Gabe Allen is projected at an average enrollment of 353 for the 2025-2026 school year.

Attendance rates have fluctuated and follow the high mobility and high attrition rates. Between the 2021 school year and the 2024 school years, attendance rates were 91.5%, 93.3%, 93.5 %, and 91.6%, respectively.

Transportation is often cited by parents as a critical factor in student attendance as well as for parents seeking access to services and programs. Of the 381 students, 116 students ride the school bus as a means of transportation to and from school. All students riding the bus live in the nearby Colonia de Tepeyac Apartments. Additionally, parents of 163 students chose car-rider as a means of transportation. Forty students attended the local recreation center after school and 67 students attended the Adventures and Beyond Club sponsored by Gabe Allen.

Internally 215 discipline referrals were logged by staff. Referrals represented 18% of the total student population with 3 students accumulating the majority of referrals.. These 3 students were in the MTSS process to identify and structure support.

Gabe P. Allen has been identified as a Dallas ISD Strategic Support School. Currently 57% of teachers are proficient 1 or higher including 3 Proficient-2 teachers, 1 Proficient-3 teacher and 2 Exemplary teachers. Six teachers have received Distinguished Teacher Recognition (an increase of 4 teachers from the previous year. Twenty-one percent of teachers serve in special education classrooms.

See Addendums for data sources.

Demographics Strengths

- Overall, our enrollment increased from 345 to 391 over the last year. We are currently at 381 at EOY Spring 2025.
- Our African American population is on the constant rise, 48,57,83 over the last three years.
- Our teacher distribution aligns with our student populations. Hispanics are the highest-represented group, followed by African Americans and Whites.
- The number of Proficient teachers as well as the level of proficiency has increased from the 2024-2025 to 2025-2026 school years.
- Gabe P. Allen has strong support from community partners as evidenced by the number of partners and their level of involvement

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate continues to drop. Overall Attendance for Spring '24, 93.5 while Spring '25 91.6
Root Cause: Holistically, there were no proactive systems in place to promote attendance. In addition there was a decline in student perception of classroom climate and engagement as well as teacher-student relationships. Other root causes include Insufficient home-school communication systems to address attendance barriers.

Student Learning

Student Learning Summary

An interim goal was set for the 2024-2025 school year of 70-40-20 (Approaches, Meets, & Masters) based on I-Ready BOY scores indicating that 62% of students in grades 2-6 were 2 or more grade levels behind in Reading and 50% were behind in Math. Preliminary STAAR data indicates that grades 3-6 are 53-27-7 without the 28 STAAR Alt students included.

Gains were made in Reading and Math based on BOY and EOY I-Ready scores. Students in grades 2-6 improved from 62% at 2 or more grade levels below to 37% in reading and from 50% to 25% in Math.

Grades 3-6 schedules were reviewed regularly for small group intervention. Quality of small group was observed during Spots.

Gains for African American students in Reading were made at a comparable rate to the overall population. Students who are 2 or more grade level behind in Reading improved by 21% between BOY I-Ready and EOY I-Ready. Improvements in number of students 2 or more grade levels behind in Math changed by 22%.

Gains for Hispanic students in Reading were significantly slower than the overall population. 14% of students improved in Reading and 22% improved in Math.

Mobility and attrition are also factors. 100% of students enrolled at the time took I-Ready. 61 out of 77 African American students took both the BOY and the EOY exams. 217 out of 234 Hispanic students took both the BOY and EOY I-Ready.

Mulitple trainings and labs were held for staff on the RTI/MTSS process. Forty-one students began MTSS processes. Due to an increase in early identification of students needing intervention, there was a significant increase in the number of students receiving accommodations on one or more assessments.

Overall 2025 STAAR Test Results

For 3-6 students in all subjects

- 47.3% Did Not Meet
- 52.8% Approaches
- 27.3% Meets
- 7% Masters

Spanish Reading

Third Grade	Fourth Grade
• 66.7% Did Not Meet • 33.3% Approaches+ • 11.1% Meets+ • 0% Masters	• 33.3% Did Not Meet • 66.7% Approaches+ • 33.3% Meets+ • 13.3% Masters

English Reading

Third Grade	Fourth Grade

• 42.9% Did Not Meet • 57.1% Approaches+ • 14.3% Meets+ • 7.1% Masters	• 33.3% Did Not Meet • 66.7% Approaches+ • 36.1% Meets+ • 0% Masters
Fifth Grade • 45.7% Did Not Meet • 54.3% Approaches+ • 37% Meets+ • 17.4% Masters	Sixth Grade • 38.2% Did Not Meet • 61.8% Approaches+ • 38.2% Meets+ • 8.8% Masters

Math

Third Grade • 71.1% Did Not Meet • 28.9% Approaches+ • 13.3% Meets+ • 0% Masters	Fourth Grade • 49.0% Did Not Meet • 51% Approaches+ • 26.5% Meets+ • 4.1% Masters
Fifth Grade • 45.7% Did Not Meet • 54.3% Approaches+ • 34.8% Meets+ • 6.5% Masters	Sixth Grade • 38.2% Did Not Meet • 61.8% Approaches+ • 32.4% Meets+ • 14.7% Masters

Fifth Grade Science

- 47.8% Did Not Meet
- 52.2% Approaches+
- 17.4% Meets+
- 6.5% Masters

TELPAS Data

According to the TELPAS Early Results, out of 91 students who took the assessment, 20.88% are at the Beginning level, 43.96% are at the Intermediate level, 28.57% are at the Advanced level, and 6.59% are at the Advanced High level.

Student Learning Strengths

I-Ready data showed significant improvements in reading levels across the campus. These include a campus improvement of students on grade level for reading from 8% at BOY to

29% at EOY. Bigger gains were made in Math with students on level at BOY at 8% and 37% at EOY.

The two grades with the most gains in reading on I-Ready were Kinder with a 42% gain in students at grade level between BOY and EOY and 3rd grade with a 31% increase in number of students at grade level. For Math Kinder improved by 52%, 4th grade improved by 41% and 1st grade improved by 31%.

Readers 2 Leaders data recorded 80% of first, second, and third-grade students receiving reading interventions from the Readers 2 Leaders instructor demonstrated growth, according to EOY data from the Star Early Literacy reading test.

In I-Ready, improvements in the percentage of students 2 or more levels behind, African American students grew at a rate comparable to the overall population despite having a significantly smaller number of students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to BOY and EOY I-Ready Math assessments, 8% of students in grades K-6 were on grade level at BOY and 35% were on grade level at EOY. 65% of students are one or more grade levels below entering the 2025-2026 school year.
Root Cause: Teachers need additional support in identifying strategic interventions and monitoring progress.

Problem Statement 2: According to BOY and EOY I-Ready Reading in English assessments, 8% of students in grades K-6 were on grade level at BOY and 28% were on grade level at EOY. 72% of students are one or more grade levels below entering the 2025-2026 school year.
Root Cause: Teachers need additional support in identifying strategic interventions and monitoring progress.

Problem Statement 3: According to BOY and EOY I-Ready Reading in Spanish assessments, 15% of students in grades K-4 were on grade level at BOY and 48% were on grade level at EOY. 52% of K-4 students are one or more grade levels below entering the 2025-2026 school year.
Root Cause: Teachers need additional support in identifying strategic interventions and monitoring progress. Human resources will be directed toward the highest areas of need.

Problem Statement 4: According to I-Ready Reading End of Year scores, 85% of students in grades K-6 are one or more grade levels below in vocabulary development.
Root Cause: Teachers need additional support in language development in English/Spanish to assist in building vocabulary in context.

Problem Statement 5: Of 492 ECR and SCR questions answered by 3rd through 6th graders on the District STAAR Reading Simulator, 410 questions were scored a 0 or 1.
Root Cause: Writing ECR and SCR will need to be prioritized early in the Fall. All students would benefit from a consistent writing plan across grade levels.

Problem Statement 6: The number of students being potentially evaluated in the Qualtrics platform does not align to the number of students within the Unified Classroom platform.
Root Cause: Teachers MTSS plans are not being progress monitored within the Unified Classroom platform and thus not meeting the requirements for the Qualtrics platform.

School Processes & Programs

School Processes & Programs Summary

Instructional Programs

Our campus has established the following processes and implemented several programs that will be continued year-round. Teachers will administer Power DOLs weekly and Stancard Mastery Checks every 9 weeks. TX-KEA is administered to Kindergarten children at EOY. CIRCLE is administered to PK3 and PK4 (BOY, MOY & EOY). IReady will be assessed BOY, MOY, and EOY for K-6th-grade children and EOY. Data will be uploaded via scan sheets into All In Learning weekly for grades 3rd - 6th grade for Reading, Math, and 5th-grade Science. In Pre-K through 2nd, teachers will be collecting data through other assessments.

Gabe Allen follows the PVT (Pinkston Vertical Team) Instructional calendars for 3rd-6th Reading, Math, and Science for 5th grade to ensure instructional alignment and adequate pacing. Weekly PLCs (Professional Learning Communities) and data meetings are held to discuss classroom, grade level, and individual student progress. Weekly lesson plans are reviewed to ensure alignment with the state standards.

Staff was trained on the MTSS system in order to identify and progress montior potential students are below grade level and may have a underlying cause impeding their education. 70 MTSS plans were implemented int he 2024-2025 school year.

School Programs and Processes

The campus has an active Parent-Teacher Organization. Gabe P. Allen facilitates monthly meetings with the PTO, monthly Site-Based Decision-Making Committee Meetings, and monthly Coffee with the Principal gatherings. Our campus has Grade-Level Leadership Chairs, which allow decision-making to involve varying stakeholders' opinions.

As of June 3, 2025, there are 70 active MTSS plans within the Unified Insights Dashboard.

Additionally, Gabe Allen partners with Readers to Leader which identifies 2nd graders in need of reading intervention and with Breakthrough here students are identified for fluency development. 40 students participated in Breakthrough. 36 students participated in Readers to Leaders.

As part of the New Tech framework to improve student agency, all students in grades 3-6 completed visual trackers and maintained them daily with STAAR and I-Ready goals as well as daily attendance.

Recruiting and Sustaining Personnel

The average teacher retention rate over the last three years is 59%. In the 2025-2026 school year, Gabe P. Allen was named one of the Dallas ISD's Strategic Support Schools, thus impacting teacher retention.

As of 6/03/2025, we have the following vacancies

- 1st-grade general education
- 2nd-grade general education

- 5th-grade General Education
- 6th-grade General Education
- FLS teacher

Technology

Chromebooks are used by students in grades third to six, and iPads are used by kindergarten to second-grade students. All classrooms have AV monitors.

Source: TIPWebIT 2024

School Processes & Programs Strengths

Strengths:

- Gabe P. Allen consistently hosted monthly parent engagement activities, led by the Parent-Teacher Organization (PTO).
- Academic Night and Literacy Night were two successful academic events held during the 2024-2025 school year.
- Fourth through sixth graders participated in field trips involving University visits to both the University of Texas in Arlington and the University of North Texas in Denton.

Instructional Programs

- Curriculum resources are adequate (Eureka, Amplify, and Carnegie).
- Assessments delivered to assess mastery are aligned to state standards and state assessments.
- All students are 1-to-1 with technology devices, allowing students to learn advanced tech skills.
- Scratch and Scratch Jr. have been implemented in lower grade levels, allowing students in K-2 to learn coding skills.
- Formal assessments are delivered frequently enough to allow for appropriate adjustments in instruction to solidify mastery.
- Instructional resources emphasize an integration of cross-curricular studies, to maximize student learning of all contents in all contents.

School Programs and Processes

- Consistency in meetings allows for feedback from external and internal stakeholders.
- School communication is utilized through the use of School Messenger, weekly folders, and Class Dojo.

Recruiting and Sustaining Personnel

- Administrators attend every job fair held to acquire effective staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The number of students being potentially evaluated in the Qualtrics platform does not align to the number of students within the Unified Classroom platform.
Root Cause: Teachers MTSS plans are not being progress monitored within the Unified Classroom platform and thus not meeting the requirements for the Qualtrics platform.

Problem Statement 2: Discipline system in place was not used consistently communicated by teachers or by admin discipline is consistently enforced from the 66.7 in Fall to 59.0 in the Spring. Specifically teachers made 215 referrals. The majority of referrals were for 3 students with MTSS plans or IEPs.
Root Cause: Inconsistent implementation of PBIS and social-emotional learning routines. Need for campus-wide system of expectations in classroom and common spaces. Limited staff training on trauma-informed and culturally responsive behavior supports. Lack of student voice in shaping school culture and expectations.

Problem Statement 3: According to BOY and EOY I-Ready Reading in English assessments, 8% of students in grades K-6 were on grade level at BOY and 28% were on grade level at EOY. 72% of students are one or more grade levels below entering the 2025-2026 school year.
Root Cause: Teachers need additional support in identifying strategic interventions and monitoring progress.

Problem Statement 4: According to BOY and EOY I-Ready Math assessments, 8% of students in grades K-6 were on grade level at BOY and 35% were on grade level at EOY. 65% of students are one or more grade levels below entering the 2025-2026 school year.
Root Cause: Teachers need additional support in identifying strategic interventions and monitoring progress.

Problem Statement 5: According to BOY and EOY I-Ready Reading in Spanish assessments, 15% of students in grades K-4 were on grade level at BOY and 48% were on grade level at EOY. 52% of K-4 students are one or more grade levels below entering the 2025-2026 school year.
Root Cause: Teachers need additional support in identifying strategic interventions and monitoring progress. Human resources will be directed toward the highest areas of need.

Problem Statement 6: According to I-Ready Reading End of Year scores, 85% of students in grades K-6 are one or more grade levels below in vocabulary development.
Root Cause: Teachers need additional support in language development in English/Spanish to assist in building vocabulary in context.

Problem Statement 7: Of 492 ECR and SCR questions answered by 3rd through 6th graders on the District STAAR Reading Simulator, 410 questions were scored a 0 or 1.
Root Cause: Writing ECR and SCR will need to be prioritized early in the Fall. All students would benefit from a consistent writing plan across grade levels.

Perceptions

Perceptions Summary

The Spring 2025 Climate Survey shows both strong areas and areas of improvement. Our campus shows a higher percentage of positive responses than the vertical team in all the areas included in the survey.

The National Council of Jewish Women Greatest Dallas Section continues to support our campus through donations of school supplies and clothing for the students.

A total of 20 volunteers helped our Parent instructor throughout the school year, organizing and supporting events to promote family engagement.

The number of parent volunteer hours increased from 1,380 to 2,115 per day as per the Dallas ISD VOLY.

Teachers, our parent instructor, and administrators use ClassDojo to communicate with parents and promote various events and activities at both the school and district levels.

Perceptions Strengths

- According to the Spring 2025 climate survey, teacher-to-teacher trust 90% positive, is at the fifth quintile score when measured by the district scale.
- "Teacher-to-principal trust" 87% positive, and "Beliefs and priorities" are at the fourth quintile score.
- The student survey shows an increase in positive responses in the climate aspect, compared to the fall results.
- Both teachers and students agree that on this campus, teachers have high expectations for students.
- The goals of our campus are 100% aligned with the district goals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although teachers Discipline: referral system - teachers referred - teacher receives feedback - influence in teacher climate survey. 215 referrals were logged by staff in the referral system
Root Cause: Set expectation that every student referred needs to come with a referral. AP to close gap with response to referral and regular staff reports on discipline data (Better communication)

Problem Statement 2: The positive percentage of "My team experiences with colleagues this year helped me improve instruction"decreased from the fall 92 to 87 spring.
Root Cause: Leadership structures were not fully utilized to ensure teachers had the opportunity to properly collaborate and communicate between one another.

Problem Statement 3: The positive percentage of "The PD sessions at my school this year helped me improve instruction" decreased from the 77 fall to 65 spring.
Root Cause: Teachers were not provided an opportunity to provide input on teacher and staff PD needs.

Problem Statement 4: Discipline system in place was not used consistently communicated by teachers or by admin discipline is consistently enforced from the 66.7 in Fall to 59.0 in the Spring. Specifically teachers made 215 referrals. The majority of referrals were for 3 students with MTSS plans or IEPs.
Root Cause: Inconsistent implementation of PBIS and social-emotional learning routines. Need for campus-wide system of expectations in classroom and common spaces. Limited staff training on trauma-informed and culturally responsive behavior supports. Lack of student voice in shaping school culture and expectations.

Priority Problem Statements

Problem Statement 1: The attendance rate continues to drop. Overall Attendance for Spring '24, 93.5 while Spring '25 91.6

Root Cause 1: Holistically, there were no proactive systems in place to promote attendance. In addition there was a decline in student perception of classroom climate and engagement as well as teacher-student relationships. Other root causes include Insufficient home-school communication systems to address attendance barriers.

Problem Statement 1 Areas: Demographics

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.

Performance Objective 1: GPM 1.1 Kindergarten student achievement at or above the 50th percentile on a TEKS aligned assessment at the end-of-year in reading I-Ready diagnostic will increase by 60% each year until June 2030.

HB3 Goal

Evaluation Data Sources: BOY and EOY I-Ready Diagnostic

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Prescriptive I-ready interventions will be identified using the BOY I-ready diagnostic. Professional development will be provided to kindergarten teachers on using the interventions in small group during centers. **Staff Responsible for Monitoring:** Admin, Literacy Acceleration Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: Teachers will create and monitor running records to track fluency. Professional development will be provided to kindergarten teachers. **Staff Responsible for Monitoring:** Admin, Literacy Acceleration Specialist				

 No Progress Accomplished Continue/Modify Discontinue

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 I-Ready will increase by 60% each year until June 2030

HB3 Goal

Evaluation Data Sources: BOY and EOY I-Ready data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Prescriptive I-ready interventions will be identified using the BOY I-ready diagnostic. Professional development will be provided to 1st and 2nd grade teachers on using the interventions in small group. **Staff Responsible for Monitoring:** Admin, Literacy Acceleration Specialist				

No Progress Accomplished Continue/Modify Discontinue

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 I-Ready will increase by 60% each year until June 2030

HB3 Goal

Evaluation Data Sources: I-Ready BOY and EOY Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Prescriptive I-Ready interventions will be identified using BOY I-Ready diagnostic. Professional development will be provided to 2nd grade teachers on using the interventions in small groups. Data on African American student progress will be monitored as a subset of the overall data gathered for intervention and reviewed at PLCs to identify futher needs. **Strategy's Expected Result/Impact:** Raising awareness of needs of 2nd grade African American students to better align interventions and resources. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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 by 60% each year until June 2030.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Prescriptive I-ready interventions will be identified using the BOY I-ready diagnostic. Professional development will be provided to kindergarten teachers on using the interventions in small group during centers. **Staff Responsible for Monitoring:** Admin, Literacy Acceleration Specialist				

 No Progress Accomplished Continue/Modify Discontinue

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 by 60% each year until June 2030.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Prescriptive I-ready interventions will be identified using the BOY I-ready diagnostic. Professional development will be provided to 1st and 2nd grade teachers on using the interventions in small group. **Staff Responsible for Monitoring:** Admin, Literacy Acceleration Specialist				

No Progress Accomplished Continue/Modify Discontinue

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Prescriptive I-Ready interventions will be identified using BOY I-Ready diagnostic. Professional development will be provided to 2nd grade teachers on using the interventions in small groups. Data on African American student progress will be monitored as a subset of the overall data gathered for intervention and reviewed at PLCs to identify futher needs. **Strategy's Expected Result/Impact:** Raising awareness of needs of 2nd grade African American students to better align interventions and resources. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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 60% to 100% by June 2030.

HB3 Goal

Evaluation Data Sources: I-Ready Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Students will track their own progress towards meeting reading growth targets using local and district created formative assessments. **Strategy's Expected Result/Impact:** Increase student agency by creating opportunities for students to own their learning **Staff Responsible for Monitoring:** Admin and Teachers of Record **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

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 60% to 100% by June 2030.

HB3 Goal

Evaluation Data Sources: I-Ready Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Students will track their own progress towards meeting reading growth targets using local and district created formative assessments. **Strategy's Expected Result/Impact:** Increase student agency by creating opportunities for students to own their learning **Staff Responsible for Monitoring:** Admin and Teachers of Record **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

No Progress Accomplished Continue/Modify Discontinue

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 60% to 100% by June 2030.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Students will track their own progress towards meeting reading growth targets using local and district created formative assessments. **Strategy's Expected Result/Impact:** Increase student agency by creating opportunities for students to own their learning **Staff Responsible for Monitoring:** Admin and Teachers of Record **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

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 60% to 100% by June 2030.

Evaluation Data Sources: I-Ready

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Students will track their own progress towards meeting math growth targets using local and district created formative assessments. **Strategy's Expected Result/Impact:** Increase student agency by creating opportunities for students to own their learning **Staff Responsible for Monitoring:** Admin and Teachers of Record **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: Teacher leaders will be identified to share best practices for math instruction including read-draw-write as a screen to scratch strategy. **Strategy's Expected Result/Impact:** Leadership development, writing practices, development of strategic thinking				

 No Progress Accomplished Continue/Modify Discontinue

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 60% to 100% by June 2030.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Students will track their own progress towards meeting math growth targets using local and district created formative assessments.				

No Progress Accomplished Continue/Modify Discontinue

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 60% to 100% by June 2030.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Students will track their own progress towards meeting math growth targets using local and district created formative assessments. **Strategy's Expected Result/Impact:** Increase student agency by creating opportunities for students to own their learning				

No Progress Accomplished Continue/Modify Discontinue

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.

Evaluation Data Sources: NOTES: TSI is a math and reading readiness test -Strategy here can have to do with improving reading and.or writing. Another strategy can raise awareness of need for CCMR and that TSI is one of the components.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Students in grades 4-6 will visit at least one college each year. **Strategy's Expected Result/Impact:** Students will begin to build background knowledge of what colleges look like. **Staff Responsible for Monitoring:** Counselor, Admin, 4th , 5th, 6th grade teachers. **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

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.

Strategy 1 Details	Reviews			
Strategy 1: A presentation will be made to all 6th graders on the structure of high school and college credits as well as what opportunities exist beginning in 9th grade to collect college credits.	Formative			Summative
	Oct	Feb	June	

Strategy 2 Details	Reviews			
Strategy 2: Individual family meeting will be conducted with 6th grade guardians and students to discuss academics and future opportunities. The results of a career inventory will be shared with the parents. **Strategy's Expected Result/Impact:** Raise parents awareness of opportunities for students. **Staff Responsible for Monitoring:** Counselor, Admin	Formative			Summative
	Oct	Feb	June	

 No Progress Accomplished Continue/Modify Discontinue

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: A meeting will be held with all 6th grade honors math students to discuss the trajectory the curriculum, what credits are, and how 6th grade honors math affects their future ability to take higher level math courses in a coherent sequence. **Strategy's Expected Result/Impact:** Encourage students to persevere through 6th grade honors math, knowing it's future implications. **Staff Responsible for Monitoring:** Counselor, Admin, 6th grade Math teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 1: Curriculum Alignment: Targeted review of lesson plans will be conducted to verify integration of TEKS related to Financial literacy in grades Kinder, 1st and 5th. **Strategy's Expected Result/Impact:** Inclusion of financial literacy-supporting TEKS and identification of teacher support if necessary **Staff Responsible for Monitoring:** Admin, CILT Team **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	June	
Strategy 2: One PTO meeting will host a local financial rep at parent meeting to discuss financial literacy including savings and paths to home ownership. **Staff Responsible for Monitoring:** Admin, Counselor, Community Liaison				

No Progress Accomplished Continue/Modify Discontinue

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	3	1	Prescriptive I-Ready interventions will be identified using BOY I-Ready diagnostic. Professional development will be provided to 2nd grade teachers on using the interventions in small groups. Data on African American student progress will be monitored as a subset of the overall data gathered for intervention and reviewed at PLCs to identify futher needs.
2	3	1	Prescriptive I-Ready interventions will be identified using BOY I-Ready diagnostic. Professional development will be provided to 2nd grade teachers on using the interventions in small groups. Data on African American student progress will be monitored as a subset of the overall data gathered for intervention and reviewed at PLCs to identify futher needs.

Plan Notes

Addendum: Teacher Information. (NEEDS TO BE UPDATED TO 24-25 INFORMATION)

Teachers: 35

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	25.7
Hispanic	19	54.3
White	7	20.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	24	68.6
Male	11	31.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2021-22	7.0	64.7
2022-23	8.7	44.7
2023-24	9.5	69.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	8.6
1	4	11.4
2	4	11.4
3	1	2.9
4	1	2.9
5	2	5.7
1-3	9	25.7
More than 3	23	65.7
1 - 5	12	34.3
6 - 10	10	28.6
11 - 20	5	14.3
More than 20	5	14.3

Addendums

TEACHER DATA

Teachers: 35

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	9	25.7
Hispanic	19	54.3
White	7	20.0
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	24	68.6
Male	11	31.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2021-22	7.0	64.7
2022-23	8.7	44.7
2023-24	9.5	69.2

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	3	8.6
1	4	11.4
2	4	11.4
3	1	2.9
4	1	2.9
5	2	5.7
1-3	9	25.7
More than 3	23	65.7
1 - 5	12	34.3
6 - 10	10	28.6
11 - 20	5	14.3
More than 20	5	14.3

2025_STAAR_Early_Results_06042025_092005.xlsx

TEA #	School	Subject	N Tested	N Did Not Pass	% Did Not Pass	N Approaches +	% Approaches +
103	GABE P ALLEN NEW TECH ACADEMY	Grade 3 RLA	28	12	42.9	16	57.1
103	GABE P ALLEN NEW TECH ACADEMY	Grade 4 RLA	36	12	33.3	24	66.7
103	GABE P ALLEN NEW TECH ACADEMY	Grade 5 RLA	46	21	45.7	25	54.3
103	GABE P ALLEN NEW TECH ACADEMY	Grade 6 RLA	34	13	38.2	21	61.8
103	GABE P ALLEN NEW TECH ACADEMY	Spanish Grade 3 RLA	18	12	66.7	6	33.3
103	GABE P ALLEN NEW TECH ACADEMY	Spanish Grade 4 RLA	15	5	33.3	10	66.7
103	GABE P ALLEN NEW TECH ACADEMY	Grade 3 Math	45	32	71.1	13	28.9
103	GABE P ALLEN NEW TECH ACADEMY	Grade 4 Math	49	24	49.0	25	51.0
103	GABE P ALLEN NEW TECH ACADEMY	Grade 5 Math	46	21	45.7	25	54.3
103	GABE P ALLEN NEW TECH ACADEMY	Grade 6 Math	34	13	38.2	21	61.8
103	GABE P ALLEN NEW TECH ACADEMY	Spanish Grade 3 Math	1	1	100.0	0	0.0
103	GABE P ALLEN NEW TECH ACADEMY	Spanish Grade 4 Math	2	1	50.0	1	50.0
103	GABE P ALLEN NEW TECH ACADEMY	Grade 5 Science	46	22	47.8	24	52.2
103	GABE P ALLEN NEW TECH ACADEMY	Total	400	189	47.3	211	52.8
	DOES NOT INCLUDE 28 STAAR ALT Testers						
	6/4/25						

2025_STAAR_Early_Results_06042025_092005.xlsx

N Meets +	% Meets +	N Masters	% Masters
4	14.3	2	7.1
13	36.1	0	0.0
17	37.0	8	17.4
13	38.2	3	8.8
2	11.1	0	0.0
5	33.3	2	13.3
6	13.3	0	0.0
13	26.5	2	4.1
16	34.8	3	6.5
11	32.4	5	14.7
0	0.0	0	0.0
1	50.0	0	0.0
8	17.4	3	6.5
109	27.3	28	7.0

TEA #	School	Test	TELPAS Composite Rating					TELPAS Reading	
103			N Students Rated	BEG	INT	ADV	ADV HIGH	N Students Rated	BEG
103	GABE P ALLEN NEW TECH ACADEMY	TELPAS Kindergarten	11	81.8	18.2	0.0	0.0	11	100.0
103	GABE P ALLEN NEW TECH ACADEMY	TELPAS Grade 1	12	8.3	83.3	8.3	0.0	12	58.3
103	GABE P ALLEN NEW TECH ACADEMY	TELPAS Grade 2	13	7.7	69.2	15.4	7.7	13	46.2
103	GABE P ALLEN NEW TECH ACADEMY	TELPAS Grade 3	15	13.3	46.7	40.0	0.0	15	33.3
103	GABE P ALLEN NEW TECH ACADEMY	TELPAS Grade 4	15	20.0	46.7	33.3	0.0	15	20.0
103	GABE P ALLEN NEW TECH ACADEMY	TELPAS Grade 5	16	6.3	25.0	43.8	25.0	16	12.5
103	GABE P ALLEN NEW TECH ACADEMY	TELPAS Grade 6	9	22.2	11.1	55.6	11.1	9	22.2

S25_TELPAS_Early_Results_06042025_092825.xlsx

g Proficiency Rating			TELPAS Writing Proficiency Rating					TELPAS Speaking Proficiency Rating					TELPAS Listening Prof		
INT	ADV	ADV HIGH	N Students Rated	BEG	INT	ADV	ADV HIGH	N Students Rated	BEG	INT	ADV	ADV HIGH	N Students Rated	BEG	INT
0.0	0.0	0.0	11	90.9	9.1	0.0	0.0	11	63.6	36.4	0.0	0.0	11	81.8	18.2
33.3	0.0	8.3	12	66.7	33.3	0.0	0.0	12	8.3	83.3	0.0	8.3	12	0.0	91.7
30.8	7.7	15.4	13	69.2	23.1	7.7	0.0	13	30.8	61.5	0.0	7.7	13	0.0	30.8
26.7	33.3	6.7	15	60.0	33.3	6.7	0.0	15	33.3	40.0	20.0	6.7	15	6.7	20.0
40.0	26.7	13.3	15	33.3	53.3	6.7	6.7	15	33.3	33.3	33.3	0.0	15	20.0	33.3
18.8	0.0	68.8	16	18.8	37.5	37.5	6.3	16	18.8	31.3	43.8	6.3	16	0.0	6.3
11.1	33.3	33.3	9	22.2	11.1	55.6	11.1	9	11.1	33.3	55.6	0.0	9	22.2	11.1

S25_TELPAS_Early_Results_06042025_092825.xlsx

ficiency Rating	
ADV	ADV HIGH
0.0	0.0
0.0	8.3
53.8	15.4
40.0	33.3
33.3	13.3
25.0	68.8
55.6	11.1

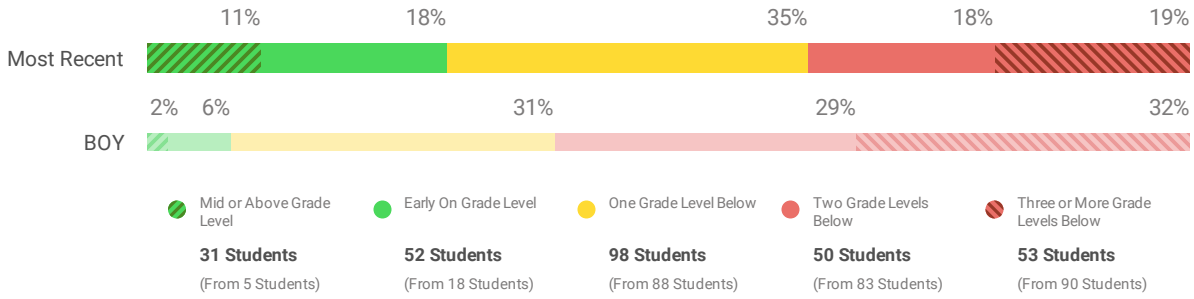
Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

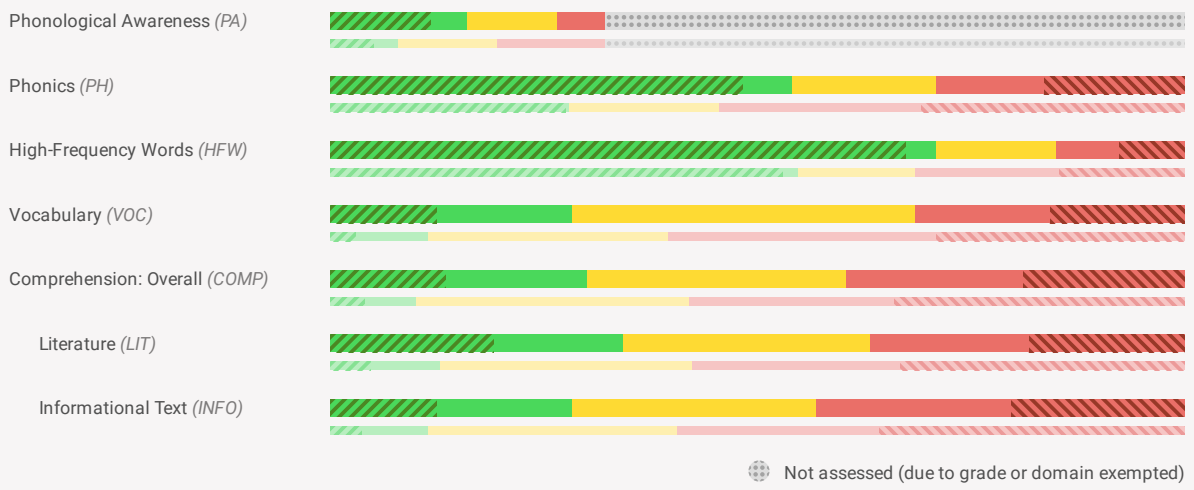
Criterion Referenced

Overall Placement

Students Assessed/Total: **284/337**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

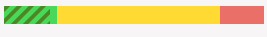
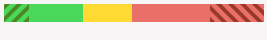
Showing 7 of 7

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Most Recent		14%	38%	48%	0%	0%	21/36
	BOY		0%	10%	90%	0%	0%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 1	Most Recent		17%	3%	63%	17%	0%	30/49
	BOY		0%	0%	63%	37%	0%	
Grade 2	Most Recent		10%	15%	43%	33%	0%	40/47
	BOY		0%	3%	23%	75%	0%	
Grade 3	Most Recent		14%	30%	24%	16%	16%	50/52
	BOY		0%	12%	18%	30%	40%	
Grade 4	Most Recent		10%	12%	40%	10%	28%	58/63
	BOY		3%	5%	34%	16%	41%	
Grade 5	Most Recent		9%	21%	19%	30%	21%	47/50
	BOY		4%	11%	15%	26%	45%	
Grade 6	Most Recent		5%	13%	21%	11%	50%	38/40
	BOY		3%	3%	13%	16%	66%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

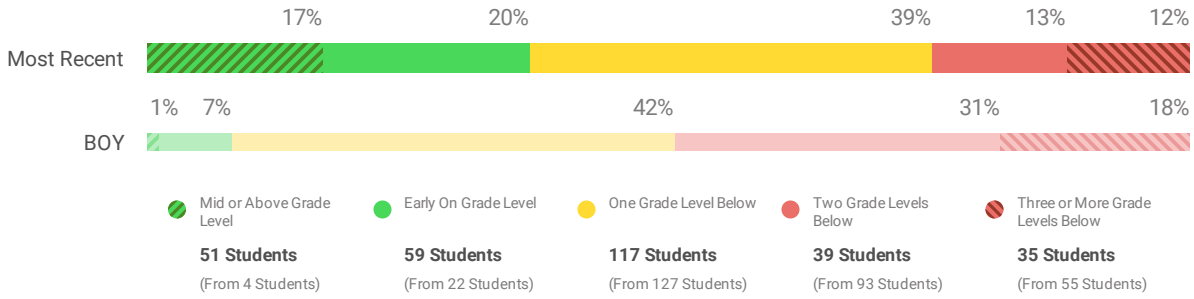
Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

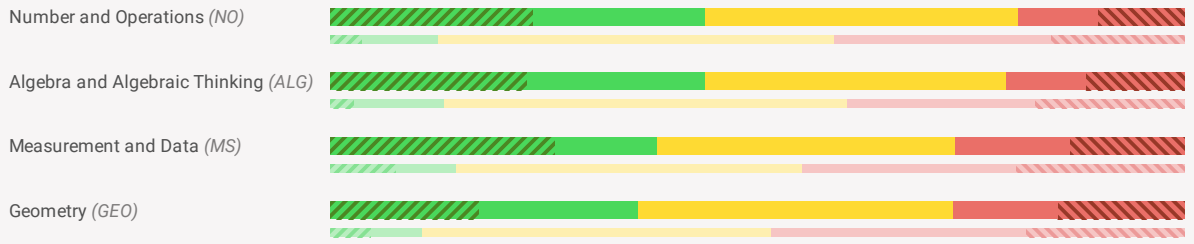
Criterion Referenced

Overall Placement

Students Assessed/Total: **301/337**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

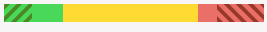
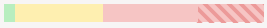
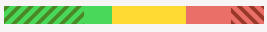
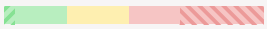
Showing 7 of 7

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Most Recent		26%	32%	42%	0%	0%	31/36
	BOY		0%	6%	94%	0%	0%	
Grade 1	Most Recent		8%	23%	56%	13%	0%	39/49
	BOY		0%	0%	54%	46%	0%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Most Recent		10%	8%	56%	26%	0%	39/47
	BOY		0%	0%	26%	74%	0%	
Grade 3	Most Recent		10%	12%	52%	8%	18%	50/52
	BOY		0%	4%	34%	36%	26%	
Grade 4	Most Recent		17%	33%	24%	9%	17%	58/63
	BOY		0%	9%	45%	26%	21%	
Grade 5	Most Recent		30%	11%	28%	17%	13%	46/50
	BOY		4%	20%	24%	20%	33%	
Grade 6	Most Recent		18%	18%	18%	18%	26%	38/40
	BOY		5%	11%	34%	11%	39%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

School: Gabe P. Allen New Tech Academy **TEA: 103**

Survey Category/Item	Responses	Campus Percent Positive (S2025)	District Scale Score (Mean)	District Scale Score (%ile)	District Quintile Score	Group Rank	Vertical Team Percent Positive	Choice Percent Positive	District Percent Positive	Campus Percent Positive (F2024)	Campus Percent Positive (S2024)	Campus Percent Positive (F2023)	Campus Percent Positive (S2023)	Campus Percent Positive (F2022)
Beliefs and Priorities		87.9	4.41	65	4	67	80.3	85.8	84.3	92.9	95.6	91.9	89.2	89.9
The key actions my school is working on this year are focused on what is best for students.	39	87.2					78.7	84.7	82.9	95.8	95.6	86.4	89.6	89.4
I understand my role in implementing the school's key actions.	39	92.3					90.2	91.8	90.9	95.8	97.8	100.0	95.8	93.6
I have the support I need from campus leadership to do my job well.	39	87.2					72.5	81.6	78.8	75.0	88.9	81.8	87.5	85.1
My campus leadership helps me understand recent changes in the school's focus.	39	87.2					78.2	81.5	81.0	91.7	93.3	90.9	89.6	91.5
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	39	89.7					82.1	88.4	86.4	100.0	97.8	97.7	91.7	91.5
My campus priorities are aligned with the district's priorities.	39	87.2					82.1	88.6	86.8	95.8	97.8	93.2	NA	NA
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	39	84.6					78.4	84.2	83.1	95.8	97.8	93.2	89.6	NA
District leadership makes decisions that support the district's mission statement: "Educating all students for success."*	39	87.2					75.7	77.7	77.5	87.5	97.8	90.9	87.5	NA
Positive Culture and Environment		74.1	3.93	45	3	93	68.9	77.8	74.2	83.3	84.2	77.5	77.5	79.4
I would recommend this school to others to work here.	39	74.4					67.8	79.9	75.0	91.7	88.9	81.8	85.4	74.5
I usually look forward to working each day at this school.	39	87.2					73.7	82.2	79.2	83.3	93.3	90.9	81.3	83.0
I believe I work in an environment of support and respect.	39	84.6					71.5	80.5	77.7	83.3	91.1	90.9	83.3	91.5
Discipline is enforced consistently and effectively at my campus.	39	59.0					62.2	71.8	68.6	66.7	71.1	61.4	70.8	66.0
Unruly students are not permitted to disrupt the learning environment.	39	61.5					63.9	74.5	69.6	75.0	66.7	59.1	64.6	72.3
The campus I work in is clean, safe and free of physical hazards.	39	79.5					80.0	86.2	82.7	87.5	86.7	79.5	79.2	89.4
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	39	74.4					68.2	71.9	71.3	79.2	80.0	70.5	70.8	72.3
I am satisfied with the recognition I receive for doing a good job.	39	74.4					68.5	75.9	73.0	95.8	91.1	79.5	77.1	87.2
Morale at my school is strong.	39	71.8					63.8	72.1	69.0	83.3	86.7	77.3	77.1	80.9
I would recommend this school to parents seeking a place for their child.	39	74.4					69.0	83.4	75.4	87.5	86.7	84.1	85.4	76.6
Culture of Feedback and Support		77.5	3.91	38	2	101	72.9	78.6	76.6	82.1	98.0	94.0	81.3	91.3
My campus leadership helps me improve the quality of my instruction.	23	78.3					73.7	78.0	75.7	84.6	96.0	96.4	84.0	91.3
The instructional feedback I get helps me improve the quality of my instruction.	23	82.6					72.9	80.9	78.7	84.6	100.0	96.4	88.0	87.0
I have sufficient opportunities and encouragement to develop my leadership potential.	23	82.6					72.5	78.1	75.9	76.9	96.0	96.4	68.0	87.0
The PD sessions at my school this year helped me improve instruction.	23	65.2					66.9	74.5	70.5	76.9	96.0	85.7	88.0	100.0
My team experiences with colleagues this year helped me improve instruction.	23	87.0					79.7	83.0	83.6	92.3	100.0	100.0	84.0	100.0
My school has an effective instructional leadership team.	23	69.6					71.7	76.8	75.4	76.9	100.0	89.3	76.0	82.6
College-Going Culture		89.6	4.38	55	3	81	80.0	90.0	86.0	96.7	94.6	90.5	90.9	93.9
Staff expect most students in this school to go to college.	32	84.4					75.1	90.8	82.7	95.0	94.6	86.5	87.9	90.9
Instruction in this school is focused on helping students get ready for college.	32	87.5					77.0	88.5	84.1	95.0	94.6	81.1	90.9	87.9
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	32	87.5					82.3	91.3	87.4	95.0	97.3	91.9	90.9	93.9
Staff at this school accept nothing less from students than their full effort.	32	90.6					78.9	87.6	84.8	100.0	94.6	86.5	90.9	97.0
Staff at this school do not let students give up when their class work becomes challenging.	32	93.8					81.4	89.0	86.6	95.0	89.2	100.0	90.9	97.0
Staff at this school give students feedback to help them understand how to improve.	32	93.8					85.5	92.5	90.3	100.0	97.3	97.3	93.9	97.0
Teacher-Teacher Trust		90.2	4.53	81	5	30	75.9	83.5	82.3	98.1	96.0	93.8	84.4	95.7
Teachers in this school trust each other	23	91.3					68.1	78.9	77.4	100.0	96.0	92.9	79.2	95.7
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	23	87.0					72.5	80.3	79.5	92.3	96.0	85.7	79.2	95.7
Teachers respect other teachers who take the lead in school improvement efforts.	23	91.3					82.5	86.5	85.5	100.0	96.0	96.4	91.7	95.7
Teachers at this school respect those colleagues who are experts at their craft.	23	91.3					80.5	88.1	86.8	100.0	96.0	100.0	87.5	95.7
Teacher-Principal Trust		86.3	4.34	65	4	62	74.0	78.4	78.1	89.0	94.3	88.3	75.6	85.1
The principal has confidence in the expertise of the teachers.	23	78.3					73.3	81.8	80.1	84.6	100.0	92.9	70.8	91.3
I trust the principal at his or her word.	23	87.0					75.3	77.2	76.8	84.6	84.0	85.7	70.8	82.6
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	23	91.3					70.1	75.7	75.4	92.3	92.0	82.1	70.8	82.6
The principal takes a personal interest in the professional development of teachers.	23	87.0					77.3	80.0	78.6	92.3	100.0	89.3	83.3	91.3
The principal looks out for the personal welfare of the faculty members.	23	87.0					71.3	76.7	77.3	84.6	92.0	92.9	79.2	82.6
The principal places the needs of children ahead of personal and political interests.	23	87.0					76.5	81.1	81.3	100.0	100.0	92.9	79.2	87.0
The principal at this school is an effective manager who makes the school run smoothly	23	87.0					74.1	76.2	76.9	84.6	92.0	82.1	75.0	78.3

*Item not used in calculation of scale scores.

Group Rank: Rank within Secondary Schools (55), Elementary Schools (135), or Choice Schools (48) group.

School: Gabe P. Allen New Tech Academy

Survey Category/Item	Campus Percent Positive (S2022)	Campus Percent Positive (F2021)	Campus Percent Positive (S2021)	Campus Percent Positive (F2019)	Campus Percent Positive (S2019)	Campus Percent Positive (F2018)	Campus Percent Positive (S2018)	Campus Percent Positive (F2017)	Campus Percent Positive (S2017)	Campus Percent Positive (F2016)	Campus Percent Positive (S2016)	Campus Percent Positive (F2015)	Campus Percent Positive (S2015)	Campus Percent Positive (F2014)	Campus Percent Positive (S2014)	Campus Percent Positive (F2013)
Beliefs and Priorities	86.3	93.9	83.3	90.5	87.5	96.5	76.6	78.1	88.0	87.9	75.4	61.6	66.2	71.0	64.2	74.6
The key actions my school is working on this year are focused on what is best for students.	88.0	93.0	83.6	93.9	89.1	98.0	78.0	79.6	92.3	92.5	73.5	66.0	77.1	70.7	63.6	75.8
I understand my role in implementing the school's key actions.	92.0	97.7	92.7	93.9	94.6	98.0	84.0	90.7	96.1	94.3	89.6	83.0	83.3	87.8	88.6	93.9
I have the support I need from campus leadership to do my job well.	82.0	95.3	79.6	81.3	81.8	93.9	67.3	69.8	84.0	76.9	66.7	43.4	64.7	67.5	60.5	71.9
My campus leadership helps me understand recent changes in the school's focus.	84.0	90.7	81.8	89.6	85.5	95.9	69.4	71.7	82.0	78.8	70.8	44.2	61.8	69.2	62.8	65.6
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	90.0	100.0	92.7	95.9	87.3	96.1	86.0	87.0	90.4	100.0	NA	NA	NA	NA	NA	NA
My campus priorities are aligned with the district's priorities.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
District leadership makes decisions that support the district's mission statement: "Educating all students for success."*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Positive Culture and Environment	79.6	87.6	73.0	83.4	75.5	92.5	64.2	68.1	72.4	73.5	61.4	37.3	48.1	52.3	46.0	50.0
I would recommend this school to others to work here.	84.0	86.0	72.7	83.7	76.4	92.2	66.0	68.5	73.1	73.1	61.2	32.1	50.0	53.7	56.8	48.5
I usually look forward to working each day at this school.	90.0	88.4	79.6	85.7	80.4	94.1	72.0	75.9	78.8	77.4	73.5	50.0	63.9	56.1	59.1	69.7
I believe I work in an environment of support and respect.	94.0	90.7	78.2	87.8	78.6	96.1	68.0	72.2	76.9	79.2	57.1	38.9	58.3	58.5	54.5	65.6
Discipline is enforced consistently and effectively at my campus.	72.0	85.7	67.3	87.8	69.6	90.2	52.0	51.9	59.6	69.2	49.0	32.1	36.1	39.0	31.8	36.4
Unruly students are not permitted to disrupt the learning environment.	70.0	83.7	72.7	81.6	66.1	91.8	60.0	57.4	61.5	67.9	53.1	37.7	30.6	41.5	34.1	28.1
The campus I work in is clean, safe and free of physical hazards.	86.0	93.0	75.9	85.7	82.1	96.1	78.0	87.0	82.4	84.9	79.6	69.8	77.8	82.9	52.3	60.6
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	68.0	79.1	64.8	79.6	69.6	86.3	60.0	63.0	61.5	60.4	59.2	24.5	47.2	41.5	34.1	36.4
I am satisfied with the recognition I receive for doing a good job.	82.0	93.0	70.4	83.7	78.6	92.2	68.0	72.2	82.7	73.6	66.7	32.1	47.2	53.7	59.1	62.5
Morale at my school is strong.	74.0	85.7	74.1	79.6	78.6	94.1	58.0	63.0	76.9	71.7	52.1	15.1	22.2	43.9	31.8	33.3
I would recommend this school to parents seeking a place for their child.	76.0	90.7	74.1	79.2	75.0	92.2	60.0	70.4	70.6	77.4	70.8	28.3	NA	NA	NA	NA
Culture of Feedback and Support	81.0	88.6	71.6	86.5	93.3	94.0	76.0	75.4	84.4	78.4	69.6	52.5	58.0	66.1	67.2	75.0
My campus leadership helps me improve the quality of my instruction.	82.1	90.9	70.4	92.3	96.7	96.4	76.0	76.7	83.3	81.5	67.6	46.9	64.0	67.7	61.3	76.9
The instructional feedback I get helps me improve the quality of my instruction.	89.3	86.4	70.4	92.3	100.0	96.4	76.0	73.3	86.7	81.5	70.6	50.0	60.0	64.5	67.7	80.8
I have sufficient opportunities and encouragement to develop my leadership potential.	78.6	86.4	66.7	80.8	90.0	96.4	80.0	83.3	76.7	74.1	67.6	59.4	64.0	58.1	71.0	65.4
The PD sessions at my school this year helped me improve instruction.	71.4	90.9	63.0	80.8	86.7	88.9	76.0	70.0	93.3	85.2	70.6	38.7	44.0	71.0	67.7	73.1
My team experiences with colleagues this year helped me improve instruction.	89.3	95.5	88.9	84.6	96.7	96.4	84.0	79.3	90.0	81.5	79.4	65.6	64.0	74.2	67.7	73.1
My school has an effective instructional leadership team.	75.0	81.8	70.4	88.5	90.0	89.3	64.0	70.0	76.7	66.7	60.6	53.1	52.0	61.3	67.7	80.8
College-Going Culture	93.7	97.2	82.4	92.7	94.7	100.0	93.8	90.0	94.3	93.6	82.0	84.3	84.5	80.4	80.3	82.8
Staff expect most students in this school to go to college.	89.2	96.7	78.4	96.9	91.4	100.0	90.0	88.6	97.4	90.9	78.4	74.3	67.9	64.7	66.7	75.9
Instruction in this school is focused on helping students get ready for college.	89.2	96.7	78.4	90.6	97.1	100.0	90.0	82.9	94.7	91.2	75.7	80.0	71.4	79.4	63.6	72.4
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	97.3	96.7	83.8	90.6	97.1	100.0	100.0	97.1	94.7	97.1	83.8	85.3	92.6	85.3	81.8	86.2
Staff at this school accept nothing less from students than their full effort.	89.2	96.7	83.8	90.6	91.4	100.0	90.0	85.7	92.1	94.1	83.8	88.6	89.3	79.4	90.9	86.2
Staff at this school do not let students give up when their class work becomes challenging.	97.3	96.7	83.8	90.6	94.3	100.0	93.1	85.7	92.1	94.1	81.1	85.7	89.3	82.4	90.9	82.8
Staff at this school give students feedback to help them understand how to improve.	100.0	100.0	86.5	96.8	97.1	100.0	100.0	100.0	94.7	94.1	89.2	91.4	96.4	91.2	87.9	93.1
Teacher-Teacher Trust	89.3	85.2	85.2	86.5	90.8	95.4	81.0	81.7	90.8	87.0	NA	NA	NA	NA	NA	NA
Teachers in this school trust each other	89.3	81.8	81.5	84.6	90.0	96.3	68.0	76.7	86.7	77.8	NA	NA	NA	NA	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	92.9	86.4	81.5	80.8	86.7	92.6	76.0	76.7	86.7	81.5	NA	NA	NA	NA	NA	NA
Teachers respect other teachers who take the lead in school improvement efforts.	85.7	81.8	88.9	88.5	93.3	96.3	88.0	86.7	93.3	88.9	NA	NA	NA	NA	NA	NA
Teachers at this school respect those colleagues who are experts at their craft.	89.3	90.9	88.9	92.3	93.3	96.3	92.0	86.7	96.7	100.0	NA	NA	NA	NA	NA	NA
Teacher-Principal Trust	79.6	87.7	69.8	84.5	86.7	96.8	71.4	68.1	81.7	67.6	NA	NA	NA	NA	NA	NA
The principal has confidence in the expertise of the teachers.	85.7	86.4	77.8	84.6	83.3	96.3	68.0	66.7	83.3	63.0	NA	NA	NA	NA	NA	NA
I trust the principal at his or her word.	78.6	86.4	77.8	88.5	80.0	96.3	68.0	63.3	82.8	73.1	NA	NA	NA	NA	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	78.6	86.4	55.6	69.2	80.0	92.6	72.0	63.3	80.0	51.9	NA	NA	NA	NA	NA	NA
The principal takes a personal interest in the professional development of teachers.	82.1	86.4	70.4	88.5	90.0	96.3	76.0	73.3	79.3	77.8	NA	NA	NA	NA	NA	NA
The principal looks out for the personal welfare of the faculty members.	78.6	90.9	70.4	80.8	90.0	96.3	68.0	70.0	80.0	66.7	NA	NA	NA	NA	NA	NA
The principal places the needs of children ahead of personal and political interests.	82.1	95.5	74.1	92.0	93.3	100.0	80.0	76.7	90.0	81.5	NA	NA	NA	NA	NA	NA
The principal at this school is an effective manager who makes the school run smoothly	71.4	81.8	63.0	88.5	90.0	100.0	68.0	63.3	76.7	59.3	NA	NA	NA	NA	NA	NA

*Item not used in calculation of scale scores.

Group Rank: Rank within Secondary Schools (55), Elementary Schools (135), or Choice Schools (48) group.

School: Gabe P. Allen New Tech Academy

Survey Category/Item	Campus Percent Positive (S2013)	Campus Percent Positive (F2012)
Beliefs and Priorities	79.2	80.8
The key actions my school is working on this year are focused on what is best for students.	82.4	86.7
I understand my role in implementing the school's key actions.	92.2	91.1
I have the support I need from campus leadership to do my job well.	80.0	80.0
My campus leadership helps me understand recent changes in the school's focus.	78.0	84.4
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	NA	NA
My campus priorities are aligned with the district's priorities.	NA	NA
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	NA	NA
District leadership makes decisions that support the district's mission statement: "Educating all students for success."*	NA	NA
Positive Culture and Environment	69.0	68.9
I would recommend this school to others to work here.	70.6	68.9
I usually look forward to working each day at this school.	88.2	84.4
I believe I work in an environment of support and respect.	76.5	82.2
Discipline is enforced consistently and effectively at my campus.	43.1	42.2
Unruly students are not permitted to disrupt the learning environment.	54.9	46.7
The campus I work in is clean, safe and free of physical hazards.	80.4	77.8
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	51.0	NA
I am satisfied with the recognition I receive for doing a good job.	60.8	NA
Morale at my school is strong.	45.1	NA
I would recommend this school to parents seeking a place for their child.	NA	NA
Culture of Feedback and Support	75.6	71.7
My campus leadership helps me improve the quality of my instruction.	70.0	70.0
The instructional feedback I get helps me improve the quality of my instruction.	80.0	70.0
I have sufficient opportunities and encouragement to develop my leadership potential.	76.7	73.3
The PD sessions at my school this year helped me improve instruction.	80.0	NA
My team experiences with colleagues this year helped me improve instruction.	83.3	NA
My school has an effective instructional leadership team.	66.7	NA
College-Going Culture	NA	NA
Staff expect most students in this school to go to college.	NA	NA
Instruction in this school is focused on helping students get ready for college.	NA	NA
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	NA	NA
Staff at this school accept nothing less from students than their full effort.	NA	NA
Staff at this school do not let students give up when their class work becomes challenging.	NA	NA
Staff at this school give students feedback to help them understand how to improve.	NA	NA
Teacher-Teacher Trust	NA	NA
Teachers in this school trust each other	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	NA	NA
Teachers respect other teachers who take the lead in school improvement efforts.	NA	NA
Teachers at this school respect those colleagues who are experts at their craft.	NA	NA
Teacher-Principal Trust	NA	NA
The principal has confidence in the expertise of the teachers.	NA	NA
I trust the principal at his or her word.	NA	NA
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	NA	NA
The principal takes a personal interest in the professional development of teachers.	NA	NA
The principal looks out for the personal welfare of the faculty members.	NA	NA
The principal places the needs of children ahead of personal and political interests.	NA	NA
The principal at this school is an effective manager who makes the school run smoothly	NA	NA

*Item not used in calculation of scale scores.

Group Rank: Rank within Secondary Schools (55), Elementary Schools (135), or Choice Schools (48) group.

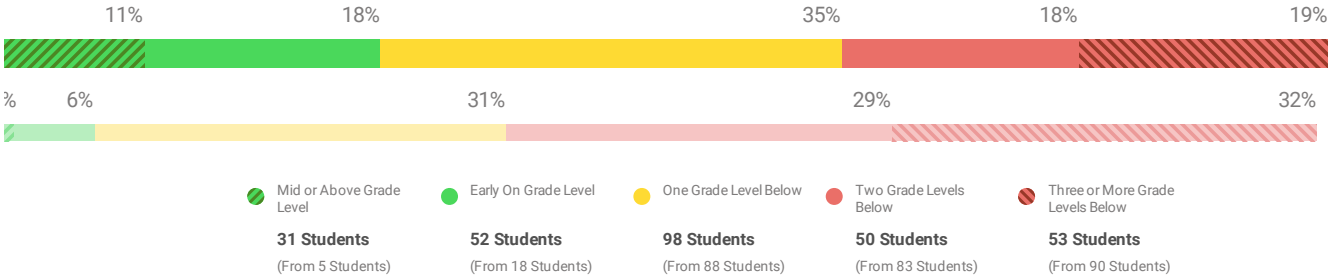
Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

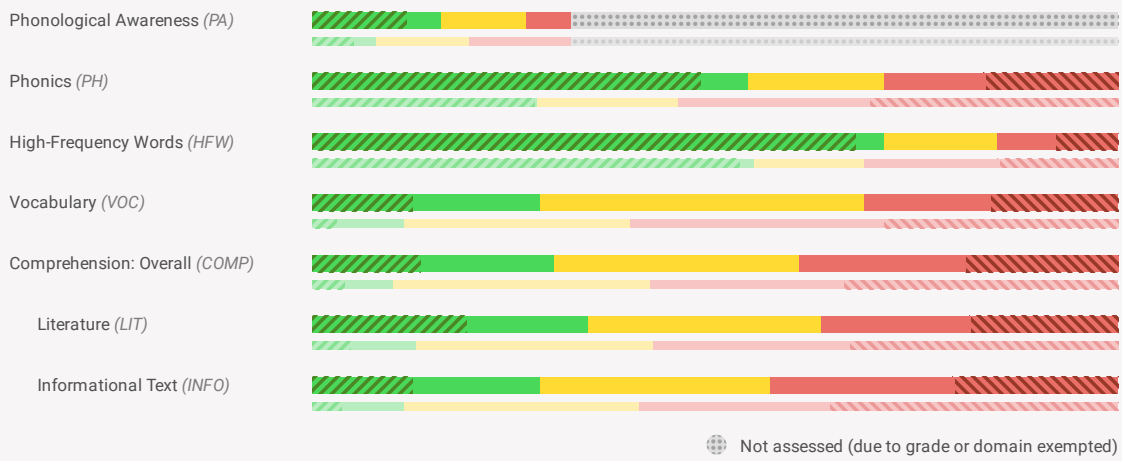
Criterion Referenced

Overall Placement

Students Assessed/Total: **284/337**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Race

Showing 3 of 3

All		Overall Grade-Level Placement						Students Assessed/Total
Black or African American	Most Recent		3%	15%	31%	25%	26%	61/77
	BOY		0%	3%	26%	26%	44%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

All		Overall Grade-Level Placement						Students Assessed/Total
Two or More Races	Most Recent		0%	0%	100%	0%	0%	2/2
	BOY		0%	0%	100%	0%	0%	
White	Most Recent		13%	19%	35%	16%	17%	221/258
	BOY		2%	7%	32%	30%	29%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

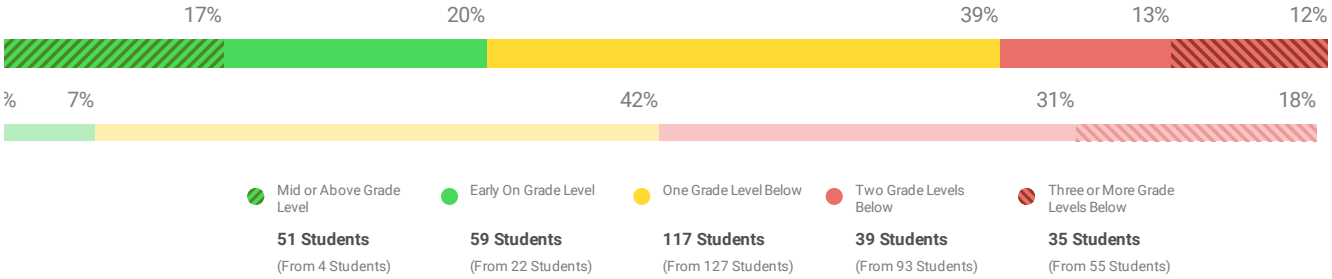
Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

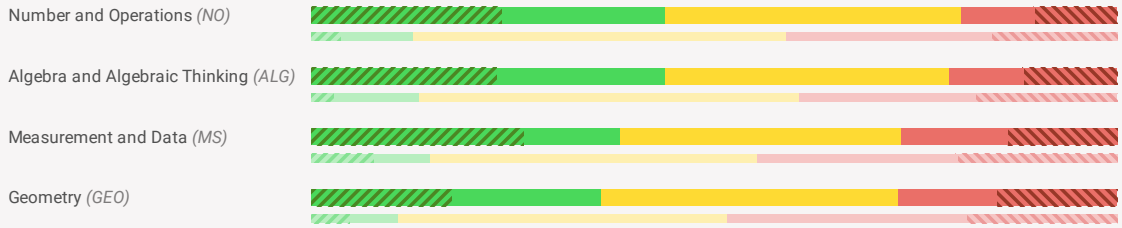
Criterion Referenced

Overall Placement

Students Assessed/Total: **301/337**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Race

Showing 3 of 3

All		Overall Grade-Level Placement						Students Assessed/Total
Black or African American	Most Recent		8%	10%	43%	20%	20%	61/77
	BOY		0%	2%	36%	34%	28%	
Two or More Races	Most Recent		0%	50%	50%	0%	0%	2/2
	BOY		0%	0%	100%	0%	0%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

All		Overall Grade-Level Placement						Students Assessed/Total
White	Most Recent		19%	22%	38%	11%	10%	238/258
	BOY		2%	9%	43%	30%	16%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

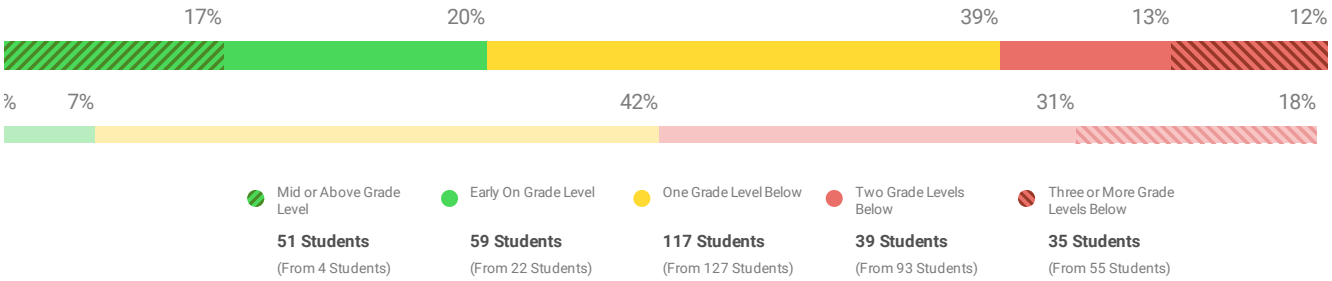
Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Math
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

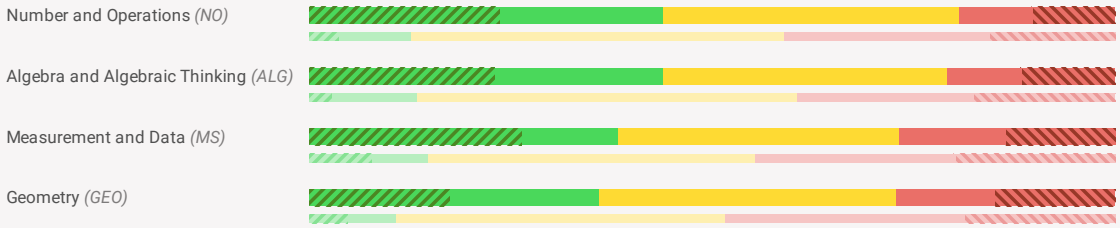
Criterion Referenced

Overall Placement

Students Assessed/Total: **301/337**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Hispanic or Latino

Showing 2 of 2

All		Overall Grade-Level Placement						Students Assessed/Total
Yes - Hispanic or Latino	Most Recent		19%	22%	38%	11%	9%	234/254
	BOY		2%	9%	44%	30%	16%	
No - Hispanic or Latino	Most Recent		9%	10%	40%	21%	19%	67/83
	BOY		0%	1%	37%	34%	27%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

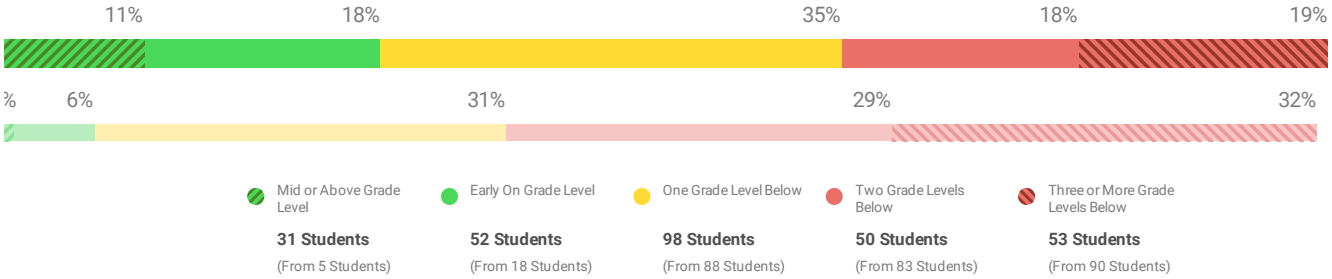
Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

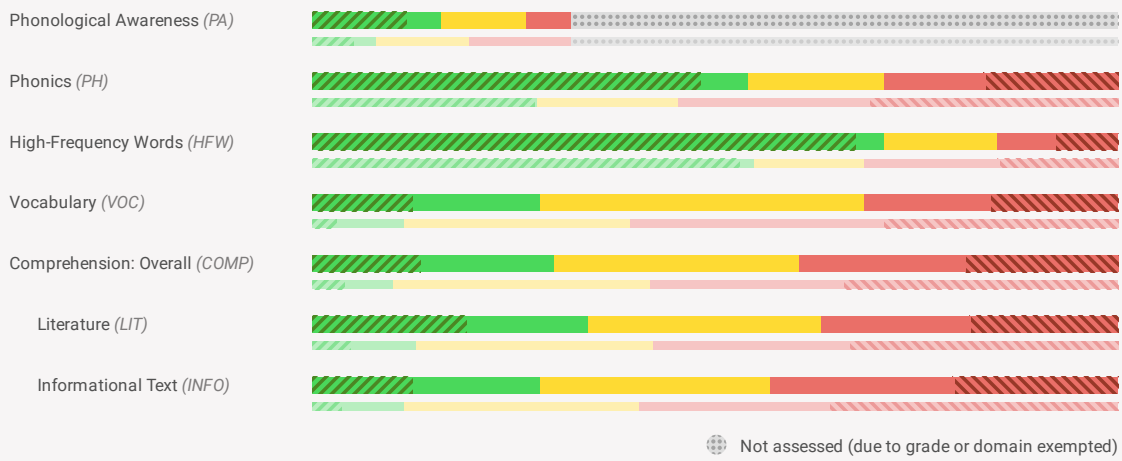
Criterion Referenced

Overall Placement

Students Assessed/Total: **284/337**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Hispanic or Latino

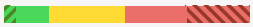
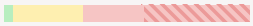
Showing 2 of 2

All		Overall Grade-Level Placement						Students Assessed/Total
Yes - Hispanic or Latino	Most Recent		13%	20%	35%	15%	17%	217/254
	BOY		2%	7%	32%	30%	28%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com

Diagnostic Results

School	Gabe P Allen Charter School_103
Subject	Reading
Academic Year	2024 - 2025
Diagnostic	Most Recent
Prior Diagnostic	BOY

All		Overall Grade-Level Placement						Students Assessed/Total
No - Hispanic or Latino	Most Recent		4%	13%	31%	25%	25%	67/83
	BOY		0%	3%	28%	25%	43%	

© Curriculum Associates, LLC, All Rights Reserved. | i-Ready.com