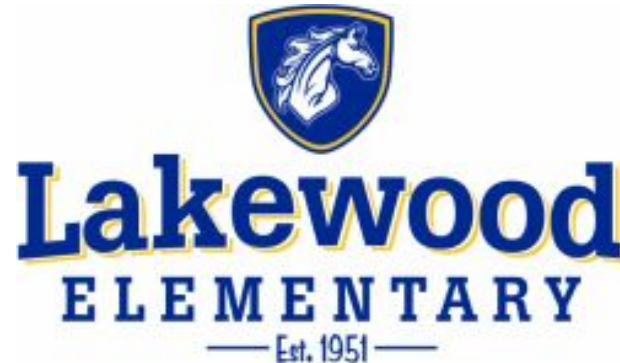




Lakewood Campus Improvement Plan

2017 – 2018



Mission: To prepare students to become self-motivated problem solvers through the setting and modeling of high standards in a socially diverse community. In pursuing our mission, we add value to each student's' academic performance.

Motto: Lakewood Elementary is a school dedicated to academic excellence, mutual respect, and lifelong learning.

DALLAS INDEPENDENT SCHOOL DISTRICT BOARD GOALS

GOAL 1: All students will exhibit Satisfactory or above on performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth.

GOAL 2: Dallas ISD schools will be the primary choice for families in the district.

GOAL 3: The achievement gap by race, ethnicity, and socio-economic status will be no greater than 10% on all academic measures.

GOAL 4: 95% of students will graduate. Of the graduates, 90% have the qualifying scores for community college, college, military, or industry certification.

GOAL 5: 95% of entering kindergarten students are school-ready on a multidimensional assessment.

GOAL 6: All students will participate in at least one extracurricular or co-curricular activity each year.

DALLAS INDEPENDENT SCHOOL DISTRICT STUDENT OUTCOME GOALS

GOAL 1: Student achievement on state assessments in all subjects at level II or above will increase from 66% to 75% by 2022.

GOAL 2: Student achievement on the 3rd grade state assessment in reading at level II or above will increase from 63% to 75% by 2022.

GOAL 3: Student achievement on state assessments as measured by postsecondary readiness standard in two or more subjects will increase from 22% to 35% by 2022.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

In accordance with TEC 11.251, District Performance Goals/Objectives (approved by Dallas ISD Board of Trustees, February 23, 2017) are aligned with Campus Performance Goals/Objectives.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2017-2018

| Data Sources Reviewed: | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> ● Campus Data Packet ● Climate Survey Data ● My Data Portal | | | |
| Area Reviewed | Summary of Strengths What were the identified strengths? <i>(Facts not actions)</i> | Summary of Needs What were the identified needs? <i>(Facts not actions)</i> | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
| Demographics | <ul style="list-style-type: none"> ● 77.6% of Lakewood students are White, 14% Hispanic, and 8.4% Other. The largest grade is Kinder with 191 students. First grade has 159, second has 141, third has 174, fourth has 124, and fifth has 103. | <ul style="list-style-type: none"> ● Campus will still be under construction in the 2017-18 school year which does not alleviate over capacity crowding. ● Utilization is at 152% with a capacity of 552 students. | <ul style="list-style-type: none"> ● Create clear plan and system for move-in to the new facilities as they are completed. ● Continue addressing overcapacity concerns by adapting routines (i.e. dismissal). |

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| | <ul style="list-style-type: none"> ● Only 6.8% of students are considered at-risk and 10.1% are classified as low SES. ● Average daily attendance is 97.34%. ● Chronic absenteeism is 1.7%. ● Currently over-capacity due to community support of the school and choice to attend the neighborhood school. ● 31.2% of students qualify, and participate in, the Talented and Gifted program. | <ul style="list-style-type: none"> ● Small percentage of LEP students impacts composition of Dual Language classroom. | <ul style="list-style-type: none"> ● Recruit TAG position to meet increased TAG population. |
| Student Achievement | <ul style="list-style-type: none"> ● 5th grade 1st Administration Reading-97% Passing(Approaches), 73% Masters Level ● 5th grade 1st Administration Mathematics-99% Passing(Approaches), 60% Masters Level ● Fall of 2015, 93% of kinder students had "Kinder-Ready" ISIP scores. ● 2nd Administration of Reading and Math STAAR-100% PASSED | <ul style="list-style-type: none"> ● Expectation of <60% Masters Level in all tested subjects. ● 15.3% of students did not meet their growth measure for 5th Grade Reading. ● 11% of students did not meet their growth measure for 5th Grade Mathematics. | <ul style="list-style-type: none"> ● Maintain expectation of < 60% Masters Level in STAAR tested areas. ● Maintain expectation of increased level of writing scores. ● Communicate expectation that 95+% of students meet or exceed growth measure on all STAAR exams. ● Ensure all resources (curriculum, programs) support student achievement goals/expectations. ● Monitor student progress every three weeks through proficiency scales and DDI protocols. |
| School Culture and Climate | <ul style="list-style-type: none"> ● "Overall my campus is headed in the right direction"-Highest Fall Score Since 2012 ● "I usually look forward to working each day at this school"-Highest Fall Score since 2012 ● Traditions: Super Stallion, Ace Student, | <ul style="list-style-type: none"> ● "The PD sessions at my school help me improve my instruction." 38.3% ● "Discipline is enforced consistently on my campus." 37.5% ● "My campus is clean and free of physical hazards." 25% | <ul style="list-style-type: none"> ● Continue the Stallion Culture Team through the implementation of PBIS and our Zoned Behavior Support System. ● Implement trust and team building activities into staff development in order to increase morale and |

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| | Fall Fest, Spring Carnival | | <p>develop a safe and collaborative culture.</p> <ul style="list-style-type: none"> ● Continue monitoring maintenance staff and work to ensure safe facilities. |
| Staff Quality/ Professional Development | <ul style="list-style-type: none"> ● Provided differentiated professional development during Spring semester. ● Improved performance from custodial staff. | <ul style="list-style-type: none"> ● PD is driven by teacher preference/interest and district mandates, not by spot data or campus action plan goals. ● Community desire for consistency across teachers in curriculum and classroom management. ● No clear process for PD follow-up or monitoring. | <ul style="list-style-type: none"> ● Create year-long PD plan that addresses areas of growth from 16-17 observation data. ● Implement observation and feedback protocol to ensure quality feedback and monitor implementation. |

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| Curriculum, Instruction, Assessment | <ul style="list-style-type: none"> ● Established content area VILT Team-Vertical Instructional Leadership Team ● RTI program framework introduced to the staff. ● LOLA partnership with Trinity River Audubon. | <ul style="list-style-type: none"> ● No formal data meetings and teacher-created action plans developed following each district CFA. ● Teachers utilize iStation as a monthly assessment tool, but do not provide interventions or additional istation time based on the data. ● No formalized BOY, MOY, and EOY diagnostic testing plan for istation, Reasoning Mind, or ESTAR. ● Teachers have beginning level understanding of TRS and its resources. ● RTI framework relied heavily on the AP monitoring implementation and data tracking. ● Negative community perception of TAG program. ● Negative staff and community perception of district CFA's, ACP's, and STAAR/Terra Nova exams. | <ul style="list-style-type: none"> ● Create PLC protocols and expectations to ensure curriculum and assessments are aligned and that data is utilized to inform instruction. ● Continue development and implementation of RTI/SST program. ● Create lesson plan template to ensure alignment and create vertical and horizontal consistency. Create review protocol to develop task rigor during lesson design process. |
| Family and Community Involvement | <ul style="list-style-type: none"> ● Various opportunities for parental involvement: SBDM, PTA, LECPTA, FOL. ● Recognized in parent involvement. | <ul style="list-style-type: none"> ● While parent involvement and volunteer hours are high, documentation does not accurately reflect the hours parents volunteer. ● Low Parent Portal registration percentage. | <ul style="list-style-type: none"> ● Continue fostering current partnerships with the community. |
| School Context and Organization | <ul style="list-style-type: none"> ● Lakewood is a highly sought-after neighborhood school whose demographics have changed over the past 20 years. ● Teacher retention is fairly high (81% in | <ul style="list-style-type: none"> ● Administrator turn-over has been high in the past five years. | <ul style="list-style-type: none"> ● Build a stronger internal culture and climate that is centered on student achievement and growing every student a year behaviorally and academically. |

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| | 2016) in relation to the district average. | | |
| Technology | <ul style="list-style-type: none"> • Supportive funding sources-Friends Of Lakewood(FOL), Lakewood Early Childhood S • Staff recognizes need for increased technology proficiency for students and teachers. | <ul style="list-style-type: none"> • Limited availability of technology. • Technology resources are not equitably distributed among the grades, classrooms, or students. • Professional learning to increase teacher proficiency with technology. | <ul style="list-style-type: none"> • Consolidate technology resources and distribute equitably among classrooms/grade-levels. • Create long-term technology plan for equipment and increased student and staff proficiency. |

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Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parent and family involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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| Title I Schoolwide Components Reference Numbers | | | | | | | | | |
| 1. Comprehensive Needs Assessment | | | | | 6. Strategies to increase family, community and parent engagement | | | | |
| 2. Reform Strategies | | | | | 7. Transition | | | | |
| 3. Instruction by State Certified Teachers | | | | | 8. Teacher Decision-Making Regarding Assessments | | | | |
| 4. High Quality Professional Development | | | | | 9. Effective and Timely Assistance to Students | | | | |
| 5. Strategies to Attract State Certified Teachers | | | | | 10. Coordination and Integration | | | | |
| Strategic Priority Reference Numbers | | | | | | | | | |
| 1. Recruiting, supporting, and retaining teachers and principals | | | | | | | | | |
| 2. Building a foundation of math and reading | | | | | | | | | |
| 3. Connecting high school to career and college | | | | | | | | | |
| 4. Improving low-performing schools | | | | | | | | | |
| Student Outcome Goals | | | | | | | | | |
| 1. Student achievement on state assessments in all subjects at level II or above will increase from 66% to 75% by 2022. | | | | | | | | | |
| 2. Student achievement on the 3rd grade state assessment in reading at level II or above will increase from 63% to 75% by 2022. | | | | | | | | | |
| 3. Student achievement on state assessments as measured by postsecondary readiness standard in two or more subjects will increase from 22% to 35% by 2022. | | | | | | | | | |
| Goal 1: (Key Action) <i>(Key action is to address a student Outcome goal, elect from above and add # to column on the right.)</i> <i>Improve the quality of instruction to increase student achievement in the area of reading and math and close the achievement gap with our student groups.</i> | | | | | | | | Student Outcome Goal #1, 2, 3 | |
| Objectives: Indicator of Success: | | | | | | | | | |
| <ul style="list-style-type: none"> Student achievement on state assessments as measured by postsecondary readiness standard in two or more subjects will increase from 76% to 80% (or higher). Favorable responses on the Climate Survey for “The instructional feedback I get helps me improve the quality of my instruction” will increase from 34.9% to 50% by December 2017 and to 60% by May 2018. Favorable responses on the Climate Survey for “My campus leadership helps me improve the quality of my instruction” will increase from 41.9% to 50% by December 2017 and to 60% by May 2018. Student achievement on 4th Grade Writing STAAR will increase from 88% passing to 92%. Student achievement on all STAAR assessments reflect 60%+ masters level. | | | | | | | | | |
| 6+1 System | Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/Summative | Title I Schoolwide Components (Code by #) | Strategic Priority |

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| SCC | Establish Stallion Innovation Team composed of community members, parents, and staff to create a purpose and mission for the DISD Choice/Innovation School Letter of Intent for 2018-2019 SY. | Principal, Assistant Principal | 199 | 11/2017-5/2018 | Agenda, Minutes | Letter of Intent Submitted to Innovation Office | Letter of Intent submitted to Innovation Office | | 1, 2, 3, 4 |
| SA, M | Implement the use of a standardized lesson plan template and review protocol: develop template with staff, provide PD on the components. | Principal, Assistant Principal, VILT | 199 | 9/2017-6/2018 | Lesson Plan Template, Agenda | Lesson Plans, Lesson Plan Feedback | Increased assessment results- ACP, STAAR, CFA's, Terra Nova/Supera | | 4 |
| SCC | Implement a hiring plan to improve on-boarding and retention of exemplary teachers. | Principal, Assistant Principal, VILT | 199 | 9/2017-6/2018 | Hiring Plan | Retention Rate | Increased Climate Scores | | 1 |
| SA, A, D | Implement proficiency scales with fifth grade team: provide PD, select lowest math and reading SE's and develop scales, track throughout the year. | Principal, Assistant Principal, Fifth Grade Team | 199 | 9/2017-6/2018 | Agenda, Draft Proficiency Scales | Proficiency Scale Student Data | Increased assessment results- ACP, STAAR, CFA's, Terra Nova/Supera | | 1, 2 |
| SA, A, D | Implement data and mastery tracking K-5 in Reading and Math, including development of reteach plans and DDI protocol for PLC's: purchase K-2 All in Learning, train staff on AiL and DDI. | Principal, Assistant Principal, VILT | 199 | 9/2017-6/2018 | DDI Protocol, DDI Meeting Agendas, AiL Data, Individual Student Data Trackers | Re-teach Plans | Increased assessment results- ACP, STAAR, CFA's, Terra Nova/Supera | | 1, 2 |
| SA, A, D, M, I | Continue implementation and development of RtI system: select BOY/MOY/EOY assessments, create protocol for RTI/SST | Principal, Assistant Principal, VILT | 199 | 9/2017-6/2018 | RTI Meeting Agenda and Minutes, RTI Meeting Protocol, Calendar of Meetings | Intervention Plans and Tracking Data for Individual Students | Increased assessment results- ACP, STAAR, CFA's, Terra Nova/Supera | | 1, 2 |

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| | meeting, calendarize meetings. | | | | | | | | |
| M, SCC, SA | Implement observation and feedback protocol (Bambrick) to be used following at least ½ of all observations. | Principal, Assistant Principal | 199 | 9/2017-6/2018 | Feedback Protocol | Teacher Reflection Sheets | Increased Spot Scores | | 1 |
| M. SCC, D, I | Develop peer/admin coaching and development plan for Dual Language Team | Principal, Assistant Principal, Dual Language Team | 199 | 6/2017-6/2018 | Coaching Plan and Calendar | Improved Spot scores for DL teachers (TEI and Dual Language Observation Checklist | Increased assessment results on Spanish ACP, Supera, Spanish STAAR | | 1 |
| SA, A, D, M | Implement district balanced literacy model into all classrooms by utilizing the look-for's checklist. | Principal, Assistant Principal, VILT | 199 | 6/2017-6/2018 | Lesson Plans | Walkthrough Checklist | Increased reading and writing assessment results on ACP, Terra Nova, STAAR | | 2, 4 |

Title I Schoolwide Components Reference Numbers

- | | |
|---|---|
| 1. Comprehensive Needs Assessment | 6. Strategies to increase family, community and parent engagement |
| 2. Reform Strategies | 7. Transition |
| 3. Instruction by State Certified Teachers | 8. Teacher Decision-Making Regarding Assessments |
| 4. High Quality Professional Development | 9. Effective and Timely Assistance to Students |
| 5. Strategies to Attract State Certified Teachers | 10. Coordination and Integration |

Strategic Priority Reference Numbers

1. Recruiting, supporting, and retaining teachers and principals
2. Building a foundation of math and reading
3. Connecting high school to career and college
4. Improving low-performing schools

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| Student Outcome Goals | | | | | | | | | |
|---|---|--|-----------|---|---|--|--|---|--------------------|
| 1. Student achievement on state assessments in all subjects at level II or above will increase from 66% to 75% by 2022. | | | | | | | | | |
| 2. Student achievement on the 3rd grade state assessment in reading at level II or above will increase from 63% to 75% by 2022. | | | | | | | | | |
| 3. Student achievement on state assessments as measured by postsecondary readiness standard in two or more subjects will increase from 22% to 35% by 2022. | | | | | | | | | |
| Goal: (Key Action) <i>(Key action is to address a student Outcome goal, elect from above and add # to column on the right.)</i> <i>Foster a positive climate among staff, parents, students and teachers to support the increase in student achievement through positive engagement.</i> | | | | | | | | Student Outcome Goal #1, 2, 3 | |
| Indicator of Success: | | | | | | | | | |
| <ul style="list-style-type: none"> • Favorable responses on the Climate Survey for “Beliefs and Priorities” will increase from 51.2% to 60% by December 2017 and to 70% by May 2018. • Favorable responses on the Climate Survey for “Discipline is enforced consistently and effectively at my campus” will increase from 24% to 40% by December 2017 and to 50% by May 2018. • Favorable responses on the Climate Survey for “Unruly students are not permitted to disrupt the learning environment” will increase from 20% to 40% by December 2017 and to 50% by May 2018. • Favorable responses on the Climate Survey for “I have sufficient opportunities and encouragement to develop my leadership potential” will increase from 37.2% to 40% by December 2017 and to 50% by May 2018. • Favorable responses on the Climate Survey for “My campus leadership helps me improve the quality of my instruction” will increase from 44.2% to 50% by December 2017 and to 60% by May 2018. | | | | | | | | | |
| 6+1 System | Strategies and Action Steps | Person(s) Responsible | Resources | Timelines | Evidence of Implementation | Evidence of Impact | Formative/Summative | Title I Schoolwide Components (Code by #) | Strategic Priority |
| SCC, M, SA, D, I | Design and implement PLC procedures and protocols: norms, minutes, agendas, and schedule. (min 2/week) Administer a quarterly survey to assess proficiency and perception of PLC productivity. | Principal, Assistant Principal, VILT Tammy Heflebower (Trainer) | 199 | 8/21/17 Train Staff 11/1/17 Full Implementation | Norms, Protocols, Agendas, Minutes | Quarterly PLC Surveys | Improved STAAR, Terra Nova/Supera scores, Improved Climate Scores under Feedback and Support | | 1, 3 |
| SCC, I, M | Implement PBIS campus-wide: train staff, monitor impact through analyzing Stallion Bucks data each six weeks. | Principal, Assistant Principal, Stallion Student Culture Team | 199 | 5/24/17, 6/5/17 TOT 8/17 Train Staff 1/1/18 Evaluate Progress | Teacher Tracking of Behaviors, Stallion Bucks Logs, Zone 2 Data | SDS Data, Climate Survey, Student Survey | Improved Climate scores under Positive Culture & Environment, Decrease in SDS referrals | | 4 |
| SCC | Build trust and camaraderie | Principal, | 199 | 8/2017- | Agendas, | Climate | Improved | | 1 |

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| | among the staff in order to improve morale and productivity by developing school wide norms and values, reinvesting in a shared vision and mission, completing journey lines, and facilitating team building twice a month. | Assistant Principal, Counselor | | 6/2018 | Norms, Journey Lines | Survey | Climate scores | | |
| SCC, M | Implement an afternoon staff huddle protocol and morning admin huddle protocol, send weekly staff newsletter to improve communication. | Principal, Assistant Principal | 199 | 8/2017-6/2018 | Protocol, Huddle Participation Data | Climate Survey | Improved Climate scores | | 1 |
| SCC, M | Establish Vertical Instructional Leadership Team and Operational Leadership Team (VILT, OLT) with clear roles and responsibilities to improve morale, communication, and trust. | Principal, Assistant Principal | 199 | 8/2017-6/2018 | Agendas, Minutes, Mission/Responsibilities Handout | Climate Survey | Improved Climate scores | | 1 |

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