

Dallas Independent School District

103 Gabe P. Allen Charter School

2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to empower students to become confident, independent problem-solvers, leading us into a diverse and ever-changing society.

Value Statement

Gabe Allen is a happy place to be the best we can be!

Portrait of a Graduate

Students from Allen New Tech Academy will be confident problem solvers, effective communicators, self-sufficient learners, and critical thinkers upon graduation from our campus. They will possess the skills necessary to succeed in their educational journey and throughout their life. These skills are the cornerstone of the New Tech model, which will lead to student success in project-based and social-emotional learning. As a result, students will be able to carry out these skills throughout their educational journey.

1. Confident Problem Solver - thinking outside the box to find solutions, using creativity and innovation when finding solutions, seeing failures as steps towards a viable solution and not as a setback.
2. Effective Communicator listens carefully to internalize meaning before articulating a response, takes time to reflect on ideas, decides on a communication method (oral/written) to deliver the message needed, and effectively uses technology as a tool.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gabe P. Allen New Tech Academy is a Choice School in Dallas Independent School District. The school's enrollment of 348 students consists of 162 female students and 186 males. Of this enrollment, 82.5% are Hispanic, 16.7% are African American, and 2% are White. One hundred twenty-six students are EL, 26.1% are TAG, 98.0% are Economically Disadvantaged, and 22.1% receive Special Education services. Allen employs a high-quality staff of 32 teachers, 3 of which are Distinguished. Our teachers' years of service range from 5 beginning-year teachers and the remaining 27 with more than three years of experience. The average daily attendance rate was 93.02%. Below is the average daily attendance for each grade level.

Average Daily Attendance	
Pre-K	89.39%
Kinder	90.32%
1st Grade	91.14%
2nd Grade	91.08%
3rd Grade	92.94%
4th Grade	94.27%
5th Grade	95.03%
6th Grade	93.47%
Total	92.48%

Data Source: MyData Portal GRADE SPAN: Serving grades Pre-K3 to 6. Student enrollment as of 5/3/2023

GRADE	TOTAL ENROLLMENT	FEMALE	MALE	WHITE	AFRICAN AMERICAN	HISPANIC	MULTIRACE	ECON. DIS.	SPECIAL
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Student Learning

Student Learning Summary

2022 STAAR DATA:

Reading (Grades 3-6)	Math (Grades 3-5)	Science (Grade 5)
Masters: 9.8%	Masters: 9.2%	Masters: 4.3%
Meets: 18.5%	Meets: 15.2%	Meets: 23.9%
Approaches: 33.2%	Approaches: 39.1%	Approaches: 28.3%

2022 Fall ACP:

Percent Approaches

Grades	
Grade 3 Mathematics Sem 1	46.00
Grade 4 Mathematics Sem 1	41.46
Grade 5 Mathematics Sem 1	75.61
Mathematics 6 Honors Sem 1	88.24
Mathematics 6 Sem 1	57.14

English Language Arts Reading 6 Honors Sem 1	64.71
English Language Arts Reading 6 Sem 1	38.10
Grade 3 English Language Arts Reading Sem 1	6.25
Grade 3 Spanish Language Arts Reading Sem 1	50.00
Grade 4 English Language Arts Reading Sem 1	28.57
Grade 4 Spanish Language Arts Reading Sem 1	35.29
Grade 5 English Language Arts Reading Sem 1	51.85
Grade 5 Spanish Language Arts Reading Sem 1	85.71

K-2 MAP Data: Average RIT Score (2022-2023)				
Assessment	Fall 2022 Campus	Fall 2022 District	Winter 2022 Campus	Winter 2022 District
Reading K-2	148	152	154	158
Spanish Reading K-2	152	149	157	157
Math K-2	156	155	165	164

Grades 1-2 Math Growth MAP Data: African American Performance		
Grade	Winter 2021-2022	Winter 2022-2023
Grade 1	100% of students in 1st to 20th Percentile	100% of students in 1st to 20th Percentile

Student Learning Strengths

Our students can meet the expectation with support and engaging instruction.

They scored comparatively well in Science STAAR, obtaining a Science Distinction.

School Processes & Programs

School Processes & Programs Summary

Instructional Programs

Our campus has established the following processes and implemented several programs that will be continued yearly. Instructional, Curricular, and Professional Processes and Practices: Teachers will administer Common Assessments every nine weeks (3rd-6th grade), Daily children observations as authentic assessments for grades PK and Kinder. TX-KEA is administered to Kindergarten children at EOY. CIRCLE is administered to PK3 and PK4 (BOY, MOY & EOY). MAP will be assessed BOY, MOY, and EOY for 1st - 6th-grade children and EOY only for Kindergarten. Data will be uploaded via scan sheets into All In Learning weekly for grades 3rd - 6th grade for Reading, Math, and 5th-grade Science. In Pre-K through 2nd, teachers will be collecting data through other assessments.

Instructional calendars will be completed at the beginning of the school year for 3rd-6th Reading, Math, and Science for 5th grade to ensure instructional alignment and adequate pacing. Weekly PLCs (Professional Learning Communities) and data meetings will be held to discuss classroom, grade level, and individual student progress. Weekly lesson plans will be reviewed to ensure alignment with the state standards. All K-2nd new teachers will attend ongoing Science of Teaching Reading Academies to deepen their understanding of high-quality reading and writing instruction. Other teachers will receive content

School Processes & Programs Strengths

Instructional Programs

Perceptions

Perceptions Summary

School Culture and Climate

The Fall 2022 Staff survey indicates we are above the district in all categories. In the survey category Belief and Priorities, there were 89.9% positive responses. Positive Culture and Environment was 79.4%, Culture of Feedback and Support 91.3%, College/Going Culture 93.9%, Teacher/Teacher Trust

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In Positive Culture and Environment, staff feels that unruly students are permitted to disrupt the learning environment. **Root Cause:** Teachers are inexperienced in incorporating effective classroom management strategies.

Problem Statement 2 (Prioritized): In Positive Culture and Environment, staff feel discipline is not enforced consistently and effectively. **Root Cause:** The adjustment towardTeac

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
 - Professional development needs assessment data
- Equity 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.

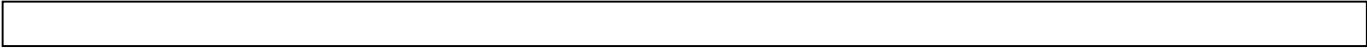
Performance Objective/Campus Goal 1: GPM 1.1: Student achievement on TEKS-aligned District assessments in reading and math using the projected Domain 1 calculation will increase from 35% to 52% by middle of year 2024-25.

High Priority

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews
Strategy 1: Teachers will implement RTI consistently and effectively. Teachers KN-6th grade will ensure small group/ guided reading instruction daily for all tiered level instruction. Intervention times by tiers: Tier 1 for 45 minutes per week, Tier 2 for 90 minutes per week and Tier 3 for 120 minutes per week. Strategy's Expected Result/Impact: Students will be reading above grade level by the end of the school year as follows: K-Level 6, 1st-Level 20, 2nd-Level 30, 3rd-Level 40, and 5th-Level 60. Staff Responsible for Monitoring: CILT Reading	

Strategy 4 Details	Reviews			
Strategy 4: Create instructional and tutorial calendars and schedules that include PBL Planning time and exhibition checkins, and design collaborative projects to address the academic, social, and psychological needs of students. Strategy's Expected Result/Impact: Increase collaborative projects, Increase project exhibitions Staff Responsible for Monitoring: Teachers, Librarian, Administrators, Parent Instructor Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: Tutoring - 211 - Title I, Part A - 211-11-6118-ED-103-2-30 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Maintain a tutoring program (Saturday school, before & after school) to address students' academic needs. This program will be offered to students from diverse backgrounds, including those who are ELL, EDS, and AA. Strategy's Expected Result/Impact: Increase Reading Lexile levels, Increase Math Standards mastery, Increase background knowledge of scientific science terms Staff Responsible for Monitoring: Administrators, School Counselors, Demo Teacher, teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: Tutoring - 199 - General Operating - \$5,000	Formative			Summative
	Nov	Jan	Mar	June



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 Problem Statements:

Demographics
Problem Statement 2: The attendance rate is below 97%, which is the school year goal. Root Cause: Lack of incentives and student activities to encourage student attendance
Perceptions
Problem Statement 1: In Positive Culture and Environment, staff feels that unruly students are permitted to disrupt the learning environment.

Strategy 3 Details		Reviews
Strategy 3:		

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

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

High Priority
Evaluation Data Sources: Student Assessments

Strategy 1 Details	Reviews
Strategy 1: K-2nd diagnostic assessments (MAP, etc.) will be administered to ensure students are on track in the early childhood grades to ensure greater success in grades 3rd and up. Strategy's Expected Result/Impact: Intensive interventions to move Tier 2 students to Tier 1 to target	

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.

Student Learning

Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards **Root Cause:** Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.

Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. **Root Cause:** Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.

Problem Statement 3: 38% of students in grade 5 did not meet the Science standards on Fall ACP **Root Cause:** Lack of students' background knowledge of scientific terms, skills, and concepts

Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math **Root Cause:** Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population

Goal 3:

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

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

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Teachers will model problem-solving strategies and appropriate mathematics language during small group instruction to identified students scoring below grade level. Strategy's Expected Result/Impact: Increase in the overall math proficiency of the students Staff Responsible for Monitoring: Math Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support students scoring below the 29th percentile on the MAP growth targets through a pull-out or push-in support by the reading interventionist Strategy's Expected Result/Impact: 5 % increase in Lexile levels Staff Responsible for Monitoring: Interventionists Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 4	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress Accomplished Continue/Modify Discontinue				

Student Learning

Problem Statement 1: 38.4 percent of students in grades 3 to 6 did not meet the Reading standards **Root Cause:** Lack of collaboration between multiple grade levels to create appropriate instructional scaffolding and rigor alignment.

Problem Statement 2: 39 percent of students in grades 3 to 6 did not meet the Math standards. **Root Cause:** Teacher expertise and lack of professional development for all Math teachers to align practices and pedagogical effectiveness.

Problem Statement 4: More than 50% of African American students across grades 1-6 are below the 40th percentile in MAP Growth Reading and Math **Root Cause:** Lack of diverse, inclusive, and engaging curricular resources and effective instructional strategies to target our African American student population

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

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

Strategy's Expected Result/Impact: Increased engagement and scores for all students and African American students

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

2.4, 2.6

- TEA Priorities:

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

Goal 4:

Strategy 2 Details		Reviews
Strategy 2:		

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

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

High Priority
Evaluation Data Sources: Student Assessment

Strategy 1 Details	Reviews
Strategy 1:	

Strategy 5 Details

Reviews

Strategy 5: Counselors will deliver guidance lessons such as: Bullying, Violence and Prevention Intervention, Career, and

Goal 5:

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

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

High Priority

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

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

High Priority

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

*STUDENT PARTICIPATION PERCENTAGE: Number of students participating in at least one extracurricular or co-curricular activity (50 POINTS)

*EXTRACURRICULAR ACTIVITY ENGAGEMENT PERCENTAGE (50 POINTS) of available for the following categories: Athletics, Academics, Visual & Performing Arts, and Leadership

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for students to participate in extracurricular activities by creating a calendar of events to include the club meeting dates and times. Strategy's Expected Result/Impact: Increased student participation in clubs Staff Responsible for Monitoring: Teachers, Extra Curricular Coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus staff will review behavioral data and develop a school-wide student management plan to address specific targeted behavior, a positive behavior support plan that promotes positive behavior in all aspects of the school setting, and determine interventions to be utilized to prevent misconduct. Strategy's Expected Result/Impact: Decreased exclusionary discipline incidents Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will implement appropriate behavioral interventions for students based on strategies discussed in staff development to address diversity, build relationships with students, and work with students from different populations. Teachers will review discipline data and intervention strategies monthly during PLC meetings. Strategy's Expected Result/Impact: Decreased exclusionary discipline incidents Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				

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

Performance Objective/Campus Goal 1: 100% of teachers will participate in focused activities to increase positive relationships with students, families, and members of the community.

Evaluation Data Sources: Sign in sheets, staff participation, parent involvement as evidenced at events

Strategy 1 Details	Reviews			
Strategy 1: Allen staff will build a strong sense of community through student showcase nights and family engagement events, (literacy and math nights), trips that celebrate our students' futures and heritages. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Parent Instructor Administrators Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Develop jointly with, and distribute to parents a written Allen Parent Involvement Policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. The policy will be made available in English and Spanish to meet the needs of diverse languages of our parents, families, and community members. Teachers will foster daily communication with parents through the use of Class Tag communication. Strategy's Expected Result/Impact: Increase in parent involvement and teacher/parent communication. Staff Responsible for Monitoring: Parent Instructor Administrators Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				NOA
Strategy 3 Details	Reviews			
Strategy 3: Develop jointly with, and distribute to parents a school-parent compact, which will describe the shared responsibility for learning among staff, families, and students. To meet the needs of diverse languages of our parents, families, and community members, additional language translation of the policy will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences. Meetings will be available in am and pm times. Strategy's Expected Result/Impact: Increase in parent involvement and teacher/parent communication. Staff Responsible for Monitoring: Administrators Parent Instructor Teachers Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan		

Strategy 4 Details

Reviews

Strategy 4: Support school readiness for incoming PK/K through School transition meetings for families of incoming students. Provide information to parents on PreK/K readiness. meetings available in am and pm time frames.

Strategy's Expected Result/Impact: Increase in parent involvement and teacher/parent communication.

Strategy 6 Details	Reviews
Strategy 6: CIP will be available for parents and the community. The school will provide two opportunities(Fall 2023 and Spring 2024) to review and revise the CIP. The campus will provide translated plans when needed. Strategy's Expected Result/Impact: Increase in Parent Survey positive responses. Staff Responsible for Monitoring: Parent Instructor Administrators Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers:	