



John McKeever Improvement Plan 2022-2023

Board Approved:

2022-2023 Executive Summary



Executive Summary

Campus Improvement Plan: School Year 2022-2023

Campus Name: John McKeever Elementary

Mission: At John McKeever, we are committed to provide students with safe, nurturing environment in which all students can reach their fullest social, emotional and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens.

Demographics Summary: The current enrollment at John McKeever Elementary as of September 12 is 709 students. The student population at John McKeever consist of 99% Hispanic, 1% White, 0.3% Black. Approximately 8% of our student population receive special education services, while 3% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 5% of our student population. The bilingual population is approximately 47% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained at 97.5%. Most of our students live in the Alamo area and west side of Donna neighborhoods under special permission. We currently have 302 students with special permission into McKeever from various zones.

Comprehensive Needs Assessment Summary: John McKeever Elementary received an overall grade of 88 out of 100 based on performance in three different areas, or domains. In the Student Achievement domain, McKeever earned 70, which shows how much students now and can do at the end of the school year. The School Progress domain, 92 for McKeever, shows how students perform over time and how that growth compares to similar schools. McKeever scored 77 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment: Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All students participate in a project-based learning approach where students inquire tops related to instruction and aligned to teacher's rubric. McKeever is a one-way Dual Language Program Campus. The mission for our campus is to align our instruction to district goals and campus needs. Our main goal is that all students be grade-level fluent readers.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5% in all subject areas and subgroups. Students in grades K-2 will show a 5% increase in the number of students performing in Tier 1 as determined by Istation Reading and Imagine Math. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education, and EB populations. 100% of parents will have the opportunity to participate in school events and engagement activities. McKeever will continue to partner with community stakeholders to ensure student/campus success.

Principal Signature

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Virna Bazan, *Executive Officer for Elementary Schools*

Linda Uribe, Ed.D, *Executive Director for College Readiness*

John McKeever Leadership Team

Susana Arredondo, Principal

Maria T. Quezada, Assistant Principal

Rene Trevino, Assistant Principal

Ana Ortiz & Diana Lucio, Counselors

Michelle Garcia, Librarian

Dina Yoder, CLL

District Vision

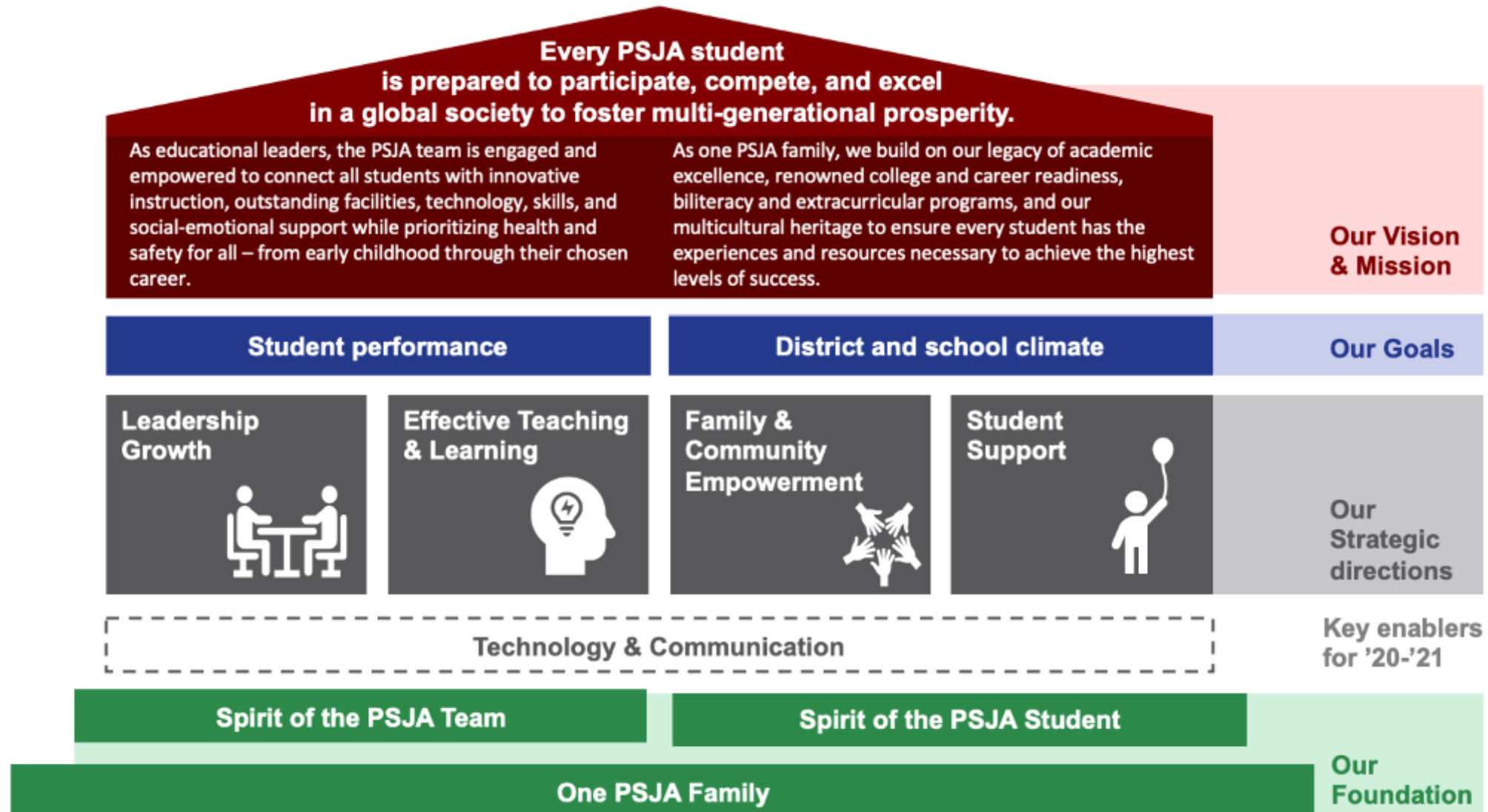
Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

District Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020 by the PSJA School Board of Trustees

2022-2023 Strategic Planning Framework



John McKeever Mission Statement

At John McKeever, we are committed to providing students with a safe, nurturing environment in which all students can reach their fullest social, emotional, and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens.

What We Believe In

The John McKeever Elementary family believes that all their students can academically grow, learn and reach their full potential in classrooms, their community and beyond. Through collaboration from administrators, teachers, parents, students and the community we can accomplish our campus goals.

What We Want to Accomplish

We are committed to provide a nurturing and distinguished campus to the community where all students are valued and welcomed, feel safe, and have the opportunity to reach their full potential.

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 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.

Title I, Part A

School wide 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. School wide 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 school wide program.**
- 3. Instruction by highly qualified 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 parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2021 – 2022 STAAR Campus Summary STAAR Report
2. 2021 – 2022 Domains Data
3. 2021 – 2022 Distinctions Designation Summary
4. 2021 – 2022 Attendance
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. T-TESS Teacher Evaluations
9. Professional Development Plan
10. TELPAS Scores
11. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from the campus were used to review the Special Education data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS), and system safeguards indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Personnel Needs:

The McKeever Elementary Administration must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

McKeever Elementary must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

All Students

- Reading Academic Achievement Status was met with a 5% above the target goal.
- All students received a 43% at Meets Level.
- Math Academic Achievement Status was met with a 7% above the target goal.
- All students received a 40% at Meets Level.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

- Reading Academic Achievement Status was met with a 31% above the target goal (2022).
- Sp. Ed students received a 50% at Meets Level in 2019, 0% Meets Level in 2021, & 28% Meets Level or higher in 2022.
- Math Academic Achievement Status was met with a 30% above the target goal.
- Sp. Ed students received a 53% at Meets Level in 2019, 6% Meets Level in 2021, & 20% Meets Level or higher in 2022.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Learners (EL):

The following sources from the campus were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The McKeever Elementary Administration also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Learners and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

As evidenced in the STAAR performance, the results show an achievement gap as follows:

- In Reading, the achievement gap between EBs and All students in 2021 - 2022 was 7%.
- In Mathematics, the achievement gap between EBs and All students in 2021 - 2022 was 6%.
- In Science, the achievement gap between EBs and All students in 2021 - 2022 was 11%.
- All subjects combined, the achievement gap between EBs and All students in 2021 - 2022 was 8%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued: Economically Disadvantaged

Strengths:

Our economically disadvantaged students received free meals, tutoring, and can apply for grants and scholarships as they advance their education.

Needs:

On the STAAR exam at MEETS Level or higher:

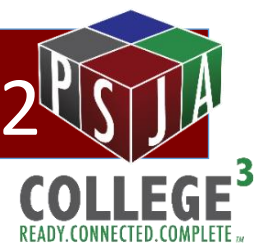
- In Reading, the passing rate for Eco Dis students at McKeever was 60%. All students received 65%.
- In Math, the passing rate for Eco Dis students at McKeever was 57%. All students received 60%.
- In Science, the passing rate for Eco Dis students at McKeever was 20%. All students received 22%.

Student Achievement Summary 2019, 2021 & 2022



	2019 PSJA ISD	2019 McKeev er	Goals 2021	2021 McKeever	2022 McKeever
Domain I STAAR Performance	87	78	90	21	70
Domain II Part A Student Growth	89	67	85		92
Domain II Part B Relative Performance	83	86	91		76
Domain III Closing the Gap (subgroups)	53	77	100		77

Post-Secondary Readiness Data Table 2019, 2021, & 2022



All Students	2019 PSJAISD	2019 McKeever	2021 McKeever	2022 McKeever
STAAR % Meeting Post Readiness Standard	53	77		77

2019, 2021 & 2022 Accountability Results



Domains:		2019	2021	2022
Domain I Achievement	Student	78	21	70
Domain II Part A Growth	Student	67		92
Domain II Part B Performance	Relative	86		76
Domain III the Gap	Closing	77		77
Overall Campus Rating		83		88

English Language Proficiency Status



ALL Students	2019 PSJA	2019 McKeever	2021 McKeever	2022 GOAL	2022 McKeever
TELPAS % Making Progress	36	36	23	50	51

2022 TELPAS Data – Composite Scores



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McKeever	Listening 2021			Listening 2022		
	Progress		%	Progress		%
1st	0	1	0%	26	42	62%
2nd	7	11	64%	47	51	92%
3rd	23	33	70%	31	40	78%
4th	7	44	16%	12	43	28%
5th	24	45	53%	26	47	55%
Totals	61	134	46%	142	223	64%

McKeever	Speaking 2021			Speaking 2022		
	Progress		%	Progress		%
1st	0	1	0%	22	42	52%
2nd	1	4	25%	23	51	45%
3rd	6	32	19%	16	27	59%
4th			#DIV/0!	11	40	28%
5th			#DIV/0!	9	41	22%
Totals	7	37	19%	81	201	40%

McKeever	Reading 2021			Reading 2022		
	Progress		%	Progress		%
1st	0	1	0%	13	42	31%
2nd	2	6	33%	28	51	55%
3rd	9	33	27%	24	31	77%
4th	16	45	36%	19	42	45%
5th	22	45	49%	33	47	70%
Totals	49	130	38%	117	213	55%

McKeever	Writing 2021			Writing 2022		
	Progress		%	Progress		%
1st	0	1	0%	8	42	19%
2nd	1	5	20%	25	51	49%
3rd	6	7	86%	26	44	59%
4th	8	9	89%	36	47	77%
5th	22	22	100%	39	54	72%
Totals	37	44	84%	134	238	56%

McKeever	Composite Rating '22 to '21		
	Progress		%
1st	22	42	52%
2nd	32	51	63%
3rd	19	30	63%
4th	8	37	22%
5th	22	44	50%
Totals	103	204	50%

2022 McKeever DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT
Number	710	352	358	52	311	1	0	18	7	623	35
Percent	100%	49.6%	50.4%	7.3%	44%	0.1%	0%	2.5%	0.98%	87.7%	4.9%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	710	700	0	4	6	0
Percent	100%	98.6%	0%	0.6%	0.80%	0%

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

No.	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I STAAR Performance	McKeever Elementary met was higher than the target score in Reading 3rd grade.	There was a drop in EBs category in the areas of Math in 3 rd and 4 th Grades. There was also a drop in the area of 5 th Grade Science for all students.	Maintain and Improve in the Areas of Reading, Math, and Science. Keep improving in all pops. Improve student learning outcomes in : Reading Math
2	Domain II School Progress	McKeever Elementary 3rd grade students continued to show significant progress in Reading.	There is a need to improve Reading scores of SpEd population.	Group students by ability and deliver differentiated instruction so that all students can continue to have academic growth.
3	Domain III Closing the Gaps	McKeever Elementary is at 77% Post Readiness.	Improvement needed on percentage of Meets and Masters students for all students, Hispanics, Special Education, and EBs. Improvement needed in Closing the Gap due to our EB students not showing significant progress in Speaking.	Implementation of Sustainability activities for 2022-2023.
4	T.E.A. Distinctions Designations	McKeever Elementary obtained 4 distinctions for the following areas: Reading/Ela Math Science Post Readiness	We went from 6 distinctions in 2018 to 4 in 2019.	- Provide Professional development to ensure teachers are prepared to include rigor and relevance in their lessons. - Include Sustainability Skills. - Assess and Monitor frequently through common formative assessments

Summary of Findings

No.	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	• PK/K Orientations, Meet the Teacher, Curriculum Nights, Open House, Festivals, and Fundraisers • Communication in both English and Spanish • Parent Liaison • PAC meetings • Business Partnerships	• Parent Volunteers	• Build up the number of parent volunteers.
6	Technology	• Availability of technology resources for students and teachers, and staff.	• Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor	• Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	• Good student attendance • Special Purpose Campuses to address special needs, i.e. attendance recovery, discipline • Collaborative Learning Communities • Customer Service • School-wide Behavioral Strategies/contracts		
8	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • McRel Evaluation Tool		• Professional Development in all Areas • Availability of Resources

2022-2023 Campus Goals

- Goal Area 1: Student Achievement
- Goal Area 2: Closing the Gaps
- Goal Area 3: Improve Safety, Public Support, Culture and Climate
- Goal Area 4: Increase Staff Quality, Recruitment and Retention

2022-2023 Goal 1 - Student Achievement

[illegible]

2022-2023 Goal 1 - Student Achievement

[illegible]

2022-2023 Goal 1 - Student Achievement

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2022-2023 Goal 1 - Student Achievement

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2022-2023 Goal 1 - Student Achievement

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2022-2023 Goal 1 - Student Achievement

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2022-2023 Goal 1 - Student Achievement

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2022-2023 Goal 1 - Student Achievement

[illegible]

2022-2023 Goal 2 – Closing the Gaps

[illegible]

2022-2023 Goal 2 – Closing the Gaps

Goal Area 2:	Closing the Gaps						
Annual Goal :1	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
Objective 2:	All identified student groups in the Academic Achieemnt component will meet 80% of the indicators by being provided high-quality, research-based instruction throughout the 2020-2021 school						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Team will monitor the planning of lessons by being present during planning periods with assigned grade levels (virtual and in-person).	Principal Asst. Principals LIFE Coach	TEKS District Curriculum Pearson Reading Adoption Pearlized Math Sharon Wells Math Science Fusion Forde-Ferrier The Write Source	September 2022 to May 2023	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR TELPAS Accountability Report	CBAs Benchmarks STAAR TELPAS SLOs Pre/Post TPRI/Tejas Lee TX-KEA CLI	Title I, II, III
Action Steps							
1. Teacher will plan lessons that integrate core content to 21st century content, that are interconnected to other contents, and that help ALL students develop critical thinking and problem solving skills.							
2. Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum planning periods. DOK questions will be tailored so that all students have							
3. Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, Imagine Math, MyOn, Accelerated Reader, and MackinVIA.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Team will monitor the implementation of the curriculum through walkthroughs (virtual and in-person).	Principal Asst. Principals LIFE coach	Walk-Through Form Pacing Guide TEKS Lesson Plans	September 2022 to May 2023	Walk-through Documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	CBAs Benchmarks STAAR TELPAS TPRI/Tejas Lee TX-KEA CLI	Title I, II, III
Action Steps							
1. Observe and provide feedback to teachers on effective and rigorous instructional strategies in all core contents to meet the needs of all student groups.							
2) Ensure appropriate pacing of the curriculum based on the timelines to meet the needs of all student groups.							
3. Administration Team will schedule monthly calibration meetings to provide growth opportunities to each other and to provide better feedback to teachers.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the Reading, Writing, Math, and Science curriculum through CLCs.	Principal Asst. Principals LIFE coach	Training Material Training Agenda District Curriculum, Pacing guide, Year-at-a-Glance, Weekly Lessons State and Local Data Road Maps	September 2022 to May 2023	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance.	CBAs Benchmarks STAAR TELPAS TPRI/Tejas Lee TX-KEA CLI	Title I, II, III
Action Steps							
1. Teachers will be provided support in the implementation of writing across all subjects in order to close the gaps.							
2. Support technology integration within core content curriculum in order to enhance the virtual learning lessons to close the gaps.							
3. CLLs will allow for planning during CLCs in order to create consistency among the classes being taught virtually and in-person to close the gaps.							

2022-2023 Goal 2 – Closing the Gaps

[illegible]

2022-2023 Goal 2 – Closing the Gaps

Goal Area 2:	Closing the Gaps						
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the progress of all student groups in the area of Math	Principal Asst. Principals LIFE Coach Teachers	Imagine Math Pearlized Math Sharon Wells Math TEKsing towards STAAR Forde Ferrier STAAR Ready Mentoring Minds Measuring Up	September 2022 to May 2023	DMAC disaggregated data reports utilized in district templates and shared during CLC meetings. Walk-throughs Lesson Plans	Students making a 5% progress on STAAR.	Weekly Tests CBAs Benchmarks STAAR	Title I: #1, #2, #4, and #8
Action Steps							
Teachers will disaggregate data from weekly tests, CBAs, and benchmarks to plan and incorporate spiraling activities to close the gaps.							
Teachers will provide reteaching and clarify misconceptions by helping students understand the problem solving plan and strategies needed to solve problems.							
Teachers will provide hands-on activities along with manipulatives and graphic organizers to bring in relevance and help students make connections.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor the progress of all student groups in the area of Reading.	Principal Asst. Principals LIFE coach Teachers	Pearson My View Istation SSRW DMR/Capstone Accelerated Reading MyOn Forde Ferrier	September 2022 to May 2023	DMAC disaggregated data reports utilized in district templates and shared during CLC meetings. Walk-throughs Lesson Plans	Students making a 5% progress on STAAR.	CBAs Benchmarks STAAR TELPAS TPRI/Tejas Lee TX-KEA CLI	Title I: #1, #2, #4, and #8
Action Steps							
Students will read daily using textbook, Myon, Accelerated Reader, classroom library, school library and participate in fluency checks and literacy nights.							
Teachers will desegregate data from weekly tests, CBAs, and benchmarks to plan and incorporate spiraling activities to close the gaps.							
Teachers will purposefully group students to provide reteaching and clarify misconceptions using using graphic organizers, anchor Charts, and comprehension strategies.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data will be used to identify students in need of extended learning opportunities.	Principal Asst. Principals LIFE Coach Teachers	Countdown to STAAR TEKSing Towards STAAR, STAAR Ready Measuring Up Mentoring Minds	September 2022 to May 2023	DMAC disaggregated data reports utilized in district templates and shared during CLC meetings. Walk-throughs Extended day/year Lesson Plans	Students making a 5% progress on STAAR.	CBAs Benchmarks STAAR TELPAS TPRI/Tejas Lee TX-KEA CLI	Title I: #1, #2, #4, and #8
Action Steps							
Teachers will disaggregate data from benchmarks to identify students in need of additional support.							
Teachers will develop lesson plans to target areas of need using additional resources such as Countdown to STAAR, TEKSing Towards STAAR, STAAR Ready, Measuring Up, Kamico, and Mentoring Minds.							
Teachers will offer extended day and extended year tutorials to all students not meeting the 5% goal.							

2022-2023 Goal 2 – Closing the Gaps

[illegible]

2022-2023 Goal 2 – Closing the Gaps

[illegible]

2022-2023 Goal 2 – Closing the Gaps

[illegible]

2022-2023 Goal 2 – Closing the Gaps

[illegible]

2022-2023 Goal 2 – Closing the Gaps

Goal Area 2:	Closing the Gaps						
Annual Goal 3:	English learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.						
Objective 3:	By June 2021, staff servicing English learners will be proficient in all dual language support systems.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
New Dual Language teachers will participate in the Dual Language Institute (3 days).	Principal Asst. Principal Bilingual Director Dual Language Teachers	Dual Language Model ELPS	August 2022	Daily Schedule Lesson Plans Classroom labeling Word Walls Centers Language of the day Language of Instruction	Teachers' schedules will reflect all subjects and correct times for their assigned grade level. Classroom will a Dual Language Classroom. Lessons will be planned accordingly too.	TELPAS	SCE State Bilingual Title I Tittle III
Action Steps							
New Dual Language Teachers will be certified and service Bilingual students.							
New Dual Language Teachers will participate in the Bilingual Training Institute to learn and implement the Dual Language Model.							
New Dual Language Teachers will be trained in the ELPS.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All Dual Language teachers will participate in the Yearly Updates for all components of the Dual Language Program.	Principal Asst. Principal Bilingual Director Dual Language Teachers	Dual Language Model ELPS	August 2022 to May 2023	Daily Schedule Lesson Plans Classroom labeling Word Walls Centers Language of the day Language of Instruction	Teachers' schedules will reflect all subjects and correct times for their assigned grade level. Classroom will a Dual Language Classroom. Lessons will be planned accordingly too.	TELPAS	SCE State Bilingual Title I Tittle III
Action Steps							
All Dual Language Teachers will be certified and service Bilingual students.							
All Dual Language Teachers will be current with Bilingual Institute updates, ELPS, and program implementation guidelines.							
All Dual Language Teachers will know the program model, how to implement it, and where the resources can be found.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive staff development on developing second language acquisition, on all 4 language domains, usage of various strategies, and resources.	Principal Asst. Principal Bilingual Director Dual Language Teachers	ELPS Trainings Bilingual Institute Training TELPAS strategies and Activities Folder Summit K-12	August 2022 to April 2023	Content Language Obj. Posted and Visible to Students Summit K-12 reports Daily Schedule Notes in TELPAS Binder	Teacher's lessons will include activities for all 4 domains - listening, speaking, reading, and writing.	TELPAS	SCE State Bilingual Title I Tittle III
Action Steps							
Dual Language teachers will receive annual training on TELPAS and TELPAS strategies and activities.							
Dual Language teachers will receive training on using the Summit K12 program.							
Teachers will follow schedule to use TELPAS activities provided by the district along with Summit K12 during oral language development.							

2022-2023 Goal 3 - Improve Safety, Public Support, Culture and Climate

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2022-2023 Goal 3 - Improve Safety, Public Support, Culture and Climate

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal1:	By June 2023, the district's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.						
Objective2:	By June 2023, 100% of teachers and staff will participate in Social Emotional Learning professional development and implementation strategies to increase staff -student relationships .						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote the development of each student as a whole person.	Director of Health Services, Nurse, Counselor, Principal, Assistant Principal, all Staff	Counseling sessions, Videos, books, Presentations, Weekly Acts of Kindness challenges.	August 2022-August 2023	Ongoing one to one assistance of emotional needs. Staff development trusting relationship and rapport with students.	Less discipline reports, PEIMS reports, Case management	side by side data analysis	Title 1-#10
Action Steps							
Strengthen personal growth, self-esteem, responsible behavior, Career Awareness lessons, 5th graders will participate in the districts Career Fair, youth development and citizenship through Guidance lessons, individual and group counseling Announce weekly Act of Kindness Challenges and have all staff and students participate. Encourage students to participate in extracurricular activities by promoting all UIL activites and clubs.							
All 5th grade student s will engage with feeder schools . HS and MS students will present and perform to all students for means of recruitment and retention. 5th grade student will visit feeder schools and take tour get to meet teachers and find out about all clubs, organizations and elective classes offered.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implemenation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
HAVE DE-ESCALATION TECHNIQUES	Principal, Assistant Principals, Counselor	Local Funds,	August 2022-August 2023	Less incidents of improper force use by de-escalation techniques	Decrease insecurity and safety incidents	Side by side data analysis	Title 1-#6, 7,10
Action Steps							
Provide training for all staff on proper de escalation techniques. Send staff to annual CPI training for staff that may need it.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff training on SEL skills that will promote positive relationships with students.	Counselor, District LPC, Director of Counseling and Guidance, Principal and Assistant Principals.	Local Funds, District SEL Curriculum for Staff. Title 1	August 2022-May 2023	Teacher Sign-ins	Increase in positive relations between students and staff.	Exit tickets, Polls, Google Forms, jamboard	
Aerion Steps							
District LPC's will be invited to present to all staff on various Social Emotional Topics. Counselor will also provide training for teachers monthly on various social emotional skills needed for a postive personal social relationship between							

2022-2023 Goal 3 - Improve Safety, Public Support, Culture and Climate

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2022-2023 Goal 3 - Improve Safety, Public Support, Culture and Climate

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2022-2023 Goal 3 - Improve Safety, Public Support, Culture and Climate

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal2:	By June 2023, the students' perception for their physical and psychological school safety will improve from 29% to 100%						
Objective 3:	Provide a school environment that promotes wellness for its students' physical and medical needs .						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use a common or national outcome measures and or tool to assess well-being of students.	Nurse, Teachers, Principal, Assistant principals, Teachers, Counselor	Nurse provides yearly services	August 2022- August 2023	Student attendance	Successful use of actual plan implementation for emergencies. Student attendance increased from previous year.	Visual and oral assessments	Title 1- #10
Action Steps							
The nurse will keep student record up to date and advise parents to comply. Refer children to the appropriate medical services (school based clinics)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.	Director of Health Services, Nurse, Coaching staff, Counselor, Principal, Assistant Principals, all Staff, Parents, District Nutritional Department	Child Nutrition Department, Coaching Staff, Dietician, School Nurse, District Wrap around services, Blue book	August 2022- August 2023	Lets get fit initiative, Referrals for abnormal BMI, Continue assessing and referring for Acanthosis Nigracans,	Verbal knowledge of community, Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	Side by side data analysis	Title 1- #10
Action Steps							
Host parent education classes throughout the school years. Coaches will Promote healthy life styles by having various presenters and activities: JUMP ROPE FOR HEART, PLAY 60, Boys and Girls Club nutrition and health lessons, proper exercise lessons, lessons on creating a personal exercise plan. Coaches will provide public awareness, provide educational materials and referrals to recreational sports							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase the safety of all students and staff	Director of Health Services, Nursing staff, Counselor , Emergency Team, Principal, Assistant Principals	Emergency Medical and Mental Health Services, District Wrap around services	August 2022- August 2023	Nurse conducts impairment assessments as needed.	Less referrals issued	side by side data analysis	Title 1- #10
Action Steps							
The Emergency Response Team will be trained and have an updated plan annually. Training for all staff on managing students while emergency is taking place. CPI and CPR trainings.							

2022-2023 Goal 3 - Improve Safety, Public Support, Culture and Climate

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2022-2023 Goal 3 - Improve Safety, Public Support, Culture and Climate

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 3:	By June 2021, family involvement and their interaction with their child's school will increase from 5% to 10%.						
Objective 2:	By June 2021, 20% of our parents will be connected with community partner and resources.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
New SEL Wrap Around Services. Parent will be connected to LPC Counselors.	Principal, All teachers in all grade levels, Parent Educator, Counselor	Local Funds, Title I Funds, LPC, Wrap Around Services.	August 2020-August 2021	Parent contact logs, Sign in Sheets	Parent surveys, EOY results of all checklist, screeners and standardized test taken by students.		
Action Steps							
Parent Educator will have meetings and orientations for parents to New SEL wrap around services. Parent educator will also present and hold parent orientation to connect parents to services. Teachers will present to parents about upcoming checklist, test to be administered to students throughout the year. Give parents a list of EOY expectations of student achievements.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Entice parents to participate and attend our Parent Advisory Committee (PAC) meetings.	Principal, Assistant Principals, Parent Educator, All teachers	Local Funds, Title 1 Funds	August 2020-August 2021	Parent Sign In Sheets, Pictures, videos	Teachers have less things to do during conference (copies, laminate, cut, etc...), Teachers will have more time to conference with parents and students. Sign in sheets,	Parent surveys, Teacher surveys	
Action Steps							
The school will provide a Parental Involvement room with refrigerator/coffee maker microwave oven, a place for parent volunteers to gather and prepare, duplicate, and distribute materials for students. The parental involvement room will be equipt. with materials needed to complete tasks: (scissors, pens, pencils, sort quick, paper clips, tape, tape dispensers, folders, skill boxes, note pads, paper, snacks and coffee for volunteers. School will have raffles with gifts, snacks and coffee, for parents who attend PAC							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will create opportunities for parental and community involvement. 1.Food Can Drive 2.Toy Drive 3.Partnership with Public Libray for library card (digital)	Campus Administration, All teachers in all grade levels, Parent Educator, Counselor, Librarian	Title 1 Funds	August 2020-August 2021	Sign-In Sheets, Parent contact logs, Attendance logs, Pictures and Announcements on social media, Teacher irregular time sheets,	Parent surveys, Improved students grades (Report cards & Progress reports), less students needing tutoring, benchmark scores, CBA		
Action Steps							

2022-2023 Goal 3 - Improve Safety, Public Support, Culture and Climate

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2022-2023 Goal 4 - Increase Staff Quality, Recruitment and Retention

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2022-2023 Goal 4 - Increase Staff Quality, Recruitment and Retention

[illegible]

2022-2023 Goal 4 - Increase Staff Quality, Recruitment and Retention

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2022-2023 Goal 4 - Increase Staff Quality, Recruitment and Retention

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2022-2023 Goal 4 - Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	Use evaluation systems to increase staff quality, recruitment and retention.						
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a McREL evaluation tool.						
Strategy 1	Person Responsible/Title	Resource	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School-wide Component
Thoroughly explain the Spirit of PSJA Evaluation to all staff not using T-TESS	Principal Asst. Princ. LIFE Coach	Title I Local funds	December 2022 (1). May 2023 (2)	Sign in sheets	Artifacts will be used to support implementation	Spirit of PSJA Evaluations	*-Comprehensive Needs Assessment-a,b,c,-Reform Strategies-a,b,c-Teacher Decision Making Regarding Assessment-a,b,c-Effective & Timely Assistance for students experiencing difficulty-a,b,c-Integration of Fed., State, & Local
Action Steps							
Administration will be trained by Central Office Staff on the Spirit of PSJA Evaluation Tool.							
Ongoing training will be provided for staff.							
Strategy 2	Person Responsible/Title	Resource	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School-wide Component
Guide Staff to identify artifacts to support performance.	Principal Asst. Princ. LIFE coach	Title I Local funds	Upload artifacts monthly during the 2022-2023	Sign in sheets	Staff will upload artifacts to a folder on one drive	Check for artifacts to be aligned to the Spirit of PSJA Evaluation	*-Comprehensive Needs Assessment-a,b,c,-Reform Strategies-a,b,c-Teacher Decision Making Regarding Assessment-a,b,c-Effective & Timely Assistance for students experiencing difficulty-a,b,c-Integration of Fed., State, & Local
Action Steps							
Teachers will analyze their 2020 McREL Summative results to identify areas that they will be working on this school year.							
The last week of every month staff members will submit artifacts to support their performance.							
Strategy 3	Person Responsible/Title	Resource	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative Assessment	Title-I School-wide Component
Action Steps							

2022-2023 Goal 4 - Increase Staff Quality, Recruitment and Retention

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal: 3		All teachers will be certified for teaching assignment by May 2021.					
Objective 1:		At least 50% of the teachers in each grade level will be Bilingually certified.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify the teachers in each grade level that will be getting bilingually certified	Principal Asst. Princ. CLL	Title I Title III Local funds	August 2022 - May 2023	Registration for exam	implement ELPS strategies effectively	Certification	Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c - Effective & Timely - Assistance to students experiencing difficulty-a,b,c - Integration of Fed., State, &
Action Steps							
An analysis of student enrollment to identify the number of students that are in the Bilingual Program will be done.							
It will be determined which grade levels require mix classes.							
A meeting will be conducted to determine which teacher in each grade level would be challenging the assessment.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide review sessions for teachers that will be getting bilingual certification	Bilingual Department	Title I Title III Local funds	August 2022 - May 2023	Sign in sheets	Teacher will pass certification exam	Certification	Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c - Effective & Timely - Assistance to students experiencing difficulty-a,b,c - Integration of Fed., State, &
Action Steps							
Talk to Bilingual Department for availability of study sessions for these teachers.							
Teachers will look for additional support sessions that may be available through Region One.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Action Steps							

2022-2023 Goal 4 - Increase Staff Quality, Recruitment and Retention

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Knowledge, Pride, and Success