Jaime Escalante
Middle School

District Vision

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

District Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all - from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

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

Campus Vision

JAIME ESCALANTE Middle School will foster relationships that will build global leaders, critical thinkers, and lifelong learners for the 21st century workforce.

Campus Mission Statement: "Believe, Achieve, and Ready to Succeed"

Our mission is to ensure success for all students by providing specific, measurable, and attainable goals that reflect the school's vision. The campus plan will provide the basic direction for our school through focus and emphasis on the academic curriculum. Our goal is to prepare students to successfully interact with others; provide a positive, safe, and nurturing environment; support and encourage students to become positive, well-rounded, lifelong learners and successful leaders of the future. We will foster an environment where students, staff, parents and community members' work together to ensure student success.

CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS
2023-2024

Raymundo Monrreal - Principal

Hilda Gonzalez - Dean of Instruction
Isaac Leal - Assistant Principal
Marisa Cavazos- Assistant Principal

Teachers		Non-Teaching Professionals	
Abigail Santa Maria	ELA	Veronica Garza	Counselor
Erica Villagomez	Math	Shirley Villescas	Counselor
Gabriela Perez	SS	Maria Lujan	Counselor
Alaina Monroy	SLA	Laura Cortez	Liaison
Claudia Ibarra	SPED	Karina Quilantan	Librarian
Salome Benitez	Science	Amparo Lara	PEIMS Clerk
Jennifer Sanchez	Electives	Jose Rodriguez	Campus Instructional Technologist
Miriam Cortez	Bilingual/ESL	**Parents**	
Noemi Castillo	Collaborative Learning Leader	Laura Lerma	
		Community/Business Member	
		Rodolfo Valentino Garcia	

Professional Development Plan				
PD Monthly Focus	**PD Format**	**PD Topic**	**Resources**	**CIP Goal Alignment**
August 21-24, 2023	Campus Based - All departments District Based - All departments	Campus Goal Setting T-TESS Evaluation System District Mandates Lesson Planning w/Unpacked TEKS District Curriculum Roll Out	District Mandates PPT Accountability Reports Measuring What Matters T-TESS Evaluation Rubric District Content Coordinators	Goal 2-Obj.2/Strategy 1
October 16, 2023	Campus Based - All Departments	Fuundamental Five & Intentional Flexible Grouping Data Tracker- Student Profiles	Data Tracker Lesson Plans Curriculum Documents	Goal1-Obj. 1/Strategy 2
January 8, 2024	Campus Based- PD	Power of 7 & Data Dive Student Profile Development Growth Mind Set	DMAC Data Reports PPT Presentation Benchmark Data Flexible Groupings Seating Chart	Goal 1-Obj. 1/Strategy 2 Goal 1-Obj.1/St
Week of September 11th, 2023	TCLC (TECH)	Screen Casting Optionms	Ipads, Newsline, Laptops	Goal1-Obj. 1 Goal1-Obj. 2/Strategy 1
Week of September 18th, 2023	TCLC	Teacher Self-Assessment, PD Goals, SGMS Step 1, and Campus Goals	TEEMS, 22-23 TTESS Summative, TTESS Rubric, 22-23 Campus Data	Goal2-Obj. 1/Strategy 3 Goal1-Obj. 3/Stategy 3
Week of September 25th, 2023	TCLC	SGMS Step 2	SGM Rubric, TEEMS, Campus Data	Goal1-Obj. 3/Stategy 3
Week of October 2nd, 2023	TCLC	SGMS Step 3	SGM Rubric, TEEMS, Sample test questions	Goal1-Obj. 3/Stategy 3
Week of October 9th, 2023	TCLC	Teacher Classroom Progress Monitoring	STAAR Results, Report Card Grades, STAR Report	Goal1-Obj.3/Strategy 3
Week of October 16th, 2023	TCLC (TECH)	Annotation Tools	Jamboard, Kami, Freeform, Notes, Good Notes, Ipads, Laptops	Goal1-Obj. 1 Goal1-Obj. 2/Strategy 1
Week of October 23rd, 2023	TCLC	Finalize SGMS on TEEMS Dashboard	T-TESS Rubric PD Goals	Goal1-Obj. 3/Stategy 3
Week of October 30th, 2023	TCLC	Big "Buck of Strategies	Big "Buck of Strategies, CIF, RBIS	Goal1-Obj. 1 Goal1-Obj. 2/Strategy 1
Week of November 6th, 2023	TCLC (TECH)	Goal Setting	Goals, Instructional Programs	Goal1-Obj. 3/Stategy 3
Week of November 13th, 2023	TCLC	Teacher Classroom Progress Monitoring	STAAR Results, Report Card Grades, STAR Report	Goal1-Obj.3/Strategy 3
Week of November 27th, 2023	TCLC	Benchmark 1 Procedures	District/Campus Benchmark Procedures	Goal1-Obj.3/Strategy 3
Week of December 11th, 2023	TCLC (TECH)	FLIP	Ipads, Newsline, Laptops	Goal1-Obj. 1 Goal1-Obj. 2/Strategy 1
Week of December 18th, 2023	TCLC	SEL	SEL activity	
Week of January 15th, 2024	TCLC	Teacher Classroom Progress Monitoring	STAAR Results, Report Card Grades, STAR Report	Goal1-Obj.3/Strategy 3
Week of January 22nd, 2024	TCLC (TECH)	Summit K12	SummitK12, laptops, TELPAS reports	Goal1-Obj.3/Strategy 3
Week of January 29th, 2024	TCLC	?		
Week of February 5th, 2024	TCLC	TELPAS Assessment Overview	TELPAS Presentation, District/Campus Procedures	Goal1-Obj.3/Strategy 3
Week of February 12th, 2024	TCLC	Benchmark 2 Overview	District/Campus Benchmark Procedures	Goal1-Obj.3/Strategy 3

Week of February 26th, 2024	TCLC	Teacher Classroom Progress Monitoring	STAAR Results, Report Card Grades, STAR Report	Goal1-Obj.3/Strategy 3
Week of March 4th, 2024	TCLC	?		
Week of March 18th, 2024	TCLC	?		
Week of March 25th, 2024	TCLC	?		
Week of April 1st, 2024	TCLC	STAAR Procedures	State/District/Campus Procedures	Goal1-Obj.3/Strategy 3
Week of May 6th, 2024	TCLC (TECH)	Canva, Jamboard, Adobe Express	Laptops, Ipads, Newsline	Goal1-Obj. 1 Goal1-Obj. 2/Strategy 1
Week of May 13th, 2024	TCLC	?		
Week of May 20th, 2024	TCLC	?		
Week of May 28th, 2024	TCLC	?		
Week of June 4th, 2024	TCLC (TECH)	Plan for next year	Survey, laptops	

CLC & After School Learning Opportunities

Big Buck of Instructional Strategies	Goal1-Obj. 1/Strategy 2
Growth Mindset	Goal1-Obj. 1/Strategy 2
Close Reading/Thought Capturer	Goal1-Obj.2/Strategy 1
Feedback for Growth	Goal1-Obj.2/Strategy 2
Embedding Quick Writes Daily	Goal1-Obj.2/Strategy 2
Objective Driven & Data Driven Lesson Planning	Goal1-Obj.3/Strategy 1
Unpacking Benchmarks	Goal1-Obj.3/Strategy 3
SEL	Goal3-Obj.3/Strategy 2
AVID EXCEL	Goal3-Obj.3/Strategy 3
Professional Book Club	Goal1-Obj.2/Strategy 3
Library Initiatives	Goal1-Obj.2/Strategy 3
Professional Book Club	Goal1-Obj.2/Strategy 3
Library Initiatives	Goal1-Obj.2/Strategy 3

Campus Name: Jaime Escalante Middle School

It is our philosophy that education is a combined effort of parents, classroom teachers, special service personnel and administrators, each observing the students from a different point of view. Through this partnering, we will become a world class middle school whereby all students...

- will walk out of each classroom with their *self-esteem and dignity intact.*
- will be academically challenged using state of the art technologies, resources and carefully designed engaging lessons that will create a *strong desire to learn.*
- will use their natural talents and gifts on a daily basis for personal success in *academics, athletics, and the performing arts.*
- demonstrate the attributes of *strong moral character* through honesty, respect, integrity, compassion, loyalty, trust and caring.

- will be provided with a *safe environment* that promotes health and well-being.
- will find his/her *voice* and become a leader in their generation.
- will be *College Ready and College Connected* by means of a well-balanced and challenging curriculum and campus activities that promote a college going culture.

Demographic Summary:

The current enrollment of Jaime Escalante Middle School as of August 2023 is **523** students. The student population consists of **98.9% Hispanics, 0.7% White**, **0.2% Black, 0.2% Asian** and **0.0% Am Indian/Alaskan**. Our students represent low socio-economic status of approximately **98.5%** with **1.1%** migrant students and a negligible percentage of mobility. Approximately **14.3%** of our student population receive special education services, while **8.4%** receive accommodations under 504. Our Gifted and Talented population accounts for approximately **5.5%** of our student population. The bilingual population is approximately **64.1%** where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between **91%- 95%**. Most of our students live in South Pharr area and the neighborhoods which encircle our campus. We currently have **46** students who transfer into Jaime Escalante from various zones out of district.

Comprehensive Needs Assessment Summary:

Jaime Escalante Middle School received an overall grade of **82.2 out of 100 "B"** based on performance in three different areas, or domains on the 2023 Accountability Report. In the Student Achievement domain our campus earned a **75**, which shows how much students know and can do at the end of the school year. The School Progress domain, **87** for Jaime Escalante, shows how students perform over time and how that growth compares to similar schools. Jaime Escalante scored 7**1** in Closing the Gap, the domain shows how well different student groups within a school are performing.

Curriculum / Instruction and Assessment:

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned and state standards that include college - and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g. 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling).
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.
- Technology will be used to enhance student learning. Technology will allow students and teachers to collaborate with each other and provide feedback. Instuctional programs such as iStation, Imagine Math, Summit k-12, Study Farm, and others will be used as additional support. Virtual learning platforms will be used on a regular basis to house student work.

Summary of Goals:

Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by **5-7% points** in all subject areas and subgroups. Each grade level will show a **5-7% points** increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a **5-7% points** increase in Domain I, II, and **5-7% points** in Domain III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by **5-7% points.** Close the achievement gap by **5-7% points** between the economically disadvantaged, special education and ELL populations. **100%** of parents will have the opportunity to participate in school events and engagement activities. Jaime Escalante will continue to partner with community stakeholders to ensure student/campus success.

_____ Principal

_____ Teacher Leader

_____ Parent

Comprehensive Needs Assessment

Data Sources Examined
2023 STAAR Results 2023 TELPAS Results Composite Ratings 2023 TELPAS Results **(Reading, Listening, Speaking, Writing)** 2023 Accountability Summary Reports PEIMS Data (attendance records, discipline records, grades) District Mini Assessment Data Benchmark District Assessments

Prioritized Needs	
Needs	**Data Source**
To increase performance in TELPAS from a 34% to a 48% to meet state requirement	2023 TELPAS Results, 2023 Accountability Summary Reports, PEIMS Data, Benchmark District Assessments, District Mini Assessments
To increase EB performance in 7th grade Math at a Meets level	2023 STAAR Results, 2023 TELPAS Results, 2023 Accountability Summary Reports, Benchmark District Assessment, District Mini Assessments
To increase EB performance in 7th grade RLA at a Meets level	2023 STAAR Results, 2023 TELPAS Results, 2023 Accountability Summary Reports, Benchmark District Assessment, District Mini Assessments
To increase SpEd performance in 7th Grade Math at a Meets level	2023 STAAR Results, 2023 Accountability Summary Reports, Benchmark District Assessment, District Mini Assessments
To increase attendance performance to meet the district requirement	PEIMS Data Reports

Goal Area 1:	Improve Student Achievement: Subpopulations
Annual Goal:	Student group performance will improve a Proficiency Level on STAAR assessments by spring 2024 .
Objective 1:	All subpopulation groups will increase 2023-2024 STAAR testing performance by improving a Proficiency Level on the 2022 STAAR exam in every content in order to show progress.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Incorporate Differentiated Instructional Strategies into the learning opportunities: Sheltered Instruction Observation Protocol, English Language Proficiency Standards and Cooperative Learning	-Teachers -CLL -Administration -CIT	-District Curriculum -Lead4ward Resources -Kagan -Lesson Plan Template -DMAC Reports -DOK Guides -Sentence STEMS -Google Classroom -Nearpod -RSSP_RBIS -CIF	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Student achievement gains on the STAAR - TELPAS achievement gains -Increased reading level -Increased fluency of English Language -# of vocab. words increases -text complexity	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds -ESSER

Action Steps
1. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else)
2. Utilize TELPAS Data and instructional practices aligned to the four TELPAS domains.
3.Professional Development that will target specific researched based instructional strategies focused on differentiation
4. Build a library of in-house instructional videos featuring teachers demonstrating their use of differentiated instructional strategies
5. Teachers will select 2-3 technology platforms to embed differentiated instruction.
6. Teachers in 6th & 7th grade will be utilizing the RSSP_RBIS (Conceptual & Procedural, Depth of Key Concepts, Coherence of Key Concepts, and Productive Struggle) strategies through TCLAS 6 Grant.
7. Inclusion teachers will be utilizing IXL as a Pilot program to target our special education population and our Algebra teacher will challenge the 7th & 8th graders.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Intentional Flexible Grouping will be incorporated to support differentiation to provide better targeted instruction as well as personalized learning	-Teachers -CLL -Administration -CIT	-District Curriculum -Lead4ward Resources -Kagan -Lesson Plan Template -DMAC Reports -Seating Chart -Collaboration Technology -Big "Buck" of Strategies -Google Classroom	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Seating Chart -DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Reports from Google/Nearpod	-Student achievement gains on the STAAR - TELPAS achievement gains -Increased reading level -Increased fluency of English Language -# of vocab. words increases -text complexity -increased engagement	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds

Action Steps
1.Data dives will be conducted collaboratively in order to be informed on creating the intentional groupings to personalize student learning
2. Create 2 to 3 groupings specific to the type of lesson designed (i.e.: project-based learning, inquiry-based learning, etc.)
3. Teachers will work on designing lessons for flexible grouping
4. Adoption of the Growth Mindset to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts), leading to putting more energy into learning.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Graphic organizers will be built into lessons to process new learning, for retrieval practice and to make lessons accessible to more students	-Teachers -CLL -Administration -CIT	-District Curriculum -Lead4ward Resources -Kagan -Lesson Plan Template -Graphic Organizers -Sentence STEMS -Big "Buck' of Strategies -Google Classroom	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Student Work -Informal/Formal Assessment -Walk-through feedback -Lesson Plans -Nearpod	-Student achievement gains on the STAAR - TELPAS achievement gains -More fluidity with compare/contrast -increased retention of new content -deeper connections to	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds

Action Steps
1. Select specific graphic organizers to incorporate into the lessons that will be delivered.
2. Lesson planning to weave in graphic organizers / mind maps in order to support brain-based learning strategies.
3. Reflect on the retrieval practice of the various graphic organizers to ensure that students learn and retain information more effectively

Goal Area 1:	Improve Student Achievement: Literacy
Annual Goal:	The focus on Literacy will increase the opportunities for students to spend on Reading and Writing, thus impacting reading comprehension which will impact the percentage of students at the Meets Grade Level or Above.
Objective 2:	Beginning August 2023, Escalante will continue implementing the Literacy Initiative practice, in all classrooms, in order to increase the percentage of students reading at/above grade level targets when tested through AR May 2024 testing .

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Through Close Reading, students will be encouraged to slow down, engage with the text in different ways and reflect as they read	-Teachers -Administration -CLL	-District Curriculum -Istation Reading -Imagine Math -StudySync -LEXIA -Read 180 -Lead4ward Resources -Nearpod -Amplify	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Walk-through feedback -Lesson Plans -Student Exemplar Work Samples -Interactive Student Notebooks -Creation of "Thought Capturers"	students are able to: -examine the deep structures of text -make connections and uncover deep layers of meaning -are reflecting on the meaning of individual words -monitoring and assessing	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I -Title II -Title III

Action Steps
1. Teacher needs to take stories from curriculum and make them close reading ready and create a "Thought Capturer" for each text to be read
2. Teacher will model the "Read Aloud" and "Think Aloud" in order for students to be able to engage with more complex text
3. Teachers will implement new protocols / strategies given that will include, but not limited to, CIF strategies (3 Color Review, Back-to-Back, Annotate for Someone Else)
4. Professional Development that will specifically target close reading strategies inclusive of using the graphic organizer "Thought Capturer"

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Writing Across Contents: Students will develop their ideas, their critical thinking ability and their writing skills in order to enable students to experiment every day with written language and increase their fluency and mastery of written conventions	-Teachers -Administration -CLL -CIT	-District Curriculum -Istation Reading -Imagine Math -StudySync -LEXIA -Read 180 -Lead4ward Resources -CIF -RSSP-RBIS -Nearpod, Kami, Jamboard, Flipgrid	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Walk-through feedback -Lesson Plans -Student Exemplar Work Samples -Interactive Student Notebooks -CLC sharing of Lesson Plans and Writing Topic/Assignment	-the writer is able to show he/she is in charge (of content, voice, and structure) - the writer better understands ideas -the writer explores with his/her writing and personally engages in what they are reading and writing showing the connection of the two contents	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs	-Title I #1, #2, #4, #8 -Local Funds

Action Steps
1. Teachers will ensure that relevant writing opportunities are embedded into the daily learning targets and will highlight this in the lesson plans
2. Teachers will give feedback for growth and post the best responses for all students to see and to use as mentor text
3. CLC Learning Topic where teachers will get training on embedding Writing opportunities into their daily lessons
4. Teachers will assign topics through virtual platforms that allow students to write or voice their responses.
5. Through the use of CIF and RSSP-RBIS strategies, teachers will incorported intentional, higher order thinking writing in their classrooms.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement Library Initiatives: "One Book" "You've Been Booked" Renaissance Learning AR & STAR Professional Reading for Leisure & Professional Development	-Librarian -Teachers -Administration -CLL -Paraprofessionals	-Renaissance -Accelerated Reading -MyON	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Renaissance reports -MyOn reports -AR Reader of the Six Weeks -Library Calendar	-AR Reader of the Six Weeks Display on site or on social media	-Renaissance STAR testing -Renaissance AR testing -Book Reports/Presentations Book Discussions	-Title I -Title II -Title III -Special Ed & Bilingual Funds -Migrant Funds

Action Steps
1. One Book, One School: Selecting one book that represents current socio-cultural issues and/or themes that can be shared, read, and discussed with the entire school community.
2. You've Been Booked: Rotation of selected picture books to share and model read-aloud practices to engage students who read at or below reading level.
3. AR & STAR: Testing all students and analyzing student literacy abilities and implement quality academic intervention and instruction
4. Selecting books for professionals to form a Professional Book Club that focuses on the reflection and implementation of best practices in the virtual or face-to-face classroom. Teachers may also display their current reading selections by posting a flier on their classroom doors that can be changed weekly or monthly.

Goal Area 1:	Improve Student Achievement: Objective Driven and Data Responsive Lesson Planning
Annual Goal:	100% of the teachers will plan collaboratively on Objective Driven and Data Responsive Lesson Planning
Objective 3:	100% of the teachers will use the district created curriculum to intentionally plan using relative data and responding to the data when setting up the teaching and learning platform

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Intentional Objective Driven and Data Responsive Lesson Plans will be produced	-Teachers -Administration -CLL	-Lesson Plan Template -Lesson Cycle Guide -District Curriculum -Lead4ward Resources -Data Tracker -Unpacked Assessments -Unpacked TEKS	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Exemplar Lesson Plans -Language and Content Objectives displayed -Students are using the language of the objectives -Balance of students interacting through Speaking, Listening, Writing, & Reading -Teachers unpacking TEKS and Specificities	-Intentional instruction aligned to assessment expectations -Targeted Standards/TEKS will show growth through assessments -Students will be able to better goal set from better	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs

Action Steps
1. Teachers will refer to their Data Tracker, unpacked assessments, deconstructed Content Standards and Language Objectives when planning the lesson deliver
2. Intentional Objective Driven Lesson Planning Training will be conducted during CLC
3. Teachers will all post the objectives for each lesson in a central location where all teachers can see what each content is focused on for that day as well as begin each class period going over the objectives with the students

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
CLL, Dept. Heads and Administrators will review and give lesson plan feedback to ensure CIP goals and strategies are embedded into the teaching and learning lesson cycle	-CLL -Department Chairs -Administration	-Lesson Plans -Lesson Plan Feedback form -District Curriculum -Lesson Plan Folder -Field Guides	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Exemplar Lesson Plans -Lesson Plan Feedback form -OneDrive Folder -Calendar	-Teachers will personalize lesson plans with details and targeted specificities -Teachers will better be able to reflect on impact of lesson and student achievement of the new concept/skill	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs

Action Steps
1. A feedback form will be created to give teachers ongoing feedback on their lesson plans
2. Teachers will have an opportunity to share/showcase best practice lesson plans during CLC where they will get feedback from collogues as well as participants getting ideas on fine tuning their lessons.
3. OneDrive folder will be created for the managing and submission of all lesson plans in order to better access and collaborate around the posted lessons

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Use assessment data to drive the planning for the intentional additional support that will be planned for all students needing to master specific TEKS	-Teachers -Administration -CLL	-Lesson Plans -DMAC Reports -Cambium Reports -Progress Monitoring -Data Tracker -Benchmark I & II -Tutoring list -TCLAS Decision 11	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-DMAC Reports -Campus Performance Review -Student Progress Monitoring -Lesson Plans -Tutoring List -Data Tacker with Comments	-Academic Achievement increase -Academic Growth and Understanding for Sub Pop groups -Classroom evidence of the increase use of Differentiation	-Formative Assessments -BM's -STAAR -TELPAS -SGM's -Walkthroughs

Action Steps
1. Data gathering and disaggregation before and after assessment data is available in order to create and monitor Data Trackers that will inform interventions and progress
2. Intentional Tutoring responding to assessment data targeted students and target skills needing
3. Intentional lesson planning for targeting the skills that students can build on and for those frequently tested.
4. Teachers will receive and review Data Analyzed by administration that will include strengths and Areas of Need.
5. Intentional TCLAS Decision 11 student selection that focus on EB students will be implemented as an afterschool program that will target 6th and 7th grade students. They will be utilizing Zearn and Amplify programs.

Title-I School- wide Component

-Title I
-Title II
-Title III
-Special Ed & Bilingual Funds
-Migrant Funds

Title-I School- wide Component

-Title I
-Title II
-Title III
-Special Ed & Bilingual Funds
-Migrant Funds

Title-I School- wide Component

-Title I #1, #2, #4, #8
-Local funds
-Special Ed & Bilingual Funds
-Migrant Funds
-SCE Funds
-ESSER

Goal Area 2:	Leadership Growth: Coaching
Annual Goal:	All teachers and administrators will engage in focused and planned calibrated instructional growth activities.
Objective 1:	Teachers and Administrators will improve in three T-TESS Standard areas by moving one or more levels up

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers Teaching Teachers will be an ongoing initiative where teachers share and showcase their areas of strength and expertise to help build capacity of others.	-Teachers -CLL -Administration	-Lesson Plan -Swivel -Hoonuit -Peer Observation Guide/Checklist -Reflection Journal -Teacher Log	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Videos -Peer Observation Guide/Checklist -Teacher Logs -Teacher Reflection Journal -Hoonuit Certificates	-Teacher content/skill knowledge and performance level increases -Self Reflection on performance increases -More teachers getting out of their comfort zone	-T-TESS -SGM's -Walkthroughs	-Tile I #3, #8

Action Steps
1. Teachers will do peer visits to gain opportunities to add to their tool kit and to reflect on the set up of the classroom and the choices made for key brain friendly anchor charts displayed. Visitors will leave a "glow" form of feedback for the teacher visited.
2. Teachers will record their lessons and choose the best practice lessons to post in the JEMS created Hoonuit as this will serve to build teacher capacity. Teachers will be responsible for turning in written reflections of the learning opportunity.
3.Teachers will keep a record of class visits, videos viewed and professional development attended in order to align this to teacher PD Goals.
4. Teachers will volunteer to conduct mini instructional strategies and best practice trainings during CLC, Content Planning Time and after school.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct Calibrated Classroom Ghost Walks, Walkthroughs, and visit other campus to see best practices.	-Teachers -CLL -Administration	-Ghost walk schedule -Ghost walk template -Feedback Form -Google Classroom -Schedule	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Ghost walk documentation -Lesson Plan -Ghost walk schedule and Calendar	-Administrators will have more impactful and focused coaching conversations with teachers -Administrators will be more successful with calibration of evaluations - Administrators will be able to check for use of strategies	-T-TESS -SGM's -Walkthroughs	-Title I #3, #8

Action Steps
1. Create a schedule for the Ghost walks and Google Classroom visits.
2. Conduct Calibrated Classroom Ghost Walks and Walkthroughs and share feedback for growth upon completion of the calibrated session
3. Create opportunities for the teacher to meet with admin on the feedback that was submitted and set up a date to revisit the teacher to look for the practice that the teacher worked to strengthen.
4. Instructional Rounds -Administration will visit other campus to observe best instructional practices.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
PD Goals will be created and used as a road map to align to the evaluation system standards/expectations as well as to build teachers' capacity.	-Teachers -CLL -Administration	-Teacher PD Goals -TEEMS Dashboard -T-TESS Teacher Self-Evaluation -TxCEE	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Teacher PD Goals -Teacher Self-Assessment -Teacher/Administration Conference Documentation -Calendar of Teacher Observation -BOY & MOY Teacher Conference -Summative Evaluation	-The teacher would have built the goal into their lesson plan -Teachers will become more versed with the standards from T-TESS -Teachers will invite admin to their classes asking for feedback on delivery of lesson	-T-TESS -SGM's -Walkthroughs	-Tile I

Action Steps
1. 2 PD Goals will be created aligned to T-TESS standards and to meet personal growth goals
2. Teachers will meet with CLL and administrators to discuss the PD goals to ensure that they are written effectively.
3. Teachers will participate in a pre-conference with the CLL and administrators to discuss how to go about action planning to meet these documented goals.
4. Administration will create a schedule to conduct TTESS Walkthroughs.

Goal Area 2:	Leadership Growth: Build Teacher Leadership Capacity
Annual Goal:	Through "Joint Empowerment" we plan to put future leaders through rigorous processes and strategic leadership assignments by providing leadership opportunities to build their leadership
Objective 2:	Throughout the year we seek to motivate 3 to 4 future leaders to take responsible risks and perform at their highest level to support district vision and goals as teacher leaders

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Teacher leadership team will analyze campus level data and develop action plans for tutorials, pull outs and academies	-Department Chairs -Teachers -CLL -Administration -Mrs. Duran	-DMAC Reports -CIP -Academy Plan -Calendar of Events -Data Tracker Template -Calendar of Events	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Teacher Summary Report -Campus Summary -Reporting Category Progress -Reporting Category Analysis -Student Expectation Progress -Student Expectation Analysis -Data Tracker per Teacher -Calendar of Events	-Improved Student Achievement in STAAR -TELPAS Student Achievement -Intentional grouping -Intentional tutoring -Increase in Language Acquisition	-Benchmarks -STAAR -TELPAS -SGM's -Progress Monitoring

Action Steps
1. Training on DMAC Data and the Power of 7 data reports
2. All teachers will create a Data Tracker for each class and keep it updated every six weeks.
3. The CLL will organize the data meetings and schedule them after every major assessment and before student rosters are created for tutorials
4. Data Dives will be conducted using Mrs. Duran's methods of acquiring the best data to represent where each student stands.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
We will identify, develop and place our future leaders through rigorous processes and strategic leadership assignments by providing leadership opportunities to problem solve, and action plan initiatives that are part of the Campus Improvement Plan	-Department Chairs -Teachers -Counselors -CLL -Administration	-Calendar of PD Services -CIP -Survey	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-CIP (Working document) -Calendar of PD Services -Survey Results	-Increase in Teachers wanting to take on a leadership role -Teachers leading Presentations	-Teacher PD Goals -Teacher Self-Assessment -T-TESS Teacher Evaluation

Action Steps
1. Identify the teachers that want to participate in the campus strategic leadership assignments
2. Review the Campus Improvement Plan with these teacher leaders and assign an area of the CIP for them to oversee, follow through and monitor.
3. Create opportunities for these teachers to present to the staff on CIP progress and changes.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Guest Speaker leadership series is being created so that there is alignment with the Spirit of PSJA "Joint Empowerment", where we seek to motivate future leaders to take responsible risks and perform at their highest level to support district vision and goals	-Department Chairs -Teachers -Counselors -CLL -Administration	-CIP -Spirit of PSJA Document -Reflective Journal -Calendar of Events	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Reflective Journals -Calendar of Events -Sign-in Logs	-Increase in Teachers wanting to take on a leadership role -Teachers leading Teachers -Increase in Teacher participation throughout campus	-Teacher PD Goals -Teacher Self-Assessment -T-TESS Teacher Evaluation

Action Steps
1. Identify the targeted topics relevant and motivating to future leaders to focus on.
2. Identify and secure the guest speakers for this leadership capacity building opportunity.
3. Create the process for having the future leaders reflect and journal on the leadership capacity building opportunity. The benefits of the journaling helps synthesize thoughts, promotes self-reflection, fosters creativity, develops se
4. Fundamental Five book study.

capacity

Title-I School- wide Component

-Tile I #2, #3, #8

Title-I School- wide Component

-Tile I #2, #3, #8

Title-I School- wide Component

-Tile I #2, #3, #8

elf-discipline and reinforces memory

Goal Area 2:	Leadership Growth: Building Administrator & CLL Capacity
Annual Goal:	Improve instructional leadership to guide school-wide effort and monitor and advance student achievement
Objective 3:	Instructional Leadership team will improve their annual T-TESS evaluation performance by moving up 2 levels or more in 2 Standards

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Unpacking T-TESS Standards and work at creating some instructional examples for each standard, level and descriptor	-Department Chairs -CLL -Administration	-T-TESS Rubric -Teacher Videos -Walkthrough Documents -Calendar of Events	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-T-TESS Rubric notes -Calendar of Events -Sign-in Log -Walkthrough Documentation -Teacher Video Reviews	-Teacher Effectiveness rating Increase -Teacher Self-Reflection Increases -Increase on "Glows" during Walkthroughs	-Walkthroughs -T-TESS -SGMs	-Tile I #3, #8

Action Steps
1. As an Admin & CLL team, unpack each standard and calibrate on the levels and descriptors.
2. Review some classroom instruction videos and walk through one standard at a time and focus on how to support teachers to move from one level to the next.
3. The principal will schedule opportunities to go over the "Principal Evaluation Rubric" and focus on the areas we could seek for growth.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Leadership Book Study for the Pete Hall's, "The Pursuit of Greatness" which also aligns to the T-TESS evaluation system	-Teachers -CLL -Administration	-T-TESS Rubric -"The Pursuit of Greatness" Book -Calendar of Events	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Book "The Pursuit of Greatness" -Reflective Journal -Calendar of Events -Sign-in Logs	-Teacher Effectiveness rating Increase -Teacher Self-Reflection Increases -Increase of Teacher engagement	-Formative Assessment	-Tile I #3, #8

Action Steps
1. Acquire a copy of the book for each participant that will join the book study.
2. Each participant will take one of the pathways to research and present on that chapter: Nurturing a positive learning environment. Challenging students to commit to mastery level learning. Designing engaging learning activities and lessons. Motivating students with feedback. Assessing for learning.
3. Each participant will reflect and journal on the six Pathways. Benefits of the journaling helps synthesize thoughts, promotes self-reflection, fosters creativity, develops self-discipline and reinforces memory.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Creating and Revising as needed Roles and Responsibilities Organizational Chart for Administrators, Staff and Teachers	-Teachers -CLL -Counselors -Support Staff -Administration	-Organizational Chart -TEEMS Handbook - Roles & Responsibilities -Calendar of Events -Surveys	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024	-Roles and Responsibilities defined -Organizational Chart -Calendar of Events -Sign-in Logs -Survey Results	-Role and Responsibilities clearly defined -Increase in Teacher, Staff, and Administration participation -Increase in Self-Reflection in ones Role and Responsibilities	-Walkthroughs -T-TESS -SGMs	-Tile I #3, #8

Action Steps
1. Roles and Responsibilities will be delineated with equity and clarity leading to more effective use of time and focus.
2. Each administrator will share out on what is happening with the various initiatives and seek out assistance if problem solving is needed.
3. Administrators will create and conduct a staff survey on campus initiatives, programs and processes to see if adjustment need to be made in order to get optimum outcomes from the current systems and structures.

Goal Area 3:	Student Support: Safe Spaces and Mental Health Support							
Annual Goal:	To create a Safe and Positive School Culture and Climate for every student							
Objective 1:	Provide a school environment that promotes wellness for its students 100% of the time and yields increased attendance and higher academic achievement.							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
JEMS throughout the year will build a positive culture and climate, ultimately achieving a healthy organization through recognizing potential threats that are making students or staff feel unsafe and removing them and rewarding high achievers.	-Teachers -Counselors -PR Representative -CLL -Administration -CIT	-Surveys	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Survey Results -Calendar of Activities -National Junior Honor Society	-Increase in a positive culture and school climate -Increase of Students feeling safe -Student lead activities -Increase of Student participation throughout the campus	-Formative Assessment -Walkthroughs	-Tile I #10

Action Steps
1. Create and conduct student surveys on the culture and climate and discover the perceptions of safety.
2. Create opportunities for students to become student leaders who can research and assess needs of the campus in the area of "Safe Places" and they will become change agents for new programs and activities.
3. Create a committee consisting of both students and teachers campaigning against "Bullying" through various activities and PR

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
JEMS will be utilizing the StopIt App for students, parents and staff to report threats including and harrasment.	-Teachers -Admin -Counselors -Security -PSJA Police Officer	-Action Plan -Behavior Intervention Protocol -StopIt Posters -Counseling & Guidance -Admin support -District Curriculum -PEIMS Discipline Report	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Action Plan Documentation -StopIt Reports B17 -BIF Reports	-Decrease of student referrals -Increase of student feeling safe -Positive campus culture and climate	-Formative Assessment -Walkthroughs	-Tile I #10

Action Steps
1. Create an action plan for students to learn about the StopIt app and how/when to use it
2. Create a follow up and follow through plan for admin/counselors to complete the StopIt Incident Reports in a timely manner.
3. Place StopIt Posters in strategic areas throughout the campus so that students are reminded of the campaign.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a detailed campus safety plan that encompasses all potential threats	-Teachers -Counselors -PR Representative -Librarian -Administration -All Other Staff -Campus Safety Team -Campus Threat Assessement Team	-Electronic Maps -Hard Copy Maps -Emergency Lockdown/Drill Procedure document -Emergency Lockdown/Drill Calendar	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Campus Map with numbered rooms -Calendar of Drills -In Campus practice of Safety Protocols and Systems -Committee Minutes/Notes -Training Sign-Ins -Swivl Recordings of trainings	-Decrease of student referrals -Increase of student feeling safe -Positive campus culture and climate -Increased Awareness of Safety protocols	-Formative Assessment -Walkthroughs	-Tile I #10

Action Steps
1. Do a Campus walk and notate/map every classroom and exit door of our campus.
2. Create and share powerpoints for reference that will also be utilized at trainings.
3. Create a committee for safety protocols and for threat assessment. These committees will collaborate to assess various ways to imrove school safety.
4. Conduct Safety Audits with the assistance of Safety Department, Security Officers, and Administtration.

Goal Area 3:	Student Support: Recognition and Rewards
Annual Goal:	We will foster strong relationships among students and families and create a positive school culture where students feel valued through receiving awards and recognition
Objective 2:	Throughout the year students will have opportunities to challenge themselves to reach great heights and be recognized for their efforts

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recognition for Grades	-Teachers -Counselors -PR Representative -Administration	-Exemplar Student Work -DMAC Student Performance Report -PEIMS Grade Report -Social Media Platforms	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Certificates -Social Media Posting -DMAC Reports -PEIMS Reports	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Students reaching their Goal -Increase in positive campus climate	-Formative / Summative Assessments -Benchmarks -TELPAS -STAAR -SGMs	-Tile I -Local Funds -SCE

Action Steps
Students will receive recognition for "A" & "B" Honor Roll via certificates and social media.
Teachers will select a student of the six weeks per team to be recognized.
Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.
Using PEIMS, DMAC, and overall grades, students will receive EOY awards at the Annual Awards Ceremony.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recognition for Attendance	-Teachers -Counselors -PR Representative -Administration -Campus Liaison	-PEIMS Attendance Report -Social Media Platforms	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Certificates -Social Media Posting -DMAC Reports -PEIMS Reports	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Students reaching their Goal -Increase in positive campus climate	-Formative / Summative Assessments -Benchmarks -TELPAS -STAAR -SGMs	-Tile I -Local Funds -SCE

Action Steps
Students will receive recognition for Perfect Attendance via certificates and social media.
Teachers will select a student of the six weeks per team to be recognized.
Using DMAC and PEIMS reports, grade level teams will recognize and reward students who surpass their goal.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recognition for student product, PBL, Student Lead Conference	-Teachers -Counselors -PR Representative -Administration	-Exemplar Student Work -Social Media Platforms -Supplies for fairs	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Social Media Posting -Calendar of Fairs -Exemplar Student Work	-Increase in Student engagement -Increase in Student motivation -Friendly competition -Increase of Student Involvement -Increase in positive campus climate	-Formative Assessment	-Tile I -Local Funds -SCE

Action Steps
Showcase exemplar student products on social media (FB, School website, Instagram, Twitter)
Incorporate fairs to encourage PBL student participation
Student Lead Conference via National Junior Honor Society

Goal Area 3:	Student Support: Recognition and Rewards
Annual Goal:	We will foster strong relationships among students and families and create a positive school culture where students feel valued through receiving awards and recognition
Objective 3:	Recognition and Rewards

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Selected Language Learners from all grades will be partnered up with a campus mentor to guide and motivate student to set goals	-Teachers -Administration -Counselors	-TELPAS Reports -LPAC Report -Mentor Calendar	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-TELPAS Reports -TELPAS Benchmark Review -Mentor Log	-TELPAS achievement gains -Increased reading level -Increased fluency of English Language -Increase motivation -Increase engagement	-Formative Assessment -Walkthroughs

Action Steps						
Review data for Language Learners and identify students who will be partnered with a campus mentor						
Work with mentors to design the mentoring program and ultimately create a list of all the ways to support the student both virtually and face to face						
Mentor meets with mentee 3 times during the year to discuss academic and testing performance and collaboratively goal set						

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Social Emotional Learning lessons will be offered to all students through their Math Accelerated Class	-Teachers -Administration -Counselors	-Counseling & Guidance District Lessons -Lesson Plans -EVERFI -SEL Trainings -Surveys	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Lesson Plans -Survey Results -Interactive Student Notebook	-Increase student engagement -Decrease student referrals for counseling -Increase student motivation -More outreach opportunities	-Formative Assessment -Walkthroughs

Action Steps						
Teachers will go through training on SEL and on how to utilize it during their Math Accelerated class.						
Teachers will study the SEL lessons provided and personalize when possible to make more relevant						
Teachers will create surveys to implement once every six weeks to gauge how students received the lessons and for checking if they are in need of additional help						

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
AVID EXCEL curriculum will be offered to selected 6th, 7th, and 8th graders in order to provide scaffolded support that educators and students need to encourage college and career readiness and success.	-AVID EXCEL Teacher -Administration -Counselors	-AVID EXCEL Resources -AVID EXCEL Trainings	Sept. 2023 Oct. 2023 Nov. 2023 Dec. 2023 Jan. 2024 Feb .2024 March 2024 April 2024 May 2024	-Student Interactive Notebook -AVID EXCEL Calendar -TCLC Agenda and Sign-in	-Student becomes fluent in note taking strategies -Teachers train teachers on a variety of strategies -Students become College and Career Ready	-Formative Assessment -Walkthroughs

Action Steps						
Teachers will go through training for the AVID EXCEL Teacher and for the 6th, 7th, and 8th Grade content teachers						
AVID EXCEL Teacher and AVID EXCELsupport teachers will meet 2-3 times a six weeks to coordinate the strategies being taught in the AVID EXCEL Class and reinforced in regular content classes						
AVID EXCEL Teacher and support teachers will do turn around training for non AVID EXCEL Teachers during CLC time on AVID EXCEL strategies introduced to AVID EXCEL students						

Title-I School- wide Component

-Tile I #10

Title-I School- wide Component

-Tile I #10

Title-I School- wide Component

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