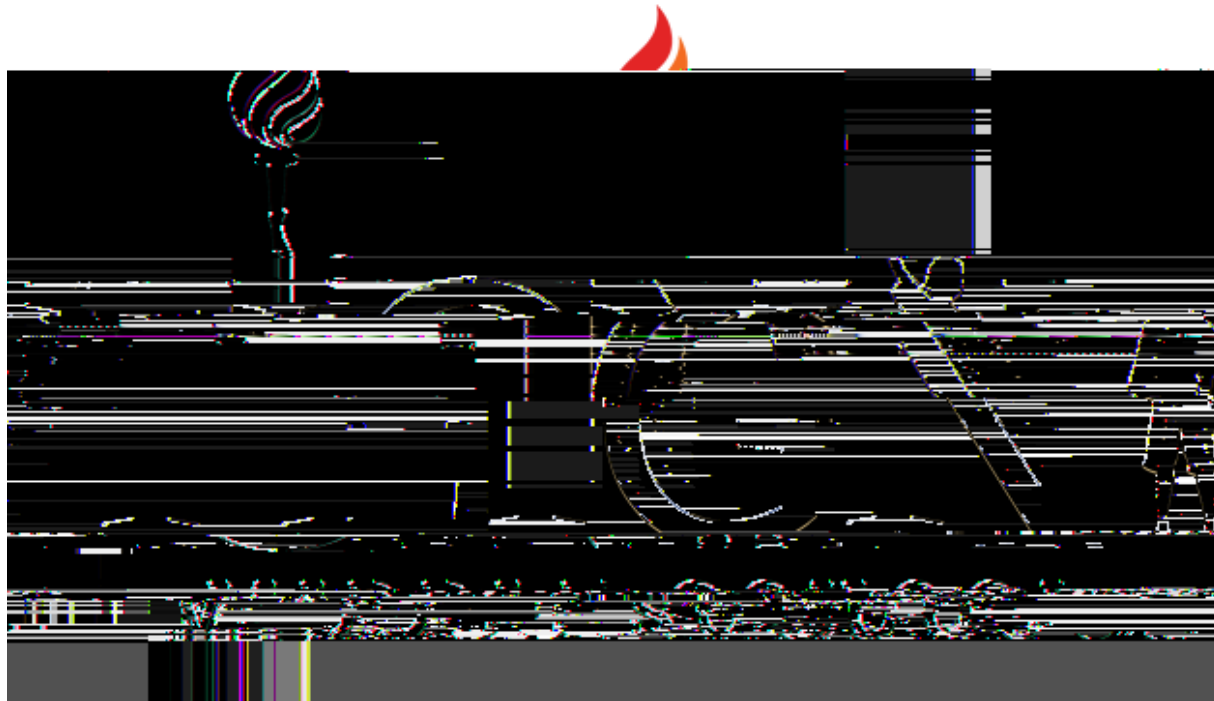# Dallas Independent School District

362 Ignite Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IGNITE is a 6-8 Middle School diversity by design campus. IGNITE Middle School is centrally located near Downtown Dallas in the City Place neighborhood. We are intentional

None of our African American or Hispanic scholars were sent to DAEP based on SPBS data.

Student Learning

Student Learning Summary

This causes teachers to hold a deficit mindset on the speed and rigor at which African American scholars can achieve as well as a gap in their capacity to meet cultural and personal relevance needs. This is exacerbated by high teacher turn over.

School Processes & Programs

School Processes & Programs Summary

Curriculm, Instruction, and Assessment

Our campus is a Personalized Learning campus whose instructional model is Purpose Driven Learning and Career Exploration. Scholars have access to a wide variety of STEAM elective in robotics, programming, computer literacy, engineering, art, dance, and band. Our scholars also have access to advanced coursework earning high school credit in engineering, Algebra 1, and Astronomy.

Starting in the 2023-2024 school year, all scholars will be on an Algebra 1 trajectory. 50% of our scholars will be on a trajectory for advanced Science coursework, and all scholars will engage in advanced learning in Social Studies.

Scholars receive their Career Exploration work through an i90 our career PBL course taken at all grade levels as a semester course. In that program, scholars are exposed to and perform a wide range of careers focused around a community centered problem of practice.

Our weekly Power Hour will be an opportunity for scholars to engage in personalized learning/data tracking, SEL Community Engagement through House Games, more career exploration in Clubs and RTI by select teachers.

Reading will utilize the state developed Amplify Curriculum. Math will utilize Carnegie.

School Context and Organization

For the 2023-2024 School year the administration will be comprised of one principal, one assistant principal, and one counselor.

Our master schedule is built on an 8 period 95 minute block schedule. Reading will be double blocked. The average class size in 6th grade core is 18, 7th and 8th is 20.

Each core content will have a designated coaching and support person as well as CILT and Department Chair.

100% of staff and Students participate in Clubs or intervention.

Technology

Our campus is 1:1 in regards to student chromebook devices (Tip Web data source). Every teacher has a Prometheon or Newline Smartboard in their room as well as their district issued device. Teachers have access to a class set (25) virtual reality Occulus headsets for immersive educational experiences.

Our newly designed library space is equiped with a wide arrange of creative technologies for graphic design and communications (Radio, Television, Film) with access for all classes throughout the day.

Our robotics program and Maker Space allow for scholars to create and develop new ideas with access to 3d printers, tools, programmable interfaces and 1 robot to ever 4 scholars.

Staff Quality, Recruitment, and

devleopment at the campus level implements best practies using Bambrick's Model which inclues but not limited to, Real Time Feedback (RTF)and See It, Name It, Do It (SND).

70% of our staff are new to the campus. All but two of those are new to the district.

School Processes & Programs Strengths

Curriculm, Instruction, and Assessment

We receive a strong amount of support from the Personalized Learning and Social-Emotional Learning departments. We also have a strong PLC cycle consisting of twice weekly 60 minute meetings where teachers analyze data and plan

Master Schedule allows for double blocked ELAR and Math in grades 6-8 to support teir 1 instruction and increase student outcomes.

All content core classes will have same planning periods for PLCs

Inclusion support for SPED Students. Sped team will collaborate in PLCs with core teachers to support teir 1 instruction for sped students

Campus offers Honors courses for Content Core

School Context and Organization

Campus has a Reset center/Campus Monitor to assist with tracking behavior incidents

We have a campus coordinator that will help support Personalize Learning (PL) professional development to increase teachers' pedagogical skills to support teir 1 instruction and increase student outcomes

Technology

We also have strengths in the wide access our scholars have to personalized creative and expressive outlets.

We utilize e-hallpass to monitor and control hallway movement during class and to minimize time spent out of class.

Staff Quality, Recruitment, and Retention

Staff participate in a wide variety culture events that they develop themselves as well as with support from PTSA and campus leadership.

Team members select a teacher and employee of the month every month.

Perceptions

Perceptions Summary

Families, scholars, and teachers that apply to IGNITE are looking for something different than the traditional model. Many are attracted to our personalized learning and purpose driven learning models.

Family and Community Involvment

Enrollment has seen one steady decline over the past two years. For the 23-24 school year, we are only projected to be at 60% enrollment. That is down from 80% this time last year and 110% the year before. Generally most or all of our stakeholders have a clear understanding of and belief in our campus mission, vision, and values. However, based on parent, student, and staff surveys as well as exit interviews with families unenrolling; the disconnect is a view that IGNITE does not actualize some of the components of IGNITE's model.

a lack of trust by students who do not feel as though they can establish trusting relationships. Teachers struggle to make intentional connections with their students and families.

Problem Statement 7: Teachers do not effectively deliver PL lessons or balance lssons that include the PL requirements with the districts requirements.

Root Cause 7: There is a lack of modeling in how to incorporate the PL model in the delivery of lessons and student activities.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student culture systems were inconsistent in the last three-quarters of the school year.

Root Cause 8: The multiple changes in leadership made it difficult to maintain consistency of implementation after October.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: 75% of IGNITE parents know who to communicate with regarding their student's academics but not for accessing additional family resources and supports (approximately 40%).

Root Cause 9: Campus lack parent instructor.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Lack of visibility and parental participation, limited interactions such as volunteer opportunities, participation in conferences, and other meetings such as PSTA, SBDM, and family event nights (Impact Night, Open House, etc)

Root Cause 10: Teachers did not have confidence or feel like they had permission to engage with families in meaningful, productive ways. Leadership relied on too few communication systems primarily utilizing the newsletter.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Enrollment and applications has been steadily declining over the past 3 years. 2 years ago by June we had 110% of seats filled, 1 year ago we had 80% of seats filled, and this year we only have 40% of seats filled.

Root Cause 11: Increased competition from newly developed choice schools, insufficient recruiting strategies, and declining campus rating.

Problem Statement 11 Areas: Demographics - Perceptions

Problem Statement 12: Replacement and repair of student devices is cumbersome and leads to long delays before students can get a device.

Root Cause 12: Limited excess devices, teachers lack knowledge of the request process, and a bottle neck at the campus coordinator to process all of the replacement/repair requests.

Problem Statement 12 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

Goals

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

Performance Objective/Campus Goal 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 52% to 70% by middle of year 2023-24.
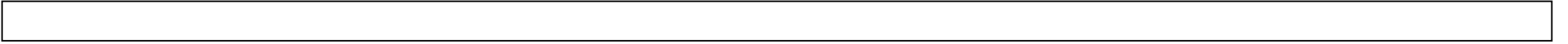
High Priority

Evaluation Data Sources: District/Curricular Assessments

Strategy 1 Details	Reviews			
Strategy 1: Reading and math teachers will provide targeted, skill specific tutoring for students under performing on that specific skill weekly. Teachers will use a blend of platforms like IXL and other district approved adaptive software.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance across all bands and improvement towards student growth goals. **Staff Responsible for Monitoring:** Reading/Math Classroom Teachers and Demonstration Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Leadership team members will receive training and support on Personalized Learning systems. This plan starts with a summer PL Leadership Retreat and continues through PL Road-trips the rest of the year to support teacher implementation and roll out.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus increases from a self-rating of Not PL Ready to Consistent Practice by end of year on the PL Readiness Continuum.				
Staff Responsible for Monitoring: Principal, Assistant Principal, Demo Teachers, PL Quarterback				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Problem Statements: School Processes & Programs 1, 2				

Strategy 3 Details	Reviews
Strategy 3: Teachers receive scaffolded professional development by PL team, Quarterback, and Demonstration Teachers to proficiently implement PL strategies in the classroom.	**Formative**	
Strategy's Expected Result/Impact: Campus average rating on campus PL Walkthroughs will increase from Not PL ready to Consistent Practice by end of year.	
Staff Responsible for Monitoring: PL Quarterback, Demonstration Teachers, Assistant Principal, Principal	
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning	
Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2	

Strategy 4 Details	Reviews
Strategy 4: Ongoing Instructional Walks and Coaching utilizing the PL Readiness Continuum to ensure effective implementation and teacher efficacy of Personalized Learning Systems **Strategy's Expected Result/Impact:** Campus average rating on campus PL Walkthroughs will increase from Not PL	

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

Performance Objective/Campus Goal 2: GPM 1.2: African-American student achievement on TEKS-aligned assessments in reading and math using the projected Domain 1 calculation will increase from 21% to 50% by middle of year 2023-24.

> **High Priority**
>
> **Evaluation Data Sources:** District/Curricular Assessments

Strategy 1 Details	Reviews			
Strategy 1: African American students will be invited to participate in Dallas ISD's African American Success Intiative mentoring program with strong teacher leadership where goal setting and vision crafting will frame their perceptions of ability.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased engagement, leadership, and growth targets on campus by African American students. **Staff Responsible for Monitoring:** Campus Coordinator, AASI Mentors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 3				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive on going professional development and targeted discussion stems in SST/Grade level meeting contexts utilizing tools like Thrively to reinforce asset framing and culturally responsive teaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increases in TEI indicator 1.2, 2.3, 3.3 to a campus wide average of 2 for all three indicators. Student Perception Survey increases of 15 percentage points under Engagement and Teacher-Student relationships. **Staff Responsible for Monitoring:** Assistant Principal and **Problem Statements:** Demographics 1 - Student Learning 3				

0% No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective/Campus Goal 2 Problem Statements:

Demographics
Problem Statement 1:

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

Performance Objective/Campus Goal 3: GPM 1.3: Student achievement on TEKS-aligned assessments in reading and math at the projected Meets performance level or above will increase from 15% to 35% by middle of year 2023-24.

> **High Priority**

> **Evaluation Data Sources:** District/Curricular Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will co-plan across grade levels once a month in horizontal meetings to establish experiential opportunities for scholars to build rich background knowledge in both reading and math curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will be able to make cross curricular connections pushing engagement and critical thinking skills for Mastery Based instruction.
    Staff Responsible for Monitoring: Grade Level Chairs, PL Quarterback, Demo Teachers
 	
    Title I:
    2.4, 2.5, 2.6
    - TEA Priorities:
    Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Learning 2 - School Processes & Programs 2				

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Goal 3: DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above will increase from 42.3% to 56.0% by June 2025.

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

Performance Objective/Campus Goal 1: GPM 4.1: Student achievement on TEKS aligned assessments in Reading (grades 6-8) and using the projected

Strategy 3 Details	Reviews
Strategy 3: Through purposeful PD and planning, reading teachers will increase the use of the PL Model, pulling small groups and TEKS-based tutorials. Data (student work samples and daily curriculum assessments) will be used to support student growth to grow in all three STAAR categories. **Strategy's Expected Result/Impact:** Students meeting or exceeding their growth goals by 5% points or higher. The campus will meet or exceed the targets as outlined in the CIP.	

Student Learning
Problem Statement 3: Our African American students are not meeting their growth goals at the desired levels (only 39% meeting their growth goals in math and 27% in reading according to ..... . **Root Cause**: Observation data (spots/extended) demonstrates that teacher capacity through tier 1 instruction is strong due to the years of experience. This causes

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

Performance Objective/Campus Goal 2:

Strategy 2 Details	Reviews

Strategy 2: Through purposeful PD and planning, math will increase the use of the PL Model through the Carnegie curriculum, pulling small groups and TEKS-based tutorials. Data (student work samples and daily curriculum assessments) will be used to support student growth to grow in all three STAAR categories.
 	
    Strategy's Expected Result/Impact: Students meeting or exceeding their growth goals by 5% points or higher. The campus will meet or exceed the targets as outlined in the CIP.
    Improved collaboration in PLCs to develop aligned lessons and assessments that provide students opportunities for higher-level thinking and problem-solving.
    Staff Responsible for Monitoring: Math Teachers, Math Demo Teander, Assistant Principal, and Principal
 	
    Title I:	

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

Strategy 2 Details	Reviews
Strategy 2: Through purposeful PD and planning, Social Studies teachers will increase the use of the PL Model through the	

Student Learning
Problem Statement 3: Our African American students are not meeting their growth goals at the desired levels (only 39% meeting their growth goals in math and 27% in reading according to ..... . **Root Cause**:

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

Performance Objective/Campus Goal 4: GPM 4.4: Student achievement on TEKS aligned assessments in Science (grades 6-8) and using the projected

campus will meet or exceed the targets as outlined in the CIP.
Improved collaboration in PLCs to develop aligned lessons and assessments that provide students opportunities for higher-level thinking and problem-solving.
Staff Responsible for Monitoring: ScienceTeachers, Assistant Principal, and Principal

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Problem Statements: Student Learning 1 - School Processes & Programs 2

0%... No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective/Campus Goal 4 Problem Statements:

Student Learning
Problem Statement 1: Although African American and Emergent Bilingual achievement equals campus achievement, the overall data demonstrates that most scholars are not receiving rigorous, aligned instruction. Only 53% of scholars overall earned approaches or better on the Fall ACP.   **Root Cause**: Teachers struggle to unpack the TEKS for alignment yielding poor tier 1 instruction.

School Processes & Programs
Problem Statement 2: Teachers do not effectively deliver PL lessons or balance lssons that include the PL requirements with the districts requirements.   **Root Cause**: There is a lack of modeling in how to incorporate the PL model in the delivery of lessons and student activities.

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

Goal 6: SUPPORTING DISTRICT GOAL: During the 2023-2024 school year, the Local Accountability System (LAS) will be used to determine Texas

Goal 6:

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

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

Performance Objective/Campus Goal 3: GPM 6.3: Extracurricular Opportunity Points will increase from 5 to 25 by Mid-Year 2023-2024

Strategy 1 Details	Reviews			
Strategy 1: Teachers will select clubs from a pre-determined list broken down by categories indicated as diverse in opportunity utilizing Student Activities Department lists.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Broader variety of choice for scholars to inspire and begin exploring. **Staff Responsible for Monitoring:** Campus Coordinator **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - School Processes & Programs 3 - Perceptions 1, 3				
0% No Progress Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective/Campus Goal 3 Problem Statements:

Demographics
Problem Statement 4: Enrollment and applications has been steadily declining over the past 3 years. 2 years ago by June we had 110% of seats filled, 1 year ago we had 80% of seats filled, and this year we only have 40% of seats filled.   **Root Cause**: Increased competition from newly developed choice schools, insufficient recruiting strategies, and declining campus rating.
School Processes & Programs
Problem Statement 3: Student culture systems were inconsistent in the last three-quarters of the school year.   **Root Cause**: The multiple changes in leadership made it difficult to maintain consistency of implementation after October.

Perceptions

Goal 7: SUPPORTING DISTRICT GOAL: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback,

Strategy 3 Details				Reviews		
Strategy 3: Conduct professional development series on family and community engagement with focus on proper communication and partnerships. These will be conducted as part of the monthly PD opportunity.				**Formative**		**Summative**
				Nov	Jan	Mar	June

Strategy 3 Details	Reviews

Strategy 3: Conduct professional development series on family and community engagement with focus on proper communication and partnerships. These will be conducted as part of the monthly PD opportunity.
 	
    Strategy's Expected Result/Impact: Parent direct involvement in classroom activities increased from 0 to 5 over the course of the year.
    Staff Responsible for Monitoring: Parent Instructor, Counselor, Assistant Principal
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Root Cause Problem Statements: Demographics 3 - Perceptions 2
	Formative: Nov / Jan / Mar — Summative: June

	No Progress		Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
Problem Statement 3: Lack of visibility and parental participation, limited interactions such as volunteer opportunities, participation in conferences, and other meetings such as PSTA, SBDM, and family event nights (Impact Night, Open House, etc)   **Root Cause**: Teachers did not have confidence or feel like they had permission to engage with families in meaningful, productive ways. Leadership relied on too few communication systems primarily utilizing the newsletter.

Perceptions
Problem Statement 1: Students feel as though they are respected (79% favorable) but not supported (50% believe teachers are concerned about them, 48% would be excited to have teachers again) while teachers feel as though campus wide discipline is a significant concern (only 28% favorable).

Title I Personnel

Name	Position	Program	FTE
Chrisford Tellesford	Teacher	Science	1
Juanita Alcaraz	Parent Instructor	Family and Community Engagement	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lamecia Rhodes	Principal
Administrator	Charmon Barksdale	Assistant Principal
Administrator	Miguel Maymi	Assistant Principal
Parent	Adrienne Fraga	Chair
Classroom Teacher	Gwendolyn Dean	Secretary
Community Representative	Janelle Macdonald	Vice Chair
Parent	Anh Nguyen	Time Keeper
Business Representative	Hang Luong	Member
Community Representative	Jade U	Member