Dallas Independent School District
Booker T. Washington High School For The Arts

2019-2020 Campus Improvement Plan

Accountability Rating: A
Mission Statement

As Dallas’ revolutionary high school for 21st century scholar artists, we provide intensive, integrated training to build a bridge to the post-secondary & professional world.

Vision

We are an intersection of innovation and creation. We are a home to the young artists and thinkers who will write the next chapter of our society.

Core Values

1. Embrace Risk-Taking

   With a rigorous, creative and adventurous curriculum, we proactively encourage bold risk-taking in the belief that it is only through risk-taking that discovery, innovation and victory occurs.

2. Cultivate Diversity

   As a school whose very foundation was rooted in the ideal of harmonious diversity, we seek, support, and build safe space for all people and encourage civil discourse; we develop understanding and acceptance through learning from each other, and recruit students, faculty, and staff who will extend this culture beyond our campus.

3. Nurture Community

   With a pedagogy built on Paul Baker’s Integration of Abilities and Whole Child Concept, our campus encourages active collaboration and cross-disciplinary work throughout the curriculum. We seek healthy balance, supportive & caring relationships, appreciation for others, and a developed mindfulness that allows a depth of conversation and nurtures the building of community.

4. Ignite Joy

   We believe in a lifetime love affair with learning & creating. Students, faculty, staff, and our community should find our campus playful, optimistic, and fun while preparing for college; a place where the zeal for learning is evident in everyday actions and propels students intrinsically to their next learning adventure.
5. Transform Society

- The inimitable power of the arts, and a nationally recognized academic program, manifests in students who are capable of transformative action, through individual and unique vision & voices – Points of view representative of a level of excellence and professionalism found in every classroom, on every stage, and in every work of art.
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Needs Assessment Overview

Our campus continues its 40+ year legacy of being the hallmark of arts magnet high schools in the nation. With that achievement, a pressure to look at how to increase our impact in ways that value equity, access, wellness, and continuous improvement is present.
Demographics

Demographics Summary

EXAMPLE OF POSSIBLE LAYOUT, FEEL FREE TO CHANGE OR USE YOUR OWN

<Narrative about the demographics of the students, parents, and community>

STUDENT ENROLLMENT (As of 17 April 2019)

<table>
<thead>
<tr>
<th>GRADE LEVELS:</th>
<th>ENROLLMENT</th>
<th>STUDENT ETHNIC COMPOSITION (TOTAL):</th>
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<tbody>
<tr>
<td>9</td>
<td>226</td>
<td>Hispanic 32.4%</td>
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<tr>
<td>10</td>
<td>277</td>
<td>African American 20.9%</td>
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<tr>
<td>11</td>
<td>249</td>
<td>White 38.1%</td>
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<tr>
<td>12</td>
<td>233</td>
<td>Asian 2.9%</td>
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<tr>
<td>Total Number of Students</td>
<td>985</td>
<td>American Indian 0.4%</td>
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<td></td>
<td></td>
<td>National Hawaiian/ Pacific Islander 0.1%</td>
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<td></td>
<td></td>
<td>Multi-Race 5.2%</td>
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<tr>
<td></td>
<td></td>
<td>Not Reported 0%</td>
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<tr>
<td></td>
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<td>Total Students 100%</td>
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STAFF (As of 19 April 2019)

**Campus Professional Staff**
- Teachers: 58
- Administrators: 3
- Counselors: 3
- Nurses: 1
- Librarians: 1

**Campus & Support Staff**
- Food Services: 7
- Custodians: 5
- Maintenance: 0
- Office Managers/Clerks: 7
- Security: 3
- Other Support

TOTAL PROFESSIONAL STAFF: 66
TOTAL SUPPORT STAFF: 21
TOTAL STAFF: 87
During the 2018-19 school year, we had a total of 18 Distinguished Teachers (DTR).

**Demographics Strengths**

Booker T. Washington HSPVA was part of the historic desegregation efforts of DallasISD and, as such, was always built to create an equitable access to high quality education. Using the arts and their cultural relevance in all communities as a common factor to inspire and recruit students to our campus, we are proud that our campus is one of only a few that can claim its demographics are 1) close to that of the City of Dallas as a whole and 2) approach the original targets set for the campus to have equitable distribution of the three largest demographic groups (30/30/30).

City of Dallas & Booker T Washington HSPVA

Hispanic or Latino: 42.4% - 32.4%
White: 21.9% - 38.1%
Black or African American: 25.0% - 20.9%

The diversity of thought, experience, and cultural representation provide a rich palette of discussion, discovery, and artistic disciplines that are a primary cause of the decades of success of Booker T.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. **Root Cause:** Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.

**Problem Statement 2:** Demographic Diversity **Root Cause:** There is a discrepancy between the demographics of the City of Dallas and those who choose public schools. Due to this, a tension between who we serve and how we recruit for it is ever present. We have implemented a "Closing the Opportunity Gap" plan which allows us to partner with schools that are underrepresented in our audition process. This program brings potential students to our campus in 7th and 8th grade as well as sending teaching ambassadors to those schools to strengthen the pathway to the audition for interested students.
Student Academic Achievement

Student Academic Achievement Summary

Overall, our students are exceeding District, State, and often times National/International performance metrics. US News & World Reports ranks our campus as the 117th highest performing campus in the country. TEA notes us as Met Standard with 96 out of 100 in Student Achievement, 93 out 100 in School Progress, and 100 out 100 in Closing the Gap for an overall score of 97 out of 100.

Student Academic Achievement Strengths

We have received TEA distinctions in Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Academic Achievement in English Language Arts/Reading, Postsecondary Readiness, & Top 25 Percent: Comparative Closing the Gaps. Our campus has 100% of students in and Honors (or higher) classe in 9th and 10th grade and 95% thereafter.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Equity of Outcomes Root Cause: Pre-High School training in academics and arts is discrepant depending on incoming students' previous campus.

Problem Statement 2: Responding to High Needs Cohorts Root Cause: Limitations in funding and ability to provide differentiation within our small campus.

Problem Statement 3: Achievement Gaps Root Cause: Pre-High School training in academics and arts is discrepant depending on incoming students' previous campus.

Problem Statement 4: Meeting/Exceeding District Outcomes Root Cause: Teacher placement/quality & perceptions of some academic subjects from arts students.

Problem Statement 5: Math & Science Gap Root Cause: Leveraging learning styles & perceptions of some academic subjects from arts students.

Problem Statement 6: Serving SPED Students Root Cause: We have a small cohort of SPED students on our campus. Maximizing the time of our SPED teacher across multiples disciplines and disparate case loads.

Problem Statement 7: Serving GT students Root Cause: Teacher focus on only struggling students has led to a drop in the "Meets" category of our EOC tests.
School Processes & Programs

School Processes & Programs Summary

Booker T. Washington High School for the Performing and Visual Arts is a public magnet school for grades 9-12 with a focus on four major arts conservatories: Dance, Music, Theatre, and Visual Arts. Located within the Dallas Arts District, BTWHSPVA has been an anchor of both the Dallas arts community and the international Arts Schools Network since it was founded in 1976. The 1003 students across the four conservatories audition to gain acceptance to the school. As part of the program, students take all of their required academic class in addition to their three required conservatory classes each year. Through a intensive focus on innovation and creation, we provide a home to the young artists and thinkers who will write the next chapter of our society.

With limited turnover from year to year, our campus focuses on a continuous growth model mindset. Distributed leadership allows a large number of stakeholders to have active voice in decision making on our campus. We allow for researched experimentation in trying new and improved instructional/curricular/organizational strategies. We take our mission to provide a revolutionary campus seriously and infuse it throughout our programs and processes.

School Processes & Programs Strengths

Throughout its history, BTWHSPVA has produced thousands of artists that are now working all over the world. The school has garnered a total of 27 US Presidential Scholars in the Arts since 1976, the most of any public high school in the country. During the 2018-19 school year, the school had a total of eight YoungArts finalists, representing all four conservatories. This was the highest number of finalists in the nation.

Our distributed leadership model and top-of-class arts curriculum, coupled with a top-of-class academic curriculum yields strong college & career readiness outcomes, post-secondary placement, and significant investment from our community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Outreach/Recruiting to Meet Diversity Goals Root Cause: Our low SES percentage is currently 32%. Through our "Closing the Opportunity Gap" plan, we are actively seeking talented students throughout the district in underrepresented areas.


**Problem Statement 4:** Student Perceptions Survey vary wildly year to year. **Root Cause:** Documentation of best practices and building a culture of transparency between students and teachers.

**Problem Statement 5:** Strategic Planning Initiatives Implementation **Root Cause:** Ongoing work of monitoring, creating, implementing that is additional work.

**Problem Statement 6:** Academic Record of Campus **Root Cause:** The prominence of our arts success often suggests to those who do not know otherwise that our academic success is just as high (if not higher).

**Problem Statement 7:** Student Health and Wellness **Root Cause:** High achieving institutions often priorities outcomes of success over a more whole-student centric approach.

**Problem Statement 8:** Use of Technology **Root Cause:** We recently became a 1:1 device campus, with each of our students receiving a MacBook Air. This requires our teachers to approach instruction in new and innovative ways.

**Problem Statement 9:** Bullying Awareness **Root Cause:** Students come to our school from throughout the district as well as private and charter schools. Students must understand cyberbullying as well as the definitions and consequences of bullying in general.

**Problem Statement 10:** Forms of Harassment **Root Cause:** Student are often confused about what constitutes harassment. We provide education about the definition and consequences.

**Problem Statement 11:** Dropout Prevention **Root Cause:** Given that students come from different backgrounds and parts of the district, some struggle with the academic and artistic rigor on our campus. We provide camps and interventions to assist in the transition and on boarding of our students throughout the school year.
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cross-disciplinary work throughout the curriculum. We seek healthy balance, supportive & caring relationships, appreciation for others, and a developed mindfulness that allows a depth of conversation and nurtures the building of community.

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21st Century Scholar Artist Profile

Students graduating from Booker T. Washington HSPVA will be expected to effectively demonstrate each of the following traits through their words and actions as a way of demonstrating their preparation for lives as 21st Century Scholar Artists. There are many ways a student might embody each of these markers for a successful life after BTWHSPVA, unique as the students themselves.

• A Creative Leader
  • facilitates groups to create original work.
  • actively seeks out resources to solve problem.
  • makes tangible and useful contributions to their field.
  • translates creative practice into other fields.

• An Artful Communicator
  • writes and speaks with authentic personal voice.
  • effectively utilizes multiple media and technologies.
  • is equally effective in diverse environments (multi-lingual).
• A Skilled Collaborator
  • contributes toward common goals.
  • exercises flexibility and willingness to be helpful by making necessary compromises.
  • assumes shared responsibility for work while valuing the individual contributions of others.

• A Productive Innovator
  • seeks out a variety of tools to solve problems.
  • demonstrates originality and inventiveness while understanding real world limits to adopting new ideas.
  • views failure as an opportunity to learn; understands innovation as a long-term, iterative process of small successes and frequent mistakes.

• A Critical Thinker
  • relates ideas across multiple disciplines and contexts.
  • identifies and asks significant questions that clarify points of view.
  • uses various types of reasoning appropriate to the situation.

• A Lifelong Learner
  • seeks out sources of new information.
  • questions received wisdom and applies their own understanding to complex ideas.
  • engages in topics beyond their established field.

• A Responsible & Engaged Citizen of the World
  • recognizes and acts according to their responsibility to society.
  • identifies cross-disciplinary application of creative practice for social action.
  • seeks open, respectful dialogue with individuals of diverse cultures, religions, and lifestyles.
demonstrates knowledge and understanding of society’s impact on the natural world.

Perceptions Strengths

We are considered by most to have the best arts programming in the North Texas region and at the top of the cohort of sister arts schools in the nation. Our strength comes from a laser-like focus on post-secondary preparation including strong partnerships with the top tier universities and conservatories throughout the country. Those relationships are boasted by a network of arts partners in the DFW area. Each element of this yields a strong perception of a unique and elite experience for gifted students in the arts.

Problem Statements Identifying Perceptions Needs

**Problem Statement 1**: Academic Record of Campus **Root Cause**: The prominence of our arts success often suggests to those who do not know otherwise that our academic success is just as high (if not higher).

**Problem Statement 2**: Demographic Diversity **Root Cause**: There is a discrepancy between the demographics of the City of Dallas and those who choose public schools. Due to this, a tension between who we serve and how we recruit for it is ever present. We have implemented a "Closing the Opportunity Gap" plan which allows us to partner with schools that are underrepresented in our audition process. This program brings potential students to our campus in 7th and 8th grade as well as sending teaching ambassadors to those schools to strengthen the pathway to the audition for interested students.

**Problem Statement 3**: We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. **Root Cause**: Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.

**Problem Statement 4**: Student Health and Wellness **Root Cause**: High achieving institutions often priorities outcomes of success over a more whole-student centric approach.
Priority Problem Statements

**Problem Statement 1:** We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas.

**Root Cause 1:** Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.

**Problem Statement 1 Areas:** Demographics - Perceptions

**Problem Statement 2:** Equity of Outcomes

**Root Cause 2:** Pre-High School training in academics and arts is discrepant depending on incoming students' previous campus.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Responding to High Needs Cohorts

**Root Cause 3:** Limitations in funding and ability to provide differentiation within our small campus.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** Math & Science Gap

**Root Cause 4:** Leveraging learning styles & perceptions of some academic subjects from arts students.

**Problem Statement 4 Areas:** Student Academic Achievement
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Observation Survey results

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

**Student Data: Behavior and Other Indicators**
- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
**Goals**

Revised/Approved: June 09, 2015

**Goal 1:** DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 39 percent to 47 percent by 2022.

**CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS: 100% Approaches, 80% Meets, 40% Masters**

**Performance Objective 1:** Establish, cultivate and nurture a collaborative culture that supports academic and artistic achievement for every student.

**Evaluation Data Source(s) 1:** Local, State, and National assessments.

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
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<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td>Weekly</td>
<td>All mathematics ACP scores will exceed the district average in the Spring by at least 5%. Alg 2 scores on ACPs will improve by at least 5% in the Fall &amp; Spring. PAP Chemistry scores will improve by at least 5%. Spot observations will show an increased score on Domain 2.3 by at least .3 pts.</td>
<td>Formative: 0%</td>
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**Problem Statements:** Student Academic Achievement 1, 2, 5
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<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
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<td>Nov</td>
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<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>Weekly</td>
<td>Improve AP Gov &amp; Economics ACP scores by at least 10%. Reach global mean % of students achieving 3+ on AP Exams. Move our campus student survey scores from 3rd quintile to 4th quintile. Improve mastery by 3% to 5% in each STAAR test and across each race/ethnicity demo. Decrease the approaches category from 21% to 15% for Algebra EOC.</td>
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<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>BiWeekly</td>
<td>Average score for Student Engagement will increase to 68%. Teachers who score below 60 on Student Engagement will go to and implement PD on engagement. Teachers will show evidence of TLAC strategies in classroom. Teachers will use informal Student Surveys 3 times a year.</td>
<td>0%</td>
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<td>Problem Statements:</td>
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<td>Student Academic Achievement 1, 2, 5</td>
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<td>Demographics 1 - Student Academic Achievement 1, 2, 5 - Perceptions 3</td>
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### Performance Objective 1 Problem Statements:

**Demographics**

**Problem Statement 1**: We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. **Root Cause 1**: Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.

**Student Academic Achievement**

**Problem Statement 1**: Equity of Outcomes **Root Cause 1**: Pre-High School training in academics and arts is discrepant depending on incoming students' previous campus.

**Problem Statement 2**: Responding to High Needs Cohorts **Root Cause 2**: Limitations in funding and ability to provide differentiation within our small campus.

**Problem Statement 5**: Math & Science Gap **Root Cause 5**: Leveraging learning styles & perceptions of some academic subjects from arts students.
Problem Statement 3: We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. Root Cause 3: Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.
Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 39 percent to 47 percent by 2022. CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS: 100% Approaches, 80% Meets, 40% Masters

Performance Objective 2: Sustain a healthy, balanced environment for BTW staff, faculty and student body.

Evaluation Data Source(s) 2: Student and Staff Surveys, Health Data from Nurse

Summative Evaluation 2:

Targeted or ESF High Priority

<table>
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<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
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<td>Formative</td>
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<td>Nov</td>
</tr>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>BiWeekly</td>
<td>Higher scores in teacher to teacher trust and job satisfaction in staff survey, evidence of 20% increase in inter/intra/cross disciplinary projects, and higher engagement (exceeding 68%) on student survey.</td>
<td>0%</td>
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<tr>
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<td>Demographics 1 - Student Academic Achievement 1, 2 - Perceptions 3</td>
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<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>Monthly</td>
<td>Decrease in reports of anxiety, depression related to achievement pressure, decreased reports of need for crisis counseling, decreased reports of stress in student surveys and parent/community survey.</td>
<td>0%</td>
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<td>Student Academic Achievement 1, 2</td>
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Performance Objective 2 Problem Statements:
### Demographics

**Problem Statement 1**: We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. **Root Cause 1**: Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.

### Student Academic Achievement

**Problem Statement 1**: Equity of Outcomes **Root Cause 1**: Pre-High School training in academics and arts is discrepant depending on incoming students' previous campus.

**Problem Statement 2**: Responding to High Needs Cohorts **Root Cause 2**: Limitations in funding and ability to provide differentiation within our small campus.

### Perceptions

**Problem Statement 3**: We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. **Root Cause 3**: Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.
Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 35.6 percent to 45.0 percent by 2022.

CAMPUS GOAL FOR READING: 95% Meets

Performance Objective 1: Build a sustainable, diverse, well-coordinated fundraising operation.

Evaluation Data Source(s) 1: Financial Reports from support organizations, student and campus activity funds. Participation in community, alumni, and recruiting efforts.

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| Connect high school to career and college  
1) Formalize our Alumni Effort | 2.5, 2.6 | Monthly | Increase presence of student alumni, especially those who attended schools/pathways not regularly represented in our college prep initiatives, on campus for events, learn/share opportunities. | 0% 0% 0% |
| Problem Statements: Demographics 1 - Perceptions 3 |
| **TEA Priorities**   |          |         |                                   |         |
| Improve low-performing schools  
2) Cultivate and steward parents, both current and alumni, to increase engagement. | 2.5, 2.6, 3.1, 3.2 | Monthly | Increased participation in adult learning, giving, and service opportunities. | 0% 0% 0% |
| Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - Perceptions 3 |
| **TEA Priorities**   |          |         |                                   |         |
| Recruit, support, retain teachers and principals  
Connect high school to career and college  
Improve low-performing schools  
3) Generate new initiatives targeted to external stakeholders including an Arts District working group, student ambassador program, Closing the Opportunity Gap recruitment plan, and aligning communications for recruiting high quality instructors. | 2.4, 2.5, 2.6 | Monthly | Increased representation of underrepresented demographic groups on campus, additional service opportunities, and curriculum partnerships. | 0% 0% 0% |
<p>| Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - Perceptions 3 |</p>
<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. <strong>Root Cause 1:</strong> Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.</td>
</tr>
<tr>
<td><strong>Student Academic Achievement</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> Equity of Outcomes <strong>Root Cause 1:</strong> Pre-High School training in academics and arts is discrepant depending on incoming students' previous campus.</td>
</tr>
<tr>
<td><strong>Problem Statement 2:</strong> Responding to High Needs Cohorts <strong>Root Cause 2:</strong> Limitations in funding and ability to provide differentiation within our small campus.</td>
</tr>
<tr>
<td><strong>Perceptions</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 3:</strong> We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. <strong>Root Cause 3:</strong> Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.</td>
</tr>
</tbody>
</table>
Goal 3: DISTRICT GOAL: The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 will increase from 45.0 percent to 49.0 percent by 2022.

CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR: 95% CCMR

Performance Objective 1: Develop and deliver a revolutionary curriculum in support of the 21st Century Scholar Artist.

Evaluation Data Source(s) 1: External university/conservatory evaluations. College and Career Readiness rates. Staff and Student Surveys.

Summative Evaluation 1:

Targeted or ESF High Priority

<table>
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<tr>
<th>Strategy Description</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Formative</td>
<td>Summative</td>
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<td></td>
<td></td>
<td></td>
<td>Nov</td>
<td>Jan</td>
</tr>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6, 3.1</td>
<td>Monthly</td>
<td>Increased use of technology on campus. Increased communication and efficiencies in communicating mastery.</td>
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<td></td>
<td></td>
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<td>0%</td>
<td>0%</td>
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<tr>
<td>Problem Statements:</td>
<td>Student Academic Achievement 1, 2, 5</td>
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<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>Monthly</td>
<td>All conservatories will have at least 2 guest artists series events.</td>
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<td></td>
<td></td>
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<td>0%</td>
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<tr>
<td>Problem Statements:</td>
<td>Student Academic Achievement 1, 2</td>
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</tr>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>Monthly</td>
<td>Host annual Youth Arts Festival/Cultural Festivals and build interdisciplinary projects originated in each of the 5 Conservatories.</td>
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<tr>
<td>Problem Statements:</td>
<td>Demographics 1 - Student Academic Achievement 1, 2, 5 - Perceptions 3</td>
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</tbody>
</table>
### Strategy Description

<table>
<thead>
<tr>
<th>TEA Priorities</th>
<th>Connect high school to career and college</th>
<th>Improve low-performing schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Develop a comprehensive four year counseling program to assist students with college readiness.</td>
<td></td>
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</tr>
</tbody>
</table>

#### ELEMENTS

- 2.4, 2.5, 2.6

#### Monitor

- Monthly

#### Strategy's Expected Result/Impact

- Increased placement in college and career post-secondary and an increase of 4% percentage points on our CCMR score.

#### Reviews

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
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<tr>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Problem Statements

- **Problem Statements**: Student Academic Achievement 1, 2

### Performance Objective 1 Problem Statements:

#### Demographics

- **Problem Statement 1**: We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. **Root Cause 1**: Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.

#### Student Academic Achievement

- **Problem Statement 1**: Equity of Outcomes **Root Cause 1**: Pre-High School training in academics and arts is discrepant depending on incoming students' previous campus.

- **Problem Statement 2**: Responding to High Needs Cohorts **Root Cause 2**: Limitations in funding and ability to provide differentiation within our small campus.

- **Problem Statement 5**: Math & Science Gap **Root Cause 5**: Leveraging learning styles & perceptions of some academic subjects from arts students.

#### Perceptions

- **Problem Statement 3**: We continue to have a slight under representation of Latino and African American students compared to their demographic share of the City of Dallas. **Root Cause 3**: Availability of training programs at the elementary and middle school level for the arts to prepare and explain our campus as a possible pathway in high school.
**Goal 3:** DISTRICT GOAL: The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 will increase from 45.0 percent to 49.0 percent by 2022.

CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR: 95% CCMR

**Performance Objective 2:** Communicate the successes and impact of the school through effective programmatic and institutional marketing campaigns.

**Evaluation Data Source(s) 2:** Community Surveys, audience surveys, participation/attendance at events/performances.

**Summative Evaluation 2:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
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<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5, 3.2</td>
<td>Monthly</td>
<td>Increased presence by non-parents at all arts and academic events throughout year.</td>
<td></td>
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<tr>
<td>Recruiting, support, retain teachers and principals</td>
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<tr>
<td>Connect high school to career and college</td>
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<tr>
<td>1) Implement an annual Institutional Marketing Calendar.</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Academic Achievement 1</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.5</td>
<td>BiWeekly</td>
<td>Each department will meet all given deadlines for marketing of their events.</td>
<td></td>
</tr>
<tr>
<td>Recruiting, support, retain teachers and principals</td>
<td></td>
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</tr>
<tr>
<td>Connect high school to career and college</td>
<td></td>
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<tr>
<td>2) Advance the programmatic marketing effort.</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Academic Achievement 1</td>
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<tr>
<td><strong>TEA Priorities</strong></td>
<td>3.1, 3.2</td>
<td>Monthly</td>
<td>Unified Classroom as single platform for all intra campus communications (aside from emails) between teachers/admin/students and similar choices made for a single integrated platform for parents and stakeholders.</td>
<td></td>
</tr>
<tr>
<td>Recruiting, support, retain teachers and principals</td>
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<tr>
<td>3) Enhance communications between leadership, students, parents, and stakeholders by streamlining communications.</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Academic Achievement 1</td>
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</tbody>
</table>

**Performance Objective 2 Problem Statements:**

100% = Accomplished  
= Continue/Modify  
0% = No Progress  
= Discontinue
<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>Root Cause 1</th>
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<tbody>
<tr>
<td>Equity of Outcomes</td>
<td>Pre-High School training in academics and arts is discrepant depending on incoming students' previous campus.</td>
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</table>
Goal 4: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2022.

CAMPUS GOAL FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES: 100%

Performance Objective 1: All students will participate in an extracurricular activity as part of their required programming at the Arts Magnet High School.

Evaluation Data Source(s) 1: Enrollment data.

Summative Evaluation 1:
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The committee will evaluate the strategies and action steps based on the timeline indicated in the plan and provide feedback to the campus staff, administrators and parents on a quarterly basis through PTSA and SBDM meetings.

2.2: Regular monitoring and revision

CIP is developed with the involvement of stakeholder committee members and the SBDM is used to provide parents and opportunity to review and give input to the CIP in order to provide the best opportunities for students.

2.3: Available to parents and community in an understandable format and language

The CIP will be made available to parents and community in both English and Spanish.

2.4: Opportunities for all children to meet State standards

Our school will utilize an in-school tutoring system through our FLEX period in conjunction with after school programs to work with student groups based on a variety of testing measures (Common Assessment, ACP, EOC).
2.5: Increased learning time and well-rounded education

We will align our FLEX tutoring and after school tutoring program to the district's Response to Intervention Plan in order to specifically target students with academic and social needs.

2.6: Address needs of all students, particularly at-risk

Arts PLCs and Grade Level PLCs meet bi-monthly to assess student progress and work across disciplines to develop actionable plans, especially for students that are considered at-risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We have a robust parent engagement policy that consists of our PTSA and four Arts Guilds. This includes a monthly "Parent University" which provides parents with educational opportunities to learn about academic, social and emotional considerations for their children.

3.2: Offer flexible number of parent involvement meetings

We offer both morning and evening opportunities for parents to meet with administration and staff. Our school also uses School Messenger and Remind routinely to communicate, as well as various social media platforms to push out information.
# Site-Based Decision Making Committee

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>Scott Rudes</td>
<td>Principal</td>
</tr>
<tr>
<td>Administrator</td>
<td>M. Scott Tatum</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Karon Cogdill</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Cherie Countryman</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Fredrick Sanders</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Kate Walker</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Kyle Clark</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Cisco Perez</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Percy Parrish</td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td>Linda Wallace</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Janet Smerud</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Lance Spellman</td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td>Maria Hasbany</td>
<td>SBDM Chair</td>
</tr>
<tr>
<td>Parent</td>
<td>Meredith Turnbow</td>
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</tbody>
</table>
## Campus Leadership Team

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Administrator</td>
<td>Scott Rudes</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Cherie Countryman</td>
<td></td>
</tr>
<tr>
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<td>Classroom Teacher</td>
<td>Karon Cogdill</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Kyle Clark</td>
<td></td>
</tr>
<tr>
<td>Administrator</td>
<td>M. Scott Tatum</td>
<td></td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Nate Smith</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Niloo Jalivand</td>
<td></td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Cathy Vernon</td>
<td></td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Sharon Cornell</td>
<td></td>
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<tr>
<td>Non-classroom Professional</td>
<td>Fern Tresvan</td>
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<tr>
<td>Non-classroom Professional</td>
<td>Ben Doan-Stevens</td>
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</table>
## Campus Instructional Leadership Team

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>Anna Gay</td>
<td>Language &amp; Literature Chair</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Cherie Countryman</td>
<td>Director of Academic Conservatory</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Eleanor Mathis</td>
<td>Math Dept Chair</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Laura Kmetz</td>
<td>Social Studies Chair</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>David Healey</td>
<td>Science Dept Chair</td>
</tr>
</tbody>
</table>