Dallas Independent School District

157 James S. Hogg Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness
Mission Statement

Our mission is to leverage students’ interests, knowledge and skills, and social emotional awareness through innovative learning experiences with five learning outcomes: knowledge and skills, written and oral communication, agency and collaboration.

Vision

HOGG NEW TECH CENTER will be a front-runner in elementary education, developing students to take ownership of their learning by empowering them to engage in global issues and preparing them to lead in future-ready fields through organic, collaborative problem-solving of every-day life and real-world challenges.
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Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6. *STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS) *EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS) *TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points) ........................................................................ 35
Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families. ........................................................................ 37
Comprehensive Needs Assessment

Demographics

Demographics Summary

We are HOGG NEW TECH CENTER in Dallas ISD located in the North Oak Cliff Community. We provide various programs that prepares students with FUTURE READY Skills. (DUAL LANGUAGE IMMERSION, One to One Technology, Project Base Learning, Social-Emotional Learning, Computer Science, and the New Tech Model). We have 25 teachers and 20 support staff serving our students.

Data Source: MyDataPortal

<table>
<thead>
<tr>
<th>Ethnicity (%)</th>
<th>Grade</th>
<th>All</th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hawaiian</th>
<th>Multi-Race</th>
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<td>7 (13.0)</td>
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<td>KN</td>
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<tr>
<td>3</td>
<td>56</td>
<td>5</td>
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<tr>
<td>4</td>
<td>44</td>
<td>4</td>
<td>(9.1)</td>
<td>3 (6.8)</td>
<td>35 (79.5)</td>
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<td>1 (2.3)</td>
<td>0 (0.0)</td>
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<tr>
<td>5</td>
<td>36</td>
<td>2</td>
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<td>32 (88.9)</td>
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<tr>
<td>All</td>
<td>323</td>
<td>28</td>
<td>(8.7)</td>
<td>30 (9.3)</td>
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<td>3 (0.9)</td>
<td>0 (0.0)</td>
<td>3 (0.9)</td>
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Demographics Strengths

Hogg New Tech's demographic strengths garner students from various backgrounds. This demographic data includes 8.7% White, 9.3% African-American, 78.9% Hispanic, and 1% Multi-Race. Attendance rate of 95%. (mydataportal)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a campus need to improve student attendance. Root Cause: The root cause of the need to improve student attendance directly
correlates to 96% of students attending school.
Priority Problem Statements

Problem Statement 1: There is a campus need to improve student attendance.
Root Cause 1: The root cause of the need to improve student attendance directly correlates to 96% of students attending school.
Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus need is to increase 3rd-5th grade reading and math achievement in MEETS and MASTERS categories.
Root Cause 2: The root cause of the need to increase 3rd-5th grade reading and math achievement is the capacity of the teachers to analyze data and provide students effective instruction for content mastery. Teachers will receive professional development on effective content data analysis that provides effective instructional strategies and content misconceptions.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus need is to increase 5th grade Science achievement in APPROACHES, MEETS and MASTERS categories.
Root Cause 3: The root cause of the need to increase 5th grade Science achievement is the teachers' knowledge base of conducting effective labs. Teachers will receive professional development on effective labs and have access to digital resources.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus need for Curriculum, Instruction, & Assessment is to provide resources and strategies for small group instruction.
Root Cause 4: The root cause of the need for resources and strategies for small group instruction is agreeing on the resources needed and teachers knowledge of effective small group instruction within a blended learning framework. Teachers will receive professional development on effective small group strategies.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus need for School Organization is to provide intervention blocks during the school day to address student academic and behavior needs.
Root Cause 5: The root cause of the need for intervention blocks during the school day to address student academic and behavior needs is finding the time in the master schedule.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The campus need for Technology is the integration of digital literacy into classroom instruction.
Root Cause 6: The root cause of the need for integration of digital literacy into classroom instruction is the teachers awareness of the latest apps and web based software. Teachers will receive professional development on the latest apps and web based software to integrate in classroom instruction.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The campus need for Family & Community Engagement is to strengthen community relations and increase participation in school wide activities based on low attendance during PTO meetings and Parent Trainings.
Root Cause 7: The root cause of the need for Family & Community Engagement is to have stronger community relations and increased participation in school wide activities by providing various events and opportunities at different times of the day.
Problem Statement 8 Areas: Perceptions

Problem Statement 8: The campus need for School Culture & Climate is to address unruly students are permitted to disrupt the learning environment.

Root Cause 8: The root cause of the need for School Culture & Climate to address that 63.2% of the staff view unruly students as being permitted to disrupt the learning environment is the consequence of students lacking understanding on how to regulate their social emotional well being. Staff will receive professional development to learn and implement strategies in the classroom that teaches students SEL.

Problem Statement 8 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
Goals

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 1A). Develop and provide necessary materials (via computers, printers, academic programs) for intervention (RTI) utilizing Imagine Learning, MAP. These are ongoing progress monitoring tool (Measures Student Achievement). Students will give feedback using Multiple Response Strategies (MRS). Teachers will implement Tiered - small group instruction via (Blended Learning Framework). 1B) Analyze data, unpack TEKS for reteach (daily, weekly, every 3 wks/6wks/9wks, semester, etc) to collaborate with staff to ensure instructional alignment. 1C) Utilize district curriculum resources to revise and reteach as needed based on data prior to the beginning of each 9 weeks. Staff will create 3 week assessments based on the curriculum maps using STAAR Test Maker, Mentoring Minds (Think UP) and Lead4ward. Leadership and staff will use data driven discussions guided by the curriculum mapping process to analyze student data. Resources include, but are not limited to: All in Learning, Imagine Learning, MAP, Scholastic Reading Materials, Measuring Up and Think Up. Student materials include, but are not limited to: Data Binders, Reading/Math by Green Apple Publishing, and printing data for grade-level/school wide analysis. Region 10 will provide staff trainings on data analysis. Teachers and students will use various technologies (Flips, iPads with headphones, Chromebooks with charging carts and chargers with headphones, Projectors, Printers, etc) and STEM materials (Little Bits) to differentiate instruction to mitigate learning loss and visually demonstrate various concepts. 1D) Leadership team will train/use teachers/staff on the use PBIS (Positive Behavioral Interventions and Supports) model and Social Emotional Learning via Momentous Institute/Dallas ISD to promote student success utilizing incentives and web tools LIVESCHOOL and <a href="http://www.pbis.com">www.pbis.com</a>. Data will be tracked through LIVESCHOOL.</td>
<td><strong>Formative</strong></td>
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<td>Nov</td>
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</table>

Strategy's Expected Result/Impact: Increased academic performance by students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1, 2

0% No Progress 50% Accomplished Continue/Modify Discontinue
### Problem Statements:

<table>
<thead>
<tr>
<th><strong>Student Learning</strong></th>
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</tr>
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<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: The campus need is to increase 3rd-5th grade reading and math achievement in MEETS and MASTERS categories. <strong>Root Cause</strong>: The root cause of the need to increase 3rd-5th grade reading and math achievement is the capacity of the teachers to analyze data and provide students effective instruction for content mastery. Teachers will receive professional development on effective content data analysis that provides effective instructional strategies and content misconceptions.</td>
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<tr>
<td><strong>Problem Statement 2</strong>: The campus need is to increase 5th grade Science achievement in APPROACHES, MEETS and MASTERS categories. <strong>Root Cause</strong>: The root cause of the need to increase 5th grade Science achievement is the teachers' knowledge base of conducting effective labs. Teachers will receive professional development on effective labs and have access to digital resources.</td>
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</tbody>
</table>
**Goal 1:** DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

**Performance Objective/Campus Goal 2:** GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 26% to 50% by middle of year 2024-25.

**High Priority**

**Evaluation Data Sources:** District Assessments
### Strategy 1 Details

**Strategy 1:**

1A Provide blended/flipped professional development based on campus needs assessment/student achievement data. (STAAR, PDOLs, Common Assessments) School leadership team will attend conferences/events (Region 10, Lead4ward, New Tech Network, etc) throughout the year to learn the latest best practices to increase student achievement.

1B. Develop and provide necessary materials (via computers, printers, academic programs) for intervention (RTI) utilizing Imagine Learning, MAP. These are ongoing progress monitoring tool (Measures Student Achievement). Students will give feedback using Multiple Response Strategies (MRS). Teachers will implement Tiered - small group instruction via (Blended Learning Framework).

1C) Analyze data, unpack TEKS for reteach (daily, weekly, every 3 wks/6wks/9wks, semester, etc) to collaborate with staff to ensure instructional alignment.

1D) Utilize district curriculum resources to revise and reteach as needed based on data prior to the beginning of each 9 weeks. Staff will create 3 week assessments based on the curriculum maps using STAAR Test Maker, Mentoring Minds (Think UP) and Lead4ward. Leadership and staff will use data driven discussions guided by the curriculum mapping process to analyze student data. Resources include, but are not limited to: All in Learning, Imagine Learning, MAP, Scholastic Reading Materials, and Think Up. Student materials include, but are not limited to: Data Binders, Reading/Math by Green Apple Publishing, and printing data for grade-level/school wide analysis. Region 10 will provide staff trainings on data analysis. Teachers and students will use various technologies (Flips, iPads with headphones, Chromebooks with carts and chargers with headphones, Projectors, Printers, etc) and STEM materials (Little Bits) to differentiate instruction and visually demonstrate various concepts.

1E) Leadership team will train/use teachers/staff on the use PBIS (Positive Behavioral Interventions and Supports) model and Social Emotional Learning via Momentous Institute/Dallas ISD to promote student success utilizing incentives and web tools LIVESCHOOL and www.pbis.com. Data will be tracked through LIVESCHOOL.

1F) New Tech Network Training- Teachers and staff will engage in virtual professional development sessions from coaches with the New Tech Network. ESSER funds to address mitigating learning loss.

### Strategy's Expected Result/Impact:

The expected result is for the African American achievement to meet the stated goal of increasing the percentage of all STAAR subjects in Domain 1.

### Staff Responsible for Monitoring:

Principal, Assistant Principal, Instructional Coach, Teachers

### TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**
  - Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

### Problem Statements:

Student Learning 1

### Funding Sources:

- 211 - Title I, Part A - $10,000

### Performance Objective/Campus Goal 2

<table>
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<tr>
<th>Performance Objective/Campus Goal 2 Problem Statements:</th>
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<td>%</td>
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157 James S. Hogg Elementary School
Generated by Plan4Learning.com

June 13, 2023 3:57 PM

Campus #057905157
| Problem Statement 1: The campus need is to increase 3rd-5th grade reading and math achievement in MEETS and MASTERS categories. | Root Cause: The root cause of the need to increase 3rd-5th grade reading and math achievement is the capacity of the teachers to analyze data and provide students effective instruction for content mastery. Teachers will receive professional development on effective content data analysis that provides effective instructional strategies and content misconceptions. |
Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective/Campus Goal 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 29.3% to 46% by middle of year 2024-25.

Evaluation Data Sources: District Assessments

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 1A Provide blended/flipped professional development based on campus needs assessment/student achievement data. (STAAR, PDOLs, Common Assessments) School leadership team will attend conferences/events (Region 10, Lead4ward, New Tech Network, etc) throughout the year to learn the latest best practices to increase student achievement. 1B. Develop and provide necessary materials (via computers, printers, academic programs) for intervention (RTI) utilizing Imagine Learning, MAP. These are ongoing progress monitoring tool (Measures Student Achievement). Students will give feedback using Multiple Response Strategies (MRS). Teachers will implement Tiered - small group instruction via (Blended Learning Framework). 1C) Analyze data, unpack TEKS for reteach (daily, weekly, every 3 wks/6wks/9wks, semester, etc) to collaborate with staff to ensure instructional alignment. 1D) Utilize district curriculum resources to reteach and reteach as needed based on data prior to the beginning of each 9 weeks. Staff will create 3 week assessments based on the curriculum maps using STAAR Test Maker, Mentoring Minds (Think UP) and Lead4ward. Leadership and staff will use data driven discussions guided by the curriculum mapping process to analyze student data. Resources include, but are not limited to: All in Learning, Imagine Learning, MAP, Scholastic Reading Materials, and Think Up. Student materials include, but are not limited to: Data Binders, Reading/Math by Green Apple Publishing, and printing data for grade-level/school wide analysis. Region 10 will provide staff trainings on data analysis. Teachers and students will use various technologies (Flips, iPads with headphones, Chromebooks with carts and chargers with headphones, Projectors, Printers, etc) and STEM materials (Little Bits) to differentiate instruction and visually demonstrate various concepts. 1E) Leadership team will train/use teachers/staff on the use PBIS (Positive Behavioral Interventions and Supports) model and Social Emotional Learning via Momentous Institute/Dallas ISD to promote student success utilizing incentives and web tools LIVESCHOOL and <a href="http://www.pbis.com">www.pbis.com</a>. Data will be tracked through LIVESCHOOL. 1F) New Tech Network Training- Teachers and staff will engage in virtual professional development sessions from coaches with the New Tech Network. ESSER funds to address mitigating learning loss.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The expected result is for the campus to meet the stated goal of increasing the percentage of all STAAR subjects in Domain 1. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Teachers</td>
<td>Formative</td>
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<td><strong>ESF Levers:</strong></td>
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<td><strong>Problem Statements:</strong> Student Learning 1 - School Processes &amp; Programs 1</td>
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</table>
### Performance Objective/Campus Goal 3 Problem Statements:

#### Student Learning

**Problem Statement 1:** The campus need is to increase 3rd-5th grade reading and math achievement in MEETS and MASTERS categories.  
**Root Cause:** The root cause of the need to increase 3rd-5th grade reading and math achievement is the capacity of the teachers to analyze data and provide students effective instruction for content mastery. Teachers will receive professional development on effective content data analysis that provides effective instructional strategies and content misconceptions.

#### School Processes & Programs

**Problem Statement 1:** The campus need for Curriculum, Instruction, & Assessment is to provide resources and strategies for small group instruction.  
**Root Cause:** The root cause of the need for resources and strategies for small group instruction is agreeing on the resources needed and teachers knowledge of effective small group instruction within a blended learning framework. Teachers will receive professional development on effective small group strategies.
Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 1: GPM 2.1: Student achievement on a third-grade TEKS aligned assessment in reading at the projected Meets performance level or above will increase from 31.8% to 42% by middle-of-year 2024-2025.

High Priority

Evaluation Data Sources: STAAR, Common Assessments, ACP, Weekly Assessments

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> 2A) Develop and provide necessary materials for intervention (RTI) utilizing Imagine Literacy and MAP. Students will give feedback using Multiple Response Strategies (MRS). Teachers will implement tiered - small group instruction via Blended Learning Framework and conduct tutoring for students that need additional time for interventions. 2B) Analyze data, unpack TEKS for reteach (daily, weekly, every 3 wks/6wks, semester, etc) to collaborate with staff to ensure instructional alignment. 2C) Provide blended/flipped professional development based on campus needs assessment/student achievement data. (STAAR, Common Assessments) School leadership team will attend conferences/events (Region 10, Lead4ward, Buck Institute, etc) throughout the year to learn the latest best practices to increase student achievement. 2D) Teachers will develop lesson plans that support effective instruction and using feedback/coaching from the observations which includes Alignment, Mastery, Delivery and Cognitive Demand.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The expected result is for the campus to meet the stated goal of increasing Meets and Masters while supporting the district goal as it relates to third grade Reading. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Teachers</td>
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<tr>
<td><strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math</td>
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<tr>
<td><strong>- ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 1 - School Processes &amp; Programs 1</td>
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<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
<td>Mar</td>
<td>June</td>
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</table>

Performance Objective/Campus Goal 1 Problem Statements:

<p>| Problem Statement 1: The campus need is to increase 3rd-5th grade reading and math achievement in MEETS and MASTERS categories. <strong>Root Cause:</strong> The root cause of the need to increase 3rd-5th grade reading and math achievement is the capacity of the teachers to analyze data and provide students effective instruction for content mastery. Teachers will receive professional development on effective content data analysis that provides effective instructional strategies and content misconceptions. |</p>
<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: The campus need for Curriculum, Instruction, &amp; Assessment is to provide resources and strategies for small group instruction. <strong>Root Cause</strong>: The root cause of the need for resources and strategies for small group instruction is agreeing on the resources needed and teachers knowledge of effective small group instruction within a blended learning framework. Teachers will receive professional development on effective small group strategies.</td>
</tr>
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</table>
**Goal 2:** DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

**Performance Objective/Campus Goal 2:** GPM 2.2: Student achievement for second-grad African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 32.8% to 40% by 2024-25.

- **High Priority**
- **Evaluation Data Sources:** Student Assessments, MAP, Weekly Assessments

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong></td>
<td>Formative</td>
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<tr>
<td>2A) Develop and provide necessary materials for intervention (RTI) utilizing Imagine Literacy and MAP. Students will give feedback using Multiple Response Strategies (MRS). Teachers will implement tiered - small group instruction via Blended Learning Framework.</td>
<td>Nov</td>
</tr>
<tr>
<td>2B) Analyze data, unpack TEKS for reteach (daily, weekly, every 3 wks/6wks, semester, etc) to collaborate with staff to ensure instructional alignment.</td>
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<tr>
<td>2C) Provide blended/flipped professional development based on campus needs assessment/student achievement data. (STAAR, Common Assessments) School leadership team will attend conferences/events (Region 10, Lead4ward, Buck Institute, etc) throughout the year to learn the latest best practices to increase student achievement.</td>
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<tr>
<td>2D) Teachers will develop lesson plans that support effective instruction and using feedback/coaching from the observations which includes Alignment, Mastery, Delivery and Cognitive Demand.</td>
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</table>

- **Strategy’s Expected Result/Impact:** The expected result is for the campus to meet the stated goal of african american students scoring at or above grade level while supporting the district goal as it relates to second grade Reading.
- **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers

- **TEA Priorities:**
  - Recruit, support, retain teachers and principals, Build a foundation of reading and math
  - **ESF Levers:**
    - Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- **Problem Statements:** Student Learning 1 - School Processes & Programs 1

<table>
<thead>
<tr>
<th>Performance Objective/Campus Goal 2 Problem Statements:</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> The campus need is to increase 3rd-5th grade reading and math achievement in MEETS and MASTERS categories. <strong>Root Cause:</strong> The root cause of the need to increase 3rd-5th grade reading and math achievement is the capacity of the teachers to analyze data and provide students effective instruction for content mastery . Teachers will receive professional development on effective content data analysis that provides effective instructional strategies and content misconceptions.</td>
</tr>
<tr>
<td><strong>Problem Statement 1</strong>: The campus need for Curriculum, Instruction, &amp; Assessment is to provide resources and strategies for small group instruction.</td>
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</tbody>
</table>
Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective/Campus Goal 3: GPM2.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading will increase from 29% to 37% by 2024-25.

High Priority

Evaluation Data Sources: Student Assessments, MAP, Weekly Assessments

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<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> 2A) Develop and provide necessary materials for intervention (RTI) utilizing Imagine Literacy and MAP. Students will give feedback using Multiple Response Strategies (MRS). Teachers will implement tiered - small group instruction via Blended Learning Framework. 2B) Analyze data, unpack TEKS for reteach (daily, weekly, every 3 wks/6wks, semester, etc) to collaborate with staff to ensure instructional alignment. 2C) Provide blended/flipped professional development based on campus needs assessment/student achievement data. (STAAR, Common Assessments) School leadership team will attend conferences/events (Region 10, Lead4ward, Buck Institute, etc) throughout the year to learn the latest best practices to increase student achievement. 2D) Teachers will develop lesson plans that support effective instruction and using feedback/coaching from the observations which includes Alignment, Mastery, Delivery and Cognitive Demand. <strong>Strategy's Expected Result/Impact:</strong> The expected result is for the campus to meet the stated goal of African American students in first grade scoring at or above grade level (50th percentile) on a TEKS aligned assessment in reading. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Teachers</td>
<td></td>
</tr>
</tbody>
</table>
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math  
- **ESF Levers:**  
  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  
| **Problem Statements:** School Processes & Programs 1, 2 |
|                                                                 | Formative | Summative |
|                                                                 | Nov       | Jan       | Mar       | June      |

Performance Objective/Campus Goal 3 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus need for Curriculum, Instruction, & Assessment is to provide resources and strategies for small group instruction. Root Cause: The root cause of the need for resources and strategies for small group instruction is agreeing on the resources needed and teachers knowledge of effective small group instruction within a blended learning framework. Teachers will receive professional development on effective small group strategies.
<table>
<thead>
<tr>
<th><strong>School Processes &amp; Programs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: The campus need for School Organization is to provide intervention blocks during the school day to address student academic and behavior needs.</td>
</tr>
<tr>
<td><strong>Root Cause</strong>: The root cause of the need for intervention blocks during the school day to address student academic and behavior needs is finding the time in the master schedule.</td>
</tr>
</tbody>
</table>
**Goal 3:** DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

**Performance Objective/Campus Goal 1:** GPM 3.1: Student achievement on a third-grade TEKS aligned assessment in math at the Meets performance level or above will increase from 23.9% to 42% by middle-of year 2024-25.

**High Priority**

**Evaluation Data Sources:** District Assessments, STAAR, other norm-referenced assessments

<table>
<thead>
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<tr>
<td><strong>Strategy 1:</strong> 3A) Develop and provide necessary materials for intervention (RTI) utilizing Imagine Math and MAP. Students will give feedback using Multiple Response Strategies (MRS). Teachers will implement tiered - small group instruction via Blended Learning Framework. 3B) Analyze data, unpack TEKS for reteach (daily, weekly, every 3 wks/6wks, semester, etc) to collaborate with staff to ensure instructional alignment. 3C) Provide blended/flipped professional development based on campus needs assessment/student achievement data. (STAAR, Common Assessments) School leadership team will attend conferences/events (Region 10, Lead4ward, Buck Institute, etc) throughout the year to learn the latest best practices to increase student achievement. 3D) Teachers will develop lesson plans that support effective instruction and using feedback/coaching from the observations which includes Alignment, Mastery, Delivery and Cognitive Demand. <strong>Strategy's Expected Result/Impact:</strong> The expected result is for the campus to meet the stated goal of increasing Meets and Masters while supporting the district goal as it relates to third grade Math. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Teachers</td>
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<td><strong>Summative</strong></td>
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<td>No Progress</td>
<td>Accomplished</td>
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</table>

**Performance Objective/Campus Goal 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** The campus need for Curriculum, Instruction, & Assessment is to provide resources and strategies for small group instruction. **Root Cause:** The root cause of the need for resources and strategies for small group instruction is agreeing on the resources needed and teachers knowledge of effective small group instruction within a blended learning framework. Teachers will receive professional development on effective small group strategies.
| **Problem Statement 2** | The campus need for School Organization is to provide intervention blocks during the school day to address student academic and behavior needs. | **Root Cause** | The root cause of the need for intervention blocks during the school day to address student academic and behavior needs is finding the time in the master schedule. |
Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 2: GPM 3.2: Student achievement for second-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 22% to 40% by 2024-2025.

High Priority

**Evaluation Data Sources:** Student Assessments, MAP, Weekly Assessments

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<td><strong>Strategy 1:</strong> 3A) Develop and provide necessary materials for intervention (RTI) utilizing Imagine Math and MAP. Students will give feedback using Multiple Response Strategies (MRS). Teachers will implement tiered - small group instruction via Blended Learning Framework. 3B) Analyze data, unpack TEKS for reteach (daily, weekly, every 3 wks/6wks, semester, etc) to collaborate with staff to ensure instructional alignment. 3C) Provide blended/flipped professional development based on campus needs assessment/student achievement data. (STAAR, Common Assessments) School leadership team will attend conferences/events (Region 10, Lead4ward, Buck Institute, etc) throughout the year to learn the latest best practices to increase student achievement. 3D) Teachers will develop lesson plans that support effective instruction and using feedback/coaching from the observations which includes Alignment, Mastery, Delivery and Cognitive Demand. <strong>Strategy's Expected Result/Impact:</strong> The expected result is for the campus to meet the stated goal of african american students scoring at or above grade level while supporting the district goal as it relates to second grade Math. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Teachers</td>
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**Problem Statements:**

- **Demographics:**
  - **Problem Statement 1:** There is a campus need to improve student attendance. **Root Cause:** The root cause of the need to improve student attendance directly correlates to 96% of students attending school.
**Student Learning**

**Problem Statement 1:** The campus need is to increase 3rd-5th grade reading and math achievement in MEETS and MASTERS categories. **Root Cause:** The root cause of the need to increase 3rd-5th grade reading and math achievement is the capacity of the teachers to analyze data and provide students effective instruction for content mastery. Teachers will receive professional development on effective content data analysis that provides effective instructional strategies and content misconceptions.
Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

Performance Objective/Campus Goal 3: GPM 3.3: Student achievement for first-grade African American students scoring at or above grade level (50th percentile) on a TEKS aligned assessment in math will increase from 32% to 40% by 2024-25.

High Priority
Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 1: GPM 4.1: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) and using the projected Domain 1 calculation will increase from 36% to 46% by middle of year 2024-25.

  High Priority
  Evaluation Data Sources: Student Assessment
Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 2: GPM 4.2: African American student achievement on TEKS aligned assessments in reading and math (grades 6-8) using the projected Domain 1 calculation will increase from 28% to 44% by middle-of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment
Goal 4: DISTRICT GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.

Performance Objective/Campus Goal 3: GPM 4.3: Student achievement on TEKS aligned assessments in reading and math (grades 6-8) at the projected Meets performance level or above will increase from 30.7% to 39% by middle of year 2024-25.

High Priority

Evaluation Data Sources: Student Assessment
**Goal 5:** DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

**Performance Objective/Campus Goal 1:** GPM 5.1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness will increase from 27.1% to 39.0% by August 2025.

- **High Priority**
- **Evaluation Data Sources:** Student Assessment
Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 2: GPM 5.2: The percent of graduates obtaining Industry-Based Certifications to be career ready will increase from 0.8% to 37% by August 2025.

High Priority

Evaluation Data Sources: Student Assessment
Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 3: GPM 5.3: The number of THECB Level I and Level II certificates earned by 12th grade students will increase from 317 to 450 by June 2025. (Students may earn one or more certificates in degree pathways which are aligned with Regional LMI).

- **High Priority**

- **Evaluation Data Sources:** Student Assessment
**Goal 5:** DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

**Performance Objective/Campus Goal 4:** GPM 5.4: Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associates degree will increase from 59% to 62% by 2025.

   High Priority
Goal 5: DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 67% by June 2025.

Performance Objective/Campus Goal 5: GPM 5.5: The percent of college enrollment will increase from 62.0% to 67.0% by June 2025, including the number of Associate degrees attained.

High Priority
Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)
*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)
*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)

Performance Objective/Campus Goal 1: 85% of the student population will be surveyed (via Google Form) to provide input on extracurricular or co-curricular activities by September 2023. 100% of the student population will be surveyed and maintained by March of 2024.

Evaluation Data Sources: Student Survey, Teacher Collaboration Google Form

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<td><strong>Strategy 1</strong>: 6A) Teachers will maintain an open classroom concept; inviting parents to participate in classroom activities, extra-curricular STEAM activities, student celebrations of learning, informational workshops (STAAR, Suicide Prevention, Conflict Resolution, Live School/SEL, Bullying, Red Ribbon, Character Counts, etc). 6B) Leadership team will highlight various extracurricular STEAM activities to promote student participation. <strong>Strategy's Expected Result/Impact:</strong> The expected result is for the campus to meet the stated goal of increasing student participation or co-curricular activities. <strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Teachers</td>
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<tr>
<td>Problem Statements: Perceptions 1, 2</td>
<td>No Progress</td>
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Performance Objective/Campus Goal 1 Problem Statements:

<table>
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<tr>
<th>Perceptions</th>
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<tr>
<td><strong>Problem Statement 1</strong>: The campus need for Family &amp; Community Engagement is to strengthen community relations and increase participation in school wide activities based on low attendance during PTO meetings and Parent Trainings. <strong>Root Cause</strong>: The root cause of the need for Family &amp; Community Engagement is to have stronger community relations and increased participation in school wide activities by providing various events and opportunities at different times of the day.</td>
</tr>
<tr>
<td><strong>Problem Statement 2</strong>: The campus need for School Culture &amp; Climate is to address unruly students are permitted to disrupt the learning environment. <strong>Root Cause</strong>: The root cause of the need for School Culture &amp; Climate to address that 63.2 % of the staff view unruly students as being permitted to disrupt the learning environment is the consequence of students lacking understanding on how to regulate their social emotional well being. Staff will receive professional development to learn and implement strategies in the classroom that teaches students SEL.</td>
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</table>
**Goal 6:** SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas Academic Accountability Ratings for each school. Extracurricular Activity Engagement will count 5% of the 10% towards the LAS weight for LAS Domain 6.

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)*
*EXTRACURRICULAR OPPORTUNITIES: Variety of activity options available from the following categories: Athletics, Academics, Visual & Performing Arts, Service & Leadership, and Avocation (30 POINTS)*
*TEACHER PARTICIPATION PERCENTAGE: Number of teachers involved in supporting extracurricular and co-curricular activities (20 Points)*

**Performance Objective/Campus Goal 2:** 100% of the staff will collaborate to sponsor a STEAM based enrichment activity accessible to all student populations regularly in the Fall of 2023 and regularly in the Spring of 2024.

**Evaluation Data Sources:** Teacher Collaboration Google Form, Student activities report

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<tr>
<td><strong>Strategy 1:</strong> 6B) Leadership team will highlight various extracurricular STEAM activities to promote student participation. 6C) Teachers will collaborate to sponsor a grade appropriate after school activity.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> The expected result is for the campus to meet the stated goal of increasing student participation or co-curricular activities.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Teachers</td>
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<td><strong>Problem Statements:</strong> Perceptions 1, 2</td>
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| | Formative | Summative |
| | Nov | Jan | Mar | June |
| | 0% No Progress | 100% Accomplished | ➡️ Continue/Modify | ✗ Discontinue |

**Performance Objective/Campus Goal 2 Problem Statements:**

**Perceptions**

**Problem Statement 1:** The campus need for Family & Community Engagement is to strengthen community relations and increase participation in school wide activities based on low attendance during PTO meetings and Parent Trainings. **Root Cause:** The root cause of the need for Family & Community Engagement is to have stronger community relations and increased participation in school wide activities by providing various events and opportunities at different times of the day.

**Problem Statement 2:** The campus need for School Culture & Climate is to address unruly students are permitted to disrupt the learning environment. **Root Cause:** The root cause of the need for School Culture & Climate to address that 63.2 % of the staff view unruly students as being permitted to disrupt the learning environment is the consequence of students lacking understanding on how to regulate their social emotional well being. Staff will receive professional development to learn and implement strategies in the classroom that teaches students SEL.
Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 1: The climate survey in the area of, morale at my campus has improved this year, will increase to at least 65% by Fall 2023 and to 75% by Spring 2024.

Evaluation Data Sources: District Climate Survey

### Strategy 1 Details

| 7A | Leadership team will train/use teachers/staff on the use of PBIS (Positive Behavioral Interventions and Supports) model and Social Emotional Learning via Momentous Institute/Dallas ISD to promote student success utilizing web tools LIVESCHOOL and www.pbis.com and providing furniture for learning spaces that support SEL strategies. Data will be tracked through LIVESCHOOL.

7B | Teachers will establish Social Emotional Learning strategies (morning circle, respect agreement, mood meter, calm area, etc) in the classroom that will facilitate effective classroom management that yields a fluid learning environment and effective discipline.

7C | Leadership team will promote/train community members to volunteer in various school activities. Also school will conduct events to honor volunteers (for their contributions).

**Strategy's Expected Result/Impact:** To create an environment where students and staff are socially and emotionally aware of their interactions and behavior.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers

**Problem Statements:** Demographics 1 - Perceptions 1

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Performance Objective/Campus Goal 1 Problem Statements:

#### Demographics

**Problem Statement 1:** There is a campus need to improve student attendance.  **Root Cause:** The root cause of the need to improve student attendance directly correlates to 96% of students attending school.

#### Perceptions

**Problem Statement 1:** The campus need for Family & Community Engagement is to strengthen community relations and increase participation in school wide activities based on low attendance during PTO meetings and Parent Trainings.  **Root Cause:** The root cause of the need for Family & Community Engagement is to have stronger community relations and increased participation in school wide activities by providing various events and opportunities at different times of the day.
Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Performance Objective/Campus Goal 2: Based on Student Survey, the "engagement" category will have 10 percent incremental growth from 82 percent responses in Spring 2023 to 92 percent responses by Spring 2024.

Evaluation Data Sources: Student Perception Survey

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<tr>
<td><strong>Strategy 1:</strong> 7A Leaders and teachers will develop and participate in celebration day events each 9 weeks. 7B Leaders and teachers will plan goal celebrations and provide prizes and incentives for meeting goals each six weeks after common assessments. 7C Leaders continue to provide training to all staff on SEL practices such as morning meetings and greetings and mood meters.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase community and parent involvement.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Counselor, Teachers</td>
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<td><strong>Problem Statements:</strong> Perceptions 1, 2</td>
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Perception Objective/Campus Goal 2 Problem Statements:

**Problem Statement 1:** The campus need for Family & Community Engagement is to strengthen community relations and increase participation in school wide activities based on low attendance during PTO meetings and Parent Trainings.  
**Root Cause:** The root cause of the need for Family & Community Engagement is to have stronger community relations and increased participation in school wide activities by providing various events and opportunities at different times of the day.

**Problem Statement 2:** The campus need for School Culture & Climate is to address unruly students are permitted to disrupt the learning environment.  
**Root Cause:** The root cause of the need for School Culture & Climate to address that 63.2% of the staff view unruly students as being permitted to disrupt the learning environment is the consequence of students lacking understanding on how to regulate their social emotional well being. Staff will receive professional development to learn and implement strategies in the classroom that teaches students SEL.
**Goal 7:** SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

**Performance Objective/Campus Goal 3:** Based on the parent survey administered, 96% of parents overall agree or strongly agree on "My child's school welcomes parental involvement and engagement" by Spring 2024.

**Evaluation Data Sources:** District Parent Survey

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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase community and parent involvement.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Instructional Coach, Counselor, Teachers</td>
<td>0%</td>
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**Performance Objective/Campus Goal 3 Problem Statements:**

**Perceptions**

**Problem Statement 1:** The campus need for Family & Community Engagement is to strengthen community relations and increase participation in school wide activities based on low attendance during PTO meetings and Parent Trainings. **Root Cause:** The root cause of the need for Family & Community Engagement is to have stronger community relations and increased participation in school wide activities by providing various events and opportunities at different times of the day.