Drs. Reed & Mock Elementary Campus Improvement Plan 2023-2024

Dr. Karla Montemayor, Principal

Board Approved:

Drs. Reed & Mock Elementary

Vision

Our vision for Drs. Reed & Mock Elementary School is one where children are educated through a collaborative effort among parents, faculty, students and the community. Our school environment encourages children to become future leaders and to take risks in becoming creative producers without fear of failure by developing a firm foundation of their social emotional development. Through cooperation and unity of spirit, challenges become opportunities where achievements are recognized and celebrated.

Mission

The mission of Drs. Reed & Mock Elementary is to provide all learners a high quality, stimulating academic learning environment embedding 21st century skills with an enriched up to date educational research-based curriculum and teaching methodologies with the assurance of a highly-qualified staff that will deliver the curriculum and to set high standards for all learners.

2023-2024 School Board Members and District Leadership Team

District Leadership Team

Dr. Alejandro Elias, *Interim Superintendent of Schools*

Ranulfo Marquez, *Assistant Superintendent for Academics*

Rebecca Gonzales, *Assistant Superintendent for Finance*

Dr. Rebeca Garza, *Assistant Superintendent for Human Resources*

Roel Faz, *Assistant Superintendent for School Operations*

Dr. Orlando Noyola, Assistant *Superintendent for Student Services*

Dr. Lauro Davalos, *Assistant Superintendent for Technology*

Dr. Nora Cantu, *Executive Officer for Academics*

Dr. Linda Uribe-Treviño, *Executive Officer for College & Career Readiness*

Virna M. Bazan, *Executive Officer for Elementary Schools*

Claudia Gonzalez, *Executive Officer for Elementary Schools*

Dr. Iris Guajardo, *Executive Officer for Secondary Schools*

Dr. Nora Rivas-Garza, *Executive Officer for Secondary Schools*

2023-2024 Campus Site-Based Decision Committee Members

School Administration
Dr. Karla Montemayor/ Principal
Dr. Cynthia Gonzales/ Assistant Principal

Pupil Service personnel
Susibeth Elisarras/ Counselor

Para-Professional

Community Member

Business Representative
Maricruz Rodriguez

Professionals
Carolina Cavazos- PK3
Basilia Sepulveda-PK 4
Mayra Dominguez– Kinder
Karla Reyna -1st Grade
Ana Warkentine– 2nd Grade
Myrna Vela-Gutierrez- 3rd Grade
Laura San Martin de Nava-4th Grade
Lacinda Rosas – 5th Grade

Resource
Lorena Cardenas- CLL

Special Education Staff
Elizabeth De Hoyos

Parent
Jorge Bravo

Head Custodian
Jose Rodriguez

Drs. Reed & Mock Elementary Executive Summary

Demographics Summary:

The current enrollment of Drs. Reed & Mock Elementary is 525 students. The student population at Drs. Reed & Mock Elementary consists of 99.4% Hispanic, 0.3% White. Our students represent low socioeconomic status of approximately 95.8% and 2.3% migrant students. Approximately 15.8% of our student population receive special education services, while 17% receive accommodations under 504 and or RTI. Our Gifted and Talented population accounts for approximately 3% of our student population. The bilingual population is approximately 43.2% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 90-95%. Most of our students live in the San Juan and Alamo areas and the neighborhoods which encircle our campus. We currently have 45-50 students who transfer into Drs. Reed & Mock Elementary from various zones and other school districts

Comprehensive Needs Assessment Summary:

Drs. Reed & Mock Elementary received an overall percentage of 63% of likely passed in all three subjects Reading, Math and Science in all grades 3-5. In the Student Achievement domain preliminary campus STAAR data shows that overall in **Reading for grades 3-5 66**% of students likely passed, and in **Math 61%** of students likely passed. Leaving Math subject for all grades a great concern since prerequisites skills need to be addressed, academic vocabulary enriched and online assessment student expectations set forward. Areas for improvement are 3rd Grade Math 46% likely passed, 4th Grade Reading 61% likely passed, 4th Grade Math 64% and 5th Grade Science 64%. TELPAS and TELPAS preliminary data is showing 40% progress from last year to this years data. Pending 2023 final data to be presented in August as soon as it is released from TEA.

Curriculum/ Instruction and Assessment:

Teachers utilize the fundamental 5 best practices and CIF protocols within all subject areas and daily instruction. Teachers will continue with integrating technology instruction in their daily teaching practice and adapt to new assessment types of questions through their curriculum. Teachers implemented a lesson plan that aligns to the district guidelines, new ELAR/SLAR TEKS, Technology TEKS and other subject TEKs to a lesson cycle that is TEK objective driven with an appropriate gradual release. Teachers track and monitor student progress by utilizing data driven instruction strategies such as data walls, class progress monitoring and student tracking progress independently. All students participate in an Enrichment/Intervention block that ensures students that need assistance in Reading are being scheduled 4 times a week within small group and others grow the love for reading by independently sustain reading for 30min. Drs. Reed & Mock Elementary is a two-way Dual language campus in which all students participate in Dual language classroom settings and are enriched with two languages daily. All classrooms contain both ELL and non-ELL students who facilitate each other and embrace each other's native language. The mission for our campus is to set high standards for all learners in which we need to address the individual needs.

SCHOOL INITIATIVES:

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 5-10% INCREASE IN THE NUMBER OF STUDENTS PERFORMING IN TIER 1 AS DETERMINED BY I-STATION READING AND IMAGINE MATH.
- EACH GRADE LEVEL WILL SHOW A 5-10% 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.
- 100% OF STUDENTS WILL PARTICIPATE IN OUR CAMPUS WIDE SOCIAL EMOTIONAL LEARNING INITIATIVE BY IMPLEMENTING LEADER IN ME SCHOOL.
- 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 ELL POPULATIONS.
- 100% OF PARENTS WILL HAVE THE OPPORTUNITY TO PARTICIPATE IN SCHOOL EVENTS AND ENGAGEMENT ACTIVITIES. DRS. REED & MOCK ELEMENTARY WILL CONTINUE TO PARTNER WITH COMMUNITY STAKEHOLDERS TO ENSURE STUDENT/CAMPUS SUCCESS

District and Board Goals

Board of Education Goals

Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2024.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2024.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2024.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2024.

District and Board Goals

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2024.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2024.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2024.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2024.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2024.

District and Board Goals

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2024.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2024.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2024.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2024.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2024.

District and Board Goals

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2024.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2024.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2024.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2024.

BELIEFS

We believe that the purpose of education is to teach the child to become a self-directed learner in all areas: social, emotional, academic, and physical in order to be successful in life.

We believe that effective schools teach students to be self-motivated, critical thinkers, and challenge students to learn independently and cooperatively.

We believe that a successful student is able to apply his/her thinking skills, to solve problems and to communicate effectively.

We believe that excellent teachers are mentors who recognize children's individual needs, motivate and foster creativity as they prepare children to succeed in life.

GOALS

Our goals at Drs. Reed & Mock Elementary are to improve all students' academic achievement, to improve students' attendance, and to increase active participation of parents and community members in all our endeavors.

CIP PART 1:
Comprehensive Needs Assessment

Data Resources Reviewed

1. 2022-2023 STAAR Campus Summary Report
2. 2022-2023 TELPAS Campus Summary Report
3. 2022-2023 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. T-TESS Teacher Evaluations
9. Professional Development Plan
10. Teacher Certifications
11. Technology Inventories

Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition: • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. • The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school. • Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. • Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. • Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance. • Most teachers have completed Reading Academies teaching in grades K-3rd Grade. • District provided all campus with math manipulatives for the next school year to implement hands on lessons. • District will provide online tools for students to utilize and practice with for preparedness of technology integration and online assessments.	The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. • All students may not be able to engage effectively using technology integration such as online tools and programs. • Teachers meeting students' academic and technology needs • Student reading on level by third grade is an area that we as the district continue to work on and monitor. • Developmental writing must be taught at all grade levels whether it is assessed at the state level or not. • Professional development for teaching writing must be provided at all grade levels. • Campus schedules need to reflect a dedicated time for reading and writing instruction at all campuses • Train teachers on instructional effectiveness, differentiated instruction and guided reading. • Reading academies resources need to be consistently implemented and monitored for effectiveness. The area of math problem solving and hands on lessons has been a challenge this school year where most students lacked foundational skills concretely to abstract. • Students were not taught pre-requisite skills and lacked hands on manipulatives or resources needed due to pandemic. • Train teachers in scaffolding and differentiated instruction in math concepts across grade levels to meet the needs of students.

Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Closing the Gaps	• The All Student group performance on Reading achieve at the Approaches GL Standard or Above on the 2022 STAAR is at 77%, Meets GL Standard or Above is at 45% and Masters GL or Above is at 22%. • The All Student group performance on Math achieve at the Approaches GL Standard or Above on the 2022 STAAR is at 72%, Meets GL Standard or Above is at 39% and Masters GL or Above is at 19%. • The All Student group performance on Science achieve at the Approaches GL Standard or Above on the 2022 STAAR is at 73%, Meets GL Standard or Above is at 52% and Masters GL or Above is at 23%. • The English Language Proficiency Target of 36% was met with a 57% which is 10 points higher than last year. • Special Education student group met academic achievement targets in Reading 28% and Math 24%, and academic growth in Math 63%. • EL Current & Monitored+ student group met the Federal Targets in Academic Achievement in Reading 44% and Academic Growth in Reading and Math. • Economically Disadvantage group met all targets in the meets level in Academic Achievement, Academic Growth and Student Achievement Domain1. • All Staff was trained on differentiated instruction, scaffolding and best practices to target students in accelerated learning and ensure all students' needs were met.	2022 STAAR Data, • There is a 4% achievement gap at the Meets GL Standard or above on the 2022 STAAR/EOC between students in the All-Student group in the area of math in Academic Achievement. • There is a 13% achievement gap at the Meets GL Standard or above on the 2022 STAAR /EOC between students identified Special Education and the All Student group in Academic Growth in Reading. • There is a 1% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Current English Learners and the All-Student group in the area of Mathematics. • There is a 5% achievement gap at the Meets GL Standard or above on 2022 STAAR/EOC between students identified as Continuously enrolled and the All-Student group in the areas of Mathematics. • There is a 9% achievement gap at the Meets GL Standard or above on 2021 STAAR/EOC between students identified as Non-Continuously Enrolled and the All-Student group in the area of Mathematics.

Grade/Subject	Tested	% Likely Passed	Likely Passed	Zone of Uncertainty	Likely Did Not Pass
3rd Grade Math	63	46%	29	29	5
3rd Grade Reading	63	67%	42	14	7
4th Grade Math	69	64%	44	20	5
4th Grade Reading	70	61%	43	19	8
5th Grade Math	74	70%	52	21	1
5th Grade Reading	74	70%	51	16	7
5th Grade Science	74	64%	47	23	4
3rd-5th Math	206	61%	125	70	11
3rd-5th Reading	207	66%	136	49	22

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture & Climate- Including Safety & Violence Prevention	• Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope. • Parent resources, materials and communications are provided in both English and Spanish. • The district website and parental website informs parents of all events. • Parent educators' professional development is based on local, state and national standards for parental involvement. • Literacy, computer literacy , entrepreneurship, citizenship, welding and security guard certification classes areavailablefor parents. • Literacy centers are accessible and convenient forparents throughout the school district. • Community partners provide practical classes for parents district-wide. • Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. • All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service. • Student resources, materials and communication are provided in both English and Spanish. • District PreK- 12 Counseling and Guidance Curriculum and Structured Timelines • District Counselor Café for Teachers: PD Workshops	• Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. • Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress. • Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships • Staff needs training on how to effectively share assessment strategies with parents about their children's progress. • Provide parents webinar training and phone links to help them better understand the STARR student reports. • Videos on state accountability have to be readily available for parents. • Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently. • Integrate the police and security departments into all emergency situations. • District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom. • Allocate funding for Teacher Professional Development on Social Emotional Learning or Restorative Practices

Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment, and Retention	• High employee retention, District is seen as an employer of choice • District owned alternative certification program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program. • Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers. • Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. • The *Spirit of PSJA* selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies. • Electronic Instructional Focus Walkthrough form • The full development of the electronic Spirit of PSJA Evaluation tool • Strong commitment and financial support to professional development and professional growth opportunities for staff • District support for all teachers to be fully certified for assigned teaching assignment.	• TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified. • Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. • Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating. • Seeking continuation of funding to support NTC with Meadows grant funds. • Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. • Support and funding master's programs so that teachers can teach dual credit classes. • Funding for teacher stipends (hard to staff, Dual credit), and professional development

REED & MOCK DEMOGRAPHICS 2023-2024

School year 2022-2023	ALL	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At Risk
Number	529	55	186	0	0	7	490	13	467
Percent		10.4%	35.2%	0	0	1.3%	92.6%	2.5%	88%

School year 2023-2024	ALL	SPED	LEP	M1	M2	MIGRANT	ECD	GT	At Risk
Number									
Percent									

REED & MOCK DEMOGRAPHICS 2022

Total Enrollment – 529

Percent	Reed & Mock
Hispanic	99.7%
Economically Disadvantaged	92.6%
ELL	35.2%
SPED	10.4%

Student Overall Performance 2022

	Performance Target 2018	PSJA ISD 2019	REED & MOCK 2018	REED & MOCK 2019	REED & MOCK 2022	RME 2023	GOALS 2024
OVERALL PERFORMANCE	90 A	87 B	90 A	84 B	89 B	**85** **B**	90 A
Domain 1 Student Performance	83	87 B	79 C	77 C	76 C	**78** **C**	
Domain 2 (Part A)	82	73 C	79 C	67 D	90 A	**78** **C**	
Domain 2 (Part B)	90	89 B	88 B	86 B	85 B	**88** **B**	
Domain 3	100	83 B	96 A	78 C	88 B	**78** **C**	

DOMAIN I - Student Achievement

STAAR 2022 Overall Data Report

Grades 3-5

		Level I Approaches Grade Level		Level II Meets Grade Level		Level III Masters Grade Level		Domain I Score %	Domain I Rating
	Tested	Met Std	% Met Std	Met Std	% Met Std	Met Std	% Met Std		
District	13664	9262	68%	5408	40%	2616	19%	42	C
Mathematics	5799	3884	67%	2218	38%	1063	18%	41	C
Reading	5808	4123	71%	2532	44%	1306	22%	46	C
Science	2057	1255	61%	658	32%	247	12%	35	D
REED MOCK ELEM	487	373	77%	224	46%	105	22%	48	C
Mathematics	209	156	75%	88	42%	43	21%	46	C
Reading	209	165	79%	99	47%	46	22%	49	C
Science	69	52	75%	37	54%	16	23%	51	C

Student Achievement Summary 2023

3rd Grade
3 Year Comparison Report

Mathematics

Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2022	STAAR Meets 2023
Standards:	75%	75%	75%	75%	75%	
Reed Mock	**46**	54	46	24	29	
District	**55**	**54**	**55**	**19**	35	

Reading

Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2022	STAAR Meets 2023
Standards:	76% (E) 71% (S)	76% (E) 71% (S)	76% (E) 71% (S)	76% (E) 71% (S)	76% (E) 71% (S)	
Reed Mock	**36**	33	36	24	42	
District	**44**	**46**	**44**	**27**	40	

Student Achievement Summary 2023

4th Grade
3 Year Comparison Report

	Mathematics					
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2022	STAAR Meets 2023
Standards:	74%	74%	71%	71%	74%	
Reed Mock	35	39	43	12	42	
District	48	52	51	18	38	

	Reading					
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2022	STAAR Meets 2023
Standards:	E-75% S-75%	E-75% S-75%	E-75% S-75%	E-75% S-75%	E-75% S-75%	
Reed Mock	39	36	42	19	41	
District	48	46	45	23	42	

	Writing				
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2023
Standards:	E-72% S-69%	E-69% S-72%	E-72% S-69%	E-72% S-69%	
Reed Mock	32	30	43	24	
District	45	49	44	25	

Student Achievement Summary 2023

5th Grade
3 Year Comparison Report

	Mathematics					
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2022	STAAR Meets 2023
Standards:	72%	69%	72%	72%	72%	
Reed Mock	**78**	63	38	10	46	
District	**61**	**61**	**55**	**24**	42	

	Reading					
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2022	STAAR Meets 2023
Standards:	E-76% S-68%	E-74% S-68%	E-76% S-68%	E-76% S-68%	E-76% S-68%	
Reed Mock	**51**	56	52	22	55	
District	**48**	**52**	**50**	**31**	48	

	Science					
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2021	STAAR Meets 2022	STAAR Meets 2023
Standards:	78%	78%	78%	78%	78%	
Reed Mock	**67**	35	34	9	52	
District	**55**	**45**	**47**	**18**	32	

Student Achievement Summary 2023

All Students Performance Rates	Performance Target 2018	PSJA ISD	REED-MOCK 2018	REED-MOCK 2019	REED-MOCK BM#2 2021	REED-MOCK STAAR 2021	REED-MOCK STAAR 2022	Goals 2023	Goals 2024
Reading	60	41	45	42	22	31	47	50	
Math	60	53	55	52	16	28	42	60	
~~Writing~~	~~60~~	~~39~~	~~49~~	~~32~~	~~24~~	~~8~~	~~N/A~~	~~40~~	
Science	60	48	54	68	9	8	54	60	

ELL Student Achievement Summary 2023

ELL Current & Monitored Performance Rates	Performance Target 2019	PSJA ISD	REED & MOCK 2018	REED & MOCK 2019	REED & MOCK 2022	Goals 2023	Goals 2024
Reading	90	61	77	81	76	88	
Math	90	80	84	83	71	80	
~~Writing~~	~~90~~	~~67~~	~~74~~	~~60~~			
Science	90	74	93	89	83	90	

Student Achievement Summary 2023

Special Ed Performace Rates	Performance Target 2019	PSJA ISD	REED & MOCK 2018	REED & MOCK 2019	REED & MOCK 2022	Goals 2023	Goals 2024
Reading	90	37	77	52	41	80	
Math	90	60	84	61	45	70	
~~Writing~~	~~90~~	~~28~~	~~74~~	~~11~~			
Science	90	46	93	56	30	70	

2023-2024 Goals

3rd Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	% of **Students BM#2** *TARGET: 90%, 60%,30%*	% of **Students STAAR** *TARGET: 90%, 60%,30%*	Goal *TARGET: 90%, 60%,30%*	
	2019	**2021**	**2022**	**2023**	**2024**
Approaching	80	49	67	74	90
Meets	46	24	29	37	60
Masters	24	28	11	29	30

4th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	% of **Students BM#2** *TARGET: 90%, 60%,30%*	% of **Students STAAR** *TARGET: 90%, 60%,30%*	Goal *TARGET: 90%, 60%,30%*	
	2019	**2021**	**2022**	**2023**	**2024**
Approaching	68	36	74	81	80
Meets	35	13	42	54	45
Masters	21	19	28	26	30

5th Grade Mathematics

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	% of **Students BM#2** *TARGET: 90%, 60%,30%*	% of **Students STAAR** *TARGET: 90%, 60%,30%*	Goal *TARGET: 90%, 60%,30%*	
	2019	**2021**	**2022**	**2023**	**2024**
Approaching	97	39	77	88	90
Meets	79	10	46	57	60
Masters	44	6	20	24	30

2023-2024 Goals

3rd Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	% of **Students BM#2** *TARGET: 90%, 60%,30%*	% of **Students STAAR** *TARGET: 90%, 60%,30%*	Goal *TARGET: 90%, 60%,30%*	
	2019	**2021**	**2022**	**2023**	**2024**
Approaching	73	56	75	**72**	**80**
Meets	36	24	42	**45**	**50**
Masters	19	32		**15**	**35**

4th Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	% of **Students BM#2** *TARGET: 90%, 60%,30%*	% of **Students STAAR** *TARGET: 90%, 60%,30%*	Goal *TARGET: 90%, 60%,30%*	
	2019	**2021**	**2022**	**2023**	**2024**
Approaching	80	45	74	**82**	**90**
Meets	39	19	41	**47**	**50**
Masters	17	8	20	**25**	**30**

5th Grade Reading

% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	% of **Students BM#2** *TARGET: 90%, 60%,30%*	% of **Students STAAR** *TARGET: 90%, 60%,30%*	Goal *TARGET: 90%, 60%,30%*	
	2019	**2021**	**2022**	**2023**	**2024**
Approaching	90	54	85	**82**	
Meets	51	22	55	**47**	
Masters	23	3	30	**25**	

2023-2024 Goals

5th Grade Science						
% of **Items** Needed to Meet State Performance Standard	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	% of **Students BM#2** *TARGET: 90%, 60%,30%*	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	% of **Students** Passing State Assessment *TARGET: 90%, 60%,30%*	Goal *TARGET: 90%, 60%,30%*	
	2019	**2021**	**2021**	**2022**	**2023**	**2024**
Approaching	85	32	58	73	**80**	**90**
Meets	68	9	21	52	**42**	**60**
Masters	24	0	3	23	**30**	**30**

2023-2024 Goals

PK 3 CLI TESTING						
	# Of students ON Track	# Of students Need Support	# Of Students In Spanish ON TRACK	# Of Students in Spanish Need Support		**Goal 2024**
RAPID VOCAB	9	0	2	2	**100%**	
PHONOLOGICAL AWARENESS	9	0	4	0	**90%**	
MATH	13	0	0	0	**100%**	

PK 4 CLI TESTING						
	# Of students ON Track	# Of students Need Support	# Of Students In Spanish ON TRACK	# Of Students in Spanish Need Support	Goal 2023	**Goal 2024**
RAPID VOCAB	20	11	5	4	**100%**	
PHONOLOGICAL AWARENESS	20	11	5	4	**90%**	
MATH	35	6			**100%**	

2023-2024 Goals

Kinder TXKEA TESTING

	# Of students ON Track	# Of students Need Support	Goal 2023	Goal 2024
Vocabulary	8	10	**50% Increase**	
Letter Names Letter Sounds	9/6	9/12	**25% increase**	
Spelling Listening Comp	11/9	7/1	**15% increase**	
Decoding Blending	4/3	19/7	**25% increase**	

Kinder TXKEA SPANISH TESTING

	# Of students ON Track	# Of students Need Support	Goal 2023	Goal 2024
Vocabulario	8	9	**25% increase**	
Ortografia	13	4	**25% increase**	
Decodificacion Combinacion de Sonidos	11	6	**25% increase**	
Comprension	15	2	**100% increase**	

2023-2024 Goals

1st Grade TPRI TESTING				
	# Of students Developing	# Of Students Still Developing	Goals 2023	**Goal 2024**
Phonemic Awareness	16	6	**90% mastery**	
Graph phonemic Awareness	16	6	**70% mastery**	
Word Reading	16	6	**50% mastery**	
Reading Accuracy, Fluency, Comprehension	10	12	**70% mastery**	

1ST Grade TEJAS LEE				
	# Of students Developing	# Of Students Still Developing	Goals 2023	**Goal 2024**
Conciencia Fonologica	11	7	**90% mastery**	
Conocimiento de los grafofonemas Reconocimiento de Palabras	11	7	**70% mastery**	
Comprension de la Lectura	11	7	**50% mastery**	
Dictado	11	7	**70% mastery**	

2023-2024 Goals

2nd Grade TPRI TESTING				
	# Of students Developing	# Of Students Still Developing	Goals 2023	Goal 2024
Graphophonemic Knowledge	10	10	90% mastery	
Word Reading	10	10	70% mastery	
Reading Accuracy, Fluency, Comprehension Total Reading Comprehension	10	10	70% mastery	

2nd Grade TEJAS LEE				
	# Of students Developing	# Of Students Still Developing	Goals 2023	Goal 2024
Conocimiento de los grafofonemas Reconocimiento de Palabras	7	10	90% mastery	
Comprension de la Lectura	7	10	70% mastery	
Dictado	7	10	70% mastery	

CIP PART 2: GOALS, OBJECTIVES, STRATEGIES
2023-2024 District Goals

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

All strategies and action steps highlighted in yellow represent our sub-populations.

GOAL 1

Student Achievement

Reading

Math

Writing

Science

Technology

Goal Area 1:	**Student Achievement-Reading**
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by eight percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 45% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for ELAR/SLAR based on need's assessment using data and trends will be executed.	Chief Academic Officer Executive Officers Content Coordinators Principal Assistant Principal CLL PK-5th Grade Teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	June 2022 – Aug. 2023	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds

Action Steps

1) Writing instruction will be provided for all students in grades PK3-5th.
2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.
3) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Istation, MyOn, Newsela, Accelerated Reader, Learning Ally, MackinVia, Education Galaxy for Writing and Scholastic Story Works.
4. Resources will be provided to teachers that include reading and writing interventions, strategies and manipulatives to align with their instructional practices on day to day instruction.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Principals Assistant principals CLL Executive Officers Coordinators Strategists Directors Chi ef Academic Officer	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Sep. 2022– May 2023	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR/TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.
2) Ensure appropriate pacing of the curriculum based on the timelines.
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will receive ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs.	Chief Academic Officer Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches Strategists Principal Assistant Principal Teachers CLL	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	Sep. 2022- Aug. 2023	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Teachers will be provided support in the implementation of writing across all subjects.
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the daily learning lessons.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.

Goal Area 1:	**Student Achievement-Reading**
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by eight percentage points by June 2024.
Objective 2:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 45% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide campus wide alignment of assessments and progress monitoring.	Assessment Director Executive Officers Content Coordinators (elementary) Principal, AP Teachers	Assessment calendar Instructional timelines Assessed curriculum	Sep. 2022 – Aug. 2023	Completed testing calendars and timelines Agendas and sign in sheets Progress Monitoring Recording	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report Progress Monitoring	Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant Funds

Action Steps

1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
2) Utilize DMAC, CIRCLE, TPRI and TEJAS LEE reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern in order to prescribe appropriate resources for intervention.
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA, Benchmark and BOY CLI, TPRI and TEJAS LEE.	Principal Camp us Leadership Team Executive Officers Teachers	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2022 Nov. 2022 Jan. 2023 Feb. 2023 Mar. 2023 June 2023 August 2023	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS CIRCLE ASSMT. TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds SCE (166), Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.
5) Teachers will provide small group interventions, after-school tutorials, Saturday tutorials, enrichment camps, and Summer school to meet the needs of students that are AT risk, ARP, low performing based on data.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Following District Review Sessions (DRSs), Admin Review sessions will be held to review CBA and Benchmark data with teachers and program related staff to identify areas of concern in order to plan next steps such as accelerated instruction, spiraling and resources needed.	Chief Academic Officer Executive Officers Program Directors Coordinators Principal/ Assistant Principal Teachers	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2022 Nov. 2022 Jan. 2023 Feb. 2023 Mar. 2023 June 2023 August 2023	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains. Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Teachers will be provided support in the implementation of writing across all subjects.
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.
3) CLLs will allow for reading lesson planning during CLCs in order to create consistency among the reading classes being taught.
4) Resources will be provided to teachers to accelerate instruction based on student performance such for reading interventions, small group differentiated lessons, after school tutorials, Saturday tutorials, Summer School and Enrichment Camps

Goal Area 1:	**Student Achievement- Reading**
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR Reading will increase by eight percentage points by June 2024.
Objective 3:	The percent of students performing at meets grade level or above on STAAR reading 3-5 will increase from 45% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Aug. 2022 - August 2023	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I (State Comp. -166) Title II Title III Title IV

Action Steps

1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on effective reading strategies by high scoring teachers for other teachers across the district. (Enrichment Camps and Reading and Writing Curriculum)
3) Spiral Reviews (from Assessed Curriculum) will be created by ELAR/SLAR Coordinators and be provided to campuses based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Grade Level Chairs Librarian CIT Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	August 2022- August 2023	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I (State Comp. - 166) Title II Title III Title IV

Action Steps

1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources for ELA/SLAR.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers, CLL and administration will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators Instructional Coaches Teachers Campus Administration CLL	Title I Title II Local Funds	Aug. 2022 - August 2023	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS	CBAs BMs STAAR TELPAS	Title I, II, III State Comp. - 166

Action Steps

1) Training on reading development skills (state reading academies) will be conducted for K-3rd grade teachers by Region One ESC.
2) Training on fluency and reading strategies to implement through virtual learning.
3) Training on DOK questioning implementation in face to face and virtual instruction and assignments.
4) Additional resources will be purchased to provide adequate interventions that are aligned to reading and writing curriculum.

Goal Area 1:	**Student Achievement- Mathematics**
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase eight percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 39% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for mathematics based on need's assessment using data and trends will be executed.	Chief Academic Officer Executive Officers Content Coordinators Content teachers (elementary, middle and high school)	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	Sep. 2022 – Aug. 2023	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention Results Driven Accountability Report	Formative assessments CBAs, Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds State Comp. - 166

Action Steps

1) Gradual Release Math Lessons have been identified/created, included in the curriculum and introduced to teachers during math curriculum rollouts. Provide teachers/students with intervention and mastery materials (Forde-Ferrier).
2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Sharon Wells, Pearlized Math and Imagine Math. (Summer school in-person learning.)
3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Principals Assistant principals Executive Officers Coordinators Strategists Directors Chie f Academic Officer	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Sep. 2022– Aug. 2023	–Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR	Title I , II, III, IV State Bilingual Funds State Comp. -166

Action Steps

1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.
2) Ensure appropriate pacing of the curriculum based on the timelines.
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.
4) Teachers will have learning walks to decipher problem of practice and identify areas of best instructional practices to implement Math strategies to enhance in their own classrooms.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	Chief Academic Officer Executive Officers Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	Sep. 2022- Aug. 2023	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR	Title I , II, III, IV State Bilingual Funds State Comp. -166

Action Steps

1) Teachers will be provided support in the implementation of writing across all subjects including math.
2) Support technology integration within the mathematics curriculum in order to enhance the virtual learning lessons.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the math classes being taught.

Goal Area 1:	**Student Achievement-Mathematics**
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase eight percentage points by June 2024.
Objective 2:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 39% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide wide campus wide alignment of assessments and progress monitoring.	Chief Academic Officer Assessment Director Executive Officers Content Coordinators (elementary, middle and high school)	Assessment calendar Instructional timelines Assessed curriculum	Aug. 2022- Aug 2023	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education Bilingual Funds Migrant Funds

Action Steps

1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
2) Utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc,) to identify areas of concern in order to prescribe appropriate resources for intervention.
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officers	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2022 Nov. 2022 Jan. 2023 Feb. 2023 Mar. 2023 June 2023 August 2023	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR	Title I, II, III State Compensatory Funds, SCE 166 Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

1) Closely monitor and intervene when students are not performing on grade level.
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.
5) Teachers will provide small group interventions, after-school tutorials, Saturday tutorials, enrichment camps, and Summer school to meet the needs of students that are AT risk, ARP, low performing based on data.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Following District Review Sessions (DRSs), Admin Review sessions will be held to review CBA and Benchmark data with teachers and program related staff to identify areas of concern in order to plan next steps such as instructional practices, adaptations, and resources needed to best meet the needs of students.	Chief Academic Officer Executive Officers Program Directors Coordinators Principal Assistant Principal Teachers	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2022 Nov. 2022 Jan. 2023 Feb. 2023 Mar. 2023 June 2023 August 2023	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Specialzed personnel will support the academic needs of each area of need.
2) Admin Review Sessions will occur with all teachers to discuss data points, progress monitoring and create interventions for students in tutoring.
3) After each DRS, individual campuses will submit Campus Action Plans (Next Steps) to respective EOs for feedback on intervention activities created by teachers and administration.
4) Resources and manipulatives will be provided to teachers to enhance their instructional practices for small group differentiation, afterschool tutorials, Saturday tutorials, Enrichment camps and Summer School

Goal Area 1:	**Student Achievement-Mathematics**
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase eight percentage points by June 2024.
Objective 3:	The percent of students performing at meets grade level or above on STAAR Mathematics 3-5 will increase from 39% to 50% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	August 2022-August 2023	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV State Textbook Allotment

Action Steps

1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the district.
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses based on areas of concern.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual lessons/instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Aug. 2022 - May 2023	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV

Action Steps

1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.
3) Library Media Specialists provide training in various areas of technology and online resources.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	Coordinator Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2022 - March 2023	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR	CBAs BMs STAAR	Title I, II, III

Action Steps

1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks in order to understand level of complexity within the SEs.
2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.
3) Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.
4) Teachers will be provided with resources aligned to their professional development to align to their instructional practices to improve student performance and utilized for math acceleration.

Goal Area 1:	**Student Achievement-All Subjects**
Annual Goal 3:	The percent of students who perform at meets grade level or above on STAAR All Subjects will increase eight percentage points by June 2024.
Objective 1:	The percent of students performing at meets grade level or above on **STAAR 4th Grade** will increase 10% through job-embedded instructional practices.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the Writing curriculum through CLCs.	Executive Officers Coordinators Coaches Strategists Principal Assistant Principal Teachers CLL	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	Sep. 2022- Aug. 2023	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Teachers will be provided support in the implementation of writing readers response with Reading curriculum and all subject areas across all grades PK-5th Grade.
2) Support technology integration within the Writing curriculum by implementing Education Galaxy for 3rd-4th Grades.
3) Writing Buddy system will be implemented to enrich the peer reviews and build confidence in the writers.
4) Teachers during CLCs will be able to analyze student writings and discuss best practices to align Writing TEKS and determine the level of writing resources needed.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, throughout the school year on the assessed curriculum and best practices and provided with testing resources to add additionally to instruction or interventions.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Sep.. 2022 - Aug. 2023	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV

Action Steps

1) Training will be provided by outside vendors or source, district coordinators and Region 1 to meet the needs of instructional practices.
2) Focused mini sessions on effective writing strategies by teachers within campus and district level to share and implement.
3) Spiral Reviews (from Assessed Curriculum) will be created by ELAR/SLAR Coordinators and be provided to campuses based on areas of concern.
4) Additional Resources will be purchased to enhance instructional best practices, spiral TEKS, small group instruction and tutoring interventions.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officers Teachers	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Sep. 2022 - Aug.. 2023	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

1) Closely monitor and intervene when students are not performing on grade level.
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.

Goal Area 1:	**Student Achievement-Science**
Annual Goal 3:	The percent of students who perform at masters grade level or above on STAAR All Subjects will increase six percentage points by June 2024. (47%)
Objective 2:	The percent of students performing at **masters grade level** or above on **STAAR Science 5th Grade** will **increase from 23% to 30% through** job-embedded instructional practices.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the Science curriculum through CLCs and best practices embedded in the instruction.	Executive Officers Coordinators Coaches Strategists Principal Assistant Principal Teachers CLL	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	Aug 2022 Aug. 2023	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR	Title I , II, III, IV State Bilingual Funds State Comp.

Action Steps

1) Teachers will be provided support in the implementation of Science best practices and alignment of TEKS across all grades PK-5th.
2) Support technology integration within the Science curriculum by implementing Edusmart and Think Central programs to improve instruction.
3) CLLs will allow for Science lesson planning during CLCs in order to create consistency among the Science classes being taught.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, throughout the school year on the assessed curriculum and best practices and provided with testing resources to add additionally to instruction or interventions.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	August 2022 - June 2023	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV

Action Steps

1) Training will be provided by outside vendors or source, district coordinators and Region 1 to meet the needs of instructional practices.
2) Focused mini sessions on effective Science strategies by teachers within campus and district level to share and implement.
3) Spiral Reviews (from Assessed Curriculum) will be created by Science Coordinators and be provided to campuses based on areas of concern.
4) Additional Resources will be purchased to enhance instructional best practices, spiral TEKS, small group instruction and tutoring interventions.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officers Teachers	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2022 Nov. 2022 Jan. 2023 Feb. 2023 Mar. 2023	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

1) Closely monitor and intervene when students are not performing on grade level.
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.

Goal Area 1:	**Student Achievement- Technology**
Annual Goal 4:	By June 2024, 100 percent of students will utilize technology through synchronously and asynchronously learning and utilize align to online assessment tools.
Objective 1:	Provide on going support for the implementation/integration of technology into the instructional curriculum and campus connectivity.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide financial and physical resources in support for instructional staff to effectively integrate technology into the curriculum and day to day operations.	Principal Campus Instructional Technology Teacher Teachers Technology Dept.	Techonology TEKS Google Classroom LMS MyOn, AR , Imagine Math, Istation, Education Galaxy Class dojo	Sept. 2022-August 2023	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student technology usage based on reports from Google classroom, AR, MyON, Imagine Math, Education Galaxy and Istation	Budget reviews and monthly campusvisits with principals	Title I, II, III, iV State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

1) Teachers will attend professional development sessions from campus, district or conferences, on how to integrate technology for synchronous and asynchronous teaching.
2) The Technology Department will provide for the delivery of online library/research resources so as to facilitate the integration of these resources in the classroom.
3) The Technology Department will provide students with the most updated and up to date technology. New computers, Ipads, Winbooks, Surface Pros.
4) Teachers will receive updated and up todate technology to teach from home or from classrooms. (Laptops, Document Readers, Webcams,Interactive Boards, IPADS).
5) Campus will pay copy machine invovices/ Lease, cartridges for printers, instructional supplies, print shopt requests and other printing materials for instructional use.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Identify and apply strategies for supporting the use and integration of technology in learning.	Principal Campus Instructional Technology Teacher Teachers Technology Dept.	Technology TEKS Google Classroom LMS MyOn, AR , Imagine Math, Istation, Education Galaxy Class dojo	Sept. 2022-August 2023	• Increased number of teachers using technology • Increase in the number of participant in technology trainings Results of Technology Integration Surveys • Increase in the number of students using technology	Increased student technology usage based on reports from Google classroom, AR, MyON, Imagine Math, Education Galaxy and Istation	Walkthroughs Technology integration in lesson plans Student engagement and achievement increase.	Title I, II, III, iV State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

1) Training will be provided weekly and monthly by campus, district and region on how to apply different technology strategies
2) Computer programs Istation, Imagine Math, Education Galaxy, AR, MyON will be monitored for usage and enrichment for students.
3) During CLCS and grade level teachers will share best technology practices among each others and integrate in their google classrooms.
4) Additional Resources will be purchased to enhance instructional best practices, spiral TEKS, small group instruction and tutoring interventions.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning via all means of technology possible.	Technology Dept CIT Librarian PR Representative Teachers	Campus Website TEAMS Google Classroom LMS MyOn, AR , Imagine Math, Istation, Education Galaxy Class dojo, Facebook Devices Hotspots	Sept. 2022-August 2023	• Increased number of teachers using technology • Social Media Output reports • Technology Program Usage • Increase in the number of students using technology	•Increased student technology knowledge of skills. •Increase parent participation and communication through social media.	Student Connectivity Student engagement and achievement increase. Technology programs Assessments	Title I, II, III, iV State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds

Action Steps

1) Develop and maintain school website and social media outlets to inform and communicate with parents and students.
2)The campus will provide informational on updates on the programs implemented and the continuous connectivity for students via synchronous/asynchronous learning and face to face.
3)Teachers will provide synchronous and asynchronous learning based on the mandated minutes are per TEA and continuously progress monitor to assess rigor and relevance to TEKS.
4) Additional technology resources and materials will be purchased to enhance internet, and technology needs for students and staff.

GOAL 2

Special Population Goals & Strategies
Closing the Achievement Gaps

Special Education

Migrant

504/RTI

English Learners

GT

Goal Area 2:	**Special Population Goals & Strategies- Closing the Achievement 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 2024.
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Collect and assess data to monitor student progress weekly and drive interventions	*Executive Officers *Executive Directors *District Directors (DL, SpEd, Migrant, 504/RTI) *Title I Coordinator *Content Coordinators *Principals *Campus Leadership Team and Teachers	*District Curriculum *Istation Reading *Imagine Math *Success Maker *Systems 44 *Read 180 *STAAR Release Assessments (BM I & II)	*Aug. 2022 *Oct. 2022 *Nov. 2022 *Jan. 2023 *March 2023 *April 2023 *June 2023	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Comprehensive Needs Assessment *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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and increase performance at the Meets level and above
3) Use assessment data to drive intervention plans and build intervention time into the day at every level
4) Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
*Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	*Chief of Academics *Executive Officers *Executive Directors *District Directors (DL, SpEd, Migrant, 504/RTI) *Title I Coordinator *Content Coordinators *Principals	*District Curriculum *Istation Reading *Systems 44 *Read 180 *STAAR Release Assessments (BM I & II) *Criterion *Study Sync *myON	*Aug. 2022 *Oct. 2022 *Nov. 2022 *Jan. 2023 *March 2023 *April 2023 *June 2023	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *Walkthroughs *CLCs	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	*Title I , II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

Action Steps

1) Re-establish priorities based on data and identified student needs
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress
3) Provide equitable resources on a timely manner to ensure student success

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide technology resources to facilitate reading development and differentiate student learning	*Assist. Sup. of Technology *Executive Officers *Executive Directors *District Directors (DL, SpEd, Migrant, 504/RTI) *Title I Coordinator *Content Coordinators *Principals *Campus Leadership Team and Teachers	*District Curriculum *Istation Reading *Imagine math Education Galaxy *STAAR Release Assessments (BM I & II) *Criterion *Study Sync *myON	*Aug. 2022 *Oct. 2022 *Nov. 2022 *Jan. 2023 *March 2023 *April 2023 *June 2023	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM, *STAAR/EOC tested subjects	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS *TPRI/TEJAS LEE *Program assessments options	*Comprehensive Needs Assessment *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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Allocate resources (e.g., Istation, Accelerated Reading/Star software, Education Galaxy, Imagine math and myON) to facilitate reading and math development for student groups
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions
3) Ensure that campus schedules allow for instructional time for the program implementation

Goal Area 2:	**Special Population Goals & Strategies- Closing the Achievement 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 2024.
Objective 2:	All identified student groups in the Academic Achievement component will meet 80% of the indicators by providing high-quality, research-based instruction throughout the 2023-2024 school year.

Strategy 1		Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ensure effective delivery of instruction remains the key focus of district improvement for student groups.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	District Curriculum, Istation Reading, Imagine Math, Education Galaxy, Story Works, STAAR Release Assessments (BM I & II), Criterion, Study Sync,	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among English Learners and the all student group	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

1) Implement instructional programs with fidelity (e.g., Istation, Imagine Math, Education Galaxy, Edusmart, Lalilo, Unique, Summit K-12, Brain Child, Star/AR, SEL and MyOn)
2) Utilize reports to monitor student progress and identify areas of need to personalize usage across programs.
3) Address various learning styles with clear and focused instruction

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use professional development time to address instructional needs of teachers as revealed by data	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. Principals	-District Curriculum -Istation Reading -Study Sync -Imagine math Education Galaxy Forde Ferrier -STAAR Release Assessments (BM I & II) Reading Academies	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of English Learners on all BM, STAAR/EOC assessments	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Deconstruct the standards to increase content knowledge to plan and use effective instructional strategies to maximize instructional time.
2) Allocate professional development time to coach and grow teacher efficacy .
3) Continue to provide collaborative planning time and opportunities to share best practices through peer observations

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use information from walkthrough observations to collect data trends about systemic instructional needs	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. Principals	-District Curriculum -Istation Reading -Study Sync Walkthrough System/Feedback Data Coaching Session -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-Teacher survey results, program reports, End of Six Weeks Survey Results Walkthrough feedback McRel evaluation	-Increase academic performance of English Learners on all BM, STAAR/EOC assessments	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Conduct instructional rounds to highlight research based instructional practices with proven student success
2) Use multiple data points collected through observations to coach and provide specific feedback to teachers to improve instruction
3) Use information collected through observations and data analysis to recommend individualized professional development for teachers

Goal Area 2:	**Special Population Goals & Strategies- Closing the Achievement 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 2024.
Objective 3:	Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure specialized departments and personnel support the academic needs of the different student groups remotely or in face to face class.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	District Curriculum, Istation Reading, Imagine Math, Story Works, Education Galxy, Lalilo, Unique, STAAR Release Assessments (BM I & II), Criterion, Study Sync,	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among Special Education students and the all student group	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Determine teacher capacity and provide targeted professional development

2)Ensure teachers are trained and utilize research-based effective instruction to meet student needs remotely or in class.

3)Ensure that student groups (i. e., Special Education & English Learners) are monitored and are on track to meeting their IEP, IAPS, RTI, EL accommodations

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Provide professional development for teachers and co-teachers assigned to determine the best way to provide on-grade level instruction for special education students.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals and Assist. Principals CLL All Teachers	-District Curriculum -Istation Reading -Study Sync Unique Lalilo -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR assessments	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Ensure special education teachers are involved in common planning of ELAR/content teachers and receive the same information and resources (access to the general curriculum)

2) Collaboration between special education monitoring teachers and content teachers to design lessons and include modifications and supplement aids (noted on IEPs) to reflect the needs of the students and monitor their progress

3) Ensure a core content teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.

4) Provide specific instructional training for general education teachers and co-teachers to best serve special education students remotely or in class

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure there is professional development, alignment of services, instruction, and resources for English Learners throughout the district	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Diagnosticians -Sp. Ed monitoring teacher -Principals and Assist. Principals	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Provide training in language acquisition strategies for all teachers

2) Ensure that Bilingual/ESL teachers are involved in common planning and receive the same information and resources

3) Implement the English language Proficiency Standards (ELPS) and educate the entire staff is serving the EL population

4) Monitor the implementation and use of the language supports during instructional time

Goal Area 2:	**Special Population Goals & Strategies- Closing the Achievement Gaps**
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 1:	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics by June 2024

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	-Chief of Academics -Executive Officers -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -- Content Strategists -Principal Assistant Principal Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2022 Sept. 2022 -Oct. 2022 -Nov. 2022 -Dec. 2022 -Jan. 2023 -Feb. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans Application	-Closing the achievement gap among student groups -Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR/EOC tested subjects - An increase on our STAAR	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,bc, -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, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)

2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above

3)Use assessment data to drive individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators - Principal Assistant Principal Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Students assist in placing their 2019 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.

2) Students update data-growth walls after each CBA and Benchmark to acknowledge their growth, or lack of growth

3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals Assistant Principal Teachers CLL	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.

2) Teacher/administrator/counselor - student meetings to discuss student academic goals to achieve growth based on 2019 STAAR performance.

3) Communicate student growth with parents after each Benchmark and document next steps

Goal Area 2:	**Special Population Goals & Strategies- Closing the Achievement Gaps**
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 2:	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	District/Campus Administration Coordinators Directors Instructional Coaches Language and Math Specialists Executive Officers Principal Assistant Principal Teachers	DMAC Program Istation Reading Success Maker Imagine Math Systems 44 Benchmarks Unique Benchmarks IEP Goal Progress	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans Individual Student Growth Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings

Action Steps

1)Provide professional development in the areas of ELA/SLA, Math, Best Practices on Differentiation, and State Assessment Accessibility Features and Designated Supports.
2)Provide specialized materials and supplies as per students' IEP.
3)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Special education personnel will support the academic needs of students with disabilities.	Director of Special Education Special Education Coordinators Special Education Assessment Staff Related Service Providers Special Education Instructional Staff	Special education data management system Eschool Plus/COGNOS DMAC Systems 44 Unique	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports Individual Student Growth Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings

Action Steps

1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.
2)Provide consultation to campus staff and parents to ensure student needs are met.
3)Provide specialized materials and supplies as per students' IEP.
4)Provide specialized equipment and assistive technology as per students' IEP.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Collect and assess data to monitor student progress and drive interventions	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators - Principal Assistant Principal Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds-a,b,c

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive intervention plans and build intervention time into the day at every level

Strategy 4	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	-Chief of Academics -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds-a,b,c

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive intervention plans and build intervention time into the day at every level

Goal Area 2:	**Special Population Goals & Strategies- Closing the Achievement Gaps**
Annual Goal 2:	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024.
Objective 3:	All English Learners will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of EL students academic growth in the areas of Reading and Mathematics will be monitored bi-weekly.	Coordinators Directors DL Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officers Principal Assistant Principal Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II) -Summit K-12 -Student Artfacts	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application -Sign In sheets, Agendas	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify EL groups to address specific academic needs based on growth performance

2)EL student group data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above

3)Use assessment data to drive EL students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.

4) Campus administrators will use walkthrough forms to monitor the implementation of student engagement and provide teachers with immediate feedback.

5) Teachers collaborate during CLCs by analyzing student artifacts to determine instructional level of support. Administration/CLLs will identify and work with teachers to provide additional coaching and instructional strategy support.

6) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	Coordinators Directors DL Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officers Principal Assistant Principal Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II) -	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching

2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs

3) Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress focusing on increasing student engagement through activities that scaffold content.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Differentiate instruction for English Learners based on their individual academic growth needs.	Coordinators Directors DL Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officers Principal Assistant Principal Teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II) -Emergent Bilingual Plans -Word Walls	-Aug. 2022 -Oct. 2022 -Nov. 2022 -Jan. 2023 -March 2023 -April 2023 -June 2023	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Analyze student assessments (CBAs and Benchmarks) to identify specific areas of need for EL students.

2) Provide targeted instruction based on EL group needs during intervention/accelerated time (small group, Extended day tutoring, Saturday tutoring)

3) Provide training on how to utilize interactive word walls to differentiate instruction for emergent bilinguals.

4) Schedule in intervention/accelerated instruction during school hours to target EL student groups that are unable to attend extended day/Saturday tutoring

Goal Area 2:	Special Population Goals & Strategies- Closing the Achievement Gaps						
Annual Goal 3:	English learners will advance by at least one level of TELPAS composite rating from June 2023 to June 2024.						
Objective 1:	By June 2023, Reed-Mock will effectively implement the adopted dual language programs in PK to 5th grade.						
Strategy 1	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the elementary level.	Executive Officer DL Director DL Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach	DLTI Region One Chapter 89 ELPS/SLPS/TEKS Texas Gateway	August 2022 - June 2023	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c
Action Steps							
Specialized personnel will offer multiple trainings throughout the year for teachers and administrators.							
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.							
Strategy 2	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Conduct parent trainings/meetings on the two-way dual language program model.	Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Parental Engagement Director Parent Educators	Elementary and Secondary DL Models PowerPoints Chapter 89 Grading Policy	September 2022- May 2023	Flyers, Agendas, Sign-In Sheets, Meeting Recordings	Increase in student achievement Closing achievement Gaps Increase in parental involvement	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c
Dual Language Coordinator collaborates with Parental Engagement Director to set meeting dates.							
Create flyers, Public Relations Department posts on Social Media							
Collaborate with campus Parent Educators to make contact with parents.							

Goal Area 2:	**Special Population Goals & Strategies- Closing the Achievement Gaps**
Annual Goal 3:	English learners will advance by at least one level on the TELPAS composite rating from June 2023 to June 2024.
Objective 2:	By June 2023, Reed-Mock staff servicing English Learners will be proficient in all dual language support systems.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will receive professional development on the English Language Proficiency Standards by specialized personnel.	- -Executive Officers -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists Bilingual Strategist -Content Coordinators English Language Development Coach Teachers	English Language Proficiency Standards District Curriculum -Proficiency Level Descriptors -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide	Aug. 2022 - June 2023	-Sign in Sheets Agendas PowerPoint Presentations Lesson Plans Language Objectives posted and aligned	-Closing the achievement gap among student groups -Increase in student progress by domain Increase in student progress on composite level	-Weekly Assessments -TELPAS CBAs Benchmarks	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Teachers will attend multiple trainings throughout the school year.

Teachers will implement the ELPS are integrated in the curriculum and lessons.

Specialized personnel will monitor and support teachers with the implementation of the ELPS during instruction.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	-Chief of Academics -Executive Officers -District Directors (DL, SpEd, Migrant, 504/RTI) -Content Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach	-English Language Proficiency Standards District Curriculum -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Instructional and Assessment Accommodations Checklist New Teacher Institute	Aug. 2022- June 2023	-LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans	-Closing the achievement gap among -Increase linguistic performance of Beg/Int students Composite Level Progression	-TELPAS Benchmark TELPAS Software Quizzes -TELPAS Assessment Coaching/Mentoring Forms (plan of action)	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Action Steps

1)Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.

2) Specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementation of the ELPS in their content.

3) Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers and Campus Administrators will be Provided with professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS.	-Chief of Academics -Executive Officers -District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists and Strategists English Language Development Coach Campus Administration Teachers	-ELPS -District Curriculum -PLDs -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Checklist Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials Individualized Student TELPAS Plan	Aug. 2022- June 2023	-LEP Strategic Plans completed -EL Accommodations Checklist completed -Agendas, Sign in Sheets -Language Objectives posted and aligned -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase linguistic performance of Beg/Int students Increased progression in individual domains	-TELPAS Benchmark -TELPAS Assessment Student Artifacts	-Comprehensive Needs 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, & Local Services, Programs and Funds- a,b,c

Teachers will receive training by disaggregating 2020 TELPAS data and reviewing TEA updates

Train TELPAS CTCs/LPAC administrators on how to analyze TELPAS student data to determine which domains to focus on for composite level progression.

TELPAS CTCs/LPAC administrators and teachers develop individualized TELPAS plans and conduct student and parent informational meetings on TELPAS scores/plans.

Goal Area 2:	**Special Population Goals & Strategies- Closing the Achievement Gaps**
Annual Goal 3:	English learners will advance by at least one level on the TELPAS composite rating from June 2023 to June 2024.
Objective 3:	By June 2024, Reed-Mock progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed TELPAS writing practice across all content areas.	Executive Officers Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Campus Administration Teachers	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs	Sept. 2023 -May 2024	Writing samples TELPAS Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock TELPAS Writing Collection	-Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

Train teachers on the TELPAS writing "Types" and embed TELPAS prompts across all curriculums for student practice at least biweekly.

Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.

Monitor and support teachers to ensure that writing practice is implemented in their content.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers and campus administration will provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Chief Academic Officer Executive Officers Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Campus Administration Teachers	-ELPS -District Curriculum -PLDs -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Sept. 2023-May 2024	Student Rosters Usage Reports	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark TELPAS Assessment	-Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

TELPAS CTCs/LPAC Administrators will review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmark.

TELPAS CTCs/LPAC Administrators will Schedule English Learners to practice for TELPAS Listening, Speaking, and Reading using the TELPAS Software Program and practice sets provided by the TEA.

Teachers Administer the TELPAS Reading Benchmark as scheduled in the TELPAS calendar.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed ELPS across all curriculums.	Chief Academic Officer Executive Officers Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Campus administration Teachers	English Language Proficiency Standards District Curriculum ELPS Flip Book TELPAS Educator Guide PLDs	Sept. 2023 -May 2024	ELPS embedded in Curriculum ELPS included in Lesson plans Language Objective posted and aligned	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	Curriculum Audit TELPAS Program Quizzes TELPAS Benchmark TELPAS Assessment Classroom Observations/ Walkthroughs	-Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

Specialized personnel collaborates with content coordinators to embed ELPS in curriculum and provide to teachers adequate implementation.

Teachers will develop language objectives (ELPS) aligned to the content objective (TEKS).

Teachers will create language objectives for lessons based on the ELPS.

GOAL 3

Improve Safety, Public Support, Culture and Climate

Parental Involvement

Safety

Discipline

SEL

Attendance/ Enrollment

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2024, Reed-Mock Elementary positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.						
Objective 1:	By June 2024, student social and emotional learning knowledge and skills will increase by 9%.						
Strategy 1	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers Principals Executive Officers Campus Counselors Counselor Director	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Aug. 2022 – August 2022	*Attendance Reports *Walk Through/Observation Reports *Timelines * Powerpoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase in student participation *Increase in Student Achievement	* Panoroma Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title I: #2, #9, #10
Action Steps							
1) Implement Pre-K through 5th comprehensive counseling and guidance curriculum during advisory period							
2) Deliver virtual Social Emotional Learning Student Academies							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 2	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities by using Leader In Me Social Emotional Learning Program.	*Principals *Teachers *Executive Officers *Counselor Director *Campus Counselors	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	Aug. 2022 – August 2023	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title I: #2 #9, #10
Action Steps							
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
2) Promote the five competencies in extra curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 3	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Campus Administration and teachers will implement Social Emotional Learning morning greetings, SEL competencies within lessons and all meetings.	*Campus Administration *CLL *Grade Level Chairs *Teachers *Campus Counselors	*Campus Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Sandford Harmony Scope and Sequence *Survey Feedback	Aug. 2022–August 2023	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys *Meeting Agendas	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement *Increase of student and teacher relationship.	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title I: #2 #9, #10
Action Steps							
1)Research Based practices and training will provided ongoing throughout the school year for teachers as part of Adult SEL and implemented in staff, tclcs, sbdm meetings.							
2) Teachers will daily implement morning meetings/greetings with students and brain breaks to integrate the SEL competencies within lessons.							
3) Teachers will follow Leader In Me Social Emotional learning Scope and Sequence to implement daily SEL within their lessons virtually and in person.							

Goal Area 3:	**Improve Safety, Public Support, Culture and Climate**
Annual Goal 1:	By June 2024, Reed-Mock Elementary's positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.
Objective 2:	By June 2024, 100% of Reed-Mock teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Campus Principals *Campus Counselors	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Sept. 2023 – August 2024	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10

Action Steps

1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics

2) Train teachers and staff on the counseling and guidance lessons and resources

3) Teachers will receive training on Leader in Me program (Franklin Covey Client Sales Inc) to implement SEL strategies and learned best practices to implement school wide.

4) Consultant will be providing in-person and virtual training by (Franklin Covey Client Sales Inc) for the implementation of the Leader in Me program.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement and integrate social emotional learning activities with their students	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officers *Campus Principals *Campus Counselors	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectivenss	Sept. 2023 – Aug 2024	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10

Action Steps

1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms

2) Use restorative practices and de-escalation techniques

3) Teacher will implement Leader in Me Program (Franklin Covey Client Sales Inc) best practices to support SEL program school-wide.

4) Resources will be purchased for the implementation of SEL curriculum and programs for the instruction and activities in the day to day classroom.

Goal Area 3:	**Improve Safety, Public Support, Culture and Climate**						
Annual Goal 2:	By June 2024, the students' perception for their physical and psychological school safety will improve from 29% to 10%.						
Objective 1:	By June 2024, 100% of Reed-Mock Elementary staff will implement safety and violence prevention protocols that will increase school safety.						
Strategy 1	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Provide staff development for campus staff members and school community on safety procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police *Campus Administration	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits	*Aug. 2023-Aug. 2024	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1)Train on lockdown procedures and active threat situations							
2) Conduct two lockdown drills with school community.							
3) Establish Emergency Response Team and roles to establish protocols and procedures							
Strategy 2	**Persons Responsible**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative Evaluation**	**Title-I School- Wide Component**
Provide staff development for campus staff members on violence prevention procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police *Campus Administration	*Training materials *Power Point Presentation *Safe2SpeakUp App *Student Surveys	*Aug. 2023-Aug. 2024	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices							
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety							

Goal Area 3:	**Improve Safety, Public Support, Culture and Climate**
Annual Goal 3:	By June 2024, Reed-Mock Elementary family involvement and their interaction with their child's school will increase 5%.
Objective 1:	By June 2024, 50% of parents will participate in informational and training sessions.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host district and campus information and training sessions on a variation of topics using flexible scheduling, different days and times	*Parental Director *Parental Coordinator *Site Managers *Parental Educators *Community Engagement Recruiters *District Staff *South Texas College Coordinator *Region One Director	*Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and Technology Programs	August 2022-August 2023	*Meeting *Invites *Agendas *Minutes *Sign-In Sheets *Power Points *Photos of Meetings *District Master Course Scheduler *Attendance Reports	*Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Assessment Results *Participation *Performance	*Title I-#2,#4

Action Steps

1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis
2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)
3) Schedule literacy and entrepreneurship sessions to support families

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Campus Counselors	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	August 2022-August 2023	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure *Power-Point *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments (STAAR, TELPAS, etc.) *Participation *Performance *Campus and District Assessments Reports	*Title I-#2,#4

Action Steps

1) Conduct weekly meetings with Executive Officer of Communications and Staff on ways to engage more parents to information and training sessions
2) Utilize tools such as school messenger and social media outlets to promote parent participation
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings

Goal Area 3:	**Improve Safety, Public Support, Culture and Climate**
Annual Goal 3:	By June 2024, family involvement and their interaction with their child's school will increase 15%.
Objective 2:	By June 2024, 20% of our parents will be connected with community partners and resources.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of campus sessions and courses which include community partners and volunteer instructors	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *Mexican Consulate *District Recruiters *Campus Administration	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures	August 2023-August 2024	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Created Artifacts *Certificate Ceremonies *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	*Title I- #6

Action Steps

1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses
2) Promote community partners such as Texas A&M, Community Partner Program , STEPS, Behavioral Solutions of South Texas, etc.
3) Recruit volunteer instructors to teach literacy and entrepreneurship courses

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	*Parental Director *Parental Coordinator *Administrator *Parental Educators *Community Partners	*MOUs *Parent Survey Results *Program Needs Assessment	August 2023-August 2024	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	*Title I- #6

Action Steps

1) Analyze grant specifications and/or community program key points addressing goals and expectations
2) Create community service projects based on parent needs/feedback/surveys

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ensure all migrant students and programs comply with instructional strategies and uniform policies.	*Campus Staff Migrant Department Parent Educator Counselor Nurse	• Training • Support • Uniforms • Supplies	August 2023-August 2024	Staff Development Agenda Training Agenda Sign In sheets	*Program Participation *Program Completion Certificates *Program Artifacts (Parent Projects)	*Increase participation in community service projects	*Title I- #6 *Migrant

Action Steps

1) Establish a payment plan for parents to access resources and materials needed
2) Submit a request to Migrant Program for funding of uniform
3) Provide donated used uniforms for needy families who will accept used uniforms.

Goal Area 3:	**Improve Safety, Public Support, Culture and Climate**
Annual Goal 4:	By June 2024, campus attendance will increase by 2% from last years attendance rate.
Objective 1:	Monitor school attendance initiatives to ensure student academic success and increase student attendance from 96.5% to 98%.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Implement the use of an attendance committee to discuss and plan action steps to improve attendance and increase student enrollment.	Principal Assistant Principal PEIMS Clerk Attendance Committee	Attendance Reports Attendance guidelines Attendance meetings Incentives	August 2023-June 2024	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy	Increase Student Attendance and enrollment	Title 1--#10

Action Steps
1)Dissemination of Attendance/Non- attendance guidelines and compliance.
2) Promote consistent admission/enrollment procedures to ensure student engagement and quality data.
3) Provide Incentives to students for meeting their attendance goals.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Implementation of ARP program and truancy procedures.	Principal Attendance Committee members PEIMS Clerk	Absence Report Truancy letters Attendance state and district guide and handbook Parent contact log	August 2023 August -2024	ARP Rosters Parent Liaison Mileage Roster Call Logs ARP Warning Letters Copies of Warning Letters	Students who are absent consecutively will improve their attendance.	Attendace reports Istation and Imagine Math Reports	Title 1--#10

Action Steps
1) Teachers will keep track of attendance in parent contact log and advice when a child has been absent for 3 days virtually or in person.
2) The parent liaison will make home visits to students who are absent consecutively.
3) Parent conferences will be held for students who have ten absences or more.
4) Letters for students with three, seven, and ten absences will be given to parents as a warning.
5) Synchronous and Asynchronous Learning and Parent Contact log Documentation

GOAL 4

Increase Staff Quality, Recruitment and Retention

High Quality Instruction

T-TESS/ Walkthrough Evaluations

Mentor

Certification

Professional Development

Hiring/Retention

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 1:	Update and Engage Teachers on the updated Instructional Focus Walkthrough form to align to TTESS Teacher Evaluation System throughout the school year.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus leadership team will review the current Instructional Walk-Through Focus tool and the alignment to TTESS evaluation system to continuously train teachers and provide adequate feedback in lessons.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals, CLL	Instructional Focus Walk-Through Form T-TESS Evaluation tool	August 2022-May 2023	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment.	Review walk-through focus tool mid year and end of year.	Local funds

Action Steps

1) Design a calendar that focuses in walkthrough look fors aligned to TTESS to advise teachers in upcoming feedback.

2) Calibrate as a campus leadership team and focus on observing trend of highly effective instructional delivery.

3) Train district staff on new Instructional Focus Walk-through Form

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor and review data from the new Instructional Focus Walk-Through Form and the impact on highly effective instructional delivery.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTI Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	Instructional Focus walk-through form	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment.	Review walk-through focus tool mid-year and end of year.	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Collect input from teachers and teacher evaluators.

2) Use feedback to revise and update form to meet district needs.

3)

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 2:	Use walk-through data to monitor and support teacher effectiveness.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus Administrators, district leaders, curriculum coordinators, directors	Instructional walk-through focus tool	Aug. 2023- May 2024	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

1) Create campus walk-through schedule
2) Complete 10 walk-throughs per week.
3) Review walk-through data and address areas of need.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Campus Administrators, district leaders, curriculum coordinators, directors	Instructional walk-through focus tool	Aug. 2023 - May 2024	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.
2) Provide learning opportunities, ie… peer observations to observed effective strategies based on areas of need.
3) Monitor and follow up with next steps

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
Objective 3:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO data, Professional Learning Communities.	"-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Campus leadership will review walk-through data and identify areas of need.
2) Campus leadership will identify staff instructional needs and develop an action plan
3) Monitor and revise action plan.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, TTESS observations, SLO data, Professional Learning Communities.	"-Aug. 2023 -Oct. 2023 -Nov. 2023 -Jan. 2024 -March 2024 -April 2024 -June 2024	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds

Action Steps

1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.
2) Provide professional development opportunities for staff
3) Review and monitor achievement of professional development goals.
4) Provide opportunities for teachers to observe master teachers in action.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 2:	Campus Leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 1:	Develop the skills in teacher and teacher evaluators needed to complete fair, valid teacher evaluations.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all district teachers based on their professional development goals.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director NTS Director, Professional Development Director, Principals, Assistant Principals	Funding, professional development needs data, professional development trainers	Fall and Spring semester	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Improved student performance, higher teacher retention rate	Progress monitoring, CBA, STAAR, SLO's, TTESS	T1 #3,#5

Action Steps
1) Collect evidence of teacher PD needs.
2) Review academic reports for district and campus needs
3) Plan, schedule and hold trainings.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all district teacher evaluators based on professional development goals.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Principals, Assistant Principals	Funding, professional development needs data, professional development trainers, calibration trainings opportunities	Quarterly	More alignment of teacher evaluations between evaluators, teacher evaluation a true reflection of teacher performance	Data showing increase alignment between teacher evaluation and student performance	TTESS evaluation data, student performance data	T1 #3,#5

Action Steps
1) Schedule quarterly meetings for teacher evaluation Calibrations
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.
3) Review by campus teacher evaluations and compare to student performance.

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using TTESS evaluation system twice per year.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All campus administrators will use a high-quality evaluation system (TTESS) to increase staff quality,	Executive Officers, Campus principal, assistant principal, CLL,	TTESS Evaluation Tool, Materials	August 2023 - May 2024	TTESS evaluations, ERO Numbers Sign-in sheets Coaching logs and schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	TTESS Evaluations	Local

Action Steps

1)Professional development for teachers and campus leadership is provided at the beginning of the school year and continue as needed.

2) Identify areas of need and provide professional development

3)

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Continue providing annual TTESS calibration certification training	–TxCEE, HR Dept. and Executive Officers Principal, Assistant Principal	TTESS Evaluation Tool , Materials	August 2023 - May 2024	"TTESS evaluations, ERO Numbers	Continue providing annual TTESS calibration certification training	–TxCEE, HR Dept. and Executive Officers	TTESS Evaluation Tool , Materials

Action Steps

1) Create opportunities for collaborative instructional review, i.e. Instructional Rounds.

2) Monitor and evaluate data gather during instructional rounds.

3) Provide support in areas of need.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 2:	Campus leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a TTESS evaluation tool.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	Asst. Supt of Talent Development, NTS Director, Professional Development Director, Data Director, PR Director Principal, Assistant Principal	Spirit of PSJA training materials	Fall, Spring	Use of the Evaluation tool, two evaluations entered per staff member	Improved customer service, increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5

Action Steps

1) Schedule the fall training
2) Monitor and review professional development goals to create training based on needs and goals
3) Schedule Spirit of PSJA Categories and behaviors trainings

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Staff will create clear professional development goals and expectations.	Employees being evaluated, supervisor Principal, Assistant Principal	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service, increased efficiency and happier employees	Goals entered into evaluation system	Local T1 #3#5

Action Steps

1) Train staff on evaluation tool
2) Give staff timeline to complete the self-evaluation and goal setting
3) Offer growth opportunities to staff

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2024.
Objective 4:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director, Principal, Assistant Principal	PD funds	Quarterly	Professional development offered	Improved staff moral, and customer service	PD surveys	T1, #3, #5

Action Steps
1) Conduct PD goals survey
2) Work with staff to create trainings
3) Schedule and hold training

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS Principal, Assistant Principal	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff moral, and customer service, increase retention rate	PD feedback survey	T1 #3, #5

Action Steps
1) Conduct survey to identify areas of interest
2) Create trainings based on data collected
3) Conduct trainings and evaluate results

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Action Steps

Goal Area 4:	**Increase Staff Quality, Recruitment and Retention**
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2024.
Objective 1:	All Elementary Bilingual teachers will be certified by May 2024.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
New teachers sign a Need to complete certification letter when signing contract	Human Resources, Dual Lang. Dept Teacher Principal, Assistant Principal	Letter	During Onboarding	Letter on file	All bilingual teacher certified	Complete Fed/State requirement	–Title I: #3 and #5

1) Advertise the vacancy requesting the bilingual certification
2) Monitor testing opportunities for success
3) Staff that complete testing may be considered for continued employment

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development opportunities to improve bilingual lesson delivery and instruction.	Talent Development, Dual Lang. Dept., Professional Development Dept. NTS Dept. Principal, Assistant Principal	funding, materials for PD delivery, PD preparation time	Fall, Spring	Meeting the bilingual students academic needs	Improved scores for the bilingual students	STAAR	–Title I: #3 and #5

Action Steps

1) Review student performance data to determine areas needing support
2) Develop trainings and schedule the PD for teachers
3) Monitor and adjust as needed to support the teachers

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Reed-Mock Elementary Professional Development Plan				
PD Dates	**PD Format**	**PD Topic**	**Resources**	**CIP Goal Alignment**
Aug 12	Campus PD SING, SPELL READ AND WRITE	READING PHONICS PROGRAM BEST PRACTICES	SING, SPELL, READ AND WRITE KITS AND TEACHER GUIDES FOR ALL TEACHERS IN PK-2ND GRADE	Goal 1
Aug. 15	Campus – All Departments	Teambuilding; curriculum planning	2022-2023 FACULTY HANDBOOK DISTRICT & STATE POLICIES, SCHOOL-WIDE NON-NEGOTIABLES SCHOOL-WIDE PLANNING GOAL SETTING	Goal 1, Strategy 1-3
Aug. 16	Campus – All Depts.	Social Emotional Learning	Presenter Powerpoint	Goal 3, Strategy 1
Aug. 17	Campus – All Departments	Curriculum Rollouts Year-at- a -Glance Doc. Six Weeks Pacing Guide Weekly Lesson	2021-2022 District Curriculum Rollouts Content Coordinators	Goal Area 1, Strategy 1-3
Aug. 18	Campus-Based Professional Development- All Departments	Data Driven Plans Strategize for the Monitoring of Academic Growth	Data Document Domain II, III Campus Goals	Goal Area 1, 2 Strategy 1-3
Aug. 19	Work Day			

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.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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.

Drs. Reed-Mock Elementary
2022-2023
SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

PENDING

By May 2023, Drs. Reed-Mock Elementary will have established procedures to continuously provide, promote, maintain, and up-grade personal, professional, technical, and managerial growth opportunities for all personnel.

Call Meeting to order

Review Campus Plan

Make revisions

Approve/Disapprove Campus Plan

Initial by name

Adjourn meeting by Administrator

Drs. Reed-Mock Elementary
2022-2023
SBDM COMMITTEE MEETING FOR APPROVAL OF CAMPUS PLAN

PENDING

Meeting was called to order by Dr. Karla Montemayor, Principal. Presentation of campus plan rough draft was conducted Dr. Karla Montemayor and leadership team. Mission, vision and goals were presented based on 2021-2022 school years data and needs. Site Based Committee Members had previously met within their grade level and revised, edited, and agreed on corrections made. Site Based Decision Making Council members approved the corrections and additions to the Campus Plan and initialed by their name. Any typing errors or corrections will be brought to Dr. Karla Montemayor. Principal thanked all staff members for their continuous effort and dedication in making our campus plan a better instructional tool that reflects the excellence and success we are experiencing in our campus.