



# David W. Carter High School Campus Improvement Plan 2018-2019

## Committee Members:

Name	Role
Jonathan Smith	Principal
Benita Johnson	Professional Staff Members
Beverly Hall	Community Member (s)
Robert Toney	Business Representative (s)
Veronica Martinez, Frank Sheets	Parent (s)
Lauren Cross, <b>SPED Teacher</b>	Sharon Veal, <b>CATE Teacher</b>
Charlayne Baker	Collegiate Administrator

## **DALLAS INDEPENDENT SCHOOL DISTRICT STUDENT OUTCOME GOALS**

- GOAL 1: Student achievement on state assessments in all subjects at Approaches or above will increase from 66% to 75% by 2022.
- GOAL 2: Student achievement on the 3rd grade state assessment in reading at Approaches or above will increase from 62% to 75% by 2022.
- GOAL 3: Student achievement on state assessments in two or more subjects will increase from 34% to 40% by 2022.
- GOAL 4: Student participation in extra-curricular or co-curricular activities will increase from 59% to 65% 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.
- 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.

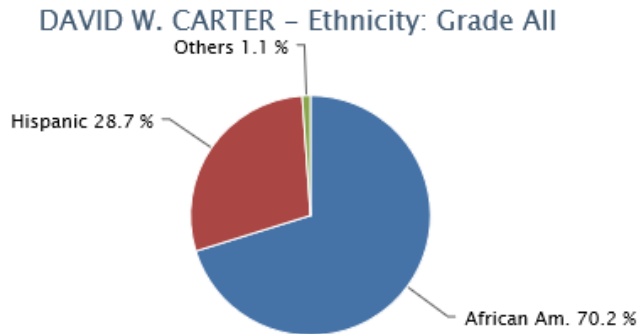
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## **COMPREHENSIVE NEEDS ASSESSMENT SUMMARY SCHOOL YEAR: 2018-2019**

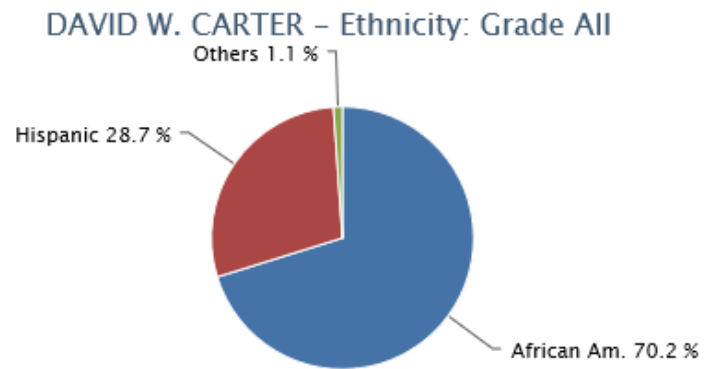
<b>Historical EOC Data</b>				
<b>STAAR Passing Results</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Loss/Gain 2016-2017</b>
<b>Algebra I</b>	<b>66%</b>	<b>60%</b>	<b>68%</b>	<b>6%</b>
<b>English I</b>	<b>49%</b>	<b>40%</b>	<b>41%</b>	<b>1%</b>
<b>Biology</b>	<b>85%</b>	<b>82%</b>	<b>78%</b>	<b>-4%</b>
<b>English II</b>	<b>49%</b>	<b>41%</b>	<b>47%</b>	<b>6%</b>
<b>US History</b>	<b>87%</b>	<b>96%</b>	<b>93%</b>	<b>-3%</b>

<b>Percentage Passing by Levels</b>			
<b>STAAR Passing Results</b>	<b>Approaching</b>	<b>Meets</b>	<b>Masters</b>
<b>Algebra I</b>	<b>49.11</b>	<b>13.39</b>	<b>5.06</b>
<b>English I</b>	<b>17.32</b>	<b>22.05</b>	<b>2.1</b>
<b>Biology</b>	<b>46.3</b>	<b>27.9</b>	<b>4</b>
<b>English II</b>	<b>17.6</b>	<b>29</b>	<b>0</b>
<b>US History</b>	<b>28.4</b>	<b>39.1</b>	<b>25.6</b>

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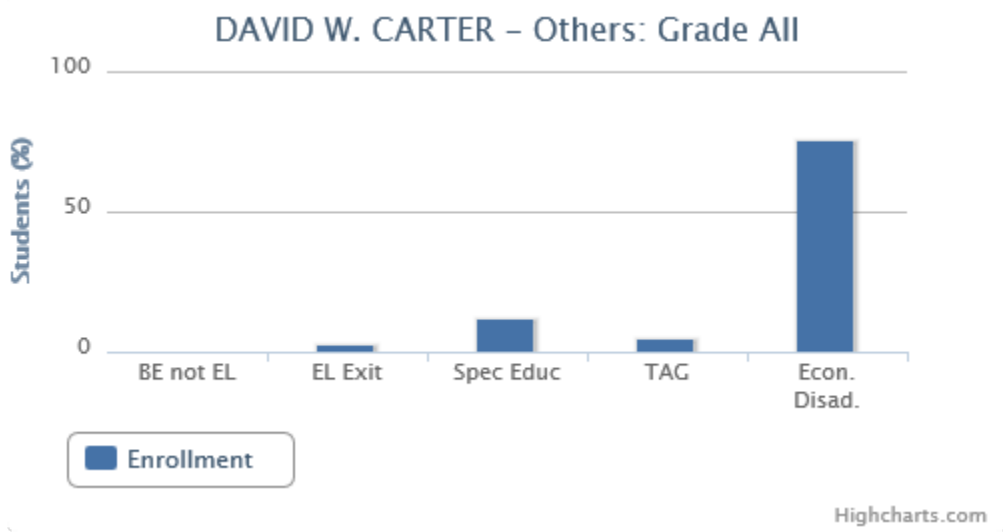
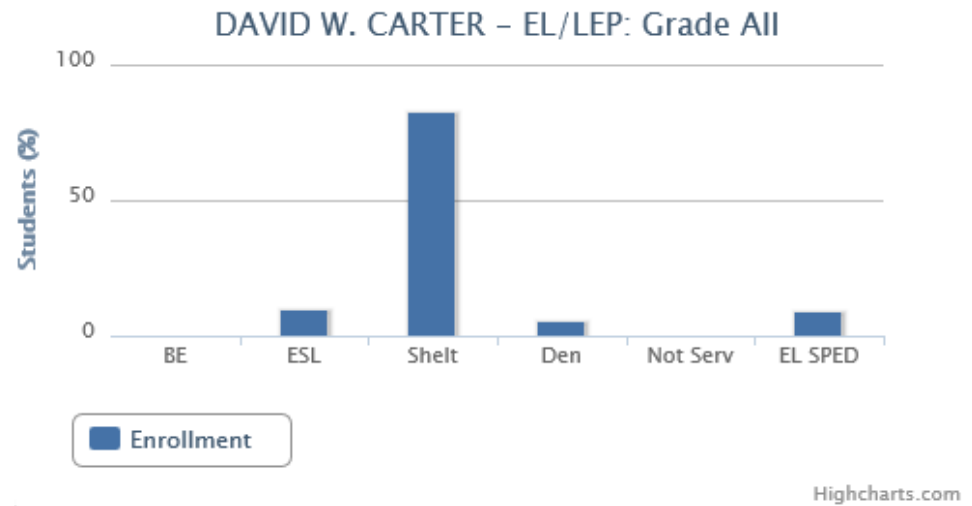


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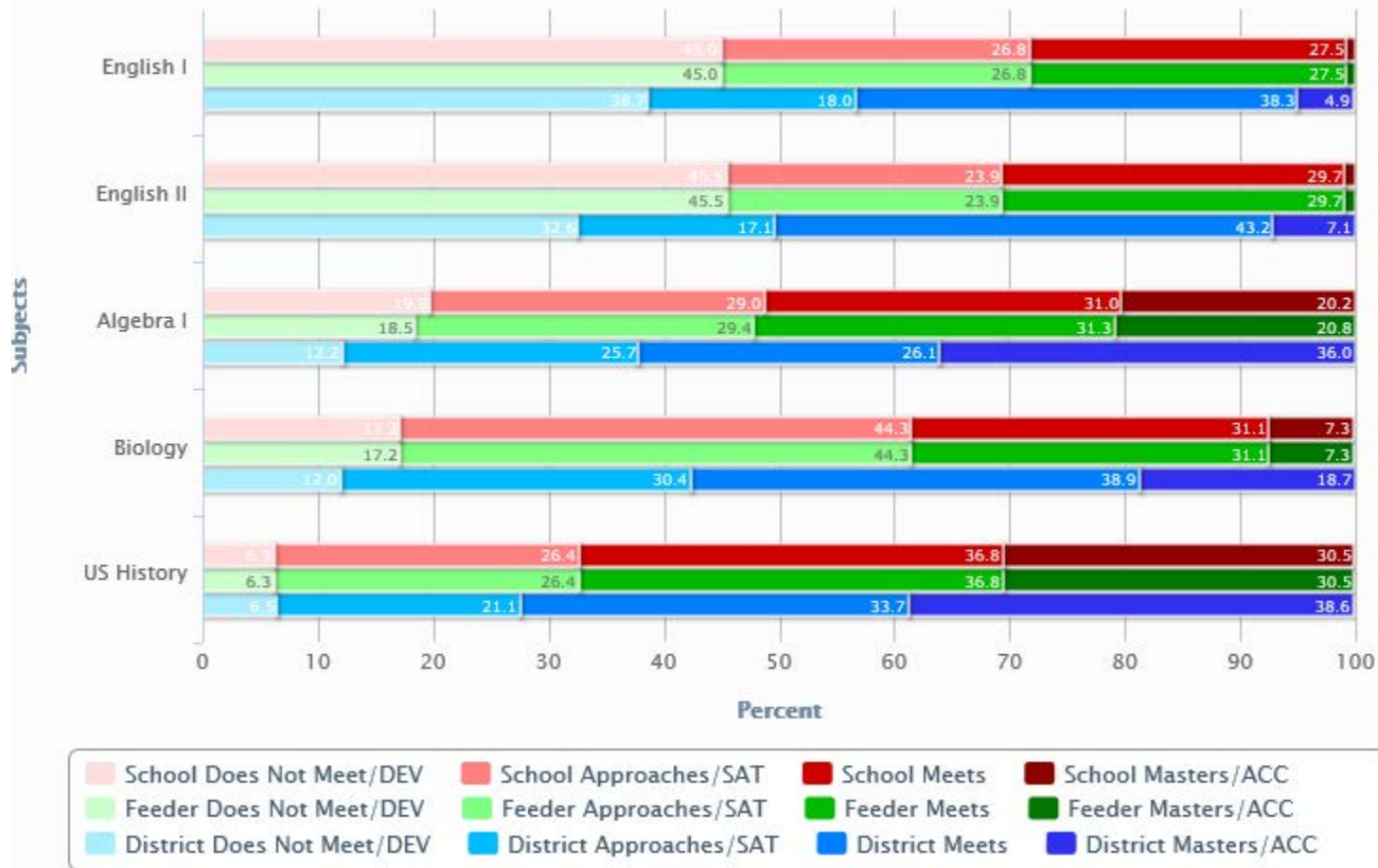


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## STAAR EOC – Percentage by Levels

Results and statistics are based on the current **phase-in 1** standards set by the TEA.

Current Enrollment (as of 06/01/2018)



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## **FALL 2017 ACP BREAKDOWN**

Subject	Fall '16	Fall '17	Difference
Algebra I	39%	57%	+18
Biology	56%	68%	+12
English I	46%	53%	+7
English II	53%	48%	-5
US History	67%	82%	+15

Subject	Fall 2016	Fall 2017	Difference	Subject	Fall 2016	Fall 2017	Difference
Algebra I Pre-AP	26	54	28	Biology Pre-AP	32	46	14
Algebra I	39	57	18	Biology	56	68	12
Algebra II Pre-AP	58	17	-41	Chemistry Pre-AP	18	14	-4
Algebra II	65	22	-43	Chemistry	6	22	16
Geometry Pre-AP	48	22	-26	Env Systems	55	73	18
Geometry	43	17	-26	Physics Pre-AP	61	63	2
Pre-Calculus Pre-AP	92	92	0	Physics	41	58	17
Pre-Calculus	64	65	1				
				Economics	99	93	-6
English I Pre-AP	60	62	2	Government	72	77	5
English I	46	53	7	US History	67	82	15
English II Pre-AP	63	68	5	World Geography Pre-AP	64	33	-31
English II	53	48	-5	World Geography	44	62	18
English III	70	64	-6	World History Pre-AP	77	61	-16
English IV	79	77	-2	World History	74	50	-24

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<b><u>FALL 2017</u></b>	
	<b><u>AVG PERCENT PRESENT</u></b>
<b><u>AUGUST-SEPTEMBER</u></b>	
<b><u>DAVID W CARTER HIGH SCHOOL</u></b>	<b><u>92.7%</u></b>
<b><u>DISTRICT</u></b>	<b><u>95.2%</u></b>
<b><u>OCTOBER</u></b>	
<b><u>DAVID W CARTER HIGH SCHOOL</u></b>	<b><u>94.9%</u></b>
<b><u>DISTRICT</u></b>	<b><u>96.1%</u></b>
<b><u>NOVEMBER</u></b>	
<b><u>DAVID W CARTER HIGH SCHOOL</u></b>	<b><u>93.9%</u></b>
<b><u>DISTRICT</u></b>	<b><u>95.8%</u></b>
<b><u>DECEMBER</u></b>	
<b><u>DAVID W CARTER HIGH SCHOOL</u></b>	<b><u>95.0%</u></b>
<b><u>DISTRICT</u></b>	<b><u>95.1%</u></b>

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School: David W. Carter HS

Survey Category/Item	Responses	Campus Percent Positive (S2018)	District Scale Score (Mean)	District Scale Score (Nile)	District Quintile Score	Group Rank	Feeder Pattern Percent Positive	Magnet Percent Positive	District Percent Positive (S2018)	Campus Percent Positive (F2017)	Campus Percent Positive (S2017)
<b>Beliefs and Priorities</b>		66.2	3.83	10	1	45	77.6	88.3	86.1	79.3	65.0
The key actions my school is working on this year are focused on what is best for students.	114	70.2					86.4	88.6	88.0	88.3	71.9
I understand my role in implementing the school's key actions.	115	80.9					88.3	91.7	90.2	93.9	88.4
I have the support I need from campus leadership to do my job well.	114	60.5					72.6	80.0	74.4	71.1	52.1
My campus leadership helps me understand recent changes in the school's focus.	113	58.4					72.9	80.8	78.8	81.6	57.3
My campus currently bases its actions on the Dallas ISD Student Achievement Goals.	115	75.7					88.3	89.6	88.4	87.1	76.3
The Student Achievement Goals will lead to success.	115	66.1					78.6	87.1	88.2	79.1	68.0
How similar are your school's priorities to what you think they should be?*	115	59.1					71.1	81.6	73.2	67.8	49.5
Overall, my campus is headed in the right direction.	115	58.3					70.9	83.5	74.8	68.7	59.8
Overall, the District is headed in the right direction.**	114	49.1					61.3	70.5	69.6	60.3	50.0
<b>Positive Culture and Environment</b>		50.9	3.34	14	1	51	64.5	78.1	68.2	65.3	53.0
I would recommend this school to others to work here.	113	58.4					67.6	86.1	71.8	65.8	57.7
I usually look forward to working each day at this school.	114	67.5					76.6	86.3	77.4	76.5	62.9
I believe I work in an environment of support and respect.	114	57.0					72.1	79.0	73.1	72.2	53.6
Discipline is enforced consistently and effectively at my campus.	114	31.8					55.1	67.6	60.0	57.0	47.4
Unruly students are not permitted to disrupt the learning environment.	114	42.1					58.7	75.8	60.6	64.3	55.2
The campus I work in is clean, safe and free of physical hazards.	113	56.6					71.4	84.3	78.0	72.2	62.1
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	114	50.9					61.7	69.8	63.6	56.5	48.5
I am satisfied with the recognition I receive for doing a good job.	113	50.4					63.5	78.7	67.5	68.7	53.6
Morale at my school has improved this year.	112	39.3					54.6	66.7	61.1	53.9	42.6
I would recommend this school to parents seeking a place for their child.	113	54.9					63.5	87.1	69.2	65.5	46.4
<b>Culture of Feedback and Support</b>		55.8	3.50	19	1	45	68.2	77.8	71.1	65.1	44.1
My campus leadership helps me improve the quality of my instruction.	69	58.0					69.8	78.9	71.1	70.0	37.9
The instructional feedback I get helps me improve the quality of my instruction.	69	59.4					70.0	79.9	72.0	68.6	43.1
I have sufficient opportunities and encouragement to develop my leadership potential.	68	52.9					64.0	81.9	70.9	64.3	46.6
The PD sessions at my school this year helped me improve instruction.	68	51.5					63.3	72.3	65.6	64.3	43.1
My team experiences with colleagues this year helped me improve instruction.	69	56.5					75.7	78.8	77.4	61.4	57.9
My school has an effective instructional leadership team.	69	56.5					66.0	75.0	69.8	61.8	36.8
<b>College-Going Culture</b>		71.3	3.86	12	1	36	81.5	93.6	88.5	77.7	63.7
Teachers expect most students in this school to go to college.	87	72.4					77.9	98.1	91.2	72.1	58.9
Instruction in this school is focused on helping students get ready for college.	87	65.5					78.2	93.6	91.4	75.6	64.4
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	87	70.1					81.1	91.1	87.1	71.1	61.1
Teachers at this school accept nothing less from students than their full effort.	87	59.8					84.9	96.0	85.9	69.7	71.2
Teachers at this school do not let students give up when their class work becomes challenging.	87	70.1					78.4	88.3	81.2	72.1	50.7
Teachers at this school give students feedback to help them understand how to improve.	87	79.3					86.7	94.2	88.8	77.9	61.6
<b>Teacher-Teacher Trust</b>		60.1	3.72	22	2	40	64.8	94.3	89.0	84.7	75.3
Teachers in this school trust each other	67	50.7					74.4	80.3	75.4	67.9	46.1
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	68	51.5					69.3	73.6	69.4	65.7	26.3
Teachers respect other teachers who take the lead in school improvement efforts.	68	61.8					68.9	76.3	70.9	55.7	35.1
Teachers at this school respect those colleagues who are experts at their craft.	68	76.5					76.4	82.1	78.9	71.4	59.6
<b>Teacher-Principal Trust</b>		52.7	3.44	15	1	57	68.1	81.0	88.5	78.6	63.2
The principal has confidence in the expertise of the teachers.	69	60.9					69.0	81.0	73.5	67.3	46.2
I trust the principal at his or her word.	69	53.6					72.2	86.3	76.6	68.6	54.4
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	68	48.5					67.0	78.6	72.5	67.1	47.4
The principal takes a personal interest in the professional development of teachers.	68	55.9					64.7	78.5	69.9	67.1	33.3
The principal looks out for the personal welfare of the faculty members.	69	53.6					71.1	82.0	74.7	67.1	40.4
The principal places the needs of children ahead of personal and political interests.	68	50.0					70.9	81.5	73.2	67.1	40.4
The principal at this school is an effective manager who makes the school run smoothly	69	46.4					73.2	81.5	78.9	65.7	62.5
							63.9	78.7	70.4	68.6	45.6

\*Scale for this item only: Very similar, Mostly similar, Somewhat similar, Not very similar, Definitely not similar

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## 2016-2017 PARENT SURVEY RESULTS

<u>ITEM</u>	<u>NUMBER OF RESPONDENTS</u>	<u>PERCENT POSITIVE</u>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>I DON'T KNOW</u>
<u>I BELIEVE WHAT MY CHILD LEARNED THIS YEAR IS WHAT HE OR SHE NEEDED TO LEARN TO BE READY FOR THE NEXT GRADE.</u>	<u>89</u>	<u>70.8</u>	<u>19.1</u>	<u>51.7</u>	<u>15.7</u>	<u>7.9</u>	<u>5.6</u>
<u>MY CHILD'S SCHOOL HAS A RESPECTFUL LEARNING ENVIRONMENT.</u>	<u>89</u>	<u>62.9</u>	<u>12.4</u>	<u>50.6</u>	<u>21.3</u>	<u>12.4</u>	<u>3.4</u>
<u>MY CHILD'S SCHOOL HAS A SAFE LEARNING ENVIRONMENT.</u>	<u>89</u>	<u>71.9</u>	<u>18.0</u>	<u>53.9</u>	<u>18.0</u>	<u>7.9</u>	<u>2.2</u>
<u>I AM SATISFIED WITH THE SCHOOL'S MAINTENANCE AND CLEANLINESS.</u>	<u>89</u>	<u>77.5</u>	<u>20.2</u>	<u>57.3</u>	<u>10.1</u>	<u>5.6</u>	<u>6.7</u>
<u>MY CHILD'S SCHOOL INFORMS ME ABOUT MY CHILD'S GRADES AND LEARNING PROGRESS THROUGHOUT THE YEAR.</u>	<u>89</u>	<u>77.5</u>	<u>31.5</u>	<u>46.1</u>	<u>13.5</u>	<u>7.9</u>	<u>1.1</u>
<u>MY CHILD'S SCHOOL WELCOMES PARENT INVOLVEMENT AND ENGAGEMENT.</u>	<u>89</u>	<u>79.8</u>	<u>25.8</u>	<u>53.9</u>	<u>12.4</u>	<u>4.5</u>	<u>3.4</u>
<u>MY CHILD'S SCHOOL RESPONDS TO MY CONCERNS IN A TIMELY MANNER.</u>	<u>89</u>	<u>70.8</u>	<u>15.7</u>	<u>55.1</u>	<u>13.5</u>	<u>12.4</u>	<u>3.4</u>
<u>I FEEL COMFORTABLE INTERACTING WITH SCHOOL PERSONNEL (TEACHERS AND ADMINISTRATORS).</u>	<u>89</u>	<u>74.2</u>	<u>22.5</u>	<u>51.7</u>	<u>12.4</u>	<u>10.1</u>	<u>3.4</u>
<u>MY CHILD'S SCHOOL STRESSES THE IMPORTANCE OF PREPARING FOR/ATTENDING COLLEGE AFTER HIGH SCHOOL.</u>	<u>89</u>	<u>83.1</u>	<u>31.5</u>	<u>51.7</u>	<u>5.6</u>	<u>5.6</u>	<u>5.6</u>
<u>I AM SATISFIED WITH THE DIRECTION AND THE SUCCESS OF MY CHILD'S SCHOOL.</u>	<u>89</u>	<u>68.5</u>	<u>20.2</u>	<u>48.3</u>	<u>18.0</u>	<u>11.2</u>	<u>2.2</u>
<u>THE INFORMATION MY CHILD'S SCHOOL AND THE DISTRICT PROVIDES IS IN A LANGUAGE THAT I UNDERSTAND.</u>	<u>89</u>	<u>96.6</u>	<u>31.5</u>	<u>65.2</u>	<u>3.4</u>	<u>-</u>	<u>-</u>
<u>I AM SATISFIED WITH THE DIRECTION OF THE DISTRICT.</u>	<u>89</u>	<u>59.6</u>	<u>12.4</u>	<u>47.2</u>	<u>22.5</u>	<u>6.7</u>	<u>11.2</u>

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David W. Carter High School is a secondary school located in the Oak Cliff area of Dallas, Texas. The school services approximately 1120 students in grades 9 through 12. According to data obtained from the school's profile report, 64% of the student population is African American; 35% of the student population is Hispanic; 1% of the student population is White; 0.1% of the student population is Asian; and 0.1% of the student population is American Indian. There are 9% of students classified as Limited English Proficient, 137 (12.3%) classified as students with special needs, and 52 (4.6%) students have been identified as Talented and Gifted, and 33 (2.9%) students classified as immigrant. Of the total number of enrolled students, 85% have been identified as Economically Disadvantaged, and 744 (67.5%) are considered to be At-Risk.

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?  <i>(Facts not actions)</i>	<b>Summary of Needs</b> What were the identified needs?  <i>(Facts not actions)</i>	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
Demographics Data Source(s): STAAR Scores, My Data Portal, Climate Survey, Discipline Data, Student Attendance Records, Common Assessment Data, Semester ACP Data, Parent Surveys, Campus Data Packet, Texas Academic Performance Report, TEI Summative Observations-Average by Indicator, School Effectiveness Indices, Teacher Professional Development Plans, SE Analyzer, Parent and Volunteer Engagement Report, Master Schedule, Program Support Services, STaR Chart, Technology plan, Classroom Technology Needs, Graduation Spreadsheet	<ul style="list-style-type: none"> <li>• There are currently 65 general education teachers, 9 special education teachers, 8 SPED teacher assistants, 6 administrators, 4 counselors, and 5 professional support staff.</li> <li>• There are currently 103 freshmen enrolled in the Collegiate Academy, 103 sophomores; 206 total.</li> <li>• 80% of our educators have more than 3 years teaching experience.</li> </ul>	<ul style="list-style-type: none"> <li>• The data indicates a need to:</li> <li>• Increase the percentage of students who pass at Level III (Mastery) in all areas</li> <li>• Increase the overall passing percentage for English I and English II to meet state accountability</li> <li>• Increase the passing percentage for 1<sup>st</sup> time takers in English I and English II to meet state accountability</li> </ul>	<ul style="list-style-type: none"> <li>• It is our continuous goal to meet the attendance target of 95% by providing assistance to students under the Principal's Attendance Plan.</li> </ul>
<b>Student Achievement</b> Data Source(s): STAAR Scores, My Data Portal, Climate Survey, Discipline Data, Student Attendance Records,	The campus data packet indicates: <ul style="list-style-type: none"> <li>• sustained growth on US History EOC</li> <li>• growth on Algebra I EOC 2016-2017 SY &amp; Fall 2017 ACP</li> <li>• growth on Biology Fall 2017 ACP</li> </ul>	The data indicates a need to increase: <ul style="list-style-type: none"> <li>• growth of student performance in EOC exams for English I, English II</li> <li>• sustained growth on Biology EOC</li> <li>• the percentage of students</li> </ul>	High priorities for the campus include: <ol style="list-style-type: none"> <li>1. Conduct Data Digs to effectively analyzing students' academic performance</li> <li>2. Tier students based on the data collected from the six weeks assessment</li> </ol>

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<p>Common Assessment Data, Semester ACP Data, Parent Surveys, Campus Data Packet, Texas Academic Performance Report, TEI Summative Observations-Average by Indicator, School Effectiveness Indices, Teacher Professional Development Plans, SE Analyzer, Parent and Volunteer Engagement Report, Master Schedule, Program Support Services, STaR Chart, Technology plan, Classroom Technology Needs, Graduation Spreadsheet</p>		<p>performing at the Masters Level for Algebra I, English I, English II, and Biology</p> <ul style="list-style-type: none"> <li>• SPED EOC passing rate</li> <li>• graduation rate</li> <li>• ACT and SAT performance</li> <li>• the number of students taking dual credit and AP courses on the traditional side</li> <li>• the number of students passing the AP College Board Exams</li> </ul>	<ol style="list-style-type: none"> <li>3. Document and monitor student interventions</li> <li>4. Students monitor and chart their progress on common assessments using student profile sheets</li> <li>5. Implementation of College and Career Readiness Standards across all grade levels</li> </ol>
<p><b>School Culture and Climate</b> Data Source(s): STAAR Scores, My Data Portal, Climate Survey, Discipline Data, Student Attendance Records, Common Assessment Data, Semester ACP Data, Parent Surveys, Campus Data Packet, Texas Academic Performance Report, TEI Summative Observations-Average by Indicator, School Effectiveness Indices, Teacher Professional Development Plans, SE Analyzer, Parent and Volunteer Engagement Report, Master Schedule, Program Support Services, STaR Chart, Technology plan, Classroom Technology Needs, Graduation Spreadsheet</p>	<p>The campus survey indicates:</p> <ul style="list-style-type: none"> <li>• Teachers and students feel safe at school</li> <li>• The staff promotes a college-going culture</li> <li>• Carter HS accepted its first freshmen class into the Collegiate Academy for the 2016-2017 SY (College Awareness)</li> <li>• Carter HS will be considered as an Early College Campus beginning the 2017-2018 SY</li> <li>• Carter HS has strategic alignment of Pathways with feeder campus (Atwell) and college campus (Cedar Valley)</li> <li>• Carter HS will implement AVID for the second year</li> </ul>	<ul style="list-style-type: none"> <li>• Increase average daily attendance</li> <li>• Focus on team building and promote a culture of unity amongst all Carter HS stakeholders</li> <li>• Increase students exposure to higher education through college tours and guest speakers</li> <li>• Increase the number of students taking dual credit courses</li> <li>• Provide opportunities for all students to participate in extracurricular activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Increase the number of staff members that take the climate survey</li> <li>2. Retain and recruit highly qualified students for the Collegiate Academy</li> <li>3. Increase enrollment of TAG students via attraction of Collegiate Academy, Dual Credit/AP Courses and extra-curricular activities</li> </ol>
<p><b>Staff Quality/ Professional Development</b> Data Source(s): STAAR Scores, My Data Portal, Climate Survey, Discipline Data,</p>	<ul style="list-style-type: none"> <li>• Staff 100% highly qualified teachers by the start of the 2017-2018 school year.</li> <li>• Provide sustained mentoring and</li> </ul>	<p>The campus climate survey indicates a need to:</p> <ul style="list-style-type: none"> <li>• Increase teachers' pedagogical skills in order to meet the needs of all students at the appropriate level of rigor through the implementation of PBL</li> </ul>	<p>Provide opportunities and funding for teachers to attending meaningful professional development sessions such as:</p> <ol style="list-style-type: none"> <li>1. Laying the Foundation (LTF) for all teachers that teach a Pre-AP course</li> <li>2. Continuous AASI Trainings</li> </ol>

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<p>Student Attendance Records, Common Assessment Data, Semester ACP Data, Parent Surveys, Campus Data Packet, Texas Academic Performance Report, TEI Summative Observations-Average by Indicator, School Effectiveness Indices, Teacher Professional Development Plans, SE Analyzer, Parent and Volunteer Engagement Report, Master Schedule, Program Support Services, STaR Chart, Technology plan, Classroom Technology Needs, Graduation Spreadsheet</p>	<p>support for all new teachers</p>	<ul style="list-style-type: none"> <li>Provide all core content teachers with meaningful professional development that supports the delivery of a rigorous and relevant curriculum in preparation for ACP, ACT, SAT and EOC testing</li> </ul>	<p>3. Questioning Strategies and Providing Feedback to students</p>
<p><b>Curriculum, Instruction, Assessment</b> Data Source(s): STAAR Scores, My Data Portal, Climate Survey, Discipline Data, Student Attendance Records, Common Assessment Data, Semester ACP Data, Parent Surveys, Campus Data Packet, Texas Academic Performance Report, TEI Summative Observations-Average by Indicator, School Effectiveness Indices, Teacher Professional Development Plans, SE Analyzer, Parent and Volunteer Engagement Report, Master Schedule, Program Support Services, STaR Chart, Technology plan, Classroom Technology Needs, Graduation Spreadsheet</p>	<p>The 2017-2018 SY we will able to provide intensive support to our ELAR, Science and Math teachers through the assistance of three instructional coaches.</p> <p>Collaborative PLC periods for all core content teachers.</p> <p>Core teachers develop and administer common assessments every 3 weeks.</p> <p>Teachers profile students' growth every 6<sup>th</sup> week of the grading cycle.</p> <p>Teachers develop intervention plans for students that are not successful at the end of the grading period.</p>	<p>The data indicates a need to:</p> <ul style="list-style-type: none"> <li>Training for teachers on formulating high quality questions that increase students critical thinking skills</li> <li>Provide time for teachers to plan rigorous, engaging and purposeful lessons</li> <li>Provide time for teachers to collaborate with other grade level teachers.</li> </ul>	<p>High priorities for the campus includes:</p> <ol style="list-style-type: none"> <li>Administrators providing instructional feedback from spot observations to address implementation of curriculum alignment</li> <li>Teachers developing assessments that measure student learning at the appropriate level of rigor</li> <li>Teachers administering common assessments every 3 weeks to monitor mastery of TEKS</li> <li>Administrators conducting team spot observations for calibration purposes</li> </ol>
<p><b>Family and Community Involvement</b> Data Source(s): STAAR Scores, My Data Portal, Climate Survey, Discipline Data,</p>	<ul style="list-style-type: none"> <li>Parental and Community feedback indicates:</li> <li>Parents appreciate communication documents in English and Spanish</li> <li>Community meetings</li> <li>A positive partnership with Cedar</li> </ul>	<ul style="list-style-type: none"> <li>Parental and community feedback indicates a need to:</li> <li>Provide alternative strategies to allow busy parents access to information concerning their child's education and provide means where</li> </ul>	<p>High priorities for the campus includes:</p> <ol style="list-style-type: none"> <li>Providing opportunities for parents to volunteer at the school</li> <li>Providing informational session for the community regarding dual credit courses, career pathway opportunities, and Collegiate Academy</li> </ol>

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<p>Student Attendance Records, Common Assessment Data, Semester ACP Data, Parent Surveys, Campus Data Packet, Texas Academic Performance Report, TEI Summative Observations-Average by Indicator, School Effectiveness Indices, Teacher Professional Development Plans, SE Analyzer, Parent and Volunteer Engagement Report, Master Schedule, Program Support Services, STaR Chart, Technology plan, Classroom Technology Needs, Graduation Spreadsheet</p>	<p>Valley Community College</p> <ul style="list-style-type: none"> <li>Support and involvement with PTSA and SBDM</li> </ul>	<p>partnerships with parents can be strengthened</p> <ul style="list-style-type: none"> <li>Increase the percentage of parents that utilize Parent Portal as a means of communication</li> <li>Increase the number of parents that actively participate in PTSA and SBDM</li> </ul>	
<p><b>School Context and Organization</b> Data Source(s): STAAR Scores, My Data Portal, Climate Survey, Discipline Data, Student Attendance Records, Common Assessment Data, Semester ACP Data, Parent Surveys, Campus Data Packet, Texas Academic Performance Report, TEI Summative Observations-Average by Indicator, School Effectiveness Indices, Teacher Professional Development Plans, SE Analyzer, Parent and Volunteer Engagement Report, Master Schedule, Program Support Services, STaR Chart, Technology plan, Classroom Technology Needs, Graduation Spreadsheet</p>	<p>The 2017-2018 SY, all core teachers have a planning/PLC period daily which allows them to have ample planning time. Campus support (APs, Dept. Chairs, Counselors) has a shared vision and work closely with each other to ensure that the vision is communicated and executed throughout the building.</p> <p>PELT</p>	<p>Administrative feedback indicates a need to:</p> <ul style="list-style-type: none"> <li>Increase the effectiveness of the guidance/counseling program to ensure that all students are taking the correct courses for their pathway and graduation requirements.</li> <li>Increase the enrollment and completion rate in the Reconnection Program.</li> <li>Ensure that RTI plans are being properly documented and monitored on the campus.</li> <li>Ensure that all core teachers are actively engaged in meaning PLC sessions</li> </ul>	<p>High priorities for the campus includes:</p> <ol style="list-style-type: none"> <li>Conducting RTI and SchoolNet training for teachers</li> <li>Increasing counselors accessibility to students by providing opportunities for the counselors to conduct "Counseling Corner" in the cafeteria</li> <li>Extending counseling hours before and after school hours so that students are not being pulled out of classes to meet with their counselor.</li> </ol>
<p><b>Technology</b> Data Source(s): STAAR Scores, My Data Portal, Climate Survey, Discipline Data, Student Attendance Records, Common Assessment Data, Semester ACP Data, Parent Surveys, Campus Data Packet, Texas Academic Performance</p>	<p>Carter HS is a technology deficient environment for core academics. There are 8 CATE computer labs on campus, which have aided in our students becoming technology literate.</p> <p>Carter HS has 3 completely functional COW that teachers are able to checkout for student</p>	<p>CATE feedback indicates a need to:</p> <ul style="list-style-type: none"> <li>Increase the number of students taking CATE courses to prepare them for the workplace and college.</li> <li>Provide a digital classroom unit in every classroom</li> <li>Create a student workstations in</li> </ul>	<p>High priorities for the campus includes:</p> <ol style="list-style-type: none"> <li>Increasing access to technology for all students by providing additional student workstations in classrooms</li> <li>Increasing students awareness on the benefits of CATE in the 21<sup>st</sup> century</li> <li>Providing content specific PD for CATE teachers</li> </ol>

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Report, TEI Summative Observations-Average by Indicator, School Effectiveness Indices, Teacher Professional Development Plans, SE Analyzer, Parent and Volunteer Engagement Report, Master Schedule, Program Support Services, STaR Chart, Technology plan, Classroom Technology Needs, Graduation Spreadsheet	use. Carter HS is a 100% wireless campus Carter HS has 5 technology based Pathways.	every classroom to deepen and enhance the learning process for all students <ul style="list-style-type: none"> <li>● Repair and update inoperable computers,</li> <li>● projectors, printers and graphing calculators.</li> <li>● Purchase a Smartboard license for interactive student use.</li> </ul>	
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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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<b>Title I Schoolwide Components Reference Numbers</b>									
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				
<b>Strategic Priority Reference Numbers</b>									
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									
<b>Student Outcome Goals</b>									
1. Student Achievement on state assessments (EOCs) in all content areas (Index 1), at “Approaches” or higher, will increase from 60% to 80% based on 2018 State Accountability Report.									
2. Campus “all” category will post a 25% boost in students receiving “Meets” scoring designation in every content area based on 2018 State Accountability Report.									
3. At least 10% of students will score at “Masters” on all state assessments (EOCs) based on 2018 State Accountability Report.									
<b>Goal: (Key Action 1 – Closing the Achievement Gap/Data-Driven Instruction)</b>								<b>Student Outcome Goal #</b>	
A gap in academic achievement between minority and/or disadvantaged students and other student groups; bring all racial and ethnic student groups to the same level. We will focus on creating a more rigorous learning environment by building on prior knowledge and skills, teaching an aligned curriculum while providing the necessary tools and support to promote learning through benchmarks of success.								<b>1</b>	
<b>Objective: Indicator of Success:</b>									
80% in the "all" category at “Approaches” or higher as measured by the STAAR EOC Biology in Spring 2019.									
80% in the "all" category at “Approaches” or higher as measured by the STAAR EOC Algebra I in Spring 2019.									
95% in the "all" category at “Approaches” or higher as measured by the STAAR EOC US History in Spring 2019.									
45% “Meets” or higher in “all” category for STAAR EOC Biology, Algebra I and US History as measured in Spring 2019, 15% “Masters” as measured by the same.									
REF #	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

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

1A	Conduct book <i>The Data-Driven Classroom: How Do I Use Student Data to Improve My Instruction?</i> with all state-certified teachers.	Administrators and Instructional Coaches	211 Professional Development	Aug 9-17, 2018	Sign-in sheets document that all professional staff attend training; formal and informal documented observations of teacher use of data to drive instruction	Lesson plans detailing strategies used to use data to inform decisions. Reteach Action Plans developed on a weekly basis. Increase in student achievement.	Formal & informal observations of reteach Action Plans. Spot Observations,	1,2,3,4,5,6,8	1,4
	Provide training and support to recognize the characteristics of truly essential questions and guiding questions; develop essential questions and guiding questions; Use enduring understands and essential questions and guiding questions as an integral part of teaching for understanding	Administrators and Instructional Coaches	211 Professional Development	Aug 9-17, 2018	Sign-in sheets document that all professional staff attend training; formal and informal documented observations of teacher development and use of EQ and GQ.	Lesson plans detailing EQ and GQ developed on a weekly basis. Increase in student achievement.	Formal & informal observations of use of EQ and GQ.	1,2,3,4,5,6,8	1,4
1B	Provide access, training, and relevant technical support for Performance Matters to promote increased student performance based on real-time data available to learners for new and veteran state-certified teachers.	Administrators and Instructional Coaches	211 Purchased Services	Aug 20, 2018 – May 29, 2019	Formal & informal documented observations of teachers utilizing PM to track student progress. Teachers participating in data disaggregation of weekly common assessments.	Students performing at higher levels of achievement on campus, district, and state assessments.	Formal & informal observations of PM data used to create next steps for student achievement.	1,8	1,4
1C	Utilize Principal Impact Collaborative training to provide staff training of state-certified teachers on the use of common assessment data and Rtl implementation. Revisit data best practices and instructional next steps in weekly instructional leadership team meeting.	Administrators, Coaches, Counselors	PIC Partnership	Aug 9-17, 2018	Teachers implement essentials of Rtl as dictated by research-based instructional for struggling students, and response to achievement for advanced learners.	Increased achievement on state and local assessments. Increased rubric scores for student engagement based on spot	Spot Observation data. Improved performance of common assessment, district, and state assessments.	1,2,3,4,5,6,9, 10	1,4

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						observations.			
1D	Purchase/Provide initial PD and differentiated follow-up training for state-certified on implementation and analysis of personalized learning or web/software based instructional technology learning systems for content-based monitoring in Reading and Math.	Administrators and Instructional Coaches	211 Professional Development	Aug 20, 2018 – May 29, 2019	Usage reports from learning systems. Formal and Informal assessments of instructional calendars, lesson plans designed to meet learner needs. Reteach Action Plans	Increased student performance on state and local assessments.	Spot observations and students progress in tiers.	1,3,6,9	1,2,4
1E	Facilitate and administer six weeks common assessments, weekly mini-assessments (quick checks)/ local assessments/state assessments to measure mastery in Reading, Science, Social Studies, and Mathematics. Students will profile their progress in each SE, and be able to define mastery and areas of opportunity. Teachers will conduct a brief feedback conference with each student once per six weeks.	All state-certified teachers	Printing assessments  Testing Supplies  Published Assessment Banks (printed or digital)	Aug 20, 2018 – May 29, 2019	Development of student profiles and progress monitoring sheets. Implementation in	Increase mastery of grade level SEs. Higher performance for teachers in the area of engagement on spot observations.	Formal & informal observations of quality instruction. Improvement in state and local assessments.	1,2,3,4,5,6,8	4
1F	Utilize/Monitor RtI framework to ensure interventions are implemented with fidelity, in conjunction with campus RtI plan, as indicated by content are common assessments, with Teacher and Teacher Assistant support.	Counselors, Administrators, State-certified Teachers, Instructional Coaches, Teacher Assistants	211 Teacher Assistants, Teachers, Provide transportation and extra duty pay for extended day tutoring and Saturday School.	Aug 20, 2018 – May 29, 2019	Documented RtI interventions for tiered students. Personalized learning data usage reports.	Lesson plans that include deliberate planning for RtI Small group Instruction.	State and Local assessment results	8,9,10	3,4
1G	Purchase classroom materials/resources and equipment for state-certified teachers and staff to include data projectors, document cameras, book studies, supplies (such as copier paper, pencils, pens erasers etc.),	Administrator	211 Materials and Resources	July 1, 2018 – May 29, 2019	Increase effective classroom instruction to include alignment, rigor, and differentiated instruction.	Increased student engagement as measured by spot observations.	Climate surveys, state and local assessment results	1,2,3,4,5,6	1,4

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	materials, travel, technology, and contracted services to support quality data-driven instruction in Reading, Math, Science, and Social Studies.								
1H	Disaggregate and analyze ACP and EOC data to set targets, monitor progress, make instructional data-driven decisions and design interventions during collaborative planning and PLCs	Administrators, Instructional Coaches, Teachers	211 Personnel	August 2018, January 2019	Increased student achievement – MyData Portal reports  Data Meeting Agendas and Sign In Sheets	Increases in ACP and EOC Passing Rates	Weekly Common Assessment Data Reports  DOL Trackers  ACP/EOC Exam Results	1,2,8	2
1I	Monitor weekly quick checks, three-week, six weeks, and report card failure rates for improvement aligned to district policy.	Administrators  Instructional coaches	Research-based instructional best practices for intervention plans and coaching	Aug 20, 2018 – May 29, 2019 Weekly	Principals Failure Rate Plan	Improvement on Teacher Intervention Plans	Lower failure rates based on reports	1,2,8	1,4
1J	Review TEKS, EOC Readiness and Supporting Standards and Performance Level Descriptors in PLCs and Performance Planning Sessions.	Teachers, Instructional Coaches, Administrators	211 Personnel	Aug 20, 2018 – May 29, 2019  Every six weeks	Aligned Lesson Plans and aligned assessments	ACP, EOC and common assessment passing rate increases	Development and vetting of rigorous, aligned assessments	1,2,8	2

**Title I Schoolwide Components Reference Numbers**

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|---|---|
| 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                                  |

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<p><b>Strategic Priority Reference Numbers</b></p> <ol style="list-style-type: none"> <li>1. Recruiting, supporting, and retaining teachers and principals</li> <li>2. Building a foundation of math and reading</li> <li>3. Connecting high school to career and college</li> <li>4. Improving low-performing schools</li> </ol>
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<p><b>Student Outcome Goals</b></p> <ol style="list-style-type: none"> <li>1. Student Achievement on state assessments (EOCs) in all content areas (Index 1), at “Approaches” or higher, will increase from 60% to 80% based on 2018 State Accountability Report.</li> <li>2. Campus “all” category will post a 25% boost in students receiving “Meets” scoring designation in every content area based on 2018 State Accountability Report.</li> <li>3. At least 10% of students will score at “Masters” on all state assessments (EOCs) based on 2018 State Accountability Report.</li> </ol>
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<p><b>Goal:</b>  <b>(Key Action 2 – Closing the Implementation Gap/Quality Instruction)</b>          The Implementation Gap represents a collective failure to implement strategies to reach goals; a gap between intention and action. We will function as bridges between our students’ current knowledge of standards and skillset to high leverage, research-based instructional strategies that yield optimal learning outcomes.</p>	<p><b>Student Outcome Goal #</b></p> <p><b>2</b></p>
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<p><b>Objective: Indicator of Success:</b></p> <ul style="list-style-type: none"> <li>▪ 100% of Lesson Plans in Core &amp; Elective Content Areas will incorporate a daily Reading and/or Writing component, and be posted on Instructional Quad poster on August 27, 2018</li> <li>▪ 80% in the "all" category at “Approaches” or higher as measured by the STAAR EOC English I in Spring 2019.</li> <li>▪ 80% in the "all" category at “Approaches” or higher as measured by the STAAR EOC English II in Spring 2019.</li> </ul> <p>35% “Meets” or higher in “all” category for STAAR EOC English I &amp; II as measured in Spring 2019, 10% “Masters” as measured by the same.</p>
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REF #	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
2A	Conduct book study <i>The Purposeful Classroom</i> with all state-certified teachers.	Administrators and Instructional Coaches	211 Professional Development	Aug 9-17, 2018	Sign-in sheets document that all professional staff attend training; formal and informal documented observations of teacher use of data to drive instruction	Lesson plans detailing strategies used to improve literacy. Increase in student achievement.	Formal & informal observations of Lesson Plans. Spot Observations,	1,2,3,4,5,6,8	2,3
2B	Enhance writing skills by	All	211	Daily	Balanced Literacy	ACP Passing	Composition	1,2	2

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	implementing a school-wide writing thrust (Balanced Literacy), requiring students to read authentic text and write original compositions daily, in all classes.	Teachers	Content-specific Periodicals	Aug 20, 2018 – May 29, 2019	Time Lesson Plans SPOT Observations	Rate Increase EOC Passing Rate Increase	Writing Exams EOC Exams ACP Exams		
2C	Utilize vocabulary development and journal writing to enhance writing skills. Academic Vocabulary will be posted daily on Instructional Quads	All Teachers	Instructional Quad Posters, Curriculum Maps	Daily Aug 20, 2018 – May 29, 2019	Balanced Literacy Time Lesson Plans SPOT Observations Writing Journals	Increase Passing Rate on English I & II ACP Increase Passing Rate on English I & II EOC	ACP Composition Writing Exams EOC Exams	2	2,4
2D	Expose students to voice and style writing appropriate to audience and purpose; organizing ideas to ensure coherence, logical progression, and support for ideas, ensuring student developed drafts, alone and collaboratively.	English Teachers English CIC	211 - Novel Sets	Weekly Aug 20, 2018 – May 29, 2019	Balanced Literacy Time Lesson Plans SPOT Observations Writing Journals All in Learning	Increase Passing Rate on English I & II ACP Increase Passing Rate on English I & II EOC	ACP Composition Writing Exams EOC Exams	2,8	2,4
2E	Require text annotation with all reading and writing assignments incorporating the use of AVID strategies.	English Teachers English CIC		Daily	Balanced Literacy Time Lesson Plans SPOT Observations Writing Journals All in Learning	Increase Passing Rate on English I & II ACP Increase Passing Rate on English I & II EOC	ACP Composition Writing Exams EOC Exams	2,8	2,4
2F	Establish a framework for the writing components of Balanced Literacy that are necessary in order for students to master written communication through	All Teacher All CICs All Administrators	211 Personnel Instructional materials and resources	Daily Aug 20, 2018 – May 29, 2019	Balanced Literacy Time Lesson Plans	Increase Passing Rate on English I & II ACP Increase Passing Rate on English I &	ACP Composition Writing Exams EOC Exams	2,8	2, 4

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	small group instruction, mini lessons, shared writing, guided writing, and independent writing.				SPOT Observations Writing Journals All in Learning	II EOC			
2G	Establish a framework for the reading components of Balanced Literacy that are necessary in order for students to master written I communication through small group instruction, mini lessons, shared reading, guided reading, and independent reading.	All Teacher All CICs Administrators	211 Personnel Instructional materials and resources	Daily Aug 20, 2018 – May 29, 2019	Balanced Literacy Time Lesson Plans SPOT Observations Reading Logs All in Learning	Increase Passing Rate on English I & II ACP Increase Passing Rate on English I & II EOC	ACP Composition Writing Exams EOC Exams	2, 8	2, 4
2H	Provide continuous, practical and usable PD sessions in the area of Balanced Literacy and its many components for all teachers.	All CICs All Administrators	211 – Professional Development supplies, materials and resources	Every six weeks Aug 20, 2018 – May 29, 2019	PD Agendas PD Sign in Sheets	Increased Student Achievement	Increased ACP and EOC scores in all areas	2,8	2,4
2I	Initiate/Engage partnership with UTD Brain Health to provide campus-wide PD in brain research practices on critical thinking. RLA teachers will have one week intensive study and yearlong follow-up.	Administrator: J. Smith & T. Baker  English 1/ESL Teachers	UTD Brian health resources	Aug 9-17, 2018 – May 29, 2019	Sign in sheets document all English 1 teachers attending initial and on-going training.	English 1 classrooms that use the UTD Brain framework. Students with improves common assessment and district scores.	Spot observation data Improved performance on common assessments, district, and State assessments	2,4,10	2,4
2J	Reintroduce and fund CILT (Campus Instructional Leadership Team) to the campus to build capacity among teacher leaders. Teachers will meet regularly to ensure campus is on target to meet CIP goals.	Principal J. Smith  Administrators	211 Personnel stipend and/or extra duty pay Projected cost \$2240	July 2018 – May 29, 2019	CILT Agendas CILT Sign in Sheets	Increased student achievement on ACPs, STAAR EOCs, and AP exams.	Increased ACP, EOC & AP scores in all areas	2,8	2,4

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<b>Title I Schoolwide Components Reference Numbers</b>	
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

<b>Strategic Priority Reference Numbers</b>
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

<b>Student Outcome Goals</b>
1. Student Achievement on state assessments (EOCs) in all content areas (Index 1), at “Approaches” or higher, will increase from 60% to 80% based on 2018 State Accountability Report.
2. Campus “all” category will post a 25% boost in students receiving “Meets” scoring designation in every content area based on 2018 State Accountability Report.
3. At least 10% of students will score at “Masters” on all state assessments (EOCs) based on 2018 State Accountability Report.

<b>Goal: (Key Action)</b>	<b>Student Outcome Goal #</b> <b>3</b>
<b>Key Action 3 – Closing the Relational Gap Campus Climate/Culture</b> – A relational gap denotes failure to communicate and connect with students of varying ages, ethnicities, genders and interests; may result in misidentification and misunderstanding. We will commit to making interpersonal connection with our students, families and community in order to develop and effectively communicate our academic goals and vision.	

<b>Objective: Indicator of Success:</b>
<ul style="list-style-type: none"> <li>▪ Results of parent survey conducted by district central staff in May 2019 will show 85% or respondents reporting positively to campus culture.</li> <li>▪ Results of Campus Climate Survey conducted in Fall 2018 and Spring 2019 will show increase to a minimum of 75% in the area of "Positive Climate and Environment Results of Campus Climate Survey conducted in Fall 2018 and Spring 2019 will show increase to a minimum of 75% in the area of "Culture of Feedback and Support"</li> <li>▪ Reduce classroom disciplinary referrals resulting in out-of-school suspension by decreasing 10% in the 1st and 2nd semesters respectively, based on prior year's data.</li> </ul>

REF #	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
3A	Select students from each of the	SAC officers and	Student	Monthly	Meeting dates,	Improved	Campus	1,6	1,4

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	four grade levels and form a Student Advisory Committee (SAC) in order for students to have an avenue to voice their thoughts, ideas, agreements, concerns, and possible solutions to school-wide issues.	members Select teachers	Experience Surveys		times, sign-in sheets, agendas	Teacher & Student Participation School Culture & Climate	Climate and Safety Survey		
3B	Communicate an awareness of school events, extracurricular activities, and school expectations by hosting Parent Meetings, Pastries with the Principal, PTSA Meetings, SBDM, Men of CC, and Parent/Teacher Conferences.	Administrators Counselors UIL Coordinator Athletic Department Extracurricular Sponsors	Flyers	Monthly	Increase parental awareness	Improved School Culture and Climate	Campus Climate and Safety Survey	1,6	4
3C	Increase the level of academic rigor in the classrooms in order to better prepare students for graduation and postsecondary success.	All Teachers All academic Coaches	PD resources and materials	Daily	Lesson Plans Spot Observations	ACP Passing Rate Increase EOC Passing Rate Increase	Teacher made Exams ACP Exams EOC Exams Common Assessment	1,2	3
3D	Devise and implement a system to track cohorts to accurately measure graduation and completion rates.	Principal Registrar	Spreadsheets/ Google platform	Every semester	Cohort Tracker	Graduation Rate	Graduation Rate	1	3
3E	Enroll seniors and rising juniors in the Academic Bridge Program to complete graduation course requirements to ensure credit recovery.	Counselors Reconnection Coordinator	Student records My Data Portal	Every semester	Reconnection Rosters	Graduation Rate Increase	ACP Exams	1	3
3F	Utilize the Individual Graduation Committee (IGC) to review seniors who have completed all curriculum requirements for graduation but have failed to comply with the End-Of-Course (EOC) assessment instrument performance requirements for not more than two courses.	Principal Counselors	Student records My Data Portal	Every semester	Review list of Eligible Seniors	Graduation Rate Increase	EOC Exams	1,2	3

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	Students may go before the IGC to get a plan to satisfy additional requirements to receive their high school diploma.								
3G	Attendance Committee will assess attendance problems and comply with the Principal's Plan to recover credits due to excessive absences or credits will be denied if academic seat time has not recovered.	Attendance Administrator Registrar Attendance Committee	Attendance Reports	Every 6 Weeks	Attendance Rate	Improved Attendance Rate Improved Graduation Rate	Attendance Rate Graduation Rate	1	4
3H	Increase communication between parents and teachers concerning excessive absences for any student by scheduling regular parent conferences. The teacher will schedule a parent conference after the student has missed at least three absences in their class. The student will be placed on the Principal's Plan to recover their academic seat time.	Attendance Administrator All Teachers	Attendance Committee Reports	monthly	Teacher/Parent Contact Logs And/or Referrals	Improved Attendance Rate	Attendance Rate	1,6	4
3I	Research and follow up on overall students' attendance by utilizing the Terex Tracking System and Principal's Plan.	Attendance Committee	Daily Attendance Intervention Plans	Monthly	Attendance Rate	Improved Attendance Rate Improved Graduation Rate	Attendance Rate Graduation Rate	1	4
3J	Utilize group counseling for truant students as a result of the student's excessive absences with at least ten unexcused absences. The student will be placed on an Attendance Violation Contract by either the Attendance Administrator or the Registrar.	Attendance Administrator Counselor Registrar	Daily Attendance Intervention Plans	Weekly	Group Counseling Logs	Improved Attendance Rate	Attendance Rate	1	4
3K	Reward students who qualify for Perfect Attendance each six	Administrators	Incentives based on Attendance	Every 6 weeks	Attendance Reports	Improved Attendance	Attendance Rate	1	2

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	weeks.		Reports			Rate			
3L	Implement a college access program, in partnership with the Academic Success Program (ASP) to strengthen a college going culture and to assist students with completing financial aid and college admissions.	Administrator Counselor ASP	Technology to complete applications	Yearly	Academic Success Program	College Acceptance and Scholarships	ASP Activity Logs Student Sign In Sheets	1	3
3M	Recruit and enroll academic students, Honors, AP, and Pre-AP, for the AVID Elective course to prepare students for the rigors of college preparatory classes by providing study and organizational skills, as well as tutorial help from college mentors.	All Teachers All academic Coaches	Student records	Yearly	Academic Success in College Preparatory Courses	ACP Passing Rate Increase EOC Passing Rate Increase TSI Passing Rate Increase	ACP Exams Common Assessments EOC Exams	1,2	3
3N	Increase the number of students taking and passing the Texas Success Initiative (TSI) Higher Education Readiness Component in English and Math.	Advanced Placement Teachers Counselors	Budgeted funds	Yearly	Academic Success in College Preparatory Courses	ACP Passing Rate Increase EOC Passing Rate Increase TSI Passing Rate Increase	Common Assessments ACP Exams EOC Exams	1 2	3 2
3O	Emphasize the value of AP courses, Dual Credit Courses, and credit earned through AP Exams in both individual and small group conferences between the students and the counselors.	Advanced Placement Teachers Counselors	My Data Portal student reports	Daily	Guidance Groups Documentation Rosters	AP Exam Test Results	AP Exams	1, 2	3
3P	Provide professional development for all teachers in implementing AP strategies.	Administrators	Professional development resources, supplies and materials	Yearly	Sign-In Rosters	AP Passing Rate Increase	AP Exams	1,9,3	3,1
3Q	Develop, implement, and	Foundations	Google platform	Ongoing	Ensure weekly	Decrease in	Climate survey,	3,10	4

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	monitor a system of positive behavior supports (Restorative Discipline) to train highly qualified teachers.	Team PBSI Team All Staff			home/school communication regarding student academic progress and social/emotional progress to parents/guardian. Adhere to the "sundown" rule to ensure timely response to parents and community members.	student disciplinary referrals Increase positive culture and climate of campus, Increase in student engagement in classroom instruction	Disciplinary data meetings and reports		
3R	Provide a minimum of two opportunities for Student Led Conferences in Fall 2018 and Spring 2019.	Community Liaison, Counselors	Printed materials	October 2018 and January 2019	Staff participate actively in Student-Led conferences to support parent engagement as a key component in improving school climate.	Increase in parent engagement Increase in positive parent and community involvement	Parent and community survey Student survey	1,2	1,4
3S	Provide a minimum of two Parent Plug-ins (Math and Science Night/Family Literacy Night) to increase parental involvement	Community liaison, instructional leaders, content teaching staff	211 instructional materials and resources	November 2018 and February 2019	Sign in sheets document parent and staff attendance to Plug-ins	Increase in parent and community volunteering and participation in afterschool events Increase in school home connection with instructional areas of need	Parent Survey, Community Survey	1, 6	4
3T	Utilize designated staff to facilitate school/community partnerships.	Administrator	211 Professional personnel	Aug 20, 2018 – May 29, 2019	Sign in sheets document parent and community attendance in monthly campus	Increased engagement of parent and community at Carter,	Parent/Community Survey, Student Survey Customer Service Survey	1,6	1

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					based informational sessions, Development of male and female mentoring group, Ensure professional donors for DWC campus	Effective mentoring groups that increase student achievement and decrease student disciplinary issues. Increase in parent and community perceptions of DWC			
3U	Utilize internal and external systems and sources to attract and retain highly qualified teachers.	Administrators	Professional development  Recruitment/Interview Team	Daily Aug 20, 2018 – May 29, 2019	Development of an interviewing process to include a performance based element.	Reduction of Novice teachers on DWC campus, Increase in student academic achievement	STAAR performance measures Climate Surveys Comprehensive Data Packet	2,3	1,4
3V	Conduct book study on <i>A Framework for Understanding Poverty</i> .	Administrators	Purchase books	Aug 2017 (moved to 10/13/17)	Sign in sheets document staff's completion and reflection of book	Improved campus culture and student achievement	Texas academic Performance card, Climate Surveys	2,4	1,4
3X	Utilize PIC Coaching resources to design, implement, and monitor culture systems	Administrators, instructional leaders, all HQ teachers	Consultant findings	Aug 9-17, 2018 PD On-going progress monitoring	Sign in sheets document that all staff attended professional development on cultural systems, Development of cultural systems, Creation of cultural systems rubrics for monitoring progress	Improved campus culture and student achievement	Climate Surveys, Texas Academic Performance Card	2,3	1,4
3Y	Provide PD to staff on culturally	Administrators	211	Aug 2018 –	Effectively and	Increase in	Student	2	1,4

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	responsive pedagogy, and monitor for effective implementation with coaching/feedback.	and instructional leaders	Materials and resources	February 2019 Ongoing	consistently use the campus culture system, to include developing and using anchor charts where appropriate.	campus culture and climate Increase in quality of instruction	achievement on campus, district, and state assessments Climate surveys Parent and Student surveys		
3Z	Publicize and provide information to parents about Early Childhood programs and PreK Roundup for feeder schools.	Community Liaison	Flyers, pamphlets	Spring 2019	Newsletter, flyers, pamphlets	Feeder Schools Collaboration	Improved enrollment in Early Childhood Programs in Feeder Schools	7	2
3AA	Attend job fairs to recruit HQ teachers with campus marketing tools to acquaint prospective teachers with campus vision, beliefs and behaviors.	Administrators and instructional leaders	Flyers, pamphlets	Spring – Summer 2019	Flyers, pamphlets, new recruits' performance	Increase in campus culture and climate Increase in quality of instruction	Student achievement on campus, district, and State assessments Climate Surveys Parent and Student Surveys	5	1

**Goal: (Key Action) Closing the Opportunity Gap** – An opportunity gap indicates fundamental questions about social and educational opportunity; vexed relationship between society and education—and on the crucial, persistent role that education plays in addressing social ills. We will meet the social, academic and motivational needs of our students by providing diverse and authentic experiences that develop a lifelong love of learning. In addition to the work of the Collegiate Academy, all eligible comprehensive students will have the opportunity flow through NAF AOIT, NAF AOF, PLTW Law, UT On Ramps Dual Enrollment, Dual Credit and Dallas County Promise. All comprehensive students will engage in the academy of their choosing and will graduate with industry certificate. NAF AOF will start in 2018-19 with 9-10<sup>th</sup> graders. DPD, UNTD, Dallas ISD Collegiate Academy #2 initiative will open 2019-2020.

**Key Action 4 – Maintaining ECHS designation by adhering to the Early College High School Blueprint**  
Recruitment and Enrollment processes and requirement will not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS); Dual-credit relationship will be maintained

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with the IHE (Cedar Valley College), supported by a Memorandum of Understanding (MOU); Schedule regular Leadership meetings to address issues of design and sustainability; Provide a rigorous course of study that enables all students to receive a high school diploma and complete an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12; Provide a TSI assessment to accepted students and implement a plan for TSI success; Implement and manage school design based on the Common Instructional Framework strategies

**Objective: Indicator of Success:**

- ECHS proportionate to or over represents at-risk students for incoming 9<sup>th</sup> grades - No more than 15% points under the district.
- 85% passing rate of 9<sup>th</sup> and 10<sup>th</sup> grade students as measured by the TSI College Readiness Standards in Reading and Writing by Spring 2019.
- 75% of 9<sup>th</sup> grade students passing and meet the advanced standard as measured by the English II EOC assessment in Spring 2019.
- 85% of 9<sup>th</sup> and 10<sup>th</sup> grade students passing and meet the advanced standard as measured by the Algebra I EOC assessment in Spring 2019.
- 70% or higher on target to graduate with AA/certifications at the time of high school graduation.