



TAG



School for the Talented & Gifted: Magnet Campus Improvement Plan

2018-2019

**Committee Members:**

<b>Name</b>	<b>Role</b>
Ben Mackey	<b>Principal</b>
Rebecca Jensen, Judy Hromcik, Thelvie Cullins, Helaine Marberry, Jamie Brown	<b>Professional Staff Members</b>
Azhalia Leal	<b>Community Member (s)</b>
June Chow	<b>Business Representative (s)</b>
Brooke Wise	<b>Parent (s)</b>
Petra Alfaro	<b>Office Manager</b>

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

## **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.

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

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: 2018-2019**

### **Data Sources Reviewed:**

### **Student Demographics:**

	Student Enrollment	Economically Disadvantaged	Limited English Proficiency	Special Education and/or 504	Talented and Gifted
9	73	29	6	2	73
10	66	28	2	3	66
11	68	28	1	1	68
12	68	26	0	4	68

Student and Teacher Race/Ethnicity								
	Students		Teachers		Grade Level (Student Only)			
	Number	Percent	Number	Percent	9	10	11	12
Black/African American	23	8.4	2	12.5	7	8	6	2
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Asian/Hawaiian/Pacific Islander	36	13.1	0	0	10	7	10	9
Hispanic	104	37.6	3	19	27	26	25	26

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

White	101	36.7	11	68	25	22	24	30
Multiple	9	3.3	0	0	4	3	2	0
Not reported	0	0	0	0	0	0	0	0

- **Demographics- PIEMS, My Data Portal**

TAG Magnet high school has 275 students. The school has 73 freshmen, 66 sophomores, 68 juniors and 68 seniors. The demographics consist of populations of students that are 37.6% Hispanic, 8.4% African American, 36.7% Anglo, 13.1% Asian and 4.2% other. 41.5% of the population is male and 58.5% of the population is female. 41% of the TAG student population is reported as low SES. Next year, 2018-19, the size of the freshmen class will more than double going from 73 to 147. With this, the size of the school will move from 275 to 360 in one year.

- **Student Achievement- TEA STAAR, AP COLLEGE BOARD, SAT, ACT**

A longitudinal analysis of our student achievement metrics at TAG show a significant upward trend over the past five years. The following chart of data shows the trend for all major exams that students take, correlated alongside low socioeconomic status of the students. The data shows TAG student achievement has increased as the percentage of students from low socioeconomic backgrounds has increased; a trend that runs counter to most schools and districts in America.

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

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
AP Qualifying Rate	72.9%	78.6%	82.1%	83.5%	85%	July 2018
ACT Composite	28*	30*	29	30	31	July 2018
SAT Composite	1287	1297	1339	1380	1420	July 2018
Low SES	26.7%	26.2%	30.9%	33.3%	35.2%	41%

\* Optional for seniors

STAAR EOC EXAM (Spring 2018)	Meets	Masters
Algebra 1	100% (2/2)	100% (2/2)
English 1	100% (48/48)	65% (31/48)
English 2	100% (66/66)	85% (56/66)
Biology	100% (71/71)	93% (66/71)
US History	100% (68/68)	97% (66/68)
TOTAL	100% (254/254)	87% (221/254)

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

- **Teacher Demographics and Trends (Data sources: Campus Data Packet, Texas State Summary, TEI Information):** TAG has 18.5 FTEs of teachers with an average 18 years of experiences in the classroom and 63% of teachers have advanced degrees. Two teachers to be added for TAG curriculum/courses based on enrollment changes. 61% of staff have been teaching for 11 or more years 15.4 years of teaching experience on average. TAG has 12 of 18 teachers as Distinguished teachers as per TEI, and that number is expected to rise to 14 by next year.
- **School Culture and Climate-Teacher SPOT observations Campus Climate Survey, Student Survey, Parent Survey, PTSA, SBDM, Student Council**

Based on the Teacher Spot Observations and Climate Surveys from Fall 2017, overall culture and climate for the school is very high, ending up in the top quintile for each category, with a majority of questions earning a 100% positive. Climate survey results from the most recent climate survey are available below.

Survey Category/Item	Responses	Campus Percent Positive (F2017)	District Scale Score (Mean)	District Scale Score (%ile)	District Quintile Score
<b>Beliefs and Priorities</b>		100.0	4.85	97	5
The key actions my school is working on this year are focused on what is best for students.	21	100.0			
I understand my role in implementing the school's key actions.	21	100.0			
I have the support I need from campus leadership to do my job well.	20	100.0			
My campus leadership helps me understand recent changes in the school's focus.	20	100.0			
My campus currently bases its actions on the Dallas ISD Student Achievement Goals.	21	100.0			
The Student Achievement Goals will lead to success.	21	100.0			
How similar are your school's priorities to what you think they should be?*	21	100.0			
Overall, my campus is headed in the right direction.	21	100.0			
Overall, the District is headed in the right direction.**	21	90.5			

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

<b>Positive Culture and Environment</b>		97.1	4.81	98	5	1
I would recommend this school to others to work here.	21	100.0				
I usually look forward to working each day at this school.	21	100.0				
I believe I work in an environment of support and respect.	21	95.2				
Discipline is enforced consistently and effectively at my campus.	21	95.2				
Unruly students are not permitted to disrupt the learning environment.	21	100.0				
The campus I work in is clean, safe and free of physical hazards.	21	100.0				
If I were offered a comparable position with similar pay and benefits at another district, I would stay with Dallas ISD.	21	90.5				
I am satisfied with the recognition I receive for doing a good job.	21	95.2				
Morale at my school has improved this year.	21	95.2				
I would recommend this school to parents seeking a place for their child.	21	100.0				
<b>Culture of Feedback and Support</b>		100.0	4.80	97	5	1
My campus leadership helps me improve the quality of my instruction.	16	100.0				
The instructional feedback I get helps me improve the quality of my instruction.	16	100.0				
I have sufficient opportunities and encouragement to develop my leadership potential.	16	100.0				
The PD sessions at my school this year helped me improve instruction.	16	100.0				
My team experiences with colleagues this year helped me improve instruction.	16	100.0				
My school has an effective instructional leadership team.	16	100.0				
<b>College-Going Culture</b>		100.0	4.97	97	5	1
Teachers expect most students in this school to go to college.	18	100.0				
Instruction in this school is focused on helping students get ready for college.	18	100.0				
Teachers in this school feel that it is a part of their job to prepare students to succeed in college.	18	100.0				
Teachers at this school accept nothing less from students than their full effort.	18	100.0				
Teachers at this school do not let students give up when their class work becomes challenging.	18	100.0				
Teachers at this school give students feedback to help them understand how to improve.	18	100.0				
<b>Teacher-Teacher Trust</b>		96.9	4.75	97	5	2
Teachers in this school trust each other	16	100.0				
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	16	87.5				
Teachers respect other teachers who take the lead in school improvement efforts.	16	100.0				
Teachers at this school respect those colleagues who are experts at their craft.	16	100.0				
<b>Teacher-Principal Trust</b>		96.4	4.83	92	5	2
The principal has confidence in the expertise of the teachers.	16	100.0				
I trust the principal at his or her word.	16	87.5				
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	16	87.5				
The principal takes a personal interest in the professional development of teachers.	16	100.0				
The principal looks out for the personal welfare of the faculty members.	16	100.0				
The principal places the needs of children ahead of personal and political interests.	16	100.0				
The principal at this school is an effective manager who makes the school run smoothly	16	100.0				

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



- **Overall Unique Trends**

Struggling students are identified through our Grade Level Student Support Teams. Students are tiered based on their skill level and unique needs and given an intervention plan based on their unique situation. This includes tutoring, having a student or teacher mentor, counseling session, parent interventions, etc. Based on home life some students are also required to attend regular counseling sessions with the school's counselors and/ or psychologist.

- **Instruction**

According to the Fall 2017 climate survey 100% of teachers agreed there was a positive culture feedback and support. 100 % of teachers agreed with the statement "My campus leadership helps me improve the quality of my instruction." 100% agreed with the statement, "The instructional feedback I get helps me improve the quality of my instruction." 100% of teachers agreed with the statement, "My team experiences with colleagues this year helped me improve instruction. TAG boasts the largest percentage of Distinguished teachers in the district and while achievement across the board is high at TAG, growth as measured by SEI is significantly above average, with a 61 SEI.

- **Family and Community Involvement- TAG Magnet Website, TAG PTSA, Communication & Newsletter**

TAG uses multiple means of communication for parents, including a district website, an independent website (tagmagnet.org), Grade speed, School Messenger, Twitter, Facebook, Instagram, Mail Chimp. The tagmagnet.org website logs an average of over 2,500 visits per week. Students, parents, and alumni receive the school newsletter every other week via email and we log a 50% open rate with each newsletter. All freshman parents are required to attend volunteer training at the prior to the start of the school year. The school has built stronger partnerships with UNTD through an ETI STEM Fellows program that partners TAG with Bishop Dunne, UNTD, and Verizon.

- **School Context and Organization- Master Calendar, My Data Portal, College Board**

TAG Magnet serves grades 9-12. It is located within the Townview Magnet Center which encompasses six total schools. The school has 16 different teachers (15 FTEs) that teach between 2-6 different courses. Next year the school will grow to 18.5 total FTEs with the increased enrollment of 75 students. TAG offers all core subject areas, and 31 distinct AP classes. TAG students are required to take a minimum of 11 AP courses during their time at TAG. Most students end up with an average of 17 AP courses taken and will earn credit in 14 of the 17, on average. For electives such as art, P.E. or band, the students are served by teachers from the other five Townview schools. TAG offers a block schedule, students attend 4, 95 minute classes each day, resulting in a course load of 8 classes. Upon graduating high school, most students will have passed enough AP exams to allow them to enter college as a second semester sophomore or junior. All TAG students are expected to participate in at least one non-curricular activity, per semester. This expectation requires all teachers to sponsor multiple, activities, clubs, and organizations. Students participate in afterschool activities for one hour each day. After-school buses transport students home one hour after the end of the school day.

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

<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?
<b>Demographics</b> Data Source(s):	<ul style="list-style-type: none"> <li>• Freshmen class next year will double in size from the previous year, from 75 to 150.</li> <li>• Expanded middle school recruitment to promote diversity, number of applicants has grown to over 330.</li> <li>• Student demographics continue to get closer to mirroring the city of Dallas demographics (2010 Census)</li> <li>• New application process designed for equity and access; tweaks made the application process more rigorous and differentiable</li> <li>• Total student body will be 360 next year (150 9th, 75 10th, 67 11th, 68 12th)</li> <li>• Current demographics: Hispanic (37.8%), White (36.7%), Asian (13.1%), Other (12.4%)</li> </ul>	<ul style="list-style-type: none"> <li>• Support for English Language learners, especially with growing population</li> <li>• Support on how teachers can remediate skills in the regular lesson</li> <li>• College readiness and application support for students who will be the first generation college students</li> <li>• Fill technology needs for low-SES students</li> <li>• Growing population means potentially wider gaps on prior knowledge that we will need to address.</li> </ul>	<ul style="list-style-type: none"> <li>• Growing population means potentially wider gaps on prior knowledge that we will need to address.</li> <li>• College readiness and application support for parents of students who will be the first generation college students</li> <li>• Support on how teachers can remediate skills in the regular lesson</li> <li>•</li> </ul>

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

<p><b>Student Achievement</b> Data Source(s):</p>	<ul style="list-style-type: none"> <li>• High and increasing average PSAT, SAT, and ACT (28 to 31 over 4 years)</li> <li>• 100% college commitment over past five years</li> <li>• 100% pass STAAR end-of-course exams; 75% Commended rate</li> <li>• AP qualifying scores have risen from 67% to 85% over 6 years with all enrolled students taking the appropriate exams</li> <li>• Over half of the senior class were recognized in the National Merit Program</li> <li>• 100% of students participate in at least one extracurricular activity</li> <li>• Extracurricular activities achieve high results: Mock Trial (14th in State), Robotics (17th in state), DI (multiple teams to Globals)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain high achievement even with an increased student body while closing the gaps between demographic groups</li> <li>• Strong systems for differentiation and student support to ensure all students, regardless of background, are able to meet the standards.</li> <li>• Instructional support for courses with lower AP pass rates</li> <li>• Support for student participation in extracurricular activities</li> <li>• Assistance on scholarship applications for students with financial gaps</li> <li>• Assistance on college applications for students with gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain high achievement even with an increased student body while closing the gaps between demographic groups</li> <li>• Strong systems for differentiation and student support to ensure all students, regardless of background, are able to meet the standards.</li> <li>• Assistance on scholarship applications for students with financial gaps</li> </ul>
<p><b>School Culture and Climate</b> Data Source(s):</p>	<ul style="list-style-type: none"> <li>• Fall 2017 Climate Survey is in 5th quintile of every category.</li> <li>• Ninety-six percent of parents believe their children prepared to advance to next grade.</li> <li>• Ninety-one percent of faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Only seventy-six percent of students indicate in the 2017 survey that they are excited about attending class. 2018 data is not available yet.</li> <li>• Only eighty-three percent of students indicate in the 2017 survey that their relationships</li> </ul>	<ul style="list-style-type: none"> <li>• A significant percentage of students at TAG desire more integration into the Townview-wide culture.</li> <li>• A significant percentage of faculty would like to see increased funding for after-school activities.</li> <li>• Only eighty-three percent of students indicate in the 2017 survey that their</li> </ul>

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

	<p>look forward to coming to work and recommend TAG as a good place to work.</p> <ul style="list-style-type: none"> <li>• Level of satisfaction (95.7%) among and staff indicates approval of direction in which school is headed. Similar levels of satisfaction in student and parent surveys.</li> <li>• Ninety-three percent of students perceive classroom environments as positive.</li> </ul>	<p>with their teachers are supportive. 2017 data not yet available.</p> <ul style="list-style-type: none"> <li>• Thirty-nine percent of parents indicate in the 2016 survey that they want educational workshops/classes to help them improve student achievement.</li> <li>• A significant percentage of faculty would like to see increased funding for after-school activities.</li> <li>• A significant percentage of students at TAG desire more integration into the Townview-wide culture.</li> </ul>	<p>relationships with their teachers are supportive. 2018 data not yet available.</p>
<p><b>Staff Quality/ Professional Development</b> Data Source(s):</p>	<ul style="list-style-type: none"> <li>• Two teachers to be added for TAG curriculum/courses based on enrollment changes.61% of staff have been teaching for 11 or more years 15.4 years of teaching experience on average.</li> <li>• 18 years average experience in education; 63% of faculty hold advanced degrees</li> <li>• students rated teachers 93% positive for classroom environment, and increase of 4%, well above district average of 79%</li> </ul>	<ul style="list-style-type: none"> <li>• Increased collaboration amongst teachers, especially given multiple teachers will be teaching the same subjects.</li> <li>• Recruiting quality staff is difficult because of multiple preps and outside responsibilities and time commitments. Can we maintain the hire quality while doubling in size?</li> <li>• Required qualifications (multiple certifications or advanced degree needed to teach dual credit courses)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased collaboration amongst teachers, especially given multiple teachers will be teaching the same subjects.</li> <li>• Required qualifications (multiple certifications or advanced degree needed to teach dual credit courses)</li> <li>• Need for additional support for new/improving teachers, especially in terms of closing student gaps.</li> </ul>

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

	<ul style="list-style-type: none"> <li>• students rated teachers 86% positive for expectations and rigor, and increase of 2%, well above district average of 75%</li> <li>• students rated teachers 76% positive for student engagement, and increase of 13%, well above district average of 53%</li> <li>• students rated teachers 83% positive for supportive relationships, and increase of 10%, well above district average of 64%</li> </ul>	<ul style="list-style-type: none"> <li>• Need for additional support for new/improving teachers, especially in terms of closing student gaps.</li> </ul>	
<p><b>Curriculum, Instruction, Assessment</b> Data Source(s):</p>	<ul style="list-style-type: none"> <li>• Diverse offerings (over 40 courses) in pre-AP, AP, and elective courses</li> <li>• Two new teachers will allow for increased course offerings</li> <li>• Hands-on technology courses, including dual credit courses</li> <li>• Ideas Festival yields teacher and course specific data to inform instruction decisions</li> <li>• School-wide, cross-curricular project-based learning to maximize student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Growing requires a rethinking of TAG-specific seminars while we grow larger</li> <li>• More autonomy as a school due to the School Performance Framework that Dallas ISD has created</li> <li>• Materials, equipment, and supplies to support innovative classrooms</li> <li>• Teacher training and materials to support data tracking and analysis</li> <li>• More collaborative, horizontal planning needed now that</li> </ul>	<ul style="list-style-type: none"> <li>• More collaborative, horizontal planning needed now that teachers will share courses that they teach</li> <li>• Growing requires a rethinking of TAG-specific seminars while we grow larger</li> <li>• Materials and supplies to support a welcoming, student-centered environment</li> </ul>

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

	<ul style="list-style-type: none"> <li>Innovative classroom set-ups to support diverse learning styles, including kinesthetic</li> </ul>	<p>teachers will share courses that they teach</p> <ul style="list-style-type: none"> <li>Materials and supplies to support a welcoming, student-centered environment</li> <li>Teacher training to support curricular alignment with assessments</li> </ul>	
<b>Family and Community Involvement</b> Data Source(s):	<ul style="list-style-type: none"> <li>Active PTSA has been able to raise over \$16,000 in donations each of the last three years.</li> <li>New newsletter/social media team ensures that parents receive a newsletter every other week.</li> <li>Over 80% of staff are members of PTSA.</li> <li>76 different families are represented in the PTSA.</li> <li>91.3% of parents agree that the school welcomes parent involvement.</li> <li>91.3% of parents agree that the school responds to concerns in a timely manner (the other 8.7% don't know; 0% disagree).</li> </ul>	<ul style="list-style-type: none"> <li>Stronger student support systems that inform the parents when students begin to struggle.</li> <li>No centralized and active alumni or support foundation for TAG</li> <li>Parents do not yet have system to access the school google classroom system</li> <li>Despite 76 families as members, this means over 150 of our families are not members of the PTSA.</li> <li>Need to engage the new incoming students and families earlier</li> </ul>	<ul style="list-style-type: none"> <li>Stronger student support systems that inform the parents when students begin to struggle.</li> <li>Need to engage the new incoming students and families earlier</li> <li>No centralized and active alumni or support foundation for TAG</li> </ul>
<b>School Context and Organization</b> Data Source(s):	<ul style="list-style-type: none"> <li>Increasing FTEs by two teachers enables more efficient scheduling</li> </ul>	<ul style="list-style-type: none"> <li>Vision setting with wider TAG community needs to take place in order to ensure feedback on the direction.</li> </ul>	<ul style="list-style-type: none"> <li>One counselor handles college applications and advising,</li> </ul>

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

	<ul style="list-style-type: none"> <li>• Content team meetings for vertical planning and training</li> <li>• All students in AP classes take the AP exam free of charge.</li> <li>• Annual Ideas Festival solicits input from students about school organization and instruction.</li> <li>• Over 90% positive responses on parent surveys for the past 4 years.</li> <li>• Teacher input through leadership team and content team meetings.</li> <li>• District-provided one-to-one laptops for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing new courses with other schools will need to be coordinated</li> <li>• Rigid master schedule makes remedial and enrichment opportunities difficult to schedule.</li> <li>• One counselor handles college applications and advising, scheduling, test coordination, and personal counseling.</li> <li>• Discussion about TAG course sequence and requirements needs to be facilitated to ensure TAG program is intact.</li> <li>• Not enough laptops for one-to-one next year</li> </ul>	<p>scheduling, test coordination, and personal counseling.</p> <ul style="list-style-type: none"> <li>• Rigid master schedule makes remedial and enrichment opportunities difficult to schedule.</li> <li>• Vision setting with wider TAG community needs to take place in order to ensure feedback on the direction.</li> </ul>
<p><b>Technology</b> Data Source(s):</p>	<ul style="list-style-type: none"> <li>• All students have access to a laptop.</li> <li>• We have one computer lab that students can use before and after school.</li> <li>• Majority of teachers say that their projectors and printers work.</li> <li>• All teachers can use email and gradebook software.</li> <li>• Entire school uses Google Classroom as a platform for communication.</li> <li>• Internal expertise on technology issues</li> </ul>	<ul style="list-style-type: none"> <li>• Next year, students will not all have access to a laptop.</li> <li>• Teachers need training on real-time student performance analysis.</li> <li>• Computer lab has broken; almost 25% of machines are out of order and not repaired</li> <li>• Science supplies need to be upgraded and replaced</li> <li>• Teachers recognize they need more training on Google Classroom.</li> <li>• Printing lab for students is a growing need</li> </ul>	<ul style="list-style-type: none"> <li>• Next year, students will not all have access to a laptop.</li> <li>• Printing lab for students is a growing need</li> <li>• Computer lab has broken; almost 25% of machines are out of order and not repaired</li> </ul>

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

## **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 literacy 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.

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



<p><b>Title I Schoolwide Components Reference Numbers</b></p> <ol style="list-style-type: none"> <li>1. Comprehensive Needs Assessment</li> <li>2. Reform Strategies</li> <li>3. Instruction by State Certified Teachers</li> <li>4. High Quality Professional Development</li> <li>5. Strategies to Attract State Certified Teachers</li> <li>6. Strategies to increase family, community and parent engagement</li> <li>7. Transition</li> <li>8. Teacher Decision-Making Regarding Assessments</li> <li>9. Effective and Timely Assistance to Students</li> <li>10. Coordination and Integration</li> </ol>	
<p><b>State 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>	
<p><b>District Student Outcome Goals</b></p> <p><b>GOAL 1:</b> Student achievement on state assessments in all subjects at Approaches or above will increase from 66% to 75% by 2022.</p> <p><b>GOAL 2:</b> Student achievement on the 3rd grade state assessment in reading at Approaches or above will increase from 62% to 75% by 2022.</p> <p><b>GOAL 3:</b> Student achievement on state assessments in two or more subjects will increase from 34% to 40% by 2022.</p> <p><b>GOAL 4:</b> Student participation in extracurricular or co-curricular activities will increase from 59% to 65% by 2022.</p>	
<p><b>Goal #1: Student Academic Achievement</b></p> <p>Use high leverage, researched based, resources, instructional materials, activities and technology by implementing the action steps below to improve student achievement for all students regardless of background or circumstances as measured by the indicators of success by July 1, 2019.</p>	<p><b>District Student Outcome Goal # 1</b></p>
<p><b>Objective: Indicator of Success:</b></p> <ul style="list-style-type: none"> <li>● 100% of students will earn Approaching Grade Level ratings or higher on all STAAR End-of-Course Exams administered during the 2018-2019 school year. At least 95% of students will earn Meets Grade Level rating (final phase in standard).</li> <li>● Earn a minimum of the following ‘Masters’ ratings on all STAAR End-of-Course Exams: <ol style="list-style-type: none"> <li>1. English I – 70%</li> <li>2. English II – 70%</li> <li>3. Algebra I – N/A (No students take course)</li> <li>4. Biology – 80%</li> <li>5. US History - 90%</li> </ol> </li> </ul>	

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

- As indicated by Fall EOC Mock exams, reduce achievement gaps (or maintain no achievement gaps) on all STAAR EOC measures by 3 -5% and by Spring STAAR EOC exams reduce achievement gaps by 5-10%.
- The percent of TAG students scoring a 3+ on all AP exams out of total enrolled will meet/exceed national average by at least 20% by July 2019.

REF #	Strategies and Action Steps	Person(s) Responsible	Fund /Amount	Monitoring Intervals	Evidence of Implementation	Formative/Summative	Title I Schoolwide Components (Code by #)	State Strategic Priority
1.1	Ensure all grade level and departmental PLCs follow Townview norms and Expectations <b>(Safe and Collaborative Culture)</b>	Admin CILT	211 / \$0	Aug 2018 - May 2019	PLC Agendas Observations Lesson Plans	PLC Survey	1,2	1,2
1.2	Develop and implement student profiles and teacher action plans to improve student achievement by using assessments and data. <b>(Monitoring &amp; Interventions)</b>	Admin CILT	211 / \$0	Aug 2018 - May 2019	Student Profiles Teacher Action Plans	ACP, STAAR, AP	1,2,9	1,2,3
1.3	Provide lab supplies, manipulative, novels, and text resources in mathematics and science, history, and English courses to service ELL, SPED/ 504 and Low SES students. <b>(Interventions)</b>	Admin CILT	211 - \$1,500 199 - \$5,000 PTSA - \$2,000	Aug 2018 - May 2019	Lesson Plans Instructional Calendars	Common Assessments	1,2,9, 10	1,2,3
1.4	Provide instructional resources, supplies and materials, technology and manipulatives to core courses including Computer Science <b>(Data &amp; Monitoring)</b>	Principal Math/ Science CILT	Title 1 - \$1,500 199 - \$5,000 PTSA - \$2,000	Every six weeks (2018-19)	Lesson Plans Instructional Calendars	EOC Exams	Common Assessments	1, 2, 3, 4

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

1.5	Hire qualified teacher to spearhead Math/CS/STEM interventions and provide high quality mentorship for Geometry teacher <b>(Interventions)</b>	Principal Leadership Tea	Title 1 - \$33,609 (1/2 FTE)	Every six weeks (2018-19)	Differentiated CS/math instruction for students with higher need.  Geometry planning and assessments	Data Packets, ACP/AP results, College Readiness metrics (SAT/ACT)	Teacher performance Student performance	1, 2, 3
1.6	Disaggregate data by sub-groups to determine both performance, intervention needs, and student recruitment areas of need <b>(Data)</b>	Principal Cluster Coordinator Teachers Counselor	211/ \$0	Oct 1, 2018 Jan 1, 2019 Jun 1, 2019	Recruitment Strategies Interventions in Math Lab	STAAR, AP, ACT, SAT Results Diversity Analysis for Applications	Student Performance, Application/Recruitment Data	2
1.7	Provide timely feedback to teachers, adhering to district observation timelines and campus needs. Soliciting input from teachers and staff. <b>(Monitoring)</b>	Principal	211 / \$0	Every six weeks (2018-19)	SPOT/Extended Observations	SPOT Observations, Extended Observations, Informal Observations	Teacher Performance	1

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

<p><b>Title I Schoolwide Components Reference Numbers</b></p> <ol style="list-style-type: none"> <li>1. Comprehensive Needs Assessment</li> <li>2. Reform Strategies</li> <li>3. Instruction by State Certified Teachers</li> <li>4. High Quality Professional Development</li> <li>5. Strategies to Attract State Certified Teachers</li> <li>6. Strategies to increase family, community and parent engagement</li> <li>7. Transition</li> <li>8. Teacher Decision-Making Regarding Assessments</li> <li>9. Effective and Timely Assistance to Students</li> <li>10. Coordination and Integration</li> </ol>	
<p><b>State 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>	
<p><b>District Student Outcome Goals</b></p> <p><b>GOAL 1:</b> Student achievement on state assessments in all subjects at Approaches or above will increase from 66% to 75% by 2022.</p> <p><b>GOAL 2:</b> Student achievement on the 3rd grade state assessment in reading at Approaches or above will increase from 62% to 75% by 2022 .</p> <p><b>GOAL 3:</b> Student achievement on state assessments in two or more subjects will increase from 34% to 40% by 2022.</p> <p><b>GOAL 4:</b> Student participation in extracurricular or co-curricular activities will increase from 59% to 65% by 2022.</p>	
<p><b>Goal #2: College Readiness</b></p> <p>Maintain and improve college and career readiness processes, systems, and structures to ensure higher access for all students 9-12 regardless of background or circumstances using the action steps below as measured by the indicators of success by July 1, 2019.</p>	<p><b>District Student Outcome Goal # 2</b></p>
<p><b>Objective: Indicator of Success:</b></p> <ul style="list-style-type: none"> <li>● 100% of seniors will meet college-readiness benchmark on the ACT and/or SAT by graduation.</li> <li>● 90% of juniors will meet college-readiness benchmark on ACT and/or SAT by the end of their junior year.</li> <li>● 100% of qualifying senior students will apply for TAFSA or FAFSA.</li> <li>● 100% of seniors will apply and commit to college/university.</li> </ul>	

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

REF #	Strategies and Action Steps	Person(s) Responsible	Fund /Amount	Monitoring Intervals	Evidence of Implementation	Formative/Summative	Title I Schoolwide Components (Code by #)	State Strategic Priority
2.1	Provide extended learning opportunities, and instructional resources for extended day programs and extracurricular/co-curricular activities. <b>(Data &amp; Interventions)</b>	Counselors All Teachers Cluster Leads	211/\$1,655 199/\$8,000	Sept 2018 - June 2019	Lesson Plans Attendance Logs Grades	Common Assessments	1,2,9	1,3
2.2	Provide instructional materials for intervention programs, transition camps and test prep programs including SAT, ACT, PSAT. <b>(Data &amp; Interventions)</b>	Principal CILT	199 - \$3,000	Every six weeks	Lesson Plans Instructional Calendars	EOC Exams STA/ACT/PSAT Exams AP Exams	8	1, 2, 3
2.3	Designated Staff will participate in standalone programs, intervention (after-school & Saturday School), transition camps and extracurricular/co-curricular activities to enhance student transition success. <b>(Interventions)</b>	Teachers CAP Counselor	199 - \$3,000	Every six weeks	Agendas Lesson Plans Sign In Sheets	Naviance Student Retention in College/Careers After Graduation Scholarships	7	2, 3
2.4	Students will participate in afterschool activities, work-site visits, internships, classroom speakers career interviews, field trips, and college visits to prepare for college and career readiness. <b>(Interventions)</b>	TREK Team Teachers Counselor	199/\$10,000 211 / \$2,000	July 2018- May 2019	TAG TREK TAG-Interim Term Student Surveys	Student Surveys Common Assessments	1,7,9,10	1,3

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

<b>Title I School Wide Components Reference Numbers</b> 1. Comprehensive Needs Assessment 2. Reform Strategies 3. Instruction by State Certified Teachers 4. High Quality Professional Development 5. Strategies to Attract State Certified Teachers 6. Strategies to increase family, community and parent engagement 7. Transition 8. Teacher Decision-Making Regarding Assessments 9. Effective and Timely Assistance to Students 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 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.	
<b>Goal #3: Culture and Climate</b>  Cultivate a culture of feedback, support, and communication using the action steps listed below in order to positively impact instruction and overall climate by the indicators of success by July 1, 2019.	<b>Student Outcome Goal # 3</b>
<b>Objective: Indicator of Success:</b>  Increase campus climate scores to be >95% positive in 4/4 domains from >95% positive in only 2/4 domains.  Increase overall student climate scores from 88% positive to at least 91% positive.  Increase parent climate survey scores from 92% positive to over 95% positive.  Student Panoramic Survey will reflect an increase from 2017-18 in all five categories.	

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

REF #	Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School Wide Components (Code by #)	Strategic Priority
3.1	Campus leadership will use technology to communicate with students and parents to increase parental and community involvement. Including Mail Chimp in conjunction with the TAG PTSA <b>(Safe and Collaborative Culture)</b>	Principal CILT PTSA	199 / \$0	Aug 2018 - May 2019	Website Login Tracker	Parent Surveys	Campus Surveys PTSA Feedback SBDM Feedback Community Engagement Rating	1, 6	3
3.2	Utilize community liaison to secure donations for community stakeholders and increase parental and community involvement. <b>(Safe and Collaborative Culture)</b>	Principal	199 \$0	Aug 2018 - June 2019	Newsletters Agendas Thank you notes	Donations entered into Voly	TEA Community Engagement Survey	1,6	1,3
3.3	Offer workshops, professional development and for parents, faculty and students based on parent needs. <b>(Standards Alignment)</b>	Principal Counselor Community Liaison	199/\$1,000 211/\$1,000	Aug 2018 - June 2019	Agendas Sign-In Sheets Registration	Student Performance Parental Involvement	Surveys	1,4,6,10	1,3
3.4	Increase collaboration and partnership in the school community by offering parent and student volunteer opportunities. <b>(Safe and Collaborative Culture)</b>	Principal Counselor Community Liaison	199 \$2,000	Aug 2018 - June 2019	Agendas Sign-In Sheets Registration	AP Scores STAAR Scores	Surveys	1,6	1,3

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

3.5	Build a stronger community support network through engaging and centralizing the TAG alumni network.	Principal Counselor Teachers	199 \$0	Aug 2018 - June 2019	Agendas Sign-In Sheets Registration	Student Surveys College Applications Naviance	Surveys	1,5	4
-----	--	------------------------------------	------------	-------------------------	---	---	---------	-----	---

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