

Dallas Independent School District

039 School For The Talented & Gifted At Townview

2023-2024 Campus Improvement Plan

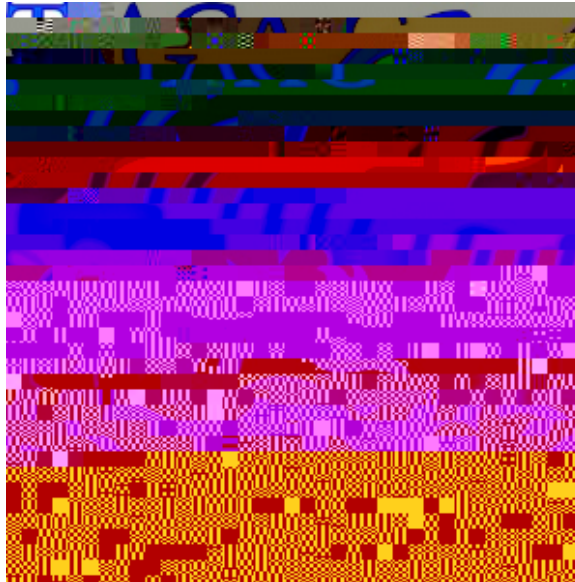


Table of Contents

Demographics

Demographics Summary

Data Sources:

- DISD data packet (3 years)
- Application Diversity Study
- My Data portal demographics
- TARP report staff demographics
- Recruitment/Applicant demographic data
- SAT/ACP
- TAG student focus groups
- TAG created student virtual learning survey
- TAG created staff/parent virtual learning survey
- MAP
- Powerschool

GRADE LEVELS:	ENROLLMENT		STUDENT ETHNIC COMPOSITION (TOTAL):		
10	129		African American	29	5.5%
11	121		White	163	30%
12	112		Asian	73	13.8%%
Total Number of Students	530		American Indian	1	0.2%
			National Hawaiian/ Pacific Islander	0	0%
			Multi-Race	30	5.7%
			Not Reported	0	0%
			Total Students	500	100%

STAFF (As of 06/01)

Campus Professional Staff				Campus & Support Staff	
Teachers	29			Food Services	15
Administrators	1			Custodians	10
Counselors	1			Maintenance	0
Nurses	1			Office Managers/Clerks	2
Librarians	1				

Campus Professional Staff			Campus & Support Staff	
TOTAL STAFF: 37				

Demographics Strengths

Student Enrollment	Economically Disadvantaged	Limited English Proficiency	Special Education and/or 504	Talented and Gifted
9	72	6 (3.6%)	20(6%)	

TAG Magnet high school has 530 students. The school has 168 freshmen, 129 sophomores, 121 juniors and 112 seniors. The demographics consist of populations of students that are 32.6% Hispanic, 7% African American, 29% Anglo, 19% Asian and 5.6% other. 46.2% of the population is male and 53.8% of the population is female. 38% of the TAG student population is reported as low SES. Next year, 2022-23 the size of the school will move from 500 to 550 in one year, with the goal of reaching student enrollment of 550 for the 2022-2023 school year. No staff turnover, addition of 3 new TAG FTE's staff has 18 year average of experience with 63% of the staff holding advanced degrees. Staff retention is due to collaborative environment and school climate. Program has diverse offerings with over 40 AP courses including elective courses.

· **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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause:** Growing I mic M

Student Learning

Student Learning Summary

Data Sources:

SAT/ACT/PSAT

AP course/Dual enrollment data

State/AYP data tables

Courses/Class Grades

Graduation completion rate,dropout rate,diploma types

Promotion/retention rates

Student work

Technology

Student Learning- 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. Student achievement needs to be maintained regardless of the increase in student enrollment, must ensure learning gaps are addressed between demographic groups. System for differntion must be developed to support all students regardless of

Student Learning Strengths

STAAR EOC EXAM (Spring 2022)	Meets	Masters
Algebra 1	100%	77%
English 1	100%	80%
English 2	100%	84%
Biology	100%	96.2%
US History	100%	97%
TOTAL	100%	88%

Student Achievement

Data Source(s):

- **High and increasing average PSAT, SAT, and ACT (28 to 31 over 4 years)**
- **100% college commitment over past five years**
- **100% pass STAAR end-of-course exams; 75% Commended rate**
- **AP qualifying scores have risen from 67% to 85% over 6 years with all enrolled students taking the appropriate exams**
- **Over half of the senior class were recognized in the National Merit Program**
- **100% of students participate in at least one extracurricular activity**
Extracurricular activities achieve high results: Mock Trial (14th in State), Robotics (17th in state), DI (multiple teams to Globals)

Problem Statement 3 (Prioritized): Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause:** Growing population and how to address ELL needs

School Processes & Programs

School Processes & Programs Summary

Data Sources:

Teacher demographic data

Turnover rate

Master Schedule

Technology Survey

Course request tallies

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 29 different teachers (29 FTEs) that teach between 2-6 different courses. Next year the school will grow to 24 total FTEs with the increased enrollment of 60 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

Perceptions

Perceptions Summary

Priority Problem Statements

Problem Statement 1:

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1:

Performance Objective/Campus Goal 1:

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement student profiles and teacher action plans to improve student achievement by using assessments and data. (Monitoring & Interventions) Strategy's Expected Result/Impact: Student Profiles Teacher Action Plans Increase in ACP, STAAR, AP,MAP scores for African American students. Staff Responsible for Monitoring: TAG staff Tag Admin TAG Leadership Team Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-039-2-30 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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. (Interventions). Resources will address mitigating learning loss and/or prevent, prepare for, or to respond to COVID 19 pandemic including its impact on the social, emotional, , mental health, and academic needs of students. This includes the purchase of furniture, as well as SEL differentiated seating to address social distancing, as well as student mental health and well-being. Strategy's Expected Result/Impact: Lesson Plans Instructional Calendars Common Assessments Staff Responsible for Monitoring: Admin CILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-039-2-30 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details

Reviews

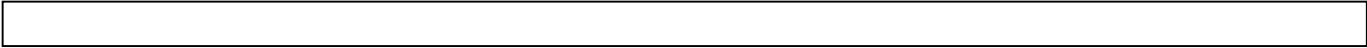
Strategy 4: Provide instructional resources, supplies and materials, technology, manipulatives and reading materials to core

Perceptions

Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being. **Root Cause:** Growing population and how to address ELL needs

Problem Statement 3: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. **Root Cause:** Growing population and how to address ELL needs

Goal 1:



Strategy 4 Details

Reviews

Strategy 4: 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. (Interventions). Resources will address mitigating learning loss

Strategy 6 Details	Reviews			
Strategy 6: Hire qualified teacher to spearhead Math/CS/STEM interventions and provide high quality mentorship for Geometry teacher (Interventions) Strategy's Expected Result/Impact: Differentiated CS/math instruction for students with higher need. Geometry planning and assessments Data Packets, ACP/AP results, College Readiness metrics (SAT/ACT Staff Responsible for Monitoring: Principal Leadership Team Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Dis-aggregate data by sub-groups to determine both performance, intervention needs, and student recruitment areas of need (Data) Strategy's Expected Result/Impact: Recruitment Strategies Interventions in Math Lab STAAR, AP, ACT, SAT Results Diversity Analysis for Applications Staff Responsible for Monitoring: Principal Cluster Coordinator Teachers Counselor Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 3 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Provide timely feedback to teachers, adhering to district observation timelines and campus needs. Soliciting input from teachers and staff. (Monitoring) Strategy's Expected Result/Impact: SPOT/Extended Observations SPOT Observations, Extended Observations, Informal Observations Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 3 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Perceptions

Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being. **Root Cause:** Growing population and how to address ELL needs

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Goal 2: □

Performance Objective/Campus Goal 2:

%

High Priority

Evaluation Data Sources: Student Assessment

Goal 2: ☐

Performance Objective/Campus Goal 3:

%

High Priority

Goal 3: 

Performance Objective/Campus Goal 1:

Goal 3: □

Performance Objective/Campus Goal 2:

%

High Priority

Evaluation Data Sources: Student Assessment

Goal 4:

Goal 4: ☐

Performance Objective/Campus Goal 2: ☐%

Goal 4:

Goal 5:

Strategy 2 Details

Reviews

Strategy 2: Provide instructional materials for intervention programs, transition camps and test prep programs including SAT, ACT, PSAT. (Data & Interventions) MAP Testing

Strategy's Expected Result/Impact: Lesson Plans
Instructional Calendars
Naviance
Student Retention in College/Careers After Graduation
Scholarships









Evaluation Data Sources: Student Panoramic Survey
Teacher created surveys

Strategy 1 Details		Reviews	
Strategy 1: Campus leadership will use technology to communicate with students and parents to increase parental and community involvement. Including membership toolkit in conjunction with the TAG PTSA (Safe and Collaborative Culture) Strategy's Expected Result/Impact: Website Login Tracker Parent Surveys Campus Surveys PTSA Feedback SBDM Feedback Community Engagement Rating Staff Responsible for Monitoring: Principal CILT PTSA	Formative		Summative
	Nov	Jan	

Strategy 2 Details		Reviews			
Strategy 2: Schoollinks will be used during advisory period to enhance student SEL and mental health and to ensure students are participating in extracurricular activities, Hope squad will help with mental health awareness. Strategy's Expected Result/Impact: School links completion rates on modules Student daily Log in Staff Responsible for Monitoring: TAG Staff/SEL Leader Title I: 2.5, 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1					
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective/Campus Goal 1 Problem Statements:

Demographics
Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being. Root Cause: Growing population and how to address ELL needs
Student Learning
Problem Statement 2: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being. Root Cause: Growing population and how to address ELL needs
School Processes & Programs
Problem Statement 1: In order to address learning loss and including its impact on the social, emotional, , mental health, and academic needs of students, furniture to social distance students is vital , furniture will address SEL, by providing differentiated seating to address social distancing, as well as student mental health and well-being. Root Cause: Growing population and how to address ELL needs

Strategy 2 Details

Reviews

Goal 7: □

Performance Objective/Campus Goal 2:

High Priority

Evaluation Data Sources: Newsletters Agendas
Counselor workshops
Weekly youtube video
Mental Health club
Hope squad

Strategy 1 Details	Reviews			
Strategy 1: Counselors in conjunction with the Haliburton foundation and DISD counseling will provide resources and guidance lessons to address the topics of drug use, teen dating violence, and teen suicide. Strategy's Expected Result/Impact: Student understanding of how to get help and how to reach out when in need off assistance. Staff Responsible for Monitoring: Counselor Principal TAG Staff Title I: 2.6 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective/Campus Goal 2 Problem Statements:

Demographics
Problem Statement 1: Support for ELL students, filling and addressing learning gaps, and college readiness for first generation college students. Root Cause: Growing population and how to address ELL needs
Student Learning
Problem Statement 1: Develop strong system for differentiation to allow closing of educational gaps

282 - ESSER III (ARP)					
Goal	Performance Objective/Campus Goal	Strategy	Resources Needed	Account Code	Amount
					+/- Difference