Goal Area 1:	Student Achievement
Annual Goal 1:	By May 2024, 7th and 8th grade will increase their Reading STAAR passing scores by at least 10% in comparison to the previous year.
Objective 1:	Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2023-2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Prior to the administration of a CBA or Benchmark, teachers will review the assessments to ensure adherence to the specificities in the TEKS	Administrators, Instructional Coach, Department Chairs, teachers	Title 1 Funds -Lead Forward	Septemeber 2023 - August 2024	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps	

During planning time, teachers will intentionally select activities for lessons that ensure that TEKS specificities will be taught thoroughly and addressed daily

Teachers will collaborate during planning time and share best practices of instructional strategies within their department.

Teachers will receive trainings involving the identification of TEKS specificities to ensure they are knowledgable on their grade level TEKS

Teachers will utilize Performance level descriptors (PLDs) to plan lessons and slice the curriculum into the various STAAR performance levels- High Approaches, meets, and masters

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embedding STAAR vocabulary daily to establish familiarity	Teachers	Title 1 Funds LeadForward- STAAR Vocabulary TEA STAAR vocabulary Resources	Septemeber 2023 - August 2024	Classroom Walls Word Walls Campus Walls	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps	

Teacher will identify and post a designated STAAR word of the week around campus

Students will partake in conversation to activate prior knowledge on a specific STAAR word of the week

Teachers will collaborate during planning time to introduce a STAAR word of the week that is vertically aligned.

Teacher will embed CIF strategies in the classroom that enable students to practice using the academic vocabulary in their discussions

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrators engage in on-going walkthroughs to hold educators accountable for implementing the practices that allow for differentiating instruction and focus on various STAAR performance levels	-Administrators -Walk-through alignment team	Title 1 Funds McREL observation form	Septemeber 2023 - August 2024	Completed observation/walkt hrough forms	Teacher growth -student growth on major exams		-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

Establish a walk-through alignment team that will assist with streamlining the TTESS rubric and a online teaching walk-through form

Administrative observation forms will be streamlined with the TTESS Rubric

Administrators will provide thorough content-aligned feedback that include specific TEK improvement in a post-observation conference

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify weak TEKS after first benchmark to drive the instruction for the 6 weeks	Instructional Coach, teachers	Title 1 Funds -tracking forms	Septemeber 2023 - August 2024	DMAC data	Student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							

Teachers will analyze DMAC data to guide instruction on TEKS not mastered	
Teachers will focus on frequently tested TEKS	
There will be STAAR formatted entry and exit tickets that focus on campus weak TEKS on a daily basis	

Use tracking forms that will enable teachers and students to identify their weaknesses and strengths. Fill out these tracking forms after every major exam.

Goal Area 1:	Student Achievement
Annual Goal 1:	By May 2024, 7th and 8th grade will increase their Reading STAAR passing scores by at least 10% in comparison to the previous year.
Objective 2:	Reading curriculum will be horizontally and vertically aligned.

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 from major examas (CBA, BM, STAAR) to monitor student progress and drive interventions	-teachers -adminsitrators	-DMAC -Title 1 funds for tutoring	Septemeber 2023 - August 2024	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Use ongoing district built formative and summative assessments by grade levels							
Use assessment data to drive intervention plans and build intervention time into the day at every level							
Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, etc)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Improve literacy skills in all students	-teachers -librarian -administration	-Accelerated Reader -MyOn -Epic -STAR Chart	Septemeber 2023 - August 2024	-STAR chart	-improved reading level as indicated on STAR Chart	STAR Chart reading level	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Encourage reading and AR testing (provide incentives)							
Initiate campus book club that can read stories that are in RLA curriculum or student choice							
Establish reading time							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed Jane Schaffer in all contents	-teachers -administration -Instructional Coach	-Jane Schaffer writing curriculum -in person PD sessions with Dr. Louis -Title 1 funds	Septemeber 2023 - August 2024	-Walk-through observation -student writing samples	- student growth in Writing component of TELPAS -student growth in Writing component of LAS links		-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
Administrators will give feedback and teacher-led training to teachers not implementing the program correctly or that need assistance in implementing							
The campus will provide ongoing professional developments for all teachers							
The campus will ensure the content provided in PD is something educators have not covered within their campus curriculum							

Goal Area 1:	Student Achievement						
Annual Goal 2:	By May 2024, 7th and 8th grade will increase their Math STAAR passing scores by at least 5% in comparison to the previous year.						
Objective 1:	Assignments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2023-2024						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Prior to the administration of a CBA or Benchmark, and to the beginning of the 6 weeks, teachers will review the TEKS taught to ensure adherence to the specificities in the TEKS	teachers, Instructional Coach, administration	LeadForward previous year STAAR assessments Title 1 funds PSJA ISD Curriculum	Septemeber 2023 - August 2024	CLC Agendas Review Assessments Student Data Tracking	Benchmark scores, student growth	BMS CBAS Six We	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
Provide CLCs that outline how to identify specificities in TEKS
Familiarize students with STAAR formatted sentence stems through display in the classroom
Creating STAAR formatted questions in daily assignments, entry and exit tickets
Allocate time for teachers to plan intentional lessons and STAAR formated entry/exit tickets

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Remain up to date with platforms that provide real-time teacher to student feedback during e-learning	teachers, Instructional Coach	Title 1 Funds Laptops(e-learning) Google Forms	August 2023 - June 2024	CLC Agendas Online Walkthroughs - CLC Meetings - Student Data Feedbacks Response Forms	Student achievement on Elearning. - Student Data Feedbacks Response Forms	Weekly assesment, Unit BM, CBA's	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c

Action Steps
The campus will incorporate planning time once a month to doing research on e-learning platform such as Nearpod, Google Slides, etc.
The campus will provide individualized professional development that will allow teachers to learn about e-learning platforms at their own level.
The campus will incorporate planning time within instructional day to create interactive and engaging lessons

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor individual progress by having students keep track of their own progress on a tracking form	-students -teachers	-student tracking form	August 2023 - June 2024	Copy of virtual form in students	Grrowth on students form through out the year.	Weekly assesment, BM, CBA's	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance

Action Steps

Use tracking forms that will enable teachers and students to identify their weaknesses and strengths. Fill out these tracking forms after every major exam.
Parents will receive an infograph on the tracking form by mail and email.
If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents to inform them.
Students will attend tutoring sessions based on their individualized standard needs from BM 1 data.

Goal Area 1:	Student Achievement						
Annual Goal 2:	By May 2024, 7th and 8th grade will increase their Math STAAR passing scores by at least 5% in comparison to the previous year.						
Objective 2:	Math curriculum will be horizontally and vertically aligned.						

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 and drive interventions	Administrators, Instructional Coach, Deparment Heads, CLFs and Teachers	Title 1 Funds Lead4ward Curriculum	November 2023 - August 2024	Completed CBAs, Benchmarks and Weekly Tests -Tutoring based on individualized standard needs	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
Use ongoing district built formative and summative assessments by grade levels
Use assessment data to drive intervention plans and build spriraling time into the day at every level in the form of entry tickets.

Provide instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, individualized tutorials, small group interventions, math stations, etc)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Math and Science teachers collaborate to streamline assessed skills and concepts present in both curriculums	Administrators, Instructional Coach, Deparment Heads, CLFs and Teachers (Science and Math)	Title 1 Funds Lead4ward Curriculum (Science and Math) Calculators	August 2023 - June 2024	Completed CBAs, Benchmarks and Weekly Tests	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							

Establish one gridable for both math and science - provide clarification to students how students are to use gridable.

Discuss strategies for horizontal alignment (estimation, division, problem solving steps, etc) starting in 6th grade.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Curriculum documents will include ELPS strategies for EL population	Administrators, Instructional Coach, Deparment Heads, CLFs and Teachers - district bilingual strategist	Title 1 Funds ELPS Trainings CLCs	August 2023 - June 2024	Completed CBAs, Benchmarks and Weekly Tests -new teachers are being trained	Benchmark scores and students achievement gains	CBAs, Benchmarks, STAARs and Weekly Tests	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							

Teachers will be properly trained on ELPS

Incorporate CIF strategies daily that will allow students to utilize the 4 language components- speaking, writing, listening, reading

Annotate in the lesson plans how differentiation will take place in the classroom for in all content areas

Goal Area 1:	Student Achievement
Annual Goal 3:	By May 2024, incoming 6th grade students will increase by 10% point
Objective 1:	To ease the transition from elementary into middle school, students

Strategy 1	Persons Responsible/Title	Resources	Timeline
Expose students to behavioral expectations prior to entering campus	Administrators, teachers	Title 1 Funds	August 2023 - June 2024

Action Steps

Identify a group of upper grade level students to intentionally assist them in familiarizing t

Assign a mentor student in an upper grade level.

Involve 6th graders into student advisory committee

Strategy 2	Persons Responsible/Title	Resources	Timeline
Establishing a parent committee	Administrators, teachers, parent educator, librarian	Title 1 Funds	August 2023 - June 2024

Action Steps

Promote the invititation to all AMS parents by posting the announcement on social media

Establish a purpose and a mission statement for and with the parent committee

Involve parents in campus decisions as stakeholders by hosting parent meetings throughou

Strategy 3	Persons Responsible/Title	Resources	Timeline
Frequent student social-emotional check-ins	Administrators, teachers, counselors	Title 1 Funds SEL Lessons	September 2023 - June 2024

Action Steps

Counselors visit classrooms to talk to students and provide lessons for them

Create campus check-in slips that can be given in 0 period once a month

Teach students the importance of being mentally healthy through SEL curriculum.

Goal Area 1:	Student Achievement
Annual Goal 3:	By May 2023, incoming 6th grade students will remain within a 10%
Objective 2:	Assignments aligned to the curriculum will be used to monitor studer

Strategy 1	Persons Responsible/Title	Resources	Timeline
Use ongoing district built formative and summative assessments by grade levels	District Stragtegist, Administrators, Instructional Coach, Department Chairs, teachers	Title 1 Funds, Lead4ward DMAC	September 2023 - June 2024

Action Steps

Use assessment data to drive intervention plans and build intervention time into the day at

Provide instruction and interventions that are directly related to students' needs as demons

Strategy 2	Persons Responsible/Title	Resources	Timeline
Create individual student tracking forms	Student, teachers	Student tracking form	August 2023 - June 2024

Action Steps

Use tracking forms that will enable teachers and students to identify their weaknesses and

Parents will receive an infograph on the tracking form by mail and email.

If a 10 point decrease is present, from BM 1 to BM 2, teacher will call parents to inform th

Students will attend tutoring sessions based on their individualized standard needs from Bf

Strategy 3	Persons Responsible/Title	Resources	Timeline
Identify weak TEKS after first benchmark to drive the instruction for the 6 weeks	Administrators, Instructional Coach, Department Chairs/CLFs, teachers	Title 1 Funds DMAC Lead4Ward	November 2023 - June 2024

Action Steps
Teachers will analyze DMAC data and allow it to guide instruction (using the DMAC Power
Teachers will focus on frequently tested TEKS (using Lead4Ward distribution frequency too
There will be STAAR formatted entry and exit tickets that focus on campus weak TEKS on a

Use tracking forms that will enable teachers and students to identify their weaknesses and
The campus will provide STAAR tutorials such as after school extended tutorials focusing on weakne

range from their previous Reading and Math STAAR exams.

will become socially and emotionally aware.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Expectations, Committee attendance logs, agendas	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely -

hemselves with the campus

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Agendas, Sign in sheets, parent contact	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-

outlets and the campus website.

the year with the parent educator.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Check-in Slips, Surveys, counselor visits and forms	Student Achievement Gains, Benchmark scores	CBAs, Benchmarks, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-

point range from their previous Reading and Math STAAR exams.

nt progress toward meeting state passing standards in 2022-2023.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
DMAC data -Tutoring based on individualized standard needs	Student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

: every level

strated by data (e.g., enrichment classes, tutorials, etc)

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
DMAC data	Student achievement gains	CBAs, BMs	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

l strengths. Students will fill out these tracking forms after every major exam.

em.

M 1 data.

Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
DMAC data tutorials -discussion of daytime academies and after school tutoring based on student invididual needs	Student achievement gains	CBAs, BMs, STAAR, TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

of 7)

I)

 daily basis.

 strengths. Students will fill out these tracking forms after every major exam.

sses or misconceptions and student individual needs.

Goal Area 2:	Closing the Gap
Annual Goal 1:	All identified student groups in the Closing the Gap domain will meet 70% of the indicators in the Academic Achievement component by June 2024.
Objective 1:	All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 70% 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 and drive interventions with all identified student groups.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Weekly Assessments -CBA -STAAR Released Assessments (BM I & II) Summit K-12 Student Artifacts	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Data Wall -Walk-through feedback -Lesson Plans Individual Student Growth Plans Sign-in Sheets CLC Agendas	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)
2)Student groups' data will be disaggregated (by looking at the SE tutorial, SE performance, targeted skills, item analysis) at the campus levels to determine student progress and towards increasing performance at the Meets level and above.
3)Use assessment data to drive intervention plans and build intervention time into the day across all grade levels through Do-Nows, after school tutorials targeting students by performance 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)
5) Campus administration will use walkthrough forms to monitor the implementation of student engagement and provide teachers with immediate feedback
6) Teachers will utilize entry/exit tickets to address student needs daily.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Improve comprehension and inferencing skills among all student groups.	-Principal -Assistant Principals -Content Teachers -In-Class Support Co-teachers	-District Curriculum NearPodr -Kami -Istation Reading -Jane Schaffer -Study Sync -MackinVia -MyOn -STAAR Release Assessments	-August 2023 - June 2024	BM Review January- JS prompts have been submitted, PDs have been scheduled for second semester Individual Student Growth Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
Utilize Jane Schaffer Reading strategies of annotating text by using concrete details and commentary.
Use Inference Chart to summarize, make connections and make inferences about text.
Use Graphic Organizers to organize ideas, clarify language, provide evidence, make inferences, and draw conclusions

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Improve literacy through fluency and comprehension among our student groups.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -Zearn - Summit K-12 - Accelerated Reader -MyOn -MackinVia -Amazon	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Accelerated Reader Reports BM Review January- preteaching vocabulary, scaffolding vocabulary, Marzano Vocabulary strategies	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS Accelerated Reader Quizzes STAR Vocabulary Test	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps
1. All teachers will learn about Sheltered Instruction strategies, and use strategies that target Reading, Listening, Speaking, and Writing in daily lessons by providing a language objective with specifities to the lesson for the day.
2. All teachers will implement content and language vocabulary and context clues lessons to acquire/reinforce vocabulary
3. All teachers will implement sustained reading through Accelerated Reader, MyOn, MackinVia, or Amazon.

Objective 2:	All identified student groups in the Academic Achievement component will meet 70% of the indicators by being provided high-quality, evidence-based instruction throughout the 2022-2023 school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained on high-quality, evidence-based instuction strategies through Professional Development through out the year.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-Middle School Matters -District Curriculum -International Literacy Association -NCTE -AVID -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback - Interclassroom visitations -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1)Department Heads/CLFs will collaborate with Instructional Coach to identify high-quality, evidence-based instruction strategies.							
2)Department Heads/CLFs will collaborate with Instructional Coach to roll out Professional Development on identified high-quality, evidence-based, differentiated instructional strategies during CLCs focused on increasing student engagement through activities that scaffold content.							
3)Teachers will implement identified high-quality, evidence-based instrcution strategies in their classrooms.							
4)Based on teacher feedback and data, campus will identify which strategies would prove most effective to meet our student needs.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will collaborate during planning time (CLCs) and share best practices of instructional strategies within their department.	-Principal -Assistant Principals -Instructional Coach -Teachers -In-Class Support Teachers	-District Curriculum -Student Data -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Student Artifacts	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1) Teachers will report to planning time every day with all district materials..							
2) Teachers will bring student evidence/data from effective strategies and will analyze student artifacts to determine instructional level of support. Administrators/Instructional Coach will identify and work with teachers to provide additional coaching and instructional strategy and support.							
3) Teachers will compare student evidence/data and find connections to formative/summative assessment data.							
4) Teachers will incorporate effective strategies into daily lessons.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will incorporate Common Instructional Framework (CIF) strategies into daily lessons.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-District Curriculum -CIF Strategies Google Slides -NearPod -Class Dojo -Kami -Padlet -Flip Grid -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Student Artifacts	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps							
1) Teachers will create daily lesson plans utilizing district curriculum.							
2) Teachers will identify specific CIF strategies for each lesson while giving students the opportunity to read, write, discuss, and share out loud.							
3) Teachers will conduct inter-classroom visitations to observe how content teachers use CIF strategies effectively in their classroom.							
4) Teachers will use technology to facilitate the implementation of CIF strategies.							

Objective 3:		Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2023.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Improve literacy through fluency and comprehension among our Special Education and Emergent Bilingual students.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -Zearn -Accelerated Reader -MyOn -MackinVia -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1. All teachers will include Sheltered Instruction strategies, such Reading, Listening, Speaking, and Writing in daily lessons
2. All teachers will implement content and language vocabulary and context clues lessons to acquire/reinforce vocabulary
3. All teachers will implement sustained reading through Accelerated Reader, MyOn, MackinVia, or Amazon.
4. Content Support will go into separate meet session with smaller groups for SPED students.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will work in small groups with Special Populations (EB/SPED) to provide tutoring or additional support.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-District Curriculum -Istation Reading -Imagine Math -Zearn -Summit K12 - NearPod	August 2023 - June 2024	"-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans"	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) Teachers will identify target groups based on data/student progress monitoring.
2) Teachers will meet during independent study time or afternoon with selected students to provide additional support.   Incorporate attendance incentives for students who show up.
3) Teachers will utilize instructional programs like Summit K12 and Istation Reading (will begin this month) / Imagine Math (has begun) to provide individual support.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will intentionally group students by ability and profiency levels in the classroom.	-Principal -Assistant Principals -Instructional Coach -Department Heads -Teachers -In Class Support Teachers	-Telpas Proficiency Level -STAAR Reading level -STAAR Math level -Seating Charts -IEPs	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps
1) Teachers will refer to student demographic report by class period.
2) Teachers will identify each student and refer to Telpas Profiency Levels by class period.
3) Teachers will create seating chart based on ability and Telpas Profiency levels by using the Zone of Proximal Development.
4.) Virtual learning seating chart (Alphabetical order) teachers will input demographic information to reference when cold calling students or pairing them up to work collaboratively in breakout rooms.

Goal Area 2:	Special Populations Goals & Strategies						
Annual Goal 2:	At least 70% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2024						
Objective 1:	All students will demonstrate an 8% increase of academic progress in the areas of reading and mathematics by June 2024.						

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase the amount of time that students are reading and writing across all contents.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Jane Schaffer -Istation Reading -Imagine Math -Zearn -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Incorporate Sheltered Instruction Strategies of Reading, Writing, Speaking, and Listening in teacher lessons.
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above
3)Use assessment data to drive intervention plans and build intervention time into the day.
4)Provide instruction and interventions that are directly related to students' needs (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will set high and clear expectations for quality work across all contents.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -Zearn -IXL -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1)Teachers will have a high and clear expectations in their syllabus.
2)Teachers will display classroom exceptaction in the classrooms and refer to the exceptations weekly.
3)Teachers will display quality work in all content.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will help students develop growth mindsets within their content.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -Zearn -IXL -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps
1)Teacher create a growth mindset plan with their classes.
2)Teacher will use growth mindset strategies to develop growth mindset in student's thinking.
3) Teacher and student will cultivate a sense of purpose throughout their content.

Objective 2:	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 5% growth in academic progress in the areas of Math & Reading by June 2022.						

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 and drive interventions with SPED population.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -IXL -Zearn -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Differentiated instruction will be provided.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach -Department Heads	-District Curriculum -Istation Reading -Imagine Math -IXL -Zearn -STAAR Release Assessments (BM I & II) -SIOP	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1) Teachers will receive professional development on differentiated instruction.							
2) Teachers will incorporate strategies from differentiated instruction PD based on students' learning preferences.							
3)Teachers will use student data to monitor effectiveness of strategies							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Formative Assessments will be implemented daily in the classrooms.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -IXL -Zearn -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps							
1)Teacher will create formative assessments using quick-checks based on past quizzes, tests, STAAR assessments and benchmarks special education students missed.							
2)Teachers will help students create an individual progress plan and monitoring sheet.							
3)Teacher will communicate student progress through phone calls, texts, emails, and/or class dojo. Teachers will also keep a copy of their logs.							

Objective 3:	All Emergent Bilingual students will demonstrate an 8% increase of academic progress in the areas of Reading and Mathematics by June 2023.

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 and drive interventions with EB population.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

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

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Visuals and Total Physical Reponse (T-P-R) will be implemented in the classroom.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1)Teacher will model vocabulary use gestures, facial expressions, props or body movement to illustrate the meaning of the word.							
2) Teacher review and practice words with students multiple times to ensure learning							
3) Teacher write the word or phrase to connection between oral and written words using word walls and Frayer Models.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Increase student think time in group setting activities.	-Principal -Assistant Principal -Content Teachers -In-Class Support Teachers -Instructional Coach	-District Curriculum -Istation Reading -Imagine Math -Success Maker -STAAR Release Assessments (BM I & II)	August 2023 - June 2024	-DMAC data reports -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Acrion Steps							
1)Teacher will allot time for students to repond verbally or in written form.							
2)Teachers wil group students for Think-Pair-Share activities with alloted time.							
3) Teachers will re-evaluate reponses and wait time to determine longer or shorter wait time.							

Goal Area 3:	Create a Safe School Culture and Climate.
Annual Goal 1:	Increase the overall attendance percentage by the end of June 2024
Objective 1:	By June 2024, our campus attendance will increase to 97%

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote attendance through meetings with parents and school wide incentives (such as coupons, treats, dance, etc)	Principal -Assistant Principals - Parent Liason - Attendance Committee -Teachers - Grade Level Teams - Security Officers	Local Funds	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks End of Year	Importance of regular Attendance communicated - Attendance incentives provided - Increased Attendance rates	- Increase in Attendance - Meet district goal - Attendance Reports - District Student Management System	Side by side date analysis	Title-I School- wide Component

Action Steps	
1) Daily parent contact using the automated system and utlizing school personnel to make calls.
2) Inform parents of the importance of attendance via newsletters, parental meetings, and social media.
3) Attendance commitee will plan and organize incentive awards for students with perfect attendance every six weeks.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Regular monitoring of attendance data to activate support and identify trends. Implement an attendance committee to encourage chronically absent students to get back to the class on a more regular basis.	Principal -Assistant Principals - Parent Liason - PEIMS clerk - Attendance clerk - Attendance Committee -Teachers	-District attendance Percentage report -Daily reports - Homeroom attendance	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks End of Year	Attendance committee meeting every six weeks to view campus attendance data.	Increase and maintain the campus attendance percentage	Side by side date analysis	Title-I School- wide Component

Action Steps	
1) Attendance committee will meet every 6 weeks to view attendance data. Attendance committee along with parent liason will share data with administration.
2) Intervene by sending a letter home indicating more than 3 days of consecutive absences.
3) Teacher contact logs and campus attendance records will verify and be used as evidence of absences.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor attendance by grade level to identify potential chronic absenteeism issues before they can manifest.	Principal -Assistant Principals - Parent Liason - PEIMS clerk - Attendance Committee -Teachers - Security Officers	Local Funds	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks End of Year	Importance of regular Attendance communicated - Attendance incentives provided - Increased Attendance rates	- Increase in Attendance - Meet district goal - Attendance Reports - District Student Management System	Side by side date analysis	Title-I School- wide Component

Action Steps	
1) Daily parent contact using the automated system and utlizing school personnel to make calls.
2) Inform parents of the importance of attendance via newsletters, parental meetings, and social media.
3) Utilize security officers to monitor and identify potential chronic absenteeism issues before they can manifest during school hours.

Goal Area 3:	Create a Safe School Culture and Climate
Annual Goal 2:	Apply discipline protocols consistently and justly throughout the campus to decrease the number of discipline referrals and OSS
Objective 2:	Decrease the number of referrals and OSS by 25%

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Training for administration, teachers, and staff on student referral protocols.	- Campus Administration - Teachers - Counselors - Security - Discipline Committee	Local Funds	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks	- DMP Training sign in sheets - BIF Reports - PEIMS Discipline Data - Parent Logs - Administration trains teacher/sign-in sheets - Certificate of completion	Decrease in discipline BIFs (referrals), ISS, OSS, and DAEP	Side by side date analysis
Action Steps						

1) Campus staff will be trained on the districts' discipline management plan at the beginning and middle of the year.

2) Campus staff will receive a behavior flow chart to follow fair practices. The flow chart provides faculty/staff with suggestions of interventions that may be utilized in correcting a student's inappropriate behavior in the classroom

3) School wide positive behavior interventions and support.

4) Alternatives to suspension will be explored.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
The campus will provide the teachers with classroom management, conflict resolution, de-escalation and restorative practices.	- Principal - Assistant Principal - Teachers - Counselors - Discipline Committee	Local Funds	- Begininng of the Year - As needed by teacher	Sign-In Sheets Certificates PEIMS Data Discipline Report	Decrease in discipline referrals, ISS, OSS, and DAEP	Side by side date analysis
Action Steps						

1) Teachers will attend de-escalating trainings in order to take a more proactive approach.

2) Effective classroom management trainings for teachers

3) Campus teachers and couselors will provide weekly problem conflict resolution during enrichment period

4) Students will learn coping skills and strategies to defuse situations and alternative methods of responding.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment
Discipline Diversion Plan for first time infractions	- Principal - Assistant Principals - Counselors - Teachers - Parents	Local Funds	End of: 1st Six Weeks 2nd Six Weeks 3rd Six Weeks 4th Six Weeks 5th Six Weeks 6th Six Weeks	Sign-In Sheets PEIMS Data Discipline Report BIF Reports Contact Logs	Decrease in discipline referrals	Side by side date analysis
Acrion Steps						

1) School wide positive behavior interventions and support

2) Students will compose a reflection essay to reflect upon their behavior.

3) Alternatives to suspension will be explored.

Title-I School- wide Component

Title-I School- wide Component

or whether it is managed by the office.

Title-I School- wide Component

Title-I School- wide Component

Title-I School- wide Component

Title-I School- wide Component

Goal Area 3:	Create a Safe and School culture and climate
Annual Goal 3:	Provide an enviroment that promotes student/staff wellness for thier social and emotional needs with an increase awareness of SEL strategies and resources.
Objective 3:	Promote drug free and mental health awareness campus wide.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained to use STOPit application. Also be trained to be aware and more observant of concerning indicators a student may bring up and complete the report. Such as but not limited to: - STOPit - Bullying Prevention - Suicide Awareness - Mental Health -Child Abuse/Sexual Abuse -Dating Violence Awareness	- Principal - Assistant Principal - Teachers -Counselors -Security Officers -Nurse -Parent -District Police Dept -Police Dept.	-District Curriculum -District Blue book of resources -District LPC/LSSP - Wrap Around Support Service -STOPit	August 2023 - September 2024	District Curriculum including videos from Hoonuit and Everfi. Monthly Student submissions on the application https://admin.stopitsolutions.com/login/	Bring awareness to everyone in the campus (students and staff). -Hoonuit Certificates -Certificates -Counseling Referrals	Side by side date analysis	Title-I School- wide Component

Action Steps
1) Teachers will show students how to use the STOPit application to report bullying.
2) LPC can be invited to do presentations to teachers if they are requesting more trainings on certain skills/topics.
3) Counselors will present monthly presentations to bring them awareness for the month.

4) Administrators will use restorative circles as first steps to resolve issues with students.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will implement the SEL district curriculum lessons on a weekly basis thru the advisory period such as but not limited to: - Bullying Prevention - Suicide Awareness - Mental Health -Child Abuse/Sexual Abuse - Dating Violence Awareness - Drug, Tobacco, Alcohol Prevention	- Principal - Assistant Principal - Teachers -Counselors -Nurse	-District Curriculum -District Blue book of resources -District LPC/LSSP	August 2023 - September 2024	SEL lessons done weekly by the advisory period; implement activities tied to the SEL lessons.	Students verbalizing understanding lessons thru journaling, reflections, and projects.	Side by side date analysis	Title-I School- wide Component

Action Steps
1)Teachers will fulfill strategy lessons weekly using the SEL district curriculum.
2) Staff and teachers will utilize the Check-In Check-Out (CICO) daily surveys during 0 period to check on social/emotional areas
3) Teachers will help students grow their mindset utilizing the SEL district curriculum.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide all stakeholders with the resources in our community to seek questions and answers on the following: - -Bullying Prevention -Suicide Awareness -Mental Health -Child Abuse/Sexual Abuse -Dating Violence Awareness -Drug, Tobacco Alcohol Prevention	-Principal -Assistant Principal -Teachers -Counselors -Nurse - Security Officers	-District Curricullum --District Employee Counselor -Supporting Community Event Calendar - Wrap Around Support Service	August 2023 - September 2024	-Staff/Student monthly community participation through social media. - School wide projects -Bulletin Board with community events -Host a cultural day - SEL student academies	-post pictures of staff/students participating on social media and bulletin boards	Side by side date analysis	Title-I School- wide Component

Action Steps
1) Advocate awareness for different causes by involving the community through social media.
2) Raise awareness to the community about SEL by hosting monthly virtual/or campus meetings.
3) Inform parents of different resources using the district Human and Health Service Directory.
4) Administrators will use restorative circles as first steps to resolve issues with students.

Goal Area 4:	Increase staff quality, recruitment, and retention
Annual Goal 1:	By the end of the 2023-2024 school year, 100% of Teachers at Alamo Middle School will be provided with
Objective 1:	100% of the teachers at Alamo Middle School will be provided with ongoing and individualized supp
Benchmark Dates	November 2023, February 2024, May 2024

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Survey teachers on individual professional development needs and provide professional development on technology for the 2023-2024 school year to impact student achievement	CLL Administration	Google forms survey, Google Suite Platform	August 2023 - September 2024	Professional Development Schedule Teacher roster of individualized sessions Recorded professional development sessions, Professional development survey data

Action Steps

1. Retrieve and evaluate data on teacher instructional needs with technology prior to creating the calendar for professional development.

2. Plan collaboratively with teachers and administration to create a Professional Development calendar and determine individualized Professional Development sessions bas

3. Place teachers accordingly to their technology needs and levels in differentiated PD sessions to impact student achievement

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Facilitate professional development based on teacher feedback on effective technology practices to impact student achievement	CLL, Administration, CIT	Google Forms survey, CLL, E-Learning Google Platform strengths Google Classroom, Google Meet Google Slides Pear Deck add on Google Chrome extensions	August 2023 - September 2024	Documented communication among recorded professional development facilitating workshops, Roadmaps, CLC Agendas

Action Steps

1. CLL and CIT will send out survey to teachers about technology needs

2. CLL, CIT, and Administration will collaboratively plan differentiated professional development sessions for teachers based on survey data and content specific apps and ne

3. CLL, CIT, and Administration will facilitate differentiated professional development opportunities for teachers based on survey data, as well as help teachers that need add

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Provide continuous surveys for teachers after PD sessions, and use the results to establish differentiated/individualized professional development opportunities for teachers during CLC's.	CIT, CLL, Administration	Google Forms survey, CLL, Google Classroom, Google Meet Google Slides Pear Deck add on Google Chrome extensions	August 2023 - September 2024	Recorded professional development sessions, professional development survey data, Roadmaps, CLC agendas

Action Steps

1. Ongoingly retrieve survey data from all teachers for an accurate understanding of individual needs in relation to professional development

2. Provide differentiated professional development sessions to meet the individual needs of teachers.

3. Teachers who are strong in an area can be asked to help facilitate professional development sessions to further promote a collaborative culture among teachers and provide

Objective2:	By the end, 2023-2024 school year, 100% of the teachers at Alamo Middle School will complete pro
Benchmark Dates	November 2023, February 2024, May 2024

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation

Before intructional day 1 begins, 100% of the instructional staff will be surveyed on the technology needs and Hoonuit will be used accordingly	CLL, CIT, Administration	Hoonuit District Resource	August 2023 - September 2024	Certificates of completion

Action Steps

1. Alamo Middle School Administration will provide a list of suggested Hoonuit E-Learning modules, with a mininum of six hours

2. Alamo Middle School will have all instructional staff complete the Hoonuit professional development modules mandated by the district prior to the students starting scho

3. Teachers will turn in certificates of completion to campus administration, who will then turn in certificates to central office administration.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation
Before instructional day 1, 100% of the instructional staff will be trained on how to use Hoonuit	Administration, CIT	Hoonuit District Resource	August 2023 - September 2024	Certificates of completion

Action Steps

1. Alamo Middle School will have all instructional staff complete individualized Hoonuit professional development modules in areas in which the teacher feels they require platforms.

2. Teachers will turn in certificates of completion to campus administration, who will then turn in certificates to central office administration.

and will participate in continuous and differentiated/individualized professional development.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
improvement of proficiency utilizing technology notable increased effectiveness of teachers through informal and formal observations, exit survey for planning on additional evaluation, student achievement	Informal observations, formal observations, walkthroughs, TTESS Rubric		

ed on teacher needs as determine by survey issued to teacher

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
student growth on benchmarks, learning, notable increased effectiveness of teachers through informal and formal observations	informal observations, professional development exit surveys, Walkthroughs, T-TESS Evaluations		

eds.

itional assistance

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations,	informal observations, formal observations, end products, Walkthroughs, TTESS Evaluation		

e opportunities to practice leadership..

ofessional development in the district mandated Modules.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates

Evidence of Impact	Formative/ Summative Assessment		
improvement of proficiency utilizing technology notable increased effectiveness of teachers through informal and formal observations, exit survey for planning on additional evaluation, Teacher final product	End Product of Certificates, informal observations, professional development exit surveys, Walkthroughs TTESS Evaluations		

ool.

Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
improvement of proficiency utilizing technology for remote learning, notable increased effectiveness of teachers through informal and formal observations,	End Product of Certificates, informal observations, professional development exit surveys, Walkthroughs, TTESS Rubric		

additional support. Teachers will login into their school Apps and access Hoonuit to attain certificates in each of the google

Goal Area 4:	Increase Staff Quality and Retention
Annual Goal 2:	100% of teachers who request instructional support will get peer mentoring throughout the 2023-2024 school year.
Objective 1:	For the 2023-2024 school year, 100% of the teachers in need of support will be Identified and paired up with an appropriate mentor
Benchmark Dates	November 2023, February 2024, May 2024

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Teachers needing additional instructional or technological support will be identified by using the data from a Google Forms survey.	Administrators, LIFE Coach, CIT, Department Heads	Google Forms	August 2023 - June 2024	Use Google Form survey results to pair-up mentors and mentees.	Teachers will be provided with the appropriate support, thus improving through technology and instruction.	Observation feedback, T-TESS		

Action Steps
1. Conduct a survey using a Google Form that identifies the teachers in need of mentoring and their areas of need.
2. Pair up mentors and mentees based on mentee's needs and mentor's strengths. Roles are interchangeable based on the area of need.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Mentor and mentee will communicate on a weekly basis	Administrators, LIFE Coach, mentor, and mentee	Communication log, Google Form	August 2023 - June 2024	One Drive/Google live collaborative working document. (Informal mentoring has been	Observation feedback	McRel evaluations		

Action Steps
1. Mentor and mentee will meet via Google Meet, TEAMS, or in person
2. Completing One Drive/Google form that all parties involved can access.

Objective 2:	During the 2023-2024 school year, Alamo Middle School will have a peer to peer observation process in order to support teacher growth.
Benchmark Dates	November 2023, February 2024, May 2024

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Administrators facilitate and support peer to peer observations.	Administration LIFE Coach	Master Schedule Teacher Specialties Assigned Lesson	September 2023 - May 2024	Peer Observation Schedules	Observation feedback, student growth	Observation logs		

Action Steps
1. Administration will generate a list of teacher's strengths to use as reference for peer observations.
2. Focus needs will be identified.
3. Observations will be scheduled (By end of January create a virtual form).
4. Use T-TESS Video Library to demonstrate teacher strengths

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Mentees will observe mentors present effective strategies.	Administration LIFE Coach	Evidence based strategies	August 2023 - June 2024	Lesson Plans	Walk-through evaluations feedback	T-TESS Rubricic,		

Action Steps
1. Show and Tell - Teachers with effective strategies will be highlighted during CLCs or Faculty Meetings.
2. Mentees will observe recorded lessons provided by teachers with effective teaching abilities/strategies during CLC meetings or Use T-TESS Teacher Videos
3. Mentees will be presented with and take part of an effective strategy mock classroom provided by mentors.
4. Mentors will upload instructional videos of their classes, of which mentees will have access to go in and observe.

Goal Area 4:	Effective Staff Interview/Hiring Process
Annual Goal 3:	By the end of the 2023-2024 School year, Alamo Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.
Objective 1:	By the end of the 2023-2024 School year, Alamo Middle School will have a structured employee interview process in place, of which 100% of the teacher candidates will be recommended for hire through this systematic process.
Benchmark Dates	November 2023, February 2024, May 2024

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Collecting and selecting Nominees for the interview committee by content and grade level.	Administration Interview committee	List of committee candidates by department Criteria for selecting committee members Admin CLL	September 2023 - August 2024	Commitee list by department, Sign in sheet of committee members per interview.	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps
1. Creating a list of effective nominees for committee members by content
2. Choosing the committee members by content, to include one administrator, the content department head, the campus instructional coach, the partnering grade level teacher, a teacher from the same grade level/team, and an alternate content teacher.
3. Choose a group of students who will be part of a student committee that will offer feedback about the lessons that will be presented by the finalist.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Training the committee on the interview process/etiquette, confidentiality and ethical standards.	Administration	Training Manual for interview committees	September 2023 - August 2024	Sign in sheet, Training Agenda	Highly Qualified Interview committee	End of year New teacher evaluation results, NTI Mentor documentation		

Action Steps
1. Holding meetings to train Committee Members on the interview process/etiquette/ confidentiality, and ethical standards
2. Committee Members sign a confidentiality Oath
3. Create procedures in place for the interview process for committee members. The plan the committee has during all interviews

Objective 2:	By the end of the 2023-2024 school year, the current Alamo Middle School Teacher Interview Questionnaire will be evaluated and updated to meet the current needs of the Campus.
Benchmark Dates	November 2023, February 2024, May 2024

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
The Committee will analyze district and TASB criteria on interview questions along with analyzing campus needs to plan for possible interview questions.	Administration Interview Committee	District Questionnaire Criteria TASB Questionnaire Bank Campus Data on Teacher and Student Demographics	September 2023 - August 2024	Sign in sheet, Meeting Agenda	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps
1. The Committee will analyze district and TASB criteria when generating general and content based interview questions.
2. The committee will analyze campus data on teacher and student demographics to determine campus needs.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Analyze/Evaluate Current Questionnaire by interview committee and adjust/create to meet the campus needs of applicants.	Interview Committee Administration	Previous /Current Questionnaire/Scoring System SBEC questions Newly Created Questionnaire District Questionnaire Criteria SBEC Questionnaire Bank	September 2023 - August 2024	Agenda Sheet, Sign in Sheet Completed and revised questionnaire	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps
1. Committee Members collaboratively analyze and evaluate the current new teacher hiring questionnaire and scoring rubric to determine its effectiveness on our current staffing needs
2. Adjust Current Questionnaire/scoring rubric based on analysis made on previous questionnaire and scoring process.
3. Add/Remove questions to fit current needs of vacancies on campus.
4. Approval from administration on adjustments of new questionnaire and scoring process.

Objective 3:	By the end of the 2023-2024 School year, 100% of the new teacher candidates at Alamo Middle School will be recommended for hire through a 4 step interview process.
Benchmark Dates	November 2023, February 2024, May 2024

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Candidates will be screened by the interview committee.	Committee Candidates Administration Human Resources	Candidate Application Resume References Letters of recommendation	August 2023 - June 2024	Rubric Qualification Sheet	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps
1. Principals will highlight campus extracurricular and state assessment achievements to attract highly qualified teachers and staff on social media, job fairs, and campus websites.
2. Interview Committee will meet and gather all documentation for each candidate who is highly-qualified.
3. All documentation will be evaluated by the interview committee. Documents include candidate application, resume, references, letters of recommendation. A scoring rubric/sheet will be used rate the candidate most qualified to least qualified.
4. Candidates will be called for interviews from highest qualified score to lowest score.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Selected Candidates will be interviewed by the selected interview committee	Administration Interview Committee	Set location Applicant documentation Questionnaire Scoring Rubric of Questionnaire/Lesson	August 2023 - June 2024	Completed Scoring Rubric	Hiring of Highly Qualified Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps
1. The interview committee will get a list of all applicants, and sort them based on current campus needs and highly qualified teacher status using a scoring system or list created by the campus committee.
2. Interviews will be scheduled in a timely manner to ensure the participation of all committee members.
3. Try to secure participation of the same committee members for interviewees of the same position.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates
Candidates selected in step 2, will present a practice lesson.	Administration Interview committee	Necessary equipment in the interview room/principals conference room for the lesson presentation. Lesson Topic Provided by Committee Lesson Plan provided by candidate	August 2023 - June 2024	Rated lesson using the T-TESS Overall scoring Rubric	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

Action Steps
1. Candidate will send a lesson plan prior to the practice lesson presentation, for review.
2. The practice lesson presented by the candidate, will be scored using the TTESS rubric, and will be recorded so that a group of students in the committee can view the video and offer feedback about the lesson/candidate using a rubric
3. The score from the presented lesson will be added on to the interview rubric for a composite score.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component	CIP Review Dates

The highest scoring candidates will have a final interview with the campus principal. The campus principal will have the final decision for recommendation.	Campus Principal Interview Committee Human Resources	Scored Rubric McRel Evaluation on Lesson Applicants Information Committee Recommendations	August 2023 - June 2024	Final Scored Rubric by Principal Completed Documentation of all steps performed in process	Highly Effective Staff	End of year New teacher evaluation results, NTI Mentor documentation, Informal teacher evaluations, teacher walkthroughs		

1. Campus Principal Meets with interview committee to discuss finalists.
2. Principal Schedules final Interview with finalists.
3. Principal Makes final Recommendation to Central Office