Dallas Independent School District

381 Barack Obama Male Leadership Academy (High)

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: May 21, 2026
Public Presentation Date: May 22, 2026

Mission Statement

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

Vision

"The School of Today for Tomorrow's Leaders"

Value Statement

Believe. Achieve. Succeed

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Missions and Mottos 4
- Demographics 6
- Student Learning 8
- School Processes & Programs 10
- Perceptions 12

Priority Problem Statements 15
Comprehensive Needs Assessment Data Documentation 16
Goals 19
- 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 45 to 55 by June 2030. 19
- Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030. 20
- 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 51 to 58 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 49 to 53 by June 2030. 25
- Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030. 29

Targeted Support Strategies 31
Additional Targeted Support Strategies 32
State Compensatory 33
- Budget for 381 Barack Obama Male Leadership Academy (High) 33
- Personnel for 381 Barack Obama Male Leadership Academy (High) 33

Campus Funding Summary 34

Comprehensive Needs Assessment

Revised/Approved: May 21, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

Missions and Mottos

Dallas Independent School District Mission

"Educating all students for success”

Dallas ISD Single Gender & Transformation Schools

"Opt in to the limitless mindset”

Barack Obama Male Leadership Academy Mission

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

Barack Obama Male Leadership Academy Vision

"The School of Today for Tomorrow’s Leaders”

Barack Obama Male Leadership Academy Campus Motto

Believe. Achieve. Succeed.

Campus Core

- Engagement
- Encouragement
- Exposure/Experiences
- Environment
- Excellence

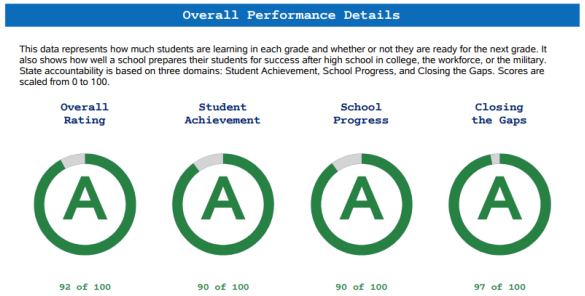
Student Core

- Academia
- Brotherhood
- Character
- Perseverance
- Service

Demographics

Demographics Summary

We are a Single Gender Leadership Academy serving 6th - 12th grade. We have consistently been associated with high academic achievement, a thriving fine arts program and participating in community service projects. We have a population that closely matches the district in all areas other than TAG% and SPED %. We graduated 100% of our seniors for the 2026 school year.





Demographics Strengths

We continue to be the only high performing magnet school whose population matches the district in SES, ELL, and Racial / Ethnic Demographics. We received platinum status for our campus as designated by college board.

	Campus	District	State
Attendance Rate (2023-24)	**96.5%**	93.0%	93.6%
Mobility Rate (2023-24)	**3.3%**	22.3%	16.4%
Enrollment by Race/Ethnicity			
African American	**12.8%**	19.0%	12.8%
Hispanic	**82.1%**	71.3%	53.5%
White	**2.2%**	6.2%	24.4%
American Indian	**0.7%**	0.6%	0.3%
Asian	**1.6%**	1.4%	5.6%
Pacific Islander	**0.0%**	0.1%	0.2%
Two or More Races	**0.5%**	1.5%	3.3%
Enrollment by Student Group			
Economically Disadvantaged	**91.7%**	89.3%	60.5%
Special Education	**4.2%**	12.1%	15.3%
Emergent Bilingual/EL	**49.6%**	50.4%	24.3%

Grade/Subject	Campus	District	State
Elementary			
Grade 6	**16.7**	18.8	19.8
Secondary			
English/Language Arts	**19.9**	18.0	16.4
Foreign Languages	**8.7**	19.3	18.9
Mathematics	**19.4**	19.6	17.8
Science	**18.4**	19.0	18.9
Social Studies	**17.5**	19.9	18.9

Problem Statements Identifying Demographics Needs

Problem Statement 1: Though our demographics align closely with the district demographics, we do not match our neighborhood demographics.
Root Cause: There has a been a lack of recruitment from neighborhood elementary and middle schools that have qualified individuals.

Problem Statement 2 (Prioritized): We need to increase our overall enrollment for our incoming 6th grade scholars.
Root Cause: There has been a recent initiative for elementary schools to keep their 6th grade scholars.

Problem Statement 3: We need to have a retention plan for our existing scholars, especially those that are transitioning from 8th to 9th grade.
Root Cause: Our scholars and families do not have a strong understanding of why it is important to remain at our campus through their 12th grade year.

Student Learning

Student Learning Summary

STATE EOC Scores

Subject	N Tested	N Did Not Pass	% Did Not Pass	N Approaches +	% Approaches +	N Meets +	% Meets +	N Masters	% Ma
Goal					100.0		90.0		75
Algebra I	95	2	2.1	93	97.9	84	88.4	54	56
Biology	62	0	0.0	62	100.0	54	87.1	15	24
English I	62	3	4.8	59	95.2	54	87.1	13	21
English II	38	0	0.0	38	100.0	37	97.4	2	5
U.S. History	67	0	0.0	67	100.0	66	98.5	43	64
Total	324	5	1.5	319	98.5	295	91.0	127	39

STAAR scores

Subject	N Tested	N Did Not Pass	% Did Not Pas	N Approaches +	% Approaches +	N Meets +	% Meets +	N Masters	% Mas
Goal					100.0		90.0		75.
Grade 6 RLA	83	1	1.2	82	98.8	81	97.6	60	72.
Grade 7 RLA	93	2	2.2	91	97.8	85	91.4	62	66.
Grade 8 RLA	92	1	1.1	91	98.9	86	93.5	56	60.
Grade 6 Math	83	0	0.0	83	100.0	74	89.2	33	39.
Grade 8 Math	93	5	5.4	88	94.6	73	78.5	25	26.
Grade 8 Science	94								
Grade 8 Social Studies	91	20	22.0	71	78.0	36	39.6	16	17.

Student Learning Strengths

Our scholars have improved to getting closer to our goals of having 98% of our brothers at approaches and 90% of our scholars at meets. Grade 6th - 8th Language Arts has achieved greater than 90% with the meets category. Grade 6 math is just shy of 90% for the meets category. English II and US History both had 100% approaches and greater than 97% at meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to increase our masters level at every content to 75%.
Root Cause: We need to have more scholar engagement and collaboration in the classrooms to improve cognitive demand.

School Processes & Programs

School Processes & Programs Summary

School Model

Single-gender education

All-boy environment – focus on their specific needs

Focus on research-based teaching strategies optimal for boys

Performance-Based Performance tasks at the end of each unit

Real-world experiences

Hands-on Learning

Project-based learning

Training and Support

Reading Academies

Unpacking the TEKs

Responsive Classrooms - Discipline management program

Behavior Management Training

Ron Clark Academy

International Boys School Coalition

Advanced Placement Academies

Staff

We lost our assistant principal to retirement

We lost 1 educator to retirement

We lost 1 staff member as they go to pursue other opportunities

We were able to hire an experienced teachers that included

We currently have no 1st year educators on our roster

Counseling services

Bullying

Violence prevention

College, Career, and Military Readiness

School Processes & Programs Strengths

School Processes & Programs Strengths

Lyceum to develop brotherhood

Teaching the 16 Habits of Mind during lyceum lessons on Monday and Tuesday

Instruction is differentiated through a personalized learning model

Technology is 1:1 ratio

Upgraded house system and house activities for the scholars to be involved in, which includes a system to collect points and distribute awards for staff and parents.

Improved customer service with the addition of new front office personnel.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to create more community service creation opportunities for our scholars to participate in.
Root Cause: We don't currently have a program to get the scholars involved in the creation and implementation of customer service opportunities.

Problem Statement 2: Developing and communicating systems around scholar development and progress monitoring.
Root Cause: Lack of a strong professional learning community to help increase teacher development.

Perceptions

Perceptions Summary

School offers parents and the community the opportunity to get involved in the following ways:

Development of a Parent-Teacher Association

Site-Based Decision Making Committee

Parent Shadow Days

Sports Coaching

Volunteers

Partners

Irma Rangel

Friends of BOMLA

Tzu Chi

Texas Instruments

School: Barack Obama Male Leadership Academy at A. Maceo Smith	TEA: 381					
Survey Category/Item	Responses	Campus Percent Positive (S2026)	Campus Percent Positive (S2025)	Campus Percent Positive (S2024)	Choice Percent Positive	District Percent Positive
Beliefs and Priorities		83.5	81.8	61.9	86.3	85.7
The key actions my school is working on this year are focused on what is best for students.	33	81.8	77.3	55.6	85.3	84.6
I understand my role in implementing the school's key actions.	33	87.9	86.4	74.1	92.0	91.7
I have the support I need from campus leadership to do my job well.	33	78.8	77.3	55.6	81.0	80.3
My campus leadership helps me understand recent changes in the school's focus.	33	72.7	72.7	55.6	82.7	82.4
My campus currently bases its actions on the Dallas ISD Student Outcome Goals.	33	84.8	77.3	66.7	89.2	87.9
My campus priorities are aligned with the district's priorities.	33	93.9	100.0	66.7	88.7	88.0
Campus leadership makes decisions that support the district's mission statement: "Educating all students for success."	33	84.8	81.8	59.3	85.6	85.0
District leadership makes decisions that support the district's mission statement: "Educating all students for success."*	33	78.8	72.7	66.7	80.3	81.0
Positive Culture and Environment		63.9	70.0	48.5	77.3	75.8
I would recommend this school to others to work here.	33	66.7	68.2	48.1	80.0	77.5
I usually look forward to working each day at this school.	33	66.7	77.3	59.3	82.1	80.2
I believe I work in an environment of support and respect	33	72.7	81.8	51.9	79.9	79.3

I believe I work in an environment of support and respect.	33	72.7	81.8	51.9	78.9	79.3
Discipline is enforced consistently and effectively at my campus.	33	51.5	68.2	29.6	67.4	68.8
Unruly students are not permitted to disrupt the learning environment.	33	63.6	77.3	37.0	71.1	70.4
The campus I work in is clean, safe and free of physical hazards.	33	87.9	81.8	70.4	85.2	84.2
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	33	51.5	54.5	51.9	74.6	74.5
I am satisfied with the recognition I receive for doing a good job.	33	69.7	68.2	48.1	75.9	74.6
Morale at my school is strong.	33	36.4	50.0	37.0	72.2	71.4
I would recommend this school to parents seeking a place for their child.	33	72.7	72.7	51.9	84.5	77.8
Culture of Feedback and Support		54.7	53.6	49.1	78.9	79.2
My campus leadership helps me improve the quality of my instruction.	25	48.0	50.0	50.0	78.0	78.6
The instructional feedback I get helps me improve the quality of my instruction.	25	52.0	42.9	55.6	79.8	81.0
I have sufficient opportunities and encouragement to develop my leadership potential.	25	88.0	78.6	50.0	82.0	78.5
The PD sessions at my school this year helped me improve instruction.	25	20.0	28.6	44.4	72.5	73.5
My team experiences with colleagues this year helped me improve instruction.	25	72.0	71.4	50.0	84.3	85.3
My school has an effective instructional leadership team.	25	48.0	50.0	44.4	77.1	78.4
College-Going Culture		84.0	69.8	80.8	89.4	87.2
Staff expect most students in this school to go to college.	27	96.3	87.5	95.0	89.1	83.8
Instruction in this school is focused on helping students get ready for college.	27	92.6	75.0	80.0	88.1	85.6
Staff in this school feel that it is a part of their job to prepare students to succeed in college.	27	85.2	81.3	90.0	90.6	88.1
Staff at this school accept nothing less from students than their full effort.	27	70.4	56.3	70.0	87.0	86.4
Staff at this school do not let students give up when their class work becomes challenging.	27	77.8	56.3	70.0	89.1	88.2
Staff at this school give students feedback to help them understand how to improve.	27	81.5	62.5	80.0	92.4	91.1
Teacher-Teacher Trust		74.0	75.0	84.7	83.2	83.0
Teachers in this school trust each other	25	60.0	57.1	77.8	78.2	78.4
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	25	72.0	71.4	83.3	80.4	79.5
Teachers respect other teachers who take the lead in school improvement efforts.	25	84.0	85.7	88.9	86.6	86.6
Teachers at this school respect those colleagues who are experts at their craft.	25	80.0	85.7	88.9	87.8	87.6
Teacher-Principal Trust		77.7	78.6	50.8	81.3	80.7
The principal has confidence in the expertise of the teachers.	25	92.0	92.9	50.0	84.2	82.9
I trust the principal at his or her word.	25	76.0	85.7	50.0	80.6	79.4
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	25	76.0	71.4	50.0	78.3	77.6
The principal takes a personal interest in the professional development of teachers.	25	72.0	78.6	50.0	81.0	80.2
The principal looks out for the personal welfare of the faculty members.	25	80.0	78.6	61.1	81.3	80.7
The principal places the needs of children ahead of personal and political interests.	25	80.0	78.6	55.6	84.8	83.9
The principal at this school is an effective manager who makes the school run smoothly	25	68.0	64.3	38.9	78.9	79.9

Perceptions Strengths

Climate Survey Strengths

Improvement is 7 out of 8 of the categories in beliefs and priorities.College-Going Culture is on the increase

Volunteer opportunities available:

PTA

SBDM

Campus activities

Communication with staff and families through multiple sources – BOMLA Blast, Remind, Twitter, Instagram, Facebook (School communication in both English and Spanish.)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need to find a way to increase our positive culture and environment on campus.
Root Cause: There is a lack of educator to educator trust on the campus.

Priority Problem Statements

Problem Statement 1: We need to increase our overall enrollment for our incoming 6th grade scholars.
Root Cause 1: There has been a recent initiative for elementary schools to keep their 6th grade scholars.
Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to increase our masters level at every content to 75%.
Root Cause 2: We need to have more scholar engagement and collaboration in the classrooms to improve cognitive demand.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: We need to create more community service creation opportunities for our scholars to participate in.
Root Cause 3: We don't currently have a program to get the scholars involved in the creation and implementation of customer service opportunities.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We need to find a way to increase our positive culture and environment on campus.
Root Cause 4: There is a lack of educator to educator trust on the campus.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Observation Survey results
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) data
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Graduation plan types
- Foster Care data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

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 45 to 55 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 41 to 52 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 51 to 58 by June 2030.

Performance Objective 1: We want to increase our masters category scholars from 61% to 75% by May 2027.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr

Strategy 1: Implementation of small group in all 8th grade RLA classes by providing professional development that will focus on small group and differential learning.

Strategy's Expected Result/Impact: The expected result is that educators will be able to provide differentiated instruction to help increase knowledge.

Staff Responsible for Monitoring: 8th grade RLA educators and the assistant principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Small Group training.	Assistant Principal	August - October	
2	Small Group implementation	Educator	August - October	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Funding Sources: Staff professional development and the use of appropriate furniture to help with the effectiveness of small group implementation. - 211 - Title I, Part A - $10,000

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: We need to increase our masters level at every content to 75%. **Root Cause**: We need to have more scholar engagement and collaboration in the classrooms to improve cognitive demand.

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 51 to 58 by June 2030.

Performance Objective 2: We want to use systems and softwares to help manage the culture of the campus, which will maximize the time spent in class and increase instructional time.

High Priority

Evaluation Data Sources: Campus Culture Rubric / STAAR Assessment / District Benchmark Assessments

Strategy 1 Details

Strategy 1: Use the Minga School Hall Pass Software system to manage the locations of scholars to maximize instructional time. We will also utilize the Ron Clark House application software to manage positive reinforcement to promote intrinsic motivation.

Strategy's Expected Result/Impact: This will help to increase class time which will increase the overall results on mastery of STAAR scores.

Staff Responsible for Monitoring: Principal / Assistant Principal

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	There will be staff training of the software.	Assistant Principal	August	
2	There will be campus wide implementation and monitoring of the software.	Principal / Assistant Principal	August - May	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

- Additional Targeted Support Strategy

Problem Statements: Perceptions 1

Funding Sources: We need to purchase the Minga software to support the monitoring of hallway activities. - 211 - Title I, Part A - 211-11-6399-2R-381-2-30 - $1,500, We need to purchase the Ron Clark Point system to offer positive reinforcement for the meeting of expectations. - 211 - Title I, Part A - 211-11-6399-2R-381-2-30 - $1,000

Reviews		
Formative		Summative
Oct	Feb	Apr

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We need to find a way to increase our positive culture and environment on campus. **Root Cause**: There is a lack of educator to educator trust on the 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 49 to 53 by June 2030.

Performance Objective 1: We want to increase the master's performance of our 8th grade scholars from 57% to 65% by May 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details

Strategy 1: We will incorporate small group to help with differentiation and high level scholar engagement.

Strategy's Expected Result/Impact: The expected result is that our STAAR Mastery scores will increase by 8 percentage points.

Staff Responsible for Monitoring: Educators.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Small group professional development	Assistant Principal	August - October	
2	Small group implementation	Educator	August - September	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Funding Sources: Professional development and classroom flexible furniture and equipment. - 211 - Title I, Part A - 211-11-6399-2R-381-2-30 - $8,000

Reviews

Formative		Summative
Oct	Feb	Apr

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr

Strategy 2: Have a clear organizational plan so that our scholars can plan for studying and testing utilizing a planner to use daily.

Strategy's Expected Result/Impact: Scholars will increase their ability to plan ahead and prepare for testing.

Staff Responsible for Monitoring: Educators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	We will purchase agendas for the staff and scholars to use to help plan.	Office Manager	July - September	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

- Targeted Support Strategy

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: The purchase of agendas for staff and scholars. - 211 - Title I, Part A - 211-11-6399-2R-381-2-30 - $2,500

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We need to increase our overall enrollment for our incoming 6th grade scholars. **Root Cause**: There has been a recent initiative for elementary schools to keep their 6th grade scholars.

Student Learning
Problem Statement 1: We need to increase our masters level at every content to 75%. **Root Cause**: We need to have more scholar engagement and collaboration in the classrooms to improve cognitive demand.

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 49 to 53 by June 2030.

Performance Objective 2: We want to increase staff and scholar culture activities to support the building of emotional bonds.

High Priority

Evaluation Data Sources: Campus climate survey

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr

Strategy 1: Hold 4 cultural events on the campus that invite 100% of the community to engage with the staff and scholars. We will use promotional tools such as flyers for communication and food support parent engagement and involvement.

Strategy's Expected Result/Impact: Increase the family atmosphere which will increase parent involvement and increase scholar outcomes.

Staff Responsible for Monitoring: Parent Support Specialist, Assistant Principal, Department Chairs

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create Campus Flyers for the Events	Parent Support Specialist	August - December	
2	Food provided to serve for the events	Office Manager	August - December	

Title I:
2.51, 2.52, 2.53

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: We will need flyers for communication and food to feed the families. - 461 - Campus Activity Fund - $1,000

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We need to increase our masters level at every content to 75%. **Root Cause**: We need to have more scholar engagement and collaboration in the classrooms to improve cognitive demand.
School Processes & Programs
Problem Statement 1: We need to create more community service creation opportunities for our scholars to participate in. **Root Cause**: We don't currently have a program to get the scholars involved in the creation and implementation of customer service opportunities.
Perceptions
Problem Statement 1: We need to find a way to increase our positive culture and environment on campus. **Root Cause**: There is a lack of educator to educator trust on the campus.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 1: We want to increase community involvement so that they are more aware about college, career, and military opportunities.

High Priority

Evaluation Data Sources: Parent Survey

Strategy 1 Details

Strategy 1: The campus will hold 2 events that promote and educate the community about college, career, and military opportunities.

Strategy's Expected Result/Impact: The expected result is that we will have more than 50% of our parents participate in the parent survey which will result in more effective information.

Staff Responsible for Monitoring: Parent Support Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Scheduling and promotion of the community events.	Parent Support Specialist	August	
2	Gathering the data needed so that our parents are more aware of their son's college opportunities.	Parent Support Specialist	November	

Title I:
2.51, 2.52, 2.53

- **TEA Priorities:**
Connect high school to career and college

- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

- **Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Funding Sources: We need to provide food and print promotional materials for the community events. - 211 - Title I, Part A - 211-61-6399-2R-381-2-30 - $2,000

Reviews

Formative		Summative
Oct	Feb	Apr

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr

Strategy 2: Hold monthly Coffee with the Principal Meetings and using flyers to promote and food to help with engagement.

Strategy's Expected Result/Impact: This will improve our parent survey data to 50% of campus parent support.

Staff Responsible for Monitoring: Parent Support Specialist

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Have food and agendas prepared for parents and community that attend the Coffee with the Principal meetings.	Parent Support Specialist	September - April	

Title I:
2.52, 2.53
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 3: Integrated Student Support Systems
- **Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: Purchase of food and supplies to support the community and parent meetings. - 211 - Title I, Part A - 211-61-6399-2R-381-2-30 - $1,000

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We need to increase our overall enrollment for our incoming 6th grade scholars. **Root Cause**: There has been a recent initiative for elementary schools to keep their 6th grade scholars.

Student Learning
Problem Statement 1: We need to increase our masters level at every content to 75%. **Root Cause**: We need to have more scholar engagement and collaboration in the classrooms to improve cognitive demand.

School Processes & Programs
Problem Statement 1: We need to create more community service creation opportunities for our scholars to participate in. **Root Cause**: We don't currently have a program to get the scholars involved in the creation and implementation of customer service opportunities.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
4	1	2	Have a clear organizational plan so that our scholars can plan for studying and testing utilizing a planner to use daily.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
3	1	1	Implementation of small group in all 8th grade RLA classes by providing professional development that will focus on small group and differential learning.
3	2	1	Use the Minga School Hall Pass Software system to manage the locations of scholars to maximize instructional time. We will also utilize the Ron Clark House application software to manage positive reinforcement to promote intrinsic motivation.
4	1	1	We will incorporate small group to help with differentiation and high level scholar engagement.
4	2	1	Hold 4 cultural events on the campus that invite 100% of the community to engage with the staff and scholars. We will use promotional tools such as flyers for communication and food support parent engagement and involvement.
5	1	1	The campus will hold 2 events that promote and educate the community about college, career, and military opportunities.
5	1	2	Hold monthly Coffee with the Principal Meetings and using flyers to promote and food to help with engagement.

State Compensatory

Budget for 381 Barack Obama Male Leadership Academy (High)

Total SCE Funds: $5,000.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

The services that are provided to our scholars are TSI, PSAT, and SAT support to ensure that our scholars have met their requirements to graduate high school.

Personnel for 381 Barack Obama Male Leadership Academy (High)

Name	Position	FTE
Alfred Oduro	Teacher Assistant	1
Katlynn Williquette	Teacher	1

Campus Funding Summary

211 - Title I, Part A					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Staff professional development and the use of appropriate furniture to help with the effectiveness of small group implementation.		$10,000.00
3	2	1	We need to purchase the Minga software to support the monitoring of hallway activities.	211-11-6399-2R-381-2-30	$1,500.00
3	2	1	We need to purchase the Ron Clark Point system to offer positive reinforcement for the meeting of expectations.	211-11-6399-2R-381-2-30	$1,000.00
4	1	1	Professional development and classroom flexible furniture and equipment.	211-11-6399-2R-381-2-30	$8,000.00
4	1	2	The purchase of agendas for staff and scholars.	211-11-6399-2R-381-2-30	$2,500.00
5	1	1	We need to provide food and print promotional materials for the community events.	211-61-6399-2R-381-2-30	$2,000.00
5	1	2	Purchase of food and supplies to support the community and parent meetings.	211-61-6399-2R-381-2-30	$1,000.00
				Sub-Total	$26,000.00
				Budgeted Fund Source Amount	$36,016.00
				+/- Difference	$10,016.00

461 - Campus Activity Fund					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	We will need flyers for communication and food to feed the families.		$1,000.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$9,000.00

199 - General Operating					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$26,200.00
				+/- Difference	$26,200.00
				Grand Total Budgeted	$72,216.00
				Grand Total Spent	$27,000.00

199 - General Operating					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$45,216.00