



**Dr. William Long Elementary
Improvement Plan
2023-2024**



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Mission

The Dr. William Long Elementary Team's mission is to develop and provide the best educational opportunities through an innovative, 21st century proficiency connection that develops our students critical thinking skills and a global perspective on sustainability goals. We aim to create a safe and secure school environment that promotes social and academic growth and to develop an enthusiasm for learning, positive self-image and cross-cultural understanding. We will enable all students to be college ready, college connected and college complete.

Vision

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



2023-2024 School Board Members

Dr. Cynthia A. Gutiérrez, *President*

Carlos G. Villegas, Jr, *Vice-President*

Jesus A. “Jesse” Zambrano, *Member*

Jesus “Jesse” Vela Jr., *Member*

Jorge Zambrano, *Member*

Diana Serna, *Secretary*

Yolanda Castillo, *Assistant Secretary*

2023 - 2024 School Administration

Heather Contreras-Pena, *Principal*

Erica Rodriguez, *Asst. Principal*

Laura Ochoa, *Asst. Principal*

Cristina Rodriguez, *Counselor*

Marcia Ramos, *Counselor*



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2022-2023 CAMPUS SITE-BASED DECISION COMMITTEE MEMBERS

SITE-BASED DECISION COMMITTEE MEMBERS					
Heather Contreras-Pena	Principal	Elizabeth Camarillo	1 st Grade	Americo Arredondo	Head Custodian
Laura Ochoa	Assistant Principal	Roxxana Serna	2 nd Grade	Pending	Parent
Erica Rodriguez	Assistant Principal	Celina Cavazos	3 rd Grade	Pending	Business Partner
Cristina Rodriguez	Counselor	Maria Olvera	4 th Grade		
Marcia Ramos	Counselor	Debra Mendez	5 th Grade		
Susanna Barbosa	LIFE Coach	Isela Sandoval	Secretary		
Leila Garcia	PK	Azelea Rodriguez	Parent Educator		
Celeste Martinez	K	Fernando Arellano	Paraprofessional		

CIP Committee Members

1. STUDENT ACHIEVEMENT

Heather Contreras-Pena	Principal
Laura Ochoa	Assistant Principal
Erica Rodriguez	Assistant Principal
Susanna Barbosa	LIFE Coach
Maria Olvera	4 th Grade Teacher
Laura Rodriguez	1 st Grade Teacher
Fernando Arellano	PE Instructional Aide
Isela Sandoval	Secretary

2. CLOSING THE GAPS

Heather Contreras-Pena	Principal
Laura Ochoa	Assistant Principal
Erica Rodriguez	Assistant Principal
Susanna Barbosa	LIFE Coach
Samy Elizondo	Special Education Teacher
Irma Torres	5 th Grade Teacher
Eva Hernandez	2 nd Grade Teacher
Melissa Ontiveros	Kinder Paraprofessional

3. IMPROVE SAFETY, PUBLIC SUPPORT, CULTURE AND CLIMATE

Heather Contreras-Pena	Principal
Laura Ochoa	Assistant Principal
Erica Rodriguez	Assistant Principal
Cristina Rodriguez	Counselor
Marcia Ramos	Counselor
Anna Martinez	3 rd Grade Teacher
Denise Espino	4 th Grade Teacher
Julia Concepcion	PK Teacher

4. INCREASE STAFF QUALITY, RECRUITMENT AND RETENTION

Heather Contreras-Pena	Principal
Laura Ochoa	Assistant Principal
Erica Rodriguez	Assistant Principal
Susanna Barbosa	LIFE Coach
Cristina Rodriguez	Counselor
Debra Mendez	5 th Grade Teacher
Teresa Martinez	3 rd Grade Teacher
Santos Olvera	1 st Grade Teacher

CAMPUS EXECUTIVE SUMMARY

SCHOOL OVERVIEW:

Dr. William Long Elementary is the largest elementary in PSJA. Currently we have 793 students enrolled in grades PK3-5th. Dr. William Long Elementary was rated a “A” campus in 2022 and in previous years met standards every year. Funds that are being used to ensure the success of all students are Title I, SCE, and ESSER funds. Some of these funds are used to provide accelerated instruction and to purchase Reading, Math, and Science materials to ensure that teachers and students have the necessary manipulatives that are needed to ensure growth. Funds are also being used to provide professional development for teachers in Reading, Math, Science, and SEL. As of September 7, 2023, there are 56 in PK3, 93 in PK4, 94 in Kinder, 85 in First Grade, 99 in Second Grade, 125 in Third Grade, 123 in Fourth Grade, and 109 in Fifth Grade, and 18 in the Unit Program, for a total population of 805 students. The school population at Dr. Long Elementary consists of 99.9% Hispanic. Our students represent a low socio-economic status of approximately 84% with 5 migrant students. Approximately 8.2% of our student s population receive special education services. The Gifted and Talented population consists of approximately 4.7% of the population. The English Learners population is approximately 30.8% where most of their home language at home is Spanish. Our students are enrolled full time, 55% of the students are on special permission and 45% are zoned to our school.

SCHOOL INITIATIVES:

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

NEW TEACHER SUMMARY:

- **New teachers (0-2) to grade level by grade level:**
 - PK3** – Melissa Ontiveros
 - Kinder** – Isaac Cervantes
 - 1st Grade:** Sarah Ruiz
 - 2nd Grade-** Margarita Hernandez
 - 4th Grade** – Glenda Molina & Linda Cortez
 - Special Education Resource** – Claudia Bravo
 - Reading Intervention** – Juan Garcia
 - LIFE Coach** – Susanna Barbosa

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PERFORMANCE INDEX REPORT:

Domain	Domain Score Earned/Target Score		Root Cause (s)
	2023	2024	
Domain 1	79	85	In Domain 1, most of the subgroups need to improve, especially in Math. The special education subgroup needs to improve in both Reading and Math.
Domain 2	88	96	Even though there was sufficient growth at Dr. Long, the special education subgroup needs to improve on student growth. Students are not growing enough to move our school to the next level.
Domain 3	94	96	In Domain 3, three of the targets were not met. It was the non-continuously enrolled, continuously enrolled, and the ALL-group.

PERFORMANCE TARGETS:

Target	Plan of Action
Areas of Needed Improvement with Regards to Special Populations (Emergent Bilingual, Special Education, Economically Disadvantaged, Migrant, etc....)	<p>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.</p> <p>Problem: Current Special Education Students (resource students) passing in Reading and Math is at 10% a gap of 40%.</p> <p>Problem: Special Education students' Academic Growth in Reading is at a 50%.</p> <p>Problem: Special Education students' Academic Growth in Mathematics is at a 50%.</p>
Areas to Improve our MASTERS performance and address Giftedness	<p>Areas to Improve:</p> <p>Ensure students are being monitored and challenged with rigorous instruction and activities. Provide enrichment camps for students.</p> <p>Implement self-monitoring by teachers, students, and parents to ensure growth of students.</p> <p>Provide professional development for teachers on differentiating instruction for all students especially gifted students.</p>
Obtaining Distinctions	<p>The goal for Dr. Long is to obtain all the distinctions available. We will do this by ensuring that we prepare our teachers to provide quality instruction to our students. Monitoring the implementation of scientifically based programs are being used and implemented correctly.</p>



Campus Goals

Goal Area 1: Student Achievement

Goal Area 2: Closing the Gaps – All subgroups

Goal Area 3: Culture and Climate, Safety, and Public Support

Goal Area 4: Increase Staff Quality, Recruitment and Retention

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2023 - 2024 ROOT CAUSE ANALYSIS

Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Academic Achievement</u></p> <p><u>Problem:</u> Subsection “ALL” was not met. 42/22.</p> <p>Areas of Concern: <u>Root Cause:</u> Subsections Continuously Enrolled and Not Continuously Enrolled did not meet.</p> <p>Furthermore: Subsections: Special Education, Economically Disadvantage, Els Current and M4 meet minimally.</p>	<p>- 2023 - 2024 Goal is to close gaps that are present in 90% of students in all subgroups.</p>	<ul style="list-style-type: none"> - Professional development for all teachers - Enrichment camps in August before school starts and throughout the year. - Intentional planning by all teachers for all content areas. - Extended day instruction for all students.
<p><u>Problem:</u> Special Education Students STAAR Passing rates for Mathematics is 53%. There is a 29% gap compared to the All-Student Group.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2023 - 2024 Goal among Special Education Students is to increase the STAAR passing rate in Mathematics to 70%</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the mathematics classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular mathematics teachers during collaborative learning communities. - Implement supplemental aids for content and learning support to best meet individual student needs.
<p><u>Problem:</u> Current English Proficient Students STAAR passing rate for ELA/Reading is 73%. There is 5% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Lack of alignment between the district Dual Language Department and district leaders on instructional plans to help support campuses with resources and instructional strategies for differentiated support to ELs.</p>	<p>2023 - 2024 Goal among EL Students is to increase the STAAR passing rate in ELA/Reading to 90%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
<p><u>Problem:</u> Current English Proficient STAAR passing rate in Mathematics is 79%. There is a 3% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Lack of alignment between the district Dual Language Department and district leaders on instructional plans to help support campuses with resources and instructional strategies for differentiated support to ELs.</p>	<p>2023 - 2024 Goal among EL Student is to increase the STAAR/EOC passing rate in Social Studies 84%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on research-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
<p><u>Problem:</u> Special Education Students STAAR passing rates for ELA/Reading is 47%. There is a 31% gap compared to the All-Student Group.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2023 - 2024 Goal among Special Education students is to increase the STAAR passing rate in English Language Arts/Reading to 50%.</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the ELA/Reading classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular ELA/Reading teachers during learning communities. - Implement supplemental aids for content and learning support to best meet the individual student needs.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2023 - 2024 ROOT CAUSE ANALYSIS CONTINUED**

Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Problem:</u> Current Special Education Students in the meets level in Reading is at 7% a gap of 51%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction for Special Education student group.</p>	<p>Goal: Increase the number of meets to 50%.</p>	<p>– Intentional planning among Regular Education Teachers and Special Education Teachers.</p>
<p><u>Problem:</u> Students' Academic Growth in Reading is at a 69%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction for the student group. (GT, EL, At-Risk)</p>	<p>Goal: Increase Academic Growth to 95%.</p>	<p>Intentional planning to challenge GT students and planning between EL and At-Risk teachers.</p> <p>Implement challenging lessons.</p>
<p><u>Problem:</u> Students' Academic Growth in Mathematics is at a 70%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students.</p>	<p>Goal: Target EL and Non-Continuously enrolled students.</p>	<p>Monitor closely the students that are Non-Continuously enrolled and EL to ensure that they are progressing.</p> <p>Intentionally plan for those students and implement challenging lessons.</p>
<p><u>Problem:</u> Students that decreased in Listening in TELPAS from 2022 to 2023 was 11%. Students that decreased in Speaking in TELPAS from 2022 to 2023 was 16%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for English Learners.</p>	<p>Goal: Increase students that grow by 1 level in TELPAS by 2%.</p>	<p>– Teachers will plan instruction and target listening, speaking, reading and writing components for TELPAS.</p>

Comprehensive Needs Assessment

GOAL	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<p>Pharr-San Juan- Alamo and Campus provides the teachers with a standards-aligned Guaranteed and Viable Curriculum (GVC) 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 C & I 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. Teachers are provided with 21st century embedded curriculum, designed to target sustainability goals. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation.</p> <p>In addition:</p> <ul style="list-style-type: none"> • 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 and 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 and formative assessments. 	<p>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.</p> <ul style="list-style-type: none"> • Student reading on level by third grade is an area that the campus continues 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 is provided at all grade levels. • Campus schedules need to reflect a dedicated time for writing instruction at all campuses • Campus Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness. • Train teachers on curriculum effectiveness.

Comprehensive Needs Assessment Continued: Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Challenges
2	Closing the Gaps	<ul style="list-style-type: none"> • A strong curriculum in ELA/Reading has resulted in student academic growth on a yearly basis by 4 percentage points in approaches level reading in the last 3 years. • The number of students performing at the Meets performance level has increased each year. Meets: 46% to 51% in 3 years for reading • Teachers are receiving hands-on professional development on how to strategically improve the Growth Progress Measure and Relative Performance Domains of the State Accountability System. This allows focused planning for student growth. • Curriculum roll-outs of state assessed contents are scheduled at the beginning of the year to ensure alignment among teachers across the district. In addition, curriculum is adjusted in response to benchmark data through-out the year. • Student academic progress and relative performance is measured after each benchmark is administered and appropriate intervention measures are prescribed • Student progress is monitored after each Benchmark for each student based on his/her performance from 2023. 	<ul style="list-style-type: none"> • Teachers are expected to improve their overall state accountability rating • Effective support for teachers that are new or new to the grade level must be consistent with other campuses to ensure they gain expertise not only on the TEKS for their course but how they are assessed. • Instruction must be differentiated for all sub-population groups across disciplines and at all grade levels. • Campus leaders and teachers should understand that student progress is a critical component of the state accountability system and that all students must show progress each year. • Campus administrators and teachers must become very skilled working with data at their campuses to identify specific students who will be targeted to ensure they advance at least one level from the previous year • Targeted tutorial and academies must be implemented with fidelity to meet the individual needs of students. (differentiated for each group of students) • A strong tutorial curriculum must be developed at all tested levels so that teachers have the resources readily available during tutorials/academies. • Closing the Gap associated to the pandemic.



Comprehensive Needs Assessment Continued: Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture and Climate	<ul style="list-style-type: none"> • Security Guard is on duty daily • Security Door has been installed • Emergency Team has been assembled • All Staff has been trained on sexual abuse and neglect, bullying, suicide, trauma, and SEL (Social Emotional Learning) • Emergency Response Team has been assembled • Sanitizing stations have been installed throughout the school • Restrooms have been equipped for proper use • Water fountains have been turned off • Signage has been put up through out the campus on safety and hygiene • 100% of the staff has been vaccinated • Active shooter trainings 	<ul style="list-style-type: none"> • Portable water dispensers • Portable sanitizing stations • Training staff on deescalating techniques (CPI) • Adjust to new CDC guidelines

Comprehensive Needs Assessment Continued: Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Teachers plan during CLC with LIFE Coach to ensure delivery of research-based strategies in their daily lessons • Teachers attend PD provided by the district which targets students needs • Teachers attend Region I PD and turn it around to other staff • Teachers are screened by central office to ensure that they are Highly Qualified • Teachers are trained in the TTESS Evaluation process • Teachers are encouraged to complete the required training for Bilingual and GT 	<ul style="list-style-type: none"> • Use of technology in the classroom during teaching.



School Demographics

	ALL	MALE	FEMALE	SPED	ELs	M1	M2	MIGRANT	ECD	GT	CTE	AT RISK
Number	804	395	409	73	227	0	0	5	663	37	0	562
Percent	100%	49%	51%	9.1%	31%	0	0%	.6%	84%	4.7%	0	70%

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian/ Other	Two or More
Number	804	782	0	0	8	0	0	0
Percent	100%	99.9%	0	0	1%	0	0	0

Dr. William Long Elementary Doman Results

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
Dr. William Long	79	Part A-88 Part B-87	94	90	A

Dr. Long - Approches Level

Moved % 1 or more levels	2018	2019	2021	2022	2023
1st	62%	58%	0%	47%	21%
2nd	89%	73%	0%	50%	75%
3rd	65%	35%	0%	67%	60%
4th	43%	35%	0%	27%	51%
5th	49%	33%	0%	25%	74%

STAAR All Students					
	2018	2019	2021	2022	2023
Reading	80%	82%	79%	75%	78%

STAAR					
Reading	2018	2019	2021	2022	2023
3rd	83%	80%	53%	66%	72%
4th	73%	85%	38%	81%	78%
5th	84%	80%	54%	79%	83%

STAAR					
	2018	2019	2021	2022	2023
Science	89%	80%	79%	69%	72%

STAAR All Students					
	2018	2019	2021	2022	2023
Math	89%	87%	57%	69%	82%
Scienc	89%	80%	79%	68%	72%

STAAR					
Math	2018	2019	2021	2022	2023
3rd	90%	81%	55%	61%	81%
4th	86%	89%	33%	72%	76%
5th	93%	93%	85%	75%	89%



Dr. Long - Meets Level

STAAR All Students					
	2018	2019	2021	2022	2023
Reading	49%	49%	20%	48%	51%

STAAR All Students					
	2018	2019	2021	2022	2023
Math	66%	62%	13%	40%	50%
Science	57%	54%	21%	42%	53%

STAAR					
Reading	2018	2019	2021	2022	2023
3rd	50%	50%	23%	42%	40%
4th	48%	50%	5%	50%	59%
5th	50%	47%	28%	54%	64%

STAAR					
Math	2018	2019	2021	2022	2023
3rd	62%	63%	14%	33%	42%
4th	67%	56%	5%	47%	48%
5th	69%	66%	20%	42%	61%

STAAR					
	2018	2019	2021	2022	2023
Science	57%	54%	21%	42%	53%



Dr. Long - Masters Level

STAAR					
	2018	2019	2021	2022	2023
Reading	26%	24%	11%	28%	27%

STAAR					
	2018	2019	2021	2022	2023
Math	34%	35%	5%	17%	21%
Science	25%	27%	8%	18%	27%

STAAR					
Reading	2018	2019	2021	2022	2023
3rd	29%	24%	6%	29%	17%
4th	22%	26%	4%	20%	26%
5th	27%	23%	23%	34%	38%

STAAR					
Math	2018	2019	2021	2022	2023
3rd	23%	33%	2%	10%	13%
4th	40%	29%	2%	22%	22%
5th	36%	41%	13%	19%	29%

STAAR					
	2018	2019	2021	2022	2023
Science	25%	27%	8%	18%	27%

Campus Goals

- Goal Area 1:** Student Achievement - The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.
- Goal Area 2:** Closing the Gaps - All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2024.
- Goal Area 3:** Improve Safety, Public Support, Culture and Climate - The students' perception for their physical and psychological school safety will improve by June 2024.
- Goal Area 4:** Increase Staff Quality, Recruitment and Retention -All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.



Goal Area 1: Student Achievement



Goal Area 1: Objective 1

Goal Area 1: Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: The percent of students performing at meets grade level or above on STAAR reading 3-8 will increase from 49% to 54% by having access to a standards-aligned guaranteed and viable curriculum by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Strategically plan instruction to target specific needs of students	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *ST Math *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/Tejas Lee AVID *Accelerated Instruction period *Star Reading Assessment Results 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record *Report Cards 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee *SLO *PRE-LAS 	<ul style="list-style-type: none"> *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

Goal Area 1 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

Goal Area 1: Objective 1

Goal Area 1: Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: The percent of students performing at meets grade level or above on STAAR reading 3-8 will increase from 49% to 54% by having access to a standards-aligned guaranteed and viable curriculum by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Small group instruction will be implemented in the classroom to target areas of needs to ensure students success.	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *ST Math *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/Tejas Lee *CIF Strategies *Tutoring <ul style="list-style-type: none"> • Enrichment camps • AVID • Accelerated Instruction period *Star Reading Assessment Results 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2023 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record * Report Cards 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups and subjects 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee *SLO *PRE-LAS 	<ul style="list-style-type: none"> *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

Goal Area 1 Action Steps:

- 1) Strategically group students for differentiated instruction.
- 2) Implement differentiated instruction.
- 3) Monitor and assess implementation of instruction.

Goal Area 1: Objective 1

Goal Area 1: Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: The percent of students performing at meets grade level or above on STAAR reading 3-8 will increase from 49% to 54% by having access to a standards-aligned guaranteed and viable curriculum by June 2024.

Strategy ³	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Technology will be implemented throughout the lessons to ensure that our students and teachers are accountable for their teaching/learning.	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop *ST Math * Accelerated Instruction period <ul style="list-style-type: none"> • AVID *Star Reading Assessment Results 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups and subject areas *Increase student participation in technology reports 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *Istation *Reading and Imagine Math Reports *Star Reading Assessment *Google Slides/Forms and quizzes 	<ul style="list-style-type: none"> *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

Goal Area 1 Action Steps:

- 1) Ensure all students have access to a device.
- 2) Monitor usage of programs available to students (ISTATION, IMATH,MYON, GOOGLE CLASSROOM, AR)
- 3) Allow time for implementation of programs.

Goal Area 1: Objective 2

Goal Area 1 Student Achievement

Annual Goal: The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: Special Education Students in the meets level will increase from 25% to 28% in STAAR in the meets category of STAAR by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
The Special Education Teacher will align their instruction with the classroom teachers to ensure that instruction is implemented effectively for student success.	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers *Counselor *Resource 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *TPRI/Tejas Lee <ul style="list-style-type: none"> • ST Math • AR Math • AR Reading • Accelerated Instruction period • AVID *Personalized Student Accomodations 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check /Running Record 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee 	<ul style="list-style-type: none"> *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

Goal Area 1 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

Goal Area 1: Objective 2

Goal Area 1 Student Achievement

Annual Goal: The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: Special Education Students in the meets level will increase from 25% to 28% in STAAR in the meets category of STAAR by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
*Use formative assessment results to differentiate instruction based on weekly progress monitoring.	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *TPRI/Tejas Lee *Google Classroom *ST Math *AR Math *Star Reading Assessment Results *Accelerated Instruction Block *AVID	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check /Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee	*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

Goal Area 1 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

Goal Area 1: Objective 2

Goal Area 1 Student Achievement

Annual Goal: The percent of special education students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: Special Education Students in the meets level will increase from 25% to 28% in STAAR in the meets category of STAAR by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Small group instruction will be implemented in the classroom to ensure that our Special Education students succeed.	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *TPRI/Tejas Lee *Google Classroom *ST Math *AR Math *Star Reading Assessment Results *Accelerated Instruction Block *AVID 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check *Running Record 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee 	<ul style="list-style-type: none"> *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

Goal Area 1 Action Steps:

- 1) Intentionally group students
- 2) Intentionally plan for small group instruction.
- 3) Ensure that small group instruction is being done in classrooms.
- 4) Monitor and adjust as necessary to ensure student success.

Goal Area 1: Objective 3

Goal Area 1 Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Strategically plan instruction to target specific needs of Bilingual students to ensure success.	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *TPRI/Tejas Lee *Google Classroom *ST Math *AR Math *Star Reading Assessment Results *Accelerated Instruction Block *AVID	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Forms, Quizzes/Slides/ Docs *Pre-LAS *SLO	*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

Goal Area 1 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern.
- 4) Implement action plan to target areas of concern.

Goal Area 1: Objective 3

Goal Area 1 Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Small group instruction will be implemented in the classroom to ensure students success.	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *TPRI/Tejas Lee *Google Classroom *ST Math *AR Math *Star Reading Assessment Results *Accelerated Instruction Block *AVID	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee	*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

Goal Area 1 Action Steps:

- 1) Strategically group students for differentiated instruction.
- 2) Implement differentiated instruction in all classrooms.
- 3) Monitor and assess implementation of instruction.

Goal Area 1: Objective 3

Goal Area 1 Student Achievement

Annual Goal: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Measurable Objective: The percent of students who perform at meets grade level or above on STAAR Reading will increase by 3% by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Technology will be implemented throughout the lessons to ensure that that lessons are readily available for our students.	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *Google Classroom *myOn *EduSmart *Think Central *Mackin VIA *Brain Pop *Clever Portal *Accelerated Instruction Block *AVID *Nearpod *Accelerated Reader *Star Reading Assessment	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check *Running Record	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports	*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

Goal Area 1 Action Steps:

- 1) Ensure all students have access to a device for asynchrony and synchronize instruction.
- 2) Monitor usage of programs available to students (ISTATION, Imagine Math,MYON, AR, GOOGLE CLASS.
- 3) Allow time for implementation of programs.

Goal Area 2: Closing the Gaps

Goal Area 2: Objective 1

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Achievement component by June 2024.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the indicators in the Academic Achievement component are met by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *AP's * LIFE Coach *Teachers *Counselor	*Curriculum *Istation Reading *Imagine Math *Google Classroom *myOn *EduSmart *Think Central *Mackin VIA *Brain Pop *Clever Portal *Accelerated Instruction Block *AVID *Nearpod *Accelerated Reader *Star Reading Assessment District	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Differentiating lesson plans *Hands on Activities during Tutoring and Enrichment classes.	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRLE *TX-KEA *SGMs	*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

Goal Area 2 Action Steps:

- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, ALI checks, BM I&II, Practice Listening & Speaking Sets).
- 2) Student groups' data will be disaggregated at the school level(CPR) and teacher level 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).

Goal Area 2: Objective 1

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Achievement component by June 2024.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the indicators in the Academic Achievement component are met by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	*Principal *AP's * LIFE Coach *Teachers *Counselor	*Curriculum *Istation Reading *Imagine Math *Google Classroom *myOn *EduSmart *Think Central *Mackin VIA *Brain Pop *Clever Portal *Accelerated Instruction Block *AVID *Nearpod *Accelerated Reader *Star Reading Assessment District	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Differentiated Lesson Plans	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TX-KEA	*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

Goal Area 2 Action Steps:

- 1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, ALI Checks, BM I & II, Practice Listening and Speaking sets.)
- 2) Student groups' data will be disaggregated at the campus levels (CPR) and Teacher Level to determine student progress and towards increasing performance in the four components of Domain of Closing the Gaps.
- 3) Use assessment data to drive intervention plans and build intervention time into the day at every level.

Goal Area 2: Objective 1

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 85% of the indicators in the Academic Achievement component by June 2024.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 85% of the indicators in the Academic Achievement component are met by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
*Provide technology resources to facilitate reading development and differentiate student learning	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *Google Meets/ Classroom *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop *Renaissance STAR Reading *Renaissnce STAAR Math *STAR Literacy (PK-K) *Word Wall *Class Kick <ul style="list-style-type: none"> • Accelerated Instruction period • AVID • STMath 	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Differentiated Lesson Plans	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports	*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

Goal Area 2 Action Steps:

- 1) Allocate resources (e.g., Istation Reading, Imagine Math and myOn) to facilitate reading development for student groups synchronize and asynchronous.
- 2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions for all targeted populations. (STMath, STAR Reading, Istation)
- 3) Ensure that campus schedules allow for instructional time for program implementation.

Goal Area 2: Objective 2

Goal Area 2: Closing the Gaps

Annual Goal: All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2024.

Measurable Objective: All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2024.

Strategy ¹	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Collect and assess data to monitor student progress weekly and drive interventions with students in the subgroups that did not show growth e.g., GT, EL, non-continuously enrolled, and special education	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *SGM data *TPRI/TEJAS LEE Data * CIRCLE Data *TX-KEA Data <ul style="list-style-type: none"> • Accelerated Instruction period • AVID • STMath • MyOn 	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record Differentiated lessons	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS <ul style="list-style-type: none"> *District Fluency Checks *TRPI/TEJAS LEE *CIRCLE *TX-KEA 	*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

Goal Area 2 Action Steps:

- 1) Student groups' data will be desegregated at the campus levels (CPR) and Teacher level to determine student progress and towards increasing performance in the four components for Domain Closing the Gaps.
- 2) Use assessment data to drive intervention plans and build intervention time into the day at every level.
- 3) 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 and Accelerated Block Fridays).

Goal Area 2: Objective 2

Goal Area 2: Closing the Gaps

Annual Goal: All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2024.

Measurable Objective: All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2024.

Strategy ²	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use formative assessment to establish priorities on TEKS/PK Guidelines that students are struggling with in all tested subjects	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *SGM data *TPRI/TEJAS LEE Data * CIRCLE Data *TX-KEA Data *SLO Data <ul style="list-style-type: none"> • Accelerated Instruction period • AVID • STMath • MyOn 	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Differentiated Lessons	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TPRI/TEJAS LEE *CIRCLE *TX-KEA *SGM's	*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

Goal Area 2 Action Steps:

- 1) Student groups' data will be disaggregated at the campus levels (CPR) and Teacher level to determine student progress and towards increasing performance in the four components for Domain Closing the Gaps.
- 2) Use assessment data to drive intervention plans and build intervention time into the day at every level.
- 3) 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 and Accelerated Block on Friday).

Goal Area 2: Objective 2

Goal Area 2: Closing the Gaps

Annual Goal: All student groups will meet 90% of the indicators in the four components evaluated in the Closing the Gaps domain by June 2024.

Measurable Objective: All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2024.

Strategy ³	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Ensure that technology resources are being used and monitor student progress to assign areas of concern on learning platforms approved by the district	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *Google Meets/ Classroom *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop *Word Wall <ul style="list-style-type: none"> • Accelerated Instruction period • AVID • STMath 	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Differentiated Lessons	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports *Google Forms, Quizzes/Slides/ Docs *Star Reading Assessments	*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

Goal Area 2 Action Steps:

- 1) Monitor usage of IStation, Imagine Math, and desegregate data to ensure students are on reading target.
- 2) Assign target skills where students struggle to ensure growth.
- 3) Adjust bi-weekly to ensure all TEKS and PK Guidelines are targeted.

Goal Area 2: Objective 3

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Growth Component by June 2024.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that they meet 80% of the indicators in the Academic Growth Component by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use small group instruction to target student groups in the Closing the Gap domain that were at the Meets and Masters level to ensure growth	*Principal *AP's * LIFE Coach *Teachers *Counselor	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *Fluency Checks *CIRCLE *TPRI/Tejas Lee *Google Classroom <ul style="list-style-type: none"> • Accelerated Instruction period • AVID • STMath • MyOn 	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check /Running Record *Differentiated Lessons	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *CIRCLE *TPRI/Tejas Lee	*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

Goal Area 2 Action Steps:

- 1) Use data to determine who the students are that we need to target.
- 2) Strategically plan to ensure that those students are in a small group and being monitored weekly.
- 3) Use formative and summative assessments by grade level to ensure students are growing.

Goal Area 2: Objective 3

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Growth Component by June 2024.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that they meet 80% of the indicators in the Academic Growth Component by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide technology resources to target areas where students are struggling and/or to challenge those students that are scoring in the meets and masters level	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Google Meets/ Classroom *myOn *EduSmart *Think Central *Mackin VIA /Brain Pop • Accelerated Instruction period • AVID • STMath 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *Differentiated Lessons 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *Istation Reading and Imagine Math Reports 	<ul style="list-style-type: none"> *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

Goal Area 2 Action Steps:

- 1) Use ongoing district assessments and STAAR Data to determine areas of need.
- 2) Strategically assign students the TEKS they are struggling with on IStation, Imagine MATH.
- 3) Monitor student growth and make adjust.
- 4) Sponsor academies for different student groups or tutorial camps.
- 5) Ensure that the targeted population attends afterschool tutoring programs.

Goal Area 2: Objective 3

Goal Area 2: Closing the Gaps

Annual Goal: All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Growth Component by June 2024.

Measurable Objective: All identified student groups in the Closing the Gaps domain will be monitored to ensure that they meet 80% of the indicators in the Academic Growth Component by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
*Analyzing TEKS and PK Guidelines to intentionally plan differentiated instruction for all student populations.	*Principal *AP's *LIFE Coach *Teachers *Counselor	*District Curriculum *TEKS *Unpacking document *STAAR Release Assessments (BM I & II) *Lead4Ward Guides *PK Guidelines <ul style="list-style-type: none"> • Accelerated Instruction period • AVID • STMath • MyOn 	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *Lesson Plans *Fluency Check Running Record Differentiated Lessons	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups	*Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *TRPI/TEJAS LEE *CIRCLE *TX-KEA	*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

Goal Area 2 Action Steps:

- 1) Monitor formal and summative assessment by grade level and classroom teacher.
- 2) Desegregate data and identify the areas of concern.
- 3) Intentionally plan for the areas of concern. (Differentiated instruction, questioning, anchor charts and acronyms)
- 4) Implement action plan to target areas of concern.

Goal Area 3: Improve Safety, Public Support, Culture & Climate

Goal Area 3: Objective 1

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The students' perception for their physical and psychological school safety will improve by June 2024.

Measurable Objective: The school will implement safety and violence prevention protocols that will increase school safety by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Train selective staff in (CPI) de-escalation and restorative practices	*Principal *AP's *LIFE Coach *Teachers *Nurse *Counselor *Behavior Strategist	*District Safety Procedures Videos *Hoonuit Modules *TEA Guidelines *CDC Guidelines *CPI Training	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	<ul style="list-style-type: none"> • Student managing conflict • Less Student behavior referrals 	*Students working effectively Student engagement	*Classroom observation *Walk-throughs *Student interaction with peers and staff	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Instucion by Highly qualified Teachers a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Goal Area 3 Action Steps:

- 1) Selected personnel will attend CPI training.
- 2) Response team will participate in mock trainings.
- 3) Implement CPI/Document when necessary.

Goal Area 3: Objective 1

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The students' perception for their physical and psychological school safety will improve by June 2024.

Measurable Objective: The school will implement safety and violence prevention protocols that will increase school safety by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Training for All Staff on sexual abuse and neglect, bullying, suicide, trauma, and SEL (Social Emotional Learning).	<ul style="list-style-type: none"> *Principal *AP's *LIFE Coach *Teachers *Nurse *Counselor 	<ul style="list-style-type: none"> *District Safety Procedures Videos *Hoonuit Modules *TEA Guidelines *CDC Guidelines *Teacher handbook *Sexual Abuse , neglect, bullying training video *Panorama survey • District Teacher Cafes (Power Points) • Stop It App 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Observation *Sign in documentation *SEL survey Lesson plans SEL activities with students *Student Screeners 	<ul style="list-style-type: none"> *Culture will improve *Documentation • Positive student engagement 	<ul style="list-style-type: none"> • Classroom observation • Surveys 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies- a,b,c *Instruction by Highly qualified Teachers a,b,c *Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Goal Area 3 Action Steps:

- 1) All staff will attend PD via Hoonuit on sexual abuse and neglect, bullying, suicide, trauma, SEL.
- 2) Staff will document and report any concerns to proper authorities.
- 3) Provide resources to students on all topics.

Goal Area 3: Objective 2

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The schools' positive culture and climate will increase based on teachers and staff perception of staff-student relationships will increase by 3% by June 2024.

Measurable Objective: Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase by 3% by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.	*Principal *AP's *LIFE Coach *Teachers *Nurse *Counselor	*District SEL Activities and Videos *District PP - Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LCP *LSSP * District Teacher Cafes (Power Points)	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*Positive student engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses *Survey	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*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

Goal Area 3 Action Steps:

- 1) All staff will attend PD on SEL.
- 2) Teachers will integrate SEL activities in weekly lesson plans.
- 3) Teachers will plan engaging lessons where students will be able to interact with others and teacher.

Goal Area 3: Objective 2

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The schools' positive culture and climate will increase by 3% based on the student/staff perception of staff-student relationships by June 2024.

Measurable Objective: Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers and staff will teach SEL in their classroom to improve teacher/student relationships..	*Principal *AP's *LIFE Coach *Teachers *Counselor	*District SEL Activities and Videos *District PP - Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LCP *LSSP *Counselor Virtual Lessons *Counselor Guidance Lessons	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations	*Positive student engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses *Survey	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*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

Goal Area 3 Action Steps:

- 1) Teachers will teach the SEL lessons provided by the district.
- 2) Students will participate in a guided lesson on SEL.
- 3) Staff will monitor to ensure that safety procedures are followed.
- 4) Counselor will deliver lessons to all students on SEL.

Goal Area 3: Objective 2

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: The schools' positive culture and climate will increase by 3% based on the student/staff perception of staff-student relationships by June 2024.

Measurable Objective: Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Students will practice SEL and social skills throughout the day.	*Principal *AP's *LIFE Coach *Teachers *Counselor	*District SEL Activities and Videos *District PP - Counselor Presentation to Staff *SEL Modules *HR Resources *SEL Wraparound Specialist *LCP *LSSP *Counselor Virtual Lessons *Counselor Guidance Lessons	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Certification of SEL Modules *Lesson Plans *SEL Activities with students *OLE-Support safe and engaged interactions and routines and classroom design * Promote appropriate culturally relevant strategies *Conflict-resolution and expression of emotions strategies *High expectations of students	*Positive student engagement *Inclusive community *Diversity learning *Learner variability-welcomed responses *Social and emotional growth	*Classroom observation *Walkthroughs *Student interactions with peers and staff	*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

Goal Area 3 Action Steps:

- 1) Teachers will teach the SEL lessons provided by the district.
- 2) Students will participate in a guided lesson on SEL.
- 3) Staff will monitor to ensure that safety procedures are followed.
- 4) Counselor will deliver lessons to all students on SEL.

Goal Area 3: Objective 3

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: Family involvement and interaction with their child's school/class will increase by 5% by June 2024.

Measurable Objective: Parents participation in informational training sessions will increase by 5% by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers and staff will use approved platforms to communicate with parents and address their questions and needs.	*Principal *AP's *LIFE Coach *Teachers	*School FB *Google Classroom *ClassDojo *Email *Phone call *Via Messenger *Blackboard *Public Relation Representative	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Weekly attendance report *Weekly Contact Parent Log *Google Classroom Posts *ClassDojo Announcements *Email Logs	*Parent communication 100% *Increase Student participation on Google Classroom *Decrease in miscommunication on assignments *Less incomplete assignments *Positive partnership between parents and staff member	*Increased parent satisfaction *Improved overall morale *Increased students' engagement	*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

Goal Area 3 Action Steps:

- 1) Notices will be sent out on a timely manner in English and Spanish
- 2) Parent educator, PR representative will reach out to parents to invite them to meeting and trainings.
- 3) A mass message will be sent out via Messenger and Social Media accounts.

Goal Area 3: Objective 3

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: Family involvement and interaction with their child's school/class will increase by 5% by June 2024.

Measurable Objective: Parents participation in informational training sessions will increase by 5% by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Parents will be invited to attend social events sponsored by the school	*Principal *AP's *LIFE Coach *Teachers *Counselors *Parent Educator	*School FB *Google Classroom *ClassDojo *Email , *Phone call *Via Messenger District Parent Cafes * Parent Meetings *Blackboard	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Sign in Sheet for attendees *High participation in social events *Pictures, videos on school's social media	*Positive Parent involvement in social events *Student participation in special events *shares and likes on social media	*High participation by parents and students *High participation by students	*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

Goal Area 3 Action Steps:

- 1) Notices will be sent out on a timely manner in English and Spanish
- 2) Parent educator will reach out to parents to invite them to meeting and trainings.
- 3) A mass message will be sent out via Messenger, School FB and class dojo.

Goal Area 3: Objective 3

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal: Family involvement and interaction with their child's school/class will increase by 5% by June 2024.

Measurable Objective: Parents participation in informational training sessions will increase by 5% by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Parents will be invited to attend meetings and trainings provided by the school and district.	*Principal *AP's *LIFE Coach *Teachers *Counselors *Parent Educator	*School FB *Google Classroom *ClassDojo *Email *Phone call *Via Messenger *Blackboard	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Sign in Sheet for attendees *High participation in social events * pictures, videos on school's social media	*Positive Parent involvement in social events *Student participation in special events	*High participation by parents and students *High participation by students	*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

Goal Area 3 Action Steps:

- 1) Notices will be sent out on a timely manner in English and Spanish
- 2) Parent educator and PR representative will reach out to parents to invite them to meeting and trainings.
- 3) A mass message will be sent out via Messenger.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4: Objective 1

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2024.

Measurable Objective: All teachers will increase their use of high quality, engaging lessons, and technology to increase student achievement by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Use walk-through data to monitor and support teacher effectiveness	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Think Central *EduSmart *CIF *Google Classroom/ Meets *Poll *Quizlet *Quizis *Games *ST Math <ul style="list-style-type: none"> • Accelerated Instruction period • AVID • Nearpod • Flocabulary • NewsELA 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *T-TESS Evaluation/Rubric 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *More classroom participation 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District Fluency Checks *Google Form 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Data from walk-throughs will be used to target areas of growth for teachers.
- 2) Hot and Cold Feedback will be provided for all teachers.
- 3) Monitoring of implementation will be done weekly.

Goal Area 4: Objective 1

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2024.

Measurable Objective: All teachers will increase their use of high quality, engaging lessons, and technology to increase student achievement by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers will use research-based strategies in their daily lesson to increase student engagement	<ul style="list-style-type: none"> *Principal *AP's *LIFE Coach *Teachers *Counselors 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Think Central *EduSmart *CIF *Google Classroom *Poll *Quizlet *Quizis *Games <ul style="list-style-type: none"> • ST Math • Accelerated Instruction period • AVID • Nearpod • Flocabulary • NewsELA 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *T-TESS 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *More classroom participation 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *TELPAS *District *Fluency Checks *Google Form 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers will attend research based professional development offered by the district or Region I.
- 2) Teachers will turn around PD attended to other teachers so that they can learn best practices.
- 3) Teachers will implement what was learned in their professional development in their classroom.
- 4) Teachers will participate inter classroom visitations.

Goal Area 4: Objective 1

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2024.

Measurable Objective: All teachers will increase their use of high quality, engaging lessons, and technology to increase student achievement by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers will incorporate technology into their lessons to optimize student achievement	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers *Counselor 	<ul style="list-style-type: none"> *District Curriculum *Istation Reading *Imagine Math *Think Central *EduSmart *CIF *Google Classroom *Poll *Quizlet *Games *ST Math *Smart Board <ul style="list-style-type: none"> • Learning APPS • Accelerated Instruction period • AVID • Nearpod • Brainpop • Flocabulary • NewsELA 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Campus Review Sessions (CRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans *Language Acquisition Monitoring Application *Fluency Check Running Record *T-TESS 	<ul style="list-style-type: none"> *Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Fluency Growth in all student groups *More classroom participation 	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR *District Fluency Checks *Google Form, Slides, Doc, Quizzes 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers and Staff will attend professional development to sharpen their use of technology..
- 2) Teachers will use technology and assist students in using technology in the classroom.
- 3) Monitoring of implantation will be done weekly.

Goal Area 4: Objective 2

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: Staff will use the evaluation systems to increase staff quality, recruitment and retention by June 2024.

Measurable Objective: Staff will develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Support the professional growth of campus teachers by monitoring, evaluating, and providing feedback	<ul style="list-style-type: none"> *Principal *AP's * LIFE Coach *Teachers 	<ul style="list-style-type: none"> • Training *TEEMS Online Orientation *Calibration Certification *3 Hour TTESS Orientation for new teachers *CLL TTESS Roll Out • Avid Training 	<ul style="list-style-type: none"> *Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024 	<ul style="list-style-type: none"> *Pre-Conference Form *Observation Form *Post Conference Form *Teacher Classroom Inter-visitiation Form *Walkthrough Online Form *Peer Schedule Template 	<ul style="list-style-type: none"> *Teacher implementation of newly acquired feedback *Teacher participation *Incorporating vertically aligned strategies *Mid-Conference 	<ul style="list-style-type: none"> *Student engagement *Follow through of feedback *Classroom visit 	<ul style="list-style-type: none"> *Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers will receive observation cycle (pre., obs. & post) for the announced visit and part of observation cycle for the unannounced visit.
- 2) Teachers will receive classroom walkthrough feedback after classroom visit.
- 3) Teachers will engage in teacher classroom intervisitations.

Goal Area 4: Objective 2

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: Staff will use the evaluation systems to increase staff quality, recruitment and retention by June 2024.

Measurable Objective: Staff will develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Administration and teachers will receive training on the evaluation process	*Principal *AP's * LIFE Coach *Teachers	*TTESS Training *TEEMS Online Orientation *Calibration Certification *3 Hour TTESS Orientation for new teachers *CLL TTESS Roll Out AVID Training	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*T-TESS Evaluation Self Assessment *PD Goals Conference *BOY Goals *MOY Progress *EOY Summative Evaluation *Observation Cycle	*Growth in PD Goals *Teacher Growth *Progress/Completion of PD Goals	*Teacher announced and unannounced observation *Mid Year Conference *Summative Conference	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers will receive professional development on the evaluation process.
- 2) Teachers will be guided on how to develop SLO's for their students.
- 3) Teachers will implement what was learned in the evaluation process and SLO's in their classroom.
- 4) Implementation will be monitored by Administration and CLL..

Goal Area 4: Objective 2

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: Staff will use the evaluation systems to increase staff quality, recruitment and retention by 2024.

Measurable Objective: Staff will develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Use data collected to provide professional development to provide growth opportunities for all staff for means of retention.	*Principal *AP's * LIFE Coach *Teachers	*Observation Cycle *Collaborative Learning Inter-visitiation *Walkthroughs *Peer Inter-visitiations *PD for area of concern AVID training	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*PD Sign In *Data Collected through walkthroughs	*Teacher implementation of newly acquired PD *Teacher participation *Student engagement	*Teacher announced and unannounced observation *Mid Year Conference *Summative Conference	*Comprehensive Needs Assessment *Reform Strategies-a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Teachers will receive observation cycle (pre., obs. & post) for the announced visit and part of observation cycle for the unannounced visit.
- 2) Teachers will receive classroom walkthrough feedback after classroom visit.
- 3) Teachers will receive the T-TESS Mid Year and Summative Conferences.

Goal Area 4: Objective 3

Goal Area 4: Improve Safety, Public Support, Culture and Climate

Annual Goal: All teachers will be certified to teach assigned grade level by June 2024.

Measurable Objective: All teachers will be highly qualified to teach the assigned grade level by June 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All Bilingual teachers will be certified	*Principal *AP's * LIFE Coach *Teachers	*State Bilingual Certification *Dual Language District Training *Bilingual District Department Resources AVID Training	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Bilingual Pairs *Bilingual Classroom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classroom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) All bilingual teachers will be properly certified.
- 2) Bilingual teachers will ensure that their certification is current.

Goal Area 4: Objective 3

Goal Area 4: Improve Safety, Public Support, Culture and Climate

Annual Goal: All teachers will be certified to teach assigned grade level by June 2024.

Measurable Objective: All teachers will be highly qualified to teach the assigned grade level by June 2024.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All Bilingual teachers will receive required yearly training.	*Principal *AP's * LIFE Coach *Teachers	*Dual Language District Update Training AVID Training	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Bilingual Pairs *Bilingual Classroom Labels *Language of the Day Instruction *Bilingual resources *Bilingual library books *Display of student work in both languages	*Bilingual Pairs group work *Bilingual Classroom Labels *Students use language of the Day *Students use bilingual resources *Students have access to bilingual Library	*Walkthroughs *Observations *DL Department Observations	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Bilingual teachers will attend the mandated professional development offered by the district.
- 2) Bilingual teachers will be encouraged to attend Region I professional development.
- 3) Bilingual teachers will be encouraged to attend State Professional Development.

Goal Area 4: Objective 3

Goal Area 4: Improve Safety, Public Support, Culture and Climate

Annual Goal: All teachers will be certified to teach assigned grade level by June 2024.

Measurable Objective: All teachers will be highly qualified to teach the assigned grade level by June 2024.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Campus will recruit highly qualified teachers .	*Principal *AP's * LIFE Coach *Teachers	*New Teacher Job Fair *State Certification *HR Hiring Process	*Aug. 2023 *Sept. 2023 *Oct. 2023 *Nov. 2023 *Dec. 2023 *Jan. 2024 *Feb. 2024 *March 2024 *April 2024 *May 2024 *June 2024	*Interview process *HR Criteria Review *Knowledge of Lesson plan cycle	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *STAAR tested subjects *Growth in Istation Reading/Math	*Teachers knowledgeable in content grade level area *T-TESS Evaluation Process *Reference Checks *Resume	*Comprehensive Needs Assessment *Reform Strategies- a,b,c *Teacher Decision Making Regarding Assessments-a,b,c *Instruction by Highly Qualified Teachers a,b,c *High-Quality and Ongoing Professional Development a,b,c Strategies to Attract Highly Qualified Teachers 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

Goal Area 4 Action Steps:

- 1) Campus will interview only qualified teachers for the open position.
- 2) Campus will ensure that any teacher hired is properly certified.

Campus Timeline

Objectives	Start Date	Completion Date
<p>1. Campus Leadership Team Campus Leadership Team consists of key campus leaders, responsible in developing, implementing and revising the Campus Improvement Plan Meetings to collaborate on the goals, analyze and determine academic objectives and strategies are conducted and specific adjustments and revisions are made in the plan.</p>	May 2023	June 2024
<p>2. Needs Assessment Conduct a comprehensive needs assessment addressing campus student performance on the student achievement indicators, using qualitative data (walk throughs, anecdotal notes, student & teacher surveys) and quantitative data (BM 2 data, SLO data, weekly assessment data, attendance data), and other appropriate measures of performance, that are disaggregated by all student groups served by the campus.</p>	May 2023	June 2024
<p>3. Measurable Campus Performance Objectives In collaboration with the Campus Leadership Team (SBDM) performance objectives will be developed based on the Texas Academic Performance Reports (TAPR), including objectives for special needs students and special populations (include dropout and attendance).</p>	June 2023	August 2024
<p>4. Strategies for Improving Student Performance Develop, implement and monitor instructional strategies that improve student achievement. Use instructional strategies that:</p> <ul style="list-style-type: none"> a) increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs) b) provide enriched and accelerated curriculum c) include strategies for meeting the needs of historically underserved populations, including the incorporation of gender equitable methods and practices, and d) 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; and e) the integration of vocational and technical education programs. 	May 2023	August 2024
<p>5. Submit Draft of 2021-2022 Campus Improvement Plan to Executive Officer Review of Campus Improvement Plan is conducted, and feedback is provided to campus principal using a district developed rubric.</p>	June 2023	June 2024
<p>6. Finalize Campus Improvement Plan and submit for Board Approval</p>	September 12, 2023	September 26, 2023
<p>7. Implement, monitor and adjust the Campus Improvement Plan Campus Leadership Team will meet to monitor the implementation of the targeted areas. Reflective Questions:</p> <ul style="list-style-type: none"> • What actions have been taken to address the needs of the campus? • What data has been collected to monitor interventions? • Are you on track to meet the annual goal? • Describe the data or evidence used to determine if the goal will or won't be met? • What, if any adjustments must be made in order to meet the annual goals? 	July 2023	August 2024



Appendix

DR. LONG PROFESSIONAL DEVELOPMENT

Dr. William Long Elementary Professional Development

Month	Presenters	Topic
August – May	LIFE Coach	Meetings on Specific Topics
August	Principal and Asst. Principals	District/School Procedures
August	Administration and Counselors	Sexual Harassment
August	Nurse	Medication, Emergency Procedures
August – September	LIFE Coach	SGM's and PD Goals, and Self-Assessment
September	LIFE Coach, Principal, Asst. Prin.	T-TESS – Student Engagement and Classroom Management
October	LIFE Coach, Principal, Asst. Prin.	T-TESS – Differentiating Instruction, Questioning, and Making Connections
November	LIFE Coach, Principal, Asst. Prin.	T-TESS – Writing and Open-Ended Questions
January	LIFE Coach, Principal, Asst. Prin.	T-TESS – Student Engagement and Classroom Management
January	LIFE Coach, Principal, Asst. Prin.	BM1 Data and TPRI
February	LIFE Coach, Principal, Asst. Prin.	T-TESS – Differentiating Instruction, Questioning
March	LIFE Coach, Principal, Asst. Prin.	BM2 Data
April	LIFE Coach, Principal, Asst. Prin.	SGM's Post
May	LIFE Coach, Principal, Asst. Prin.	PD for 2023 - 2024

Oct 2023						
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Nov 2023						
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Dec 2023						
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31						

Jan 2024						
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Feb 2024						
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Mar 2024						
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Apr 2024						
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May 2024						
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Jun 2024						
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23	24	25	26	27	28	29
30						

Important dates:

Fall Semester Dates To-From

Tutoring Days

Spring Semester Dates To-From

Non-School Days

Summer Session Dates To-From

STAAR Testing
