

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



## Campus Improvement Plan 2019-2020



Augusto Guerra Elementary  
MISSION STATEMENT

*As professional educators, we at Augusto Guerra Elementary will work with parents, community, and all educational stakeholders to provide our students with a meaningful and purposeful learning environment.*

*Our educational program will include a well balanced curriculum with rigor and relevance.*

*Academic excellence will be achieved by believing in each child's uniqueness.*

Augusto Guerra Elementary  
VISION STATEMENT



*We envision Augusto Guerra Elementary as a school where students, parents, and all professional educators are responsible and held accountable for the learning process. We envision all students experiencing immediate and long term success with a quality instructional program with higher order thinking skills that are equitable and accessible to all students.*

## Augusto Guerra Elementary What We Believe:



- *the purpose of education is to prepare students to become productive and self-supporting citizens.*
- *effective schools, given the proper facilities, should provide a warm, supportive environment, which fosters the whole child emotionally, intellectually, physically and socially.*
- *a successful student is self-motivated, has self-esteem, communicates effectively, thinks logically, and is literate.*
- *excellent teachers are caring, open-minded, knowledgeable, patient, and willing to apply different methodologies knowing that our students are tomorrow's leaders.*
- *learning is fun and an on-going process, which occurs when it is relevant, challenging, motivating and interesting.*
- *parents should be supportive, responsible, cooperative and involved in the education of their children by instilling the importance of an education and encouraging them to set and achieve goals.*
- *a quality instructional program includes a relevant, well-planned curriculum, which is motivational, consistent, and meets the various needs of students.*
- *the community should be supportive, involved and well informed.*

# The State of Texas Public Education Mission and Academic Goals, and Objectives

- THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

- The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

- THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

- THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

# Title I, Part A School Wide Components



- Title I, Part A
- School wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

2019 – 2020 Comprehensive Needs Assessment: Critical Success Factors 1-2

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p>Improve Academic Performance</p>	<ul style="list-style-type: none"> <li>➤ Campus exceeded the State standards for Domain I Student achievement</li> <li>➤ Campus exceeded the State Targets for Domain II Part B- Student Progress</li> <li>➤ Campus exceeded the State Targets for Domain III Closing the Gap: Academic Achievement and Academic Growth in the area of Math</li> </ul>	<p>Campus STAAR data indicates that in Domain II Part A- Student progress: the campus did not meet state standards.</p> <p style="text-align: center;">Areas of Needs</p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> Grade Reading</li> <li>• 4<sup>th</sup> Grade Writing</li> <li>• 5<sup>th</sup> Grade Science</li> </ul>	<ul style="list-style-type: none"> <li>• Improve student academic performance in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> Grade Levels in Reading, 4<sup>th</sup> Grade Writing, and 5<sup>th</sup> Grade Science</li> </ul>
2	<p>Increase the Use of Quality Data to Improve Instruction</p>	<ul style="list-style-type: none"> <li>➤ 2017-2018 Campus Overall Final Rating Score from TEA</li> </ul>	<p>Campus STAAR data indicates the area of needs are in:</p> <p>Domain III Academic Growth the subgroups: ALL, Hispanic, Economically Disadvantage, EL's and Non Continuously Enrolled did not meet state targets.</p> <p>Domain III Student Achievement from Domain I subgroups: ALL, Special Ed., Continuously Enrolled, and Non-Continuously Enrolled did not meet state targets.</p>	<ul style="list-style-type: none"> <li>• Address the needs of identified students to meet state standards and the progress measure in 2018-2019 for all subjects</li> <li>• Students within each subgroup will receive additional support and intensive interventions in reading, writing, math, and science.</li> </ul>

2019 – 2020 Comprehensive Needs Assessment: Critical Success Factors 3-5

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3	<b>Increase Leadership Effectiveness</b>	<p>Campus participated in weekly Collaborative Learning Leaders (CLL), Collaborative Learning Communities (CLC) and Grade Level Meetings to increase leadership effectiveness.</p> <ul style="list-style-type: none"> <li>• Neighborhood schools</li> <li>• Parent communication is provided in number of languages (English/Spanish)</li> <li>• Parent Liaison District level and campus</li> <li>• Parent Center</li> <li>• Parent/Family conferences held by teachers</li> <li>• Family Literacy Nights</li> <li>• Seasonal Parental Involvement Events</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor professional development implementation in classrooms (visible during classroom visits)</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor new acquired strategies /resources by teachers and provide them with feedback in a timely manner</li> </ul>
4	<b>Increase Family and Community Engagement</b>	<ul style="list-style-type: none"> <li>• Staff collaborative planning is done through CLC and Grade level meetings on a weekly basis</li> <li>• CLL sets weekly visits to coach and develop teachers which strengthens instructional practices</li> <li>• Daily Availability of technology resources for students and teachers, and staff</li> <li>• Teacher's are provided with an instructional focused curriculum timeline(Calendar)</li> <li>• Students are provided with tutoring after school and with Saturday Academies</li> </ul>	<ul style="list-style-type: none"> <li>• Increase parent participation in monthly workshops and parent meetings</li> <li>• Increase number of parent volunteers.</li> <li>• Have more family curriculum meetings.</li> <li>• Improve communication between parents and school in order to support student academic growth</li> <li>• Provide more parent focus workshops based on their areas of concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for parents to receive postsecondary training/education and area of concerns at all levels</li> <li>• Collaboration with community-based recreation and youth service organizations, and partnerships with health care and social service agencies.</li> </ul>
5	<b>Increase Learning Time</b>	<ul style="list-style-type: none"> <li>• Continue to stay up-to-date with research based resources in order to improve the curriculum</li> <li>• Increase the use of embedded technology lessons during instruction by the teacher and students</li> <li>• Increase the campus infrastructure,</li> <li>• Continue to keep the restructure of the wiring for wireless capabilities up to date</li> <li>• More and newer desktop and laptop computers for teachers</li> <li>• Increase Technology training for all teachers and provide new technology resources</li> <li>• Increase student attendance for tutoring interventions</li> <li>• Update technology resources for students and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ways for teachers and students to use technology on a daily basis during instruction.</li> <li>• Recruit students to attend tutoring sessions afterschool and/or Saturday's</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ways for teachers and students to use technology on a daily basis during instruction.</li> <li>• Recruit students to attend tutoring sessions afterschool and/or Saturday's</li> </ul>



2019 – 2020 Comprehensive Needs Assessment: Critical Success Factors 6-7

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
6	<b>Improve School Climate</b>	<ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> <li>• Campus Discipline Plan MTSSB/PBIS</li> <li>• District Discipline Plan</li> <li>• Decreased discipline referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Increase daily attendance to 100%</li> <li>• Increase student involvement in extra curricular activities</li> <li>• Creating a sense of “WE” and not an “I” mindset between all stakeholders.</li> <li>• Increase student retention</li> </ul>	<ul style="list-style-type: none"> <li>• Build public relations with parents and the business community.</li> <li>• Improve student retention and daily attendance</li> <li>• Collaboration with community-based recreation and youth service organizations, and partnerships with health care and social service agencies.</li> <li>• Encourage students to join extra curricular activities(clubs)</li> </ul>
7	<b>Increase Teacher Quality</b>	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRel Evaluation Tool (feedback)</li> <li>• Opportunities for Collaboration with campus staff through the CLC’s.</li> <li>• Opportunities for Collaboration with campus staff through CLF content meetings</li> <li>• Teacher recruitment process (hiring committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase morale in staff.</li> <li>• Monitor professional development implementation in classrooms (visible during classroom visits)</li> <li>• Create leadership opportunities for all teachers through content leadership roles and campus committees (fundraising, student recognition, hospitality, and campus council)</li> </ul>	<ul style="list-style-type: none"> <li>• Organize team building activities with staff members during staff development days.</li> <li>• Provide teachers with research based strategies/lessons to build teacher capacity.</li> </ul>



# Student Achievement Domain I

Calculation of STAAR Component Score

STAAR Performances	Reading	Math	Writing	Science
Approaches	76%	83%	69%	83%
Meets	40%	54%	35%	52%
Masters	16%	26%	5%	16%
<b>Total Percentage Points</b>	<b>145 points</b>			
<b>Student Achievement Domain 1 STAAR Component Score (Total points ÷ 3 = )</b>	<b>48 Raw Score</b>			

# School Progress Domain II Part A



## Reading and Math

Prior Year STAAR Performance	Did not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Total Possible Points
	Progress not applicable (0 point)	Did not meet Progress (0 point)	Met or Exceeded Progress (1 point)	Progress not applicable (0 point)	Did not meet Progress (1/2 point)	Met or Exceeded Progress (1 point)	Progress not applicable (0 point)	Did not meet Progress (1/2 point)	Met or Exceeded Progress (1 point)	Progress not applicable (1 point)	Growth Points Earned	
Did not meet		12	33			30			4	2		
Approaches		19	0		24	26			26	9		
Meets	2			15				12	16	23		
Masters	0			5					19	34		
<b>Total tests</b>	<b>2</b>	<b>31</b>	<b>33</b>	<b>20</b>	<b>24</b>	<b>56</b>	<b>19</b>	<b>12</b>	<b>46</b>	<b>68</b>		
<b>Total Points</b>	<b>0.0</b>	<b>0.0</b>	<b>33.0</b>	<b>0.0</b>	<b>12.0</b>	<b>56.0</b>	<b>0.0</b>	<b>6.0</b>	<b>46.0</b>	<b>68.0</b>	<b>221</b>	<b>311</b>

# School Progress Domain II Part A



AUGUSTO GUERRA ELEM. 2019 RESULTS

Points	2018 Growth Points Earned	RAW SCORE
FROM ½ POINT	18	
FROM 1 POINT	203	
	221 out of 311	
Calculation Raw Score		71

# School Progress Domain II

## Part B – Relative Performance



AUGUSTO GUERRA ELEM. 2019 RESULTS

% Econ. Disadv.	% Econ. Disadv. Range	Type of Campus	STAAR Performance Domain I	90	80	70	60
96.3	96.1 to 97	Elementary	48 (Raw Score)	53	43	36	32



# Domain III: Academic Achievement (30%) Component 1

(Percentage at Meets Grade Level or above)

STAAR Subject and State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELI's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
<b>TARGETS</b>	44	32	37	60	74	19	33	29	36	46	42		
<b>Reading</b>	40 <b>X</b>		40 <b>J</b>	0 <b>J</b>	100	13	39 <b>J</b>	40 <b>J</b>	0 <b>J</b>	40 <b>X</b>	37 <b>X</b>	8	12
<b>TARGETS</b>	46	31	40	59	82	23	36	40	44	47	45		
<b>Math</b>	54 <b>J</b>		54 <b>J</b>	0 <b>J</b>	100	22	54 <b>J</b>	54 <b>J</b>	50 <b>J</b>	56 <b>J</b>	44 <b>X</b>	8	12
<b>TOTAL</b>												16	24

Academic Achievement Component Score

**67%**





# STAAR Academic Growth (50%)

## Component 2

STAAR Subject and State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
<b>TARGETS</b>	66	62	65	69	77	59	64	64	65	66	67		
<b>Reading</b>	65 <b>X</b>		64 <b>X</b>	100	50	73	64 <b>J</b>	59 <b>X</b>	25	67 <b>J</b>	58 <b>X</b>	8	12
<b>TARGETS</b>	71	67	69	74	86	61	68	68	70	71	70		
<b>Math</b>	76 <b>J</b>		76 <b>J</b>	100	100	100	76 <b>J</b>	76 <b>J</b>	100	77 <b>J</b>	74 <b>J</b>	8	12
<b>TOTAL</b>												16	24

Academic Growth Component Score

**67%**



**Component 3**

# Student Achievement Domain I (10%)

State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
<b>TARGETS</b>	47	36	41	58	73	23	38	37	43	48	45		
<b>Domain I</b>	48 ✓		48 ✓	0	89	23 ✓	48 ✓	49 ✓	22	50 ✓	43	X	
<b>TOTAL</b>												6	7

Student Achievement Component Score

86%





# English Language Proficiency (10%)

2017-2018 and 2018-2019

TELPAS DATA FOR Current and Monitored ELL's

<b>TELPAS TESTED: 234</b> <b>TELPAS PROGRESS: 104</b> <b>TELPAS PROGRESS RATE: 44%</b> <b>TELPAS TARGET: 36</b>	<b>GUERRA</b> <b>Elementary</b> <b>Met this</b> <b>component</b>	<b>100%</b>
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## Campus Summary for Domain III

Components	Percentage received	Weight	Total Points
Academic Achievement	67%	30%	20.1
Academic Growth	67%	50%	33.5
Student Achievement Domain I	86%	10%	8.6
English Language Proficiency	100%	10%	10.0
<b>Total Closing the Gaps Domain Score</b>			<b>72 Raw Score</b>



## Ratings for each Domain

Domain	Scaled Score	Better of PART A or Part B	Better from Student achievement or Student Progress	Weight	Weighted Points
Student Achievement Domain 1	76				
Student Progress Domain II Part A	74				
Student Progress Domain II Part B	85	85	85	70%	59.5
Closing the Gaps Domain III	76			30%	22.8
<b>CAMPUS OVERALL RATING SCORE</b>					<b>82 Met Standard</b>



# Goals for 2019 – 2020

## Domain I – STAAR Performance

STAAR Performances	2018-2019 Reading	2019-2020 Reading	2018-2019 Math	2019-2020 Math	2018-2019 Writing	2019-2020 Writing	2018-2019 Science	2019-2020 Science
Approaches	76%	90%	83%	90%	69%	80%	83%	90%
Meets	40%	50%	54%	60%	35%	46%	52%	60%
Masters	16%	28%	26%	30%	5%	16%	26%	30%

# Goals for 2019 – 2020

## Domain II – Academic Growth



	2018-2019	2019-2020
Points from ½ Point	36	15
Points from 1 Point	203	235
Total Growth points	239	250

# Goals for 2018 – 2020

## Domain III – Academic Achievement

(Meets grade level or above)



STAAR Subject and State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled
Reading	40		40	0	100	13	39	40	0	40	37
2019-2020 Target Goals	47		44				39	40		48	44
Math	54		54	0	100	22	54	54	50	56	44
2019-2020 Target Goals	54		54				54	54		56	47

Green : Met Target  
 Red : Target Not Met  
 Orange: New Goals



# Goals for 2018 – 2020

## Domain III – Academic Growth



STAAR Subject and State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled
Reading	65		64				64	59		67	58
2019-2020 Target Goals	68		67				66	66		68	67
Math	76		76				76	76		77	74
2019-2020 Target Goals	76		76				76	76		77	76

Green : Met Target  
 Red : Target Not Met  
 Orange: New Goals

# Goals for 2018 – 2020

## Domain III– Student Achievement



State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>Domain I results</b>	48		48			23	48	49		50	43
<b>2019-2020 Target Goals</b>	50		48			25	48	49		52	47

Green : Met Target  
 Red: Target Not Met  
 Orange: New Goals



# Goals for 2019 – 2020

## Domain III– English Language Proficiency



2018- 2019 Guerra Elementary - TELPS PROGRESS RATE: 44%

2019- 2020 Guerra Elementary - TELPS PROGRESS TARGET GOAL: 46%

Green : Met Target  
Orange: New Goals

## 2019 – 2020 Critical Success Factors



Factor #1: Improve Academic Performance: Curriculum, Assessment, Attendance, Professional Development, and Sub-Groups

Factor #2: Increase the Use of Quality Data to Improve Instruction: Student Progress Reading, Writing, Math and Science

Factor #3: Increase Leadership Effectiveness

Factor #4: Increase Family and Community Engagement

Factor #5: Increase Learning Time: Closing the Achievement Gap and Post Secondary Readiness

Factor #6: Improve School Climate

Factor #7: Increase Teacher Quality

**Critical Success Factor 1: Improve Academic Performance (Curriculum)**

**AUGUSTO GUERRA ELEMENTARY**

**Objective #4: A well-balanced and appropriate curriculum will be provided to all students at Augusto Guerra Elementary and will demonstrate higher levels of performance in Reading and Writing.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 School wide Components</b>
Monitor the implementation of the curriculum, delivery of instruction, district initiatives, and all programs in each classroom by using the TEKS and supplies for instruction.	Principals, Assistant principals, Teachers, CL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel Tutors/Intervention	Local Funds, Title 1 Funds, State Adopted Textbooks, District Written Curriculum.	August 2019 – May 2020	Lesson Plans, Walk-through documentation, McRel Observations, Progress Monitoring	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI/TJL, CIRCLE	Title 1 - #3
Implement the state and district Reading Core curriculum as outlined by the district curriculum team.	Principals, Assistant principals, Teachers, CL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel Tutors/Intervention	Local Funds, Title 1 Funds, State Adopted Textbooks,	August 2019– May 2020	Completed Curriculum Documents, Lesson Plans, Progress Monitoring	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI/TJL, CIRCLE	Title 1- #2, 4
Provide supplementary Reading Curriculum and instruction to reinforce learning by using Sing, Spell, Read and write,, Imagine Learning, Hermann Method, Voyager, Scholastic, Mentoring Minds, Curriculum & Associates, Kamico Instructional Media, and Scholastic "Story works", Forde – Ferrier curriculum, STAAR Ready, Teacher Created Materials and Houghton Mifflin, STAAR Intervention Programs, Teacher made STAAR assessments.	Principals, Assistant principals, Teachers, CL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel, Counselor, and Dyslexia Teacher Tutors/Intervention	Local Funds, Title 1 Funds, SSRW, Computers, HM, Voyager Materials	August 2019 – May 2020	Lesson Plans. Walk-Throughs, Observations, Tutoring Documents, Progress Monitoring	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI/TJL, CIRCLE	Title 1- #2, 4
Implement a quality instructional reading program by enhancing the state adopted reading program to develop and meet the needs of all students.	Principals, Assistant principals, Teachers, CL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel Tutors/Intervention	Local Funds, Title 1 Funds, State Adopted Textbooks, District Written Curriculum.	August 2019 – May 2020	Lesson Plans. Walk-Throughs, Observations, Progress Monitoring	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI/TJL, CIRCLE	Title 1 - #4 27

**Critical Success Factor 1: Improve Academic Performance  
(Curriculum)**

**Objective #4: A well-balanced and appropriate curriculum will be provided to all students at Augusto Guerra Elementary and will demonstrate higher levels of performance in Reading and Writing.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide additional programs to support, accelerate, and differentiated instruction for ELs, SpEd, EcoD, 504, RtI, and Migrant students. Hire consultant to support ways to differentiate instruction.	Principals, Assistant principals, Teachers, CLL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel, and Counselor Tutors/Intervention	Local Funds, Title 1 Funds, Curriculum, Hermann Method	August 2019 – May 2020	Lesson Plans, Walk-Throughs, Observations, Agendas from consultant training, Progress Monitoring	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
Use results from STAAR, CBAs, BMs, TPRJ/TJL, CIRCLE and PM to complete a data analysis and create an action plan for intervention.	Principals, Assistant principals, Teachers, CLL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel, and Counselor Tutors/Intervention	Irma Duran, DMAC Results, Tests	August 2019 – May 2019	Distractor Forms, Action Plans, Calendar with Spiraling Activities, Progress Monitoring	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
Implement 4 <sup>th</sup> Writing Curriculum in preparation for STAAR Writing through the use of Kamico Writing, Forde Ferrier and Houghton/Mifflin Materials, and other supplemental materials.	Principals, Assistant principals, Teachers, CLL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel	Local Funds, Title 1 Funds	August 2019– May 2020	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments	Title 1 - #2, 4
Implement a quality instructional Writing program by enhancing the state adopted program to develop and meet the needs of all students.	Principals, Assistant principals, Teachers, CLL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel, and Counselor Tutors/Intervention	Local Funds, Title 1 Funds, ELA/SLA District Coordinators	August 2019 – May 2020	Lesson Plans, Writing Samples, Writing Journals, Writing Portfolios	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Create a UIL team for creative writing to develop and enrich writing skills	Principals, Assistant principals, Teachers, CLL, CRT, CLFs and Grade Level Chairpersons, Paraprofessionals, UIL Coordinator at District and Campus Level	Local Funds, Title 1 Funds,	August 2019– May 2020	Lesson Plans, UIL Events	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4 28

**Critical Success Factor 1: Improve Academic Performance  
(Curriculum)**

**Objective #4: A well-balanced and appropriate curriculum will be provided to all students at Augusto Guerra Elementary and will demonstrate higher levels of performance in Mathematics and Science.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Implement a comprehensive plan to increase Math scores for all students with the state adopted curriculum, Imagine Learning Math, Pearlized Math, and Sharon Wells curriculum, Mentoring Minds	Principals, Assistant principals, Teachers, CLL, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel Tutors/Intervention	Local Funds, Title 1 Funds, District Math Coordinator, Sharon Wells Curriculum	August 2019 – May 2020	Lesson Plans, Sharon Wells Curriculum, Completed Formative and Summative Assessments in the Curriculum Binders, Progress Monitoring	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, Pearlize Unit Assessments, CIRCLE	Title 1 -#8
Implement a quality instructional Science program that develops and promotes the discovery of scientific concepts and meet the needs of all students.(beams, balances for classroom student use.	Principals, Assistant principals, Teachers, CLL, CLFs and Grade Level Chairpersons, Paraprofessionals, Science Lab Teacher, Teachers, District Personnel Tutors/Intervention	Local Funds, Title 1 Funds, District Science Coordinator	August 2019 – May 2020	Lesson Plans, Science Journals, Science Fair, Living with Science, Virtual Hospital	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8
Implement a quality instructional and intervention program for students who are participating in the <b>Special Education program</b> by enhancing the in-class support and more direct/explicit instruction when using the state adopted program. Also hire a consultant to support in providing different ways to differentiate instruction for students in the special education program.	Principals, Assistant principals, Teachers, CLL, CLFs and Grade Level Chairpersons, Paraprofessionals, District Personnel, and Counselor Tutors/Intervention	Local Funds, Title 1 Funds, Dual Language Director	August 2019 – May 2020	Lesson Plans. Walk-Throughs, Observations, Progress Monitoring	Benchmark scores, students weekly achievement gains	Mini assessments, CBAs, BMs, STAAR, STAAR Alt, TELPAS Alt,	Title #1-#2, #9

**Critical Success Factor 1: Improve Academic Performance  
(Assessment)**

**AUGUSTO GUERRA ELEMENTARY**

**Objective #2 & #6: The students at Augusto Guerra Elementary will perform at higher levels in comparison to local and state standards in Reading, Writing, Math, and Science.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Assistant Principals, Teachers, CLL, CLFs, CRT	Local Funds, Title 1 Funds	August 2019 – May 2020	Completed CBAs, Benchmarks, CPALLS, and TPRJ/Tejas Lee (BOY, MOY, EOY)	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
One district-level CBAs and two district-level Benchmarks will be administered to all students in 2018-2019. A TELPAS Benchmark will also be given	Principals, Assistant principals/Testing Coordinator	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020	Results, Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data	Principals, Assistant principals, CLL, CRT, CLFs and Grade Level Chairpersons Teachers	Local Funds, Title 1 Funds	October 2019 December 2019 January 2020 February 2020	Sign-in Sheets, Analysis Data Documents, action plans	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Teachers will receive assessment data for their students within 48 hours of the test administration and create action/intervention plans	Principals, Assistant principals, CLL, CRT, CLFs, and Grade Level Chairpersons Teachers Tutors/Intervention	Local Funds, Title 1 Funds, DMAC Reports,	October 2019 December 2019 January 2020 February 2020 March 2020 April 2020	Action Plans Calendar of Spiraling Activities	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

**Critical Success Factor 1: Improve Academic Performance (Assessment)**

**Augusto Guerra Elementary**

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**Objective #2 & #6: The students at Augusto Guerra Elementary will perform at higher levels in comparison to local and state standards in Reading, Writing, Math, and Science.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8
Use of data analysis to guide instruction and provide additional support to all students based on strengths and weaknesses.	Principal, Assistant Principal, Teachers, CLL, CLF, and CRT	Local Funds, Title 1 Funds, TPRI, Tejas Lee, TELPAS, Circle-CLI, STAAR, CBAs, BMs	August 2019 – May 2020	Walk-throughs	Benchmark scores, student achievement gains, TPRI, Tejas Lee, TELPAS, Circle-CLI,	CBAs, BMs, STAAR, TELPAS,, TPRI, Tejas Lee, TELPAS, Circle-CLI,	Title 1 - #2, 8
Campus level monitoring of the progress of migrant, ELL, SpEd, and EcoD students will be done immediately following each CBA and BMs.	Principal, Assistant Principal, SpEd Teacher, Migrant Teacher	Local Funds, Title 1 Funds	October 2019 November 2019 December 2019 January 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Professional Development Training will be held to analyze and interpret data and utilize it to make instructional decisions and set goals.	Principal, Assistant Principal, Teachers, CLL, CLF, CRT, Grade Level Chairpersons.	Local Funds, Title 1 Funds, Irma Duran	October 2019 November 2019 December 2019 January 2020 February 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS,, TPRI, Tejas Lee, TELPAS, Circle-CLI,	Title 1 - #2, 4, 8

**Critical Success Factor 1: Improve Academic Performance (Assessment)**

**Objective #2 & #6: The students at Augusto Guerra Elementary will perform at higher levels in comparison to local and state standards in Reading, Writing, Math, and Science.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Does Not Meet, Approaches, Meets and Masters Level from the district assessments.	Principal, Assistant Principal, Teachers, CLL, and CRT Tutors/Intervention	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents, Action Plans. CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8
After administering weekly and District Assessments, teachers will identify and monitor students who are participating in <b>Special Education program</b> and will provide additional support (tutoring) and will differentiate instruction for Student Expectations (skills) that are of concern.	Principal, Assistant Principal, Teachers, Special Ed. Teacher and CLL Tutors/Intervention	Local Funds Title 1 Funds	August 2019 thru May 2020	Completed CBAs and Benchmarks, Weekly assessments and Tutoring schedules	Benchmark scores, student achievement gains	Weekly Tests CBA's District BM's STAAR TELPAS	Title #2, #8, #9
Teachers will review Previous Year STAAR DATA at the Beginning of the school year to help guide their classroom instruction and to help them measure growth through out the school year.	Principal, Assistant Principal, Teachers, CLL, CLFs, and CRT Tutors/Intervention	Local Funds Title 1 Funds	August 2019 thru May 2020	Sign in Sheets, Agendas, BOY action plans	Benchmark scores, student achievement gains	Weekly Tests CBA's District BM's STAAR	Title #2, #8, #9



**Critical Success Factor 1: Improve Academic Performance**

**(Attendance)**

**Objective #3: The students at Augusto Guerra Elementary will be encouraged and challenged to meet their full educational potential by attending school at a minimum of 97% and will remain in school until they obtain a high school diploma.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide awareness meetings for parents on the importance of student attendance and guidelines on state mandated attendance.	Principals, Assistant Principal, Teachers, Counselor, and Student Recognition Committee	Local 199,	August 2019 thru May 2020	PAC sign-in sheets and schedules, phone logs, copies of letters,	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Communicate with parents or guardians with students who are not meeting the campus/district attendance goals by contacting them through phone calls, home visits, warning letters, written notices, and parent conferences.	Principals, Assistant Principal, Teachers, Counselor, and Student Recognition Committee	Local 199,	August 2019 thru May 2020	PAC sign-in sheets and schedules, phone logs, copies of letters, and Recovery Program (ARP)	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Promote perfect attendance with students by rewarding them on a weekly and/or six weeks basis as per the Student Recognition Committee decisions	Principals, Assistant Principal, Teachers, Counselor, and Student Recognition Committee	Local 199, Activity Fund	August 2019 thru May 2020	Honor Rolls Lists, Perfect Attendance Lists	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Students who are participating in the <b>Special Education program</b> and not meeting the attendance goal set by the campus/district, teachers will contact parents via phone call or email and set up a conferences with them after 2 absences.	Principals, Assistant Principal, Teachers, Counselor, and Student Recognition Committee	Local Funds Title 1 Funds	August 2019 thru May 2020	Daily attendance report Teachers parent contact log	Increased Attendance, Higher Test Scores	CBAs, BMs, STAAR, TELPAS, STAAR-Alt, TELPAS Alt	Title #2, #8, #9  33

**Critical Success Factor 1: Improve Academic Performance  
(Professional Development)**

**Objective #8: The educators at Augusto Guerra Elementary will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will be exposed to how the Domains and Distinguish Awards are calculated.	Principal, Assistant Principal, CLL, CLF and Grade Level Chairpersons	Local Funds 199	October 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS.	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 2X weekly for unpacking the TEKS and lesson plan collaboration	Campus Principals, Assistant Principal, CLL, CLFs and Grade level Chairpersons	Title 1 211, Local Funds 199	August 2019 thru May 2020	Walk-throughs and Master Schedule Grade Level Sign in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teaching staff will be trained on how to use the DIMAC Quintile Reports to assess progress toward meeting state passing standards on each Domain and the different subgroups under each Domain.	Campus Principal, Assistant Principal, CLL and CLFs	Title 1 211, Local Funds 199	August 2019 thru May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Principal, Assistant Principal, CLL and CLF's	Title 1 211, Local Funds 199	August 2019 thru May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Critical Success Factor 1: Improve Academic Performance  
(Professional Development)**

**Objective #8: The educators at Augusto Guerra Elementary will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Inclusion, supplemental aids, modified instruction, and RtI/504 training will be provided for all staff members to meet the needs of students served in <b>special education/RTI/504 programs.</b>	Special Ed Director, Special Ed Teacher, Diagnostician and SpEd Supervisor and Counselor	Special Ed 224	August 2019 and On-Going	Agendas and Sign-in Sheets, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, STAAR Alt, an TELPAS Alt	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
ELPS training will be provided for all staff members to serve the needs of our EL students, during CLCs.	Dual Language/ESL Director, DDL	Title III 263	September 2019	Agendas and Sign-in Sheets, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
Promote professional development through state, regional, and district conferences that include best practices , classroom management, and enhance instruction.	Principal, Assistant Principal, CLL, CLFs and Grade Level Chairpersons	Title 1 Funds	August 2019 – May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9
Use consultant to train and address needs specific to campus: Dr. Diana Ramirez, Susana Ramirez, Susana Escobedo, SpEd Staff, Judy Jackson Science Word Wall, Pearlized Math Consultants, RGV Science, Sharon Wells, Forde-Ferreir, Roger Gomez, and Empower Writing, and Summit K-12, Voyager, SSRW	Principal, Assistant Principal, CLL, and CLFs	Title 1 Funds	August 2019 – May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #4 Title 1 - #8 Title 1 - #9

**Critical Success Factor 1: Improve Academic Performance**  
**(Professional Development)**

**Objective #8: The educators at Augusto Guerra Elementary will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Attend training on the Texas STAAR Assessment Program and understand how the New Accountability System will be calculated.	Principal, AP, CLL, CLFs and Teachers	Local Funds 199	August 2019 – May 2020	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Provide training for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	August 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds	August 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Critical Success Factor 1: Improve Academic Performance  
(Sub-Groups)**

**AUGUSTO GUERRA ELEMENTARY**

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**Objective #2: All students at Augusto Guerra Elementary will be encouraged and challenged to meet their full educational potential. Decrease the student achievement gap among all subgroups**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Provide supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program for EL such as but not limited to: •Dictionaries/Picture Dictionaries •Thesaurus •Total Physical Response •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •TPRI/Tejas LEE Strategies •TELPAS Action Plans •CIF Protocols •Imagine Learning •Sing, Spell, Read and Write	Principal, AP, Teachers, District Content Coordinators, CLL's, CLFs	Title 1 211, Local Funds 199 Title III 263, Special Ed 224, all materials needed	August 2019 – May 2020	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator, Teachers and Counselor Tutors/Intervention	Title 1 211, Local Funds 199	August 2019 – May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Provide dyslexia services (i.e. multisensory and explicit instruction/Herrmann Method) to students identified with dyslexia characteristics by 504 Committee.	Principals, Deans, District Dyslexia Coordinator, District Level Administrators, Counselor, Teachers with Students identified as a Dyslexia child	Title 1 211, Local Funds 199	August 2019 – May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9

**Critical Success Factor 1: Improve Academic Performance (Sub-Groups)**

**AUGUSTO GUERRA ELEMENTARY**

**Objective #2: All students at Augusto Guerra Elementary will be encouraged and challenged to meet their full educational potential. Decrease the student achievement gap among all subgroups**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Monitor the progress of all students including special population students, i.e. Special ED., EL, migrant, 504, RTI, dyslexia, etc. through district formative assessments.	Bilingual Director, Principal, AP, Teachers, District Content Coordinator, Counselor, CLL's Tutors/Intervention	Title 1 211, Local Funds 199 Special Ed 224	August 2019 – May 2020	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee and CLI assessment (Prek), PreLas/Las Links	Title 1 - #2 Title 1 - #9
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress for students participating in <b>Special Education</b> , 504, RTI programs And CALP training.	Special Ed Director, Principal, AP, Teachers, District Content Coordinators, Counselor CLL's Tutors/Intervention	Title 1 211, Local Funds 199 Special Ed 224	August 2019 – May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee and CLI assessment (Prek), PreLas/Las Links	Title 1 - #2 Title 1 - #9
Monitor implementation of ELPS strategies to accelerate the progress of ELs.	Bilingual Director, Principal, AP, Teachers, District Content Coordinators, CLL's	Title 1 211, Local Funds 199 Title III 224	August 2019 – May 2020	Walk-throughs, LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee and CLI assessment (Prek), PreLas/Las Links	Title 1 - #2 Title 1 - #9
Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Bilingual Director, Counselors Special Ed Director, Principal, AP, Teachers, District Content and Coordinators Tutors/Intervention	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2019 – May 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee and CLI assessment (Prek), PreLas/Las Links	Title 1 - #2 Title 1 - #9

**Critical Success Factor 1: Improve Academic Performance  
(Sub-Groups)**

**AUGUSTO GUERRA ELEMENTARY**

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**Objective #2: All students at Augusto Guerra Elementary will be encouraged and challenged to meet their full educational potential. Decrease the student achievement gap among all subgroups**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Using data, action plans, spiraling calendars, and lesson plans the principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions for all students.	Assistant Superintendent of C&I, District Level Administrators, Principals, Assistant Principals, Counselor, CL, and CLFs Tutors/intervention	Title 1 211, Local Funds 199	August 2019 – May 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups. Narrowing of the student achievement gap among all student populations.	CBA's, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Tutorials will be provided for the various SUB groups – <b>Special Ed Students</b> in each phase of assessment accountability process to ensure students show growth from their previous year STAAR results.	Principal, AP, CL, CLFs, SpEd Teachers, Counselor and Teachers, Tutors/intervention	Local Funds, Title 1 Funds/ SCE	August 2019 – May 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students who moved from one level to another level in the assessment scale score (for example: Approaches to Meets)	CBA's, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide enrichment activities to support, Gifted and Talented Students and all students, to include, Technology Club, Chess Club, UIL Teams, Robotics, and Reading/Garden/Choir/Folklorico Clubs.	Principal, AP, CL, CLFs, Teachers, and Librarian	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Students Sign in Sheets for Club meetings	Benchmark scores, student achievement gains, student tracking forms, and increasing the child's self-esteem and learning how to be a team player	CBA's, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**Critical Success Factor 2: Increase the Use of Quality Data to Improve Instruction Student Progress in Reading, Writing, and Math**

**Objective 1: Reading/Writing Instruction will be aligned district-wide.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Reading/writing curriculum will be implemented as the district has directed thematic-based instruction and CIF teaching strategies	Principal, AP, Teachers, District ELA Content Coordinators, CLFs and CLL's	Title 1 211, Local Funds 199	August 2019 – May 2020	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, and weekly assessments	Title 1 - #2 Title 1 - #8 Title 1 - #9
Depth of Knowledge Questions will be written for each literary piece/all genres and teachers will use them during instruction.	Principal, AP, Teachers, District ELA Content Coordinators, CLFs And CLL's	Title 1 211, Local Funds 199	August 2019 – May 2020	Lesson plans Classroom observations	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, and weekly assessments	Title 1 - #2 Title 1 - #8 Title 1 - #9
A minimum of 2 writing process samples per six weeks will be required at each grade level	Principal, AP, Teachers, District ELA Content Coordinators, CLFs And CLL's	Title 1 211, Local Funds 199	August 2019 – May 2020	Lesson plans Student writing material	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, and weekly assessments	Title 1 - #2 Title 1 - #8 Title 1 - #9



**Critical Success Factor 2: Increase the Use of Quality Data to Improve Instruction  
Student Progress in Reading, Writing, and Math**

**Objective 1: Reading/Writing Instruction will be aligned district-wide.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 School wide Components</b>
STAAR Literature questions will be written for each literary piece/all genres	Principal, AP, Teachers, District Content Coordinators, CLFs CLL's	Title 1 211, Local Funds 199	August 2019 – May 2020	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, and weekly assessments	Title 1 - #2 Title 1 - #8 Title 1 - #9
Two aligned CBAs and two district Benchmarks will be administered district-wide for Reading and Writing	Principal, AP, Teachers, District Content Coordinators, CLFs CLL's	Title 1 211, Local Funds 199	August 2019 – May 2020	Walk-throughs, D/MAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, and weekly assessments	Title 1 - #2 Title 1 - #8 Title 1 - #9
Data will be used to inform tutorial lessons and to identify spiraled skills. Also to identify students in need of extended learning opportunities.	Principal, AP, Teachers, District Content Coordinators, CLFs CLL's Tutors/Intervention	Title 1 211, Local Funds 199	August 2019 – May 2020	D/MAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, and weekly assessments	Title 1 - #2 Title 1 - #8 Title 1 - #9
All students will use Imagine Learning Reading for intervention and to enhance the instruction in the classroom. PK to 5 <sup>th</sup> grades	Principal, AP, Teachers, District Content Coordinators, CLFs CLL's Tutors/Intervention	Title 1 211, Local Funds 199	August 2019 – May 2020	Imagine Learning Reading Report	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS, and weekly assessments	Title 1 - #2 Title 1 - #8 Title 1 - #9

**Critical Success Factor 2: Increase the Use of Quality Data to Improve Instruction  
Student Progress in Reading, Writing, and Math**

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**Objective 2: Math Instruction will be aligned district-wide.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Mathematics curriculum will be developed for K-12 using Sharon Wells Curriculum for 2 <sup>nd</sup> – 5 <sup>th</sup> and 1 <sup>st</sup> Grade Pearlized Math	Principal, AP, Teachers, District Content Coordinators, CLFs And CLL's	Title 1 211, Local Funds 199 Sharon Wells Curriculum and Materials	August 2019 – May 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, and weekly assessments	CBAs, BMs, STAAR, and weekly assessments	Title 1 - #2 Title 1 - #9
Teachers will receive training on unpacking the math TEKS and how to effectively analyze their data	Principal, AP, Teachers, District Content Coordinators, CLFs And CLL's	Title 1 211, Local Funds 199	August 2019 – May 2020	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, and weekly assessments	Title 1 - #2 Title 1 - #9
Data will be used to inform tutorial lessons and to identify spiraled skills. Also to identify students in need of extended learning opportunities.	Principal, AP, Teachers, District Content Coordinators, CLFs And CLL's Tutors/Intervention	Title 1 211, Local Funds 199	August 2019 – May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, and weekly assessments	Title 1 - #2 Title 1 - #9
All students will use Imagine Learning Math for intervention and to enhance the instruction in the classroom.	Principal, AP, Teachers, District Content Coordinators, CLFs And CLL's	Title 1 211, Local Funds 199	August 2019 – May 2020	Imagine Learning Math reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, and weekly assessments	Title 1 - #2 Title 1 - #9

**Critical Success Factor 2: Increase the Use of Quality Data to Improve Instruction  
Student Progress in Reading, Writing, and Math**

**Augusto Guerra Elementary**

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**Objective 2: Math Instruction will be aligned district-wide.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format by using different methods of items for instructional use. Charts, dry erase boards etc....	District Content Coordinators, Principal, AP, CLL, CLFs and Teachers	Title 1 211, Local Funds 199	August 2019 – May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, and weekly assessments	Title 1 - #2 Title 1 - #9
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principal, AP, CLFs, CLL and Teachers	Title 1 211, Local Funds 199	August 2019 – May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, and weekly assessments	Title 1 - #2 Title 1 - #9
Provide Sharon Wells and Pearlized Math training on effective teaching strategies for elementary math teachers.	Assistant Superintendent for C&I District Content Coordinators, Principal, AP, CLL, CLFs and Teachers	Title 1 Funds S.W. Curriculum and Materials	August 2019 – May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, and weekly assessments	Title 1 - #4 Title 1 - #2 Title 1 - #9

**Critical Success Factor 3: Increase Leadership Effectiveness**

**Post Secondary Readiness; prepare all students for postsecondary education through a rigorous curriculum and instructional program.**

**Objective 1: Increase the number of students that score at the Meets and Master Levels. AUGUSTO GUERRA ELEMENTARY PAGE 44**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Attend training on the TELPAS, and Texas STAAR Assessment Program and understand how the Domains, Distinguish Awards are calculated.	Principal, AP, CLL, CLFs and Teachers Tutors/Intervention	Local Funds 199	August 2019 – May 2020	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Provide training for all staff members (principals, teachers, CLL's) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	August 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Meets and Masters Level on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds	August 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Meets and Master Level on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators	Local Funds, Title 1 Funds	October 2019 November 2019 January 2020 February 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Meets an Master Level on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
All teachers will be attending weekly CLC meetings in order acquire new strategies/new resources and turn around and implement them in their classrooms.	Principal, AP, CLL, CLFs, and Teachers	Local Funds, Title 1 Funds	August 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Meets an Master Level on STAAR	CBAs, BMs, STAAR, TELPAS	Title #3, #4, #8, #9

**Critical Success Factor 3: Increase Leadership Effectiveness  
Post Secondary Readiness; prepare all students for postsecondary education through a rigorous curriculum and instructional program.**

**Objective 1: Increase the number of students that score at the Meets and Masters Levels**      **AUGUSTO GUERRA ELEMENTARY**      **PAGE 45**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Tutorials will be provided for the various SUB groups in each phase of accountability to ensure students improve their scores from Meets to the Masters Level on the STAAR assessment. Students will also be attending Summer School if needed.	Principal , AP, CLL, CLFs and Teachers Tutors/Intervention	Local Funds, Title 1 Funds/ SCE	August 2018 May 2019	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Meets Level to the Masters Level on STAAR.	CBA, BMs, STAAR	Title 1 - #2,4,8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups to ensure they progress from the Meets Level to the Masters Level in the STAAR assessment.	Principal , AP, CLL, CLFs and Teachers Tutors/Intervention	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBA, BMs, STAAR,	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal , AP, CLL, CLFs and Teachers, Tutors/Intervention	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBA, BMs, STAAR,	Title 1 - #2,4,8
Provide enrichment activities to support Gifted and Talented Students and all students, to include Technology Club, Chess Club, UIL Teams, Robotics, and Reading Club.	Principal , AP, CLL, CLFs, Teachers, and Librarian Tutors/Intervention	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets from various clubs	Benchmark scores, student achievement gains, student tracking forms	CBA, BMs, STAAR,	Title 1 - #2,4,8

**Objective 1: Develop, nurture, and promote a strong partnership with parents through the implementation of a comprehensive parental involvement program.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent Orientations on Special Programs PAC Meetings	Principal, Asst. Principal, Teachers Parent Educator Counselor	Special programs information	August 2019 – May 2020	Parent Meeting Sign-In Sheets, Parent Surveys, Agendas	Parents will be well verse in the different types of special programs that school/district has to offer	CBAs, BMs, STAAR, TELPAS,	Title I - #2 Title 1 - #6 Title 1 - #9
Communicate with parents through memos, letters, flyers, marquee, phone calls, home visits, Facebook, Monthly calendar, & Class Dojo	Principal Asst. Principal Parent Educator	Technology resources	August 2019 – May 2020	Parent Meeting Sign-In Sheets, Parent Surveys, Agendas	Parents will be well informed about their child's education	CBAs, BMs, STAAR, TELPAS,	Title I - #2 Title 1 - #6 Title 1 - #9
Acknowledgement of parents and volunteers thru: <ul style="list-style-type: none"> <li>• Volunteer appreciation activities</li> <li>• Plaques/trophies</li> <li>• District banquet</li> <li>• Raffles/Certificates</li> <li>• Luncheons</li> </ul>	Principal Asst. Principal Counselor Parent Educator	Local Funds, Title I Funds	August 2019 – May 2020	Parent Surveys Sign in sheets	Increase in Parent Volunteers	Parent Surveys	Title 1 - #6

**Objective 1: Develop, nurture, and promote a strong partnership with parents through the implementation of a comprehensive parental involvement program.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Host Meet the Teacher at the beginning of the school year (August) and Open House in March	Principal, Asst. Principal, Teachers, and Counselor	Student List per classroom Student Work	August 2019 -- May 2020	Sign-in Sheets	Parent Surveys	Sign in sheets	Title I - #6
Conduct Parent Sessions on State and Federal Mandates Teacher Parent conferences	Parent Educator	Information from the STATE and Federal mandates	August 2019 -- May 2020	Agendas and Sign In Sheets	Parent Surveys	Sign In Sheets	Title I - #6
Distribute the Title I Survey and use the results to improve and structure parent-school relationship	Parent Educator Teachers, Counselor	Title I Survey	August 2019 -- May 2020	Results of Survey	Parent Surveys	Surveys returned	Title I - #6
Inform parents of academic achievement via progress reports (every 3 weeks) and report cards (every 6 weeks) and (every 12 weeks)	Principal Asst. Principal PEIMS Clerk Teachers	Progress Report Report Card Teachers Grade Book	August 2019 -- May 2020	Progress Report Report Card	Parent Surveys	Progress Reports and Report Cards	Title I - #6
Provide parents opportunities to serve on school committees: * LPAC * CCC * PAC	Principal Asst. Principal Parent Educator, Teachers	Trainings Local Funds Title 1 Funds	August 2019 -- May 2020	Agendas Sign-ins	Parent Surveys	Sign in sheets	Title I - #6



**Critical Success Factor 4: Increase Family and Community Engagement**

**Objective 2: Provide opportunities for parents to assist students in preparing for assessments.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conduct Curriculum Night for parents for all grade levels at the beginning of the school year	Teachers Principal Asst. Principal Counselor, CLL, and CLFs	Curriculum by grade level	August 2019 – May 2020	Agenda Sign-ins	Report Card grades CBA Scores Benchmark Scores	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, CLI Engage	Title I - #2 Title 1 - #6 Title 1 - #9
Conduct parent sessions in the following areas: Literacy development, STAAR strategies, SSI, Math/Reading Make and Take	Parent Educators Teachers Principal Asst. Principal Counselor, CLL, and CLFs	SSI brochure Materials for the make and take	August 2019 – May 2020	Sign-in Sheets, Attendance Logs	Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, CLI Engage	Title I - #2 Title 1 - #6 Title 1 - #9
Provide opportunities for parents to assist in the following at the Parent Center located at our campus: <ul style="list-style-type: none"> <li>Preparation of instructional materials</li> <li>Preparation of Honor Roll and Perfect Attendance events</li> <li>Preparation for Career Day and other special events ( Festivals)</li> </ul>	Principal Asst. Principal Counselor Parent Educator	Local Funds, Title I Funds	August 2019 – May 2020	Parent Surveys Sign in sheets	Increase in Parent volunteers	Parental Sign In Sheets Calculated Hours	Title 1 - #6
Conduct parent information meetings geared toward knowledge of State Tests, Federal Mandates, Attendance, and the Accountability system	Principal Asst. Principal Parent Educator Counselor CLL CLFs	Local Funds Title 1 Funds	August 2019 – May 2020	Parent Meeting Sign- In Sheets, Parent Surveys, Agendas	Sign in Sheets Increase in Attendance and student performance	Parent Surveys Sign in sheets STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, CLI Engage	Title I - #2 Title 1 - #6 Title 1 - #9

**Critical Success Factor 4: Increase Family and Community Engagement**

**Objective 2: Provide opportunities for parents to assist students in preparing for assessments.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Provide opportunities for parents to participate in the following: <ul style="list-style-type: none"> <li>• Honor Roll and Perfect Attendance events</li> <li>• Participate in Career Day and School Year Festivals</li> <li>• Muffins for Mom/Million Father March</li> <li>• Veterans Day program</li> <li>• Spring picnic</li> <li>• LPAC Committee</li> <li>• Mother's Day Program</li> <li>• Grandparents Day</li> <li>• Literacy Nights</li> </ul>	Principal Asst. Principal Counselor Parent Educator Teachers	Local Funds, Title I Funds	August 2019 – May 2020	Parent Surveys Sign in sheets	Increase in Parent volunteers	Parental Sign In Sheets	Title 1 - #6
Provide a Transitional Day for all 4 and 5 year olds and 5 <sup>th</sup> graders going to Middle school. Invite Head Start and Early Care Programs to PK & Kindergarten Round-Up. Coordinate with Middle School personnel to have an all day transitional middle school day.	Principals, AP, Counselors, Teachers	Title 1 211, Local Funds 199	August 2019 – May 2020	Agendas and Sign-in Sheets	Increase in Student Population	Enrollment	Title 1 - #7

**Critical Success Factor 5: Increase Learning Time Closing the Achievement Gap among all populations.**

**Objective 1: Decrease the student achievement gap among all subgroups.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review 504 and Special Education students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&J, District Content Coordinators, 504 District Coordinator, Counselor, CLL, CLFs	Title 1 211, Local Funds 199	August 2019 – May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Provide dyslexia services (i.e. multisensory and explicit instruction/Hermann Method) to students identified with dyslexia characteristics by 504 Committee.	Principals, District Dyslexia Coordinator, CLL's, CLFs, District Level Administrators, Counselor, Dyslexia Teacher, Dyslexia Teacher	Title 1 211, Local Funds 199	August 2019 – May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Assistant Superintendent of C&J, District Level Administrators, CLL, CRT, and CLFs	Title 1 211, Local Funds 199	August 2019 – May 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2 Title 1 - #9
Campus CLL and CLF's will present new research based strategies/resources during the weekly CLC planning period with all campus teachers. Using the TEEM model. Also, Grade Level Chairperson will have weekly lesson planning with their grade level	Principal Asst. Principal CLL CLF's Teachers	Title 1 Local Trainings	August 2019 – May 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations. Build Teacher Capacity	Sign In Sheets Lesson Plans	Title #2, #8, #9

**Critical Success Factor 5: Increase Learning Time Closing the Achievement Gap among all populations.**

**Objective 1: Decrease the student achievement gap among all subgroups.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor the progress of all students including special population students, i.e. special Ed, EL, migrant, 504, dyslexia, etc. through district formative assessments.	Bilingual Director, Principal, AP, Teachers, SpEd Teachers, Counselor, District Content Coordinators, CLL, CLFs, and CRT	Title 1 211, Local Funds 199 Special Ed 224	August 2019- May 2020	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee, CLI engage	Title 1 - #2 Title 1 - #9
Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress for students participating in <b>Special Education</b> , 504, and RTI programs	Special Ed Director, Principal, AP, Teachers, Counselor, SpEd Teachers, District Content Coordinators, and CLL, CLFs, Tutors/Intervention and CRT	Title 1 211, Local Funds 199 Special Ed 224	August 2019- May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee, CLI engage	Title 1 - #2 Title 1 - #9
Monitor implementation of ELPS strategies to accelerate the progress of ELs.	Bilingual Director, Principal, AP, Teachers, District Content Coordinators, Counselor, Tutors/Intervention CLL, CLFs, and CRT	Title 1 211, Local Funds 199 Title III 224	August 2019- May 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee, CLI engage	Title 1 - #2 Title 1 - #9
Serve and promote the academic and social needs of all sub-groups through tutorials, counseling services, extracurricular and school organizations. Help to increase student participation in tutorials, extracurricular and school organizations.	Bilingual Director, counselor Special Ed Director, Principal, AP, Teachers, SpEd District Content Coordinators, and CLL, CLFs, Tutors/Intervention and CRT	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2019- May 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee, CLI engage	Title 1 - #2 Title 1 - #9
Campus CLL conducts mentoring, modeling, coaching on a weekly basis to help build teacher capacity. Which will help teachers strength their instructional practices.	Principal Asst. Principal CLL CLGs	Trainings Local Funds Title 1 Funds	August 2019- May 2020	CLL conference meeting notes Classroom Visit log	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee, CLI engage	Title #2, #8, #9  51

<b>Critical Success Factor 5: Increase Learning Time Closing the Achievement Gap among all student populations.</b>						
<b>Objective 1: Decrease the student achievement gap among all subgroups.</b>						
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>
Provide the District Curriculum and supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program for ELLS such as but not limited to: <ul style="list-style-type: none"> <li>•Dictionaries (Word/Pictures)</li> <li>•Total Physical Response</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>•Thinking Maps</li> <li>•Graphic Organizers</li> <li>•Voyager Program/Pasaporte</li> <li>•TPRI/Tejas LEE Strategies</li> <li>•TELPAS Action Plans</li> <li>•CIF Protocols</li> <li>•Imagine Learning</li> <li>•Sing/Spell/Read &amp; Write</li> <li>•Write from the Beginning</li> <li>•Story Works and Works JR.</li> <li>•Readers Theater</li> <li>•Write Source Workbooks</li> <li>•STAAR READY</li> <li>•Mentoring Minds</li> </ul>	Principal, AP, Teachers, District Content Coordinators, CLL's	Title 1 211, Local Funds 199 Title III 263, Special Ed 224, all materials needed	August 2019- May 2020	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAAR, TELPAS, TPRI/Tejas Lee, CLI engage
						Title 1 - #2 Title 1 - #9

**Critical Success Factor 5: Increase Learning Time Technology**

**Objective 2: Provide on going support for the implementation/ integration of technology into the curriculum.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Principals, AP Campus Instructional Technologists	Accelerated Reader Software, adequate bandwidth, and adequate hardware	August 2019- May 2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Principals, AP Campus Instructional Technologists	Software, hardware, and professional development	August 2019- May 2020	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title 1 - #3 Title 1 - #4
Students will go to Computer Lab for at least 4 times a week and work on Imagine Learning, and other educational software programs . Teachers will prescribe units of practice aligned with the core content curriculum.	Principals, AP Campus Instructional Technologists	Core content curriculum resources. Istation ThinkThrough Math Learning.com	August 2019- May 2020	Computer Lab Schedules Reports	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4

**Critical Success Factor 5: Increase Learning Time Technology**

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**Objective 2:** Provide on going support for the implementation/ integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide the following technology support to reinforce learning: <ul style="list-style-type: none"> <li>• Promethean</li> <li>• Document readers, printers</li> <li>• Computers/laptops</li> <li>• Headphones</li> <li>• Keyboards</li> <li>• Supplies (toners, mouse,cables)</li> <li>• Data Projectors/lamps</li> <li>• Age appropriate keyboards</li> <li>• Speakers</li> <li>• Electrical cords</li> <li>• Mobi tablets</li> <li>• Mimio Boards</li> <li>• Copiers</li> <li>• I-Pads/Soft Pads</li> <li>• Update Infrastructure (wiring/wireless capabilities)</li> </ul>	Principal Asst. Principal Teachers	State, federal and local budgets	August 2019- May 2020	Classroom walk throughs	Improved scores	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4
Provide the following multimedia to reinforce learning: <ul style="list-style-type: none"> <li>• Storage devices (USB)</li> <li>• Computer programs</li> <li>• Educational websites</li> <li>• Imagine Learning</li> <li>• Renaissance (AR program)</li> </ul>	Principal Asst. Principal Teachers	State, federal and local budgets	August 2019- May 2020	Classroom walkthroughs	Improved scores	Increase in the participation and scores on the AR program	Title 1 - #3 Title 1 - #4

**Critical Success Factor 5: Increase Learning Time Technology**

Objective 3: Identify and apply strategies for supporting the use of and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Continue to support computer assisted instruction in computer labs and in classroom settings.	Principal, Asst. Prin. Campus Lab Managers Campus Instructional Technologist	Computer Labs	August 2019- May 2020	LAB usage logs	Increase in student achievement	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4
Mandate that all elementary teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	August 2019- May 2020	LAB usage logs	Increase in student achievement	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4
Campus CIT provides 2 monthly meetings on new technology resources/ideas teachers an using during instruction time.	Principals, AP Campus Instructional Technologists	Educational Websites Technology applications	August 2019- May 2020	CIT sign in logs Classroom observations Lesson Plans	Increase knowledge of technology by the students	Instructional Technology department campus visits and observations.	Title 1 - #3 Title 1 - #4



**Critical Success Factor 6: Improve School Climate  
Create a safe school culture and climate.**

**Objective 1: Discipline Protocols will be applied consistently and fairly throughout the campus.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for all staff on student referral protocols, de-escalation and restorative practices	Principal Asst. Principal Counselor	Local Funds District Discipline Plan	August 2019- May 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS and OSS.	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal Asst. Principal Counselor	Local Funds District Powerpoints	August 2019- May 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline, counseling referrals, ISS and OSS.	Side by side data analysis	Title 1--#10
Counselor will address and provide guidance, small group, and individual counseling to students who are identified at risk.	Principal Asst. Principal Counselor	Local Funds	August 2019- May 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline, counseling referrals, ISS and OSS.	Side by side data analysis	Title 1--#10

**Critical Success Factor 6: Improve School Climate  
Create a safe school culture and climate.**

**Augusto Guerra Elementary**

**Objective 1: Discipline Protocols will be applied consistently and fairly throughout the campus.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Improve discipline, which will lead to increased attendance and academic achievement through:</p> <ul style="list-style-type: none"> <li>• Having counselor address at risk populations</li> <li>• Provide Character Education sessions</li> <li>• Acknowledging appropriate behavior</li> <li>• Educating parents and students on behavioral strategies</li> <li>• Distributing/Online Student Code of Conduct booklets to students and parents and collecting form acknowledgement</li> <li>• Small group and individual counseling sessions</li> <li>• Implementing CHAMPS</li> <li>• Implementing Safe and Civil School Policies</li> <li>• Rewarding students</li> <li>• Follow District Discipline Plan</li> <li>• Every year recertify campus personnel with the CPI training</li> </ul> <p>*District Policies: School Uniforms</p>	<p>Principal Asst. Principal Counselor</p> <p>Title I Part C Migrant</p>	<p>Local Funds District Discipline Plan CHAMPS Binder</p>	<p>August 2019- May 2020</p>	<p>Counseling log Code of Conduct Acknowledgement Forms</p>	<p>Increase of student attendance through daily, six weeks and year report</p> <p>Decrease in discipline referrals</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p> <p style="text-align: right;">57</p>

**Critical Success Factor 6: Improve School Climate  
Create a safe school culture and climate.**

**Objective 2: Commit to provide a positive, motivating environment that is conducive to learning for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a positive and nurturing environment by: <ul style="list-style-type: none"> <li>• Displaying motivational bulletin boards and banners</li> <li>• Instilling pride in ones self and amongst each other</li> <li>• Promoting and modeling a high degree of respect for students and one another</li> <li>• Respecting school property</li> <li>• Maintaining a clean learning environment</li> <li>• Promoting college readiness</li> <li>• Celebration Activities (Monthly)</li> <li>• University Banners</li> <li>• Display of student successes (trophies, plaques, etc.)</li> </ul>	Principal Asst. Principal Counselor Teachers Paraprofessionals	Schedule for Celebrations	August 2019- May 2020	Observations by all staff members	Decrease in number of discipline referrals	Side by side data analysis	Title 1--#10
Provide early counseling presentation/intervention for students by: <ul style="list-style-type: none"> <li>• Providing regular scheduled counseling sessions for all and identified students</li> <li>• Developing behavior plans</li> <li>• Rewarding positive behavior</li> <li>• General Assemblies that promote positive behavior</li> </ul>	Counselor	Counseling Calendar	August 2019- May 2020	Counseling Calendar	Decrease in number of discipline referrals	Side by side data analysis	Title 1 - #10

**Critical Success Factor 6: Improve School Climate  
Create a safe school culture and climate.**

**Objective 2: Commit to provide a positive, motivating environment that is conducive to learning for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>A positive self-concept of students will be fostered by:</p> <ul style="list-style-type: none"> <li>Student Participation in morning announcements (Pledge of Allegiance, Texas Pledge, Moment of Silence)</li> <li>Acknowledging student accomplishments through morning announcements</li> <li>Acknowledging student birthdays during morning announcements</li> <li>Student participation in student council and extra curricular (clubs)</li> </ul>	Principal Asst.. Principal	Morning Announcements t Schedule	August 2019- May 2020	Morning Announcements	Decrease in number of discipline referrals	Side by side data analysis	Title 1--#10
<ul style="list-style-type: none"> <li>The Safety department will conduct security/safety audits of the school at least 2 – 3 times a week.</li> </ul>	Safety Department, Security Guards, Safety Committee Rep – Rene Hernandez	Security	August 2019- May 2020	Safety Audit Reports	Positive Safety Reports, Increased Vigilance	Side by side data analysis	Title 1--#10
<ul style="list-style-type: none"> <li>Conduct guidance lessons for students to address the fears, expectations, and transition issues that will develop social skills such as: sharing, manners, conflict resolution, problem solving, peer pressure, bullying, drugs, etc.</li> </ul>	Principal, AP, Counselor	Champs, Lesson from Counseling Department	August 2019- May 2020	Schedules	Students emotional well being will Help increase attendance and higher academic achievement	Side by side data analysis	Title 1--#10

**Critical Success Factor 6: Improve School Climate  
Create a safe school culture and climate.**

**Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> <li>-Strengthen students social, and emotional skills, their personal growth, self-esteem, responsible behavior, youth development and citizenship.</li> <li>-Encourage the participation in extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> <li>Coaches</li> <li>Principal,</li> <li>Assistant Principal,</li> <li>Teachers,</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>-Athletic Department</li> <li>-LPC</li> </ul>	August 2019- May 2020	<p>Ongoing one to one assistance of emotional needs. Nurses and school staff will develop a trusting relationship and rapport with student.</p>	<p>Students emotional well being will help increase attendance and higher academic achievement</p>	Side by side data analysis	Title 1--#10
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Continued use of the bullying/suicide box</li> <li>-Crisis Go (App) will be used to report any bullying or crisis situation</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> <li>Coaches</li> <li>Principal,</li> <li>Assistant Principal,</li> <li>Teachers,</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>-Behavioral Centers</li> <li>-PSJA LPC</li> </ul>	August 2019- May 2020	<p>Counselors' Schedules</p>	<p>Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies</p>	Side by side data analysis	Title 1--#10
<p>Increase the safety of all students and staff</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-The Emergency Response Plan/Team will be revised and modified annually</li> <li>-Training for staff on managing students while emergency is taking place</li> <li>-Full time Security Guard provided by the school district</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> <li>Coaches</li> <li>Principal, Assistant Principal, Teachers, Counselors</li> <li>School Security Dept.</li> </ul>	<ul style="list-style-type: none"> <li>-Emergency medical services from Pharr, San Juan and Alamo</li> </ul>	August 2019- May 2020	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	Side by side data analysis	Title 1--#10

<b>Critical Success Factor 6: Improve School Climate</b> <b>Create a safe school culture and climate.</b>							
<b>Objective 3: Provide a school environment that promotes wellness for its students in a variety of areas that will yield increased attendance and higher academic achievement.</b>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote extra curricular participation in school athletics and academic teams for soccer, football, volleyball, computer club, folklorico, Chess, Robotics, Choir, UIL teams, Marathon Club, Student Council	Principal Asst. Principal Counselor Coaches Parents Teachers	Equipment, computers, costumes,	August 2019- May 2020	Ongoing one to one assistance of emotional needs.	Teams, Participation,	Side by Side Data	Title 1--#10
Promote and provide health services to students and make parents aware of student clinic in the district.	Principal Asst. Principal Counselor Coaches Parents Nurse	Clinic Nurse's Office	August 2019- May 2020	Ongoing one to one assistance of physical and emotional needs.	Increased attendance Higher scores	Side by Side Data	Title 1--#10
Increase the safety of all students and staff by: <ul style="list-style-type: none"> <li>Revising and modifying the Emergency Response Plan/Team annually</li> <li>Train staff on managing students while emergency is taking place</li> </ul>	Principal Asst. Principal Counselor Nurse	Local Funds	August 2019- May 2020	Review Emergency Response Plan	Successful use of plan implemented for emergencies	Side by side data analysis	Title I- #10

**Critical Success Factor 6: Improve School Climate  
Create a safe school culture and climate.**

**Objective 4: Provide training for all staff on creating a safe school culture and climate.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Train all school staff on fire drill and lock down procedures.	Principal Assistant Principal Counselor	Local funds Campus Safety Coordinator	August 2019- May 2020	Conduct 2 lockdowns per school year.	Staff prepared for emergency situations.	Side by side data analysis	Title 1 - #10
Train all staff to always be professional and courteous to all students, parents and visitors. (Customer Service)	Principal Asst. Principal Counselor	Local Funds	August 2019- May 2020	Staff will act professionally.	Better and improved interactions between staff and students/parents/ visitors.	Side by side data analysis	Title 1 - #10
Train all staff and students on safety drills and techniques: <ul style="list-style-type: none"> <li>Practice fire drills, lock down procedures and other emergency codes</li> <li>Practice bus evacuation drills</li> <li>Train staff on CIP</li> <li>Provide CPR training for staff members</li> <li>Provide CPI training for staff members (restraining)</li> <li>Using radios to communicate</li> </ul>	Principal Asst. Principal Counselor Coaches Custodians	Local Funds	August 2019- May 2020	Drill logs	Staff and students prepared for emergency situations	Side by side data analysis	Title 1 - #10

**Critical Success Factor 6: Improve School Climate  
Create a safe school culture and climate.**

**Objective 5: Provide a school environment that will increase attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a school environment free of drugs and violence thru:</p> <ul style="list-style-type: none"> <li>Partnerships with parents to establish the responsibilities of each.</li> <li>Students will develop a positive view of self and learn to use effective interpersonal skill.</li> <li>Provide Drug Education- Red Ribbon Week</li> <li>Provide presentations from Police and Fire Departments (local agencies)</li> </ul>	Principal Asst. Principal Counselor Teachers Coaches	Local Funds	August 2019- May 2020	Develop a trusting relationship with students	Decrease in the number of referrals	Side by side data analysis	Title I - #10
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Principal Asst. Principal Counselor Teachers Nurse	Local Funds	August 2019- May 2020	Develop a trusting relationship with students	Decrease in the number of referrals	Side by side data analysis	Title I - #10
Have Monthly Celebration to highlight the good choices students have made throughout the month in each classroom.	Principal Asst. Principal Counselor Teachers Coaches	Local Funds	August 2019- May 2020	Develop a trusting relationship with students	Decrease in the number of referrals Increase attendance Rate	Side by side data analysis	Title I - #10



**Critical Success Factor 6: Improve School Climate  
Create a safe school culture and climate.**

**Objective 5: Provide a school environment that will increase attendance and higher academic achievement.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Improve discipline, which will lead to academic achievement and increased attendance through:</p> <ul style="list-style-type: none"> <li>• Having counselor address at risk populations</li> <li>• Provide Character Education sessions</li> <li>• Acknowledging appropriate behavior</li> <li>• Educating parents and students on behavioral strategies</li> <li>• Distributing/Online Student Code of Conduct booklets to students and parents and collecting acknowledgement form</li> <li>• Small group and individual counseling sessions</li> <li>• CHAMPS</li> <li>• Implementing Safe and Civil School Policies</li> <li>• Rewarding students</li> <li>• District Discipline Plan</li> <li>• Create a sense of “We” and not an “I” mindset between all stakeholders</li> </ul>	<p>Principal Asst. Principal Counselor Teachers</p>	<p>Local Funds</p>	<p>August 2019- May 2020</p>	<p>Counseling log Code of Conduct Acknowledgement Forms Teachers Lessons</p>	<p>Increase of student attendance through daily, six weeks and year report  Decrease in discipline referrals</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

**Critical Success Factor 7: Increase Teacher Quality**

**Objective 1: Develop and retain 100% highly qualified staff.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Implement a plan for teacher selection and retention</p> <ul style="list-style-type: none"> <li>Bilingual/ESL certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degrees</li> <li>CTE certified</li> <li>Advance Placement certified</li> <li>Utilize CPOC members and/or Grade Level Chairpersons to assist with interviews</li> </ul> <p>A passion for students, and commitment to excellence</p>	Principal Asst. Principal	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> <li>Staff hired</li> <li>High teacher retention rate</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms have a HQ teacher that is prepared to deliver instruction</li> <li>Teacher will support student success with content expertise</li> </ul>	<ul style="list-style-type: none"> <li>Screen all applicants for best candidates</li> </ul>	Title 1--#5
<p>Allow University Student Interns to learn from a highly effective teacher during their schooling which will provide better opportunities for them to get hired by the school</p>	Principal Asst. Principal	UTRGV, STC, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Higher retention rate of new teachers	Title 1--#5

**Critical Success Factor 7: Increase Teacher Quality**

**Objective 2: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide Instructional coaching support and research based strategies for <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Principal Asst. Principal CLL	Local funds	August 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Observations Walk-Throughs	Title 1 -#3 Title 1 -#4 Title 1--#5
Establish a committee to acknowledge the following: <ul style="list-style-type: none"> <li>New teachers</li> <li>Back to school, Teacher Appreciation Week socials</li> <li>Organize holiday socials</li> <li>Team building Activities through out the school year</li> </ul>	Principal Asst. principal Staff on Committee CLL's	Local Funds	August 2019- May 2020	Sign in sheets	Higher retention of teachers Rosters Calendar of Events	Higher retention rate of teachers	Title 1 -#3 Title 1--#5
Acknowledge staff promotions, attendance and recognitions with: <ul style="list-style-type: none"> <li>Plaques</li> <li>Certificates</li> <li>Incentives</li> <li>Raffles</li> </ul>	Principal Asst. Principal	Local Funds	August 2019- May 2020	Sign in sheets	Higher retention of teachers	Higher retention rate of teachers	Title 1 -#3 Title 1--#5

### Critical Success Factor 7: Increase Teacher Quality

**Objective 2: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campus Mentor for new teachers to campus and new to grade level assignments.</p>	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors.	August 2019- May 2020	Mentor Logs	Increase in teacher satisfaction and moral improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 -#3 Title 1 -#4
<p>Provide staff development on student populations (Sub-groups), Teacher Evaluation Tool, and educational programs so that teachers are well informed about the:</p> <ul style="list-style-type: none"> <li>• Migrants</li> <li>• ELL's/LEP's</li> <li>• Special Education</li> <li>• Content Vocabulary</li> <li>• Classroom Management</li> <li>• Curriculum</li> <li>• McRel Evaluation Tool</li> </ul>	Principal Asst. Principal Grade level Chairpersons CLL's	Educational resources	Ongoing	Sign – in sheets	Better adjustment for new and all teacher personnel	Higher retention rate of new teachers and Highly effective teachers	Title 1 -#3 Title 1 -#4

**Critical Success Factor 7: Increase Teacher Quality**

**Objective 2: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the district's diverse student body.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
On-going professional development of District Curriculum	Director Department of Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2019- May 2020	Sign-in sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 -#3 Title 1 -#4
Implement an effective instructional coaching system with on-going professional development	Director Campus Principals Assistant Principals CLL's	Title One Local Funds	August 2019- May 2020	Sign-in Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 -#3 Title 1 -#4
New teacher Professional Development and Instructional Coaching support for those who need to improve delivery of classroom instruction.	Director Department of Instructional Coaches Principals Assistant Principals CLL's	Local funds I3 Invest in Innovation funds	August 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#3 Title 1 -#4