

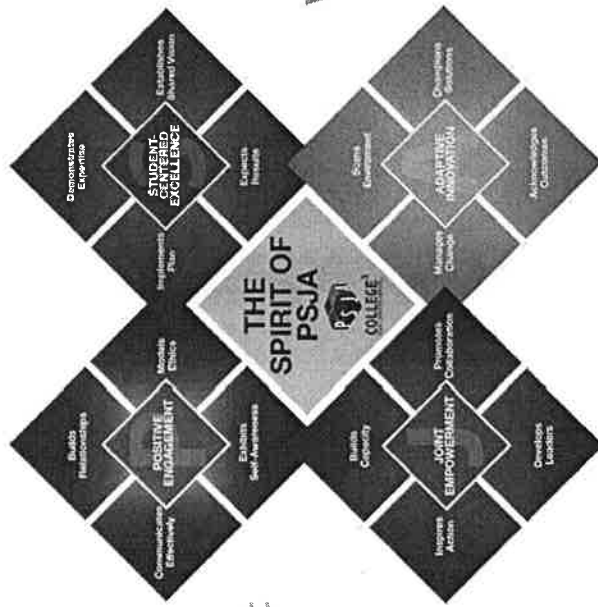
PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**John Doedyns Elementary
Campus Improvement Plan
2019-2020**

Board Approved:

This is what great leadership looks like in PSJA...



...and in PSJA, we are all leaders

Spirit of PSJA



What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

Mission Statement

Our **Mission** is to establish a strong, standards-based curriculum, promote high academic achievement in both English and Spanish in an environment that embraces diversity and strives for excellence. We are committed inspiring, empowering and growing students who are resilient, adaptable, and equipped with the skills and dispositions to be confident, knowledgeable, responsible, and productive citizens in a diverse, ever-changing world.

Vision Statement

At Doedyns, We Envision:

A school where children are actively involved in rigorous and relevant learning experiences.

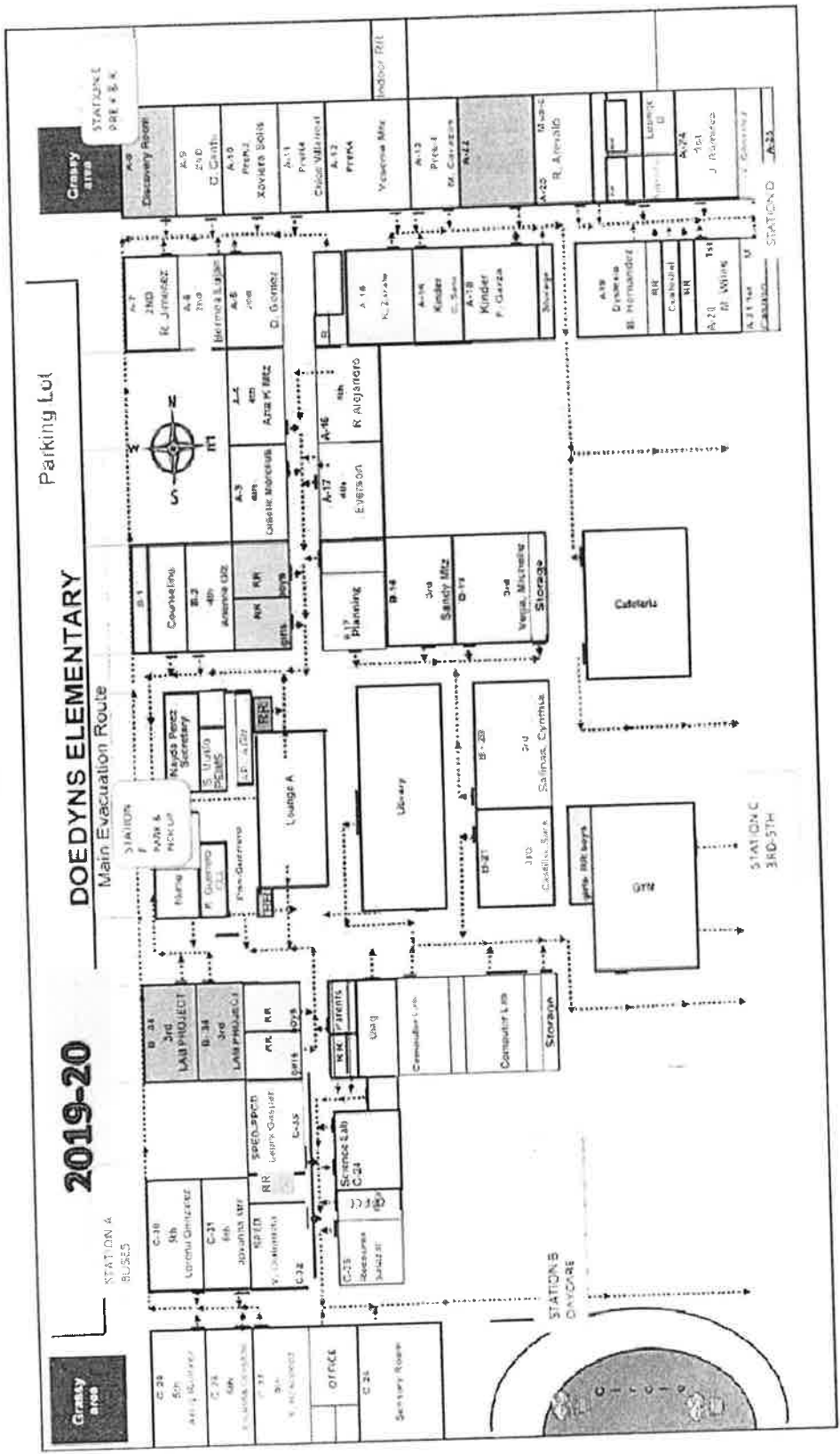
A school that inspires and empowers students to grow as 21st century learners.

A highly qualified staff committed to the academic, social and emotional well-being of every student

A true partnership exists between parents, students, staff and the community.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT- JOHN DOEDYNS ELEMENTARY

Staff



**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT- JOHN
DOEDYNS ELEMENTARY**

Campus Performance Objective Committee

Collaborate Learning Leader

- 1. Raquel Duberney -Guerrero

Collaborate Learning Facilitators

- 1. Sara Castillo
- 2. Sandra Martinez
- 3. Maria Wiles
- 4. Cynthia Salinas
- 5. Laura Gaspar

Grade Level Chairs

- 1. Noelia Salazar
- 2. Chloe Villarreal
- 3. Cecilia Soto
- 4. Jesus Ramirez
- 5. Sandra Bermea-Lujan
- 6. Michelle Moreno-Vega
- 7. Arienne Gonzalez
- 8. Arely Ramirez

NON-TEACHING PROFESSIONAL STAFF

- 1. M. Guerrero - Principal/Anna Gonzalez – Assistant Principal
- 2. Veronica Flores – Counselor
- 3. Linda Martinez – Librarian

NON-PROFESSIONAL STAFF

- 1. Sylvia De la Cerda— Parent Educator
- 2. Sandra Coronado – PEIMS Clerk
- 3. Joe Martinez – Head Custodian
- 4. Dinorah Escobedo-Nurse

COMMUNITY MEMBERS

- 1. Belinda Ramos-San Juan PD

PARENT

- 1. Mrs. Xitlali Pena

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

School Wide Components:

1. A comprehensive needs assessment of the entire school 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.

2019-20 Campus Goals

- Goal 1-Domain 1: Student Achievement
- Goal 2-Domain 2: Student Progress
- Goal 3-Domain 3: Closing the Achievement Gap
- Goal 4-Domain 3: Post-Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

**Doedyns Elementary
Accountability 2020**

Domain I						
STAAR Performance						
2019	Reading	Mathematics	Writing	Science	Social Studies	
Approaches	73	80	72	77		
Meets	40	49	41	48		
Masters	21	24	12	24		
2020 Goals						
Approaches	90	90	90	90		
Meets	60	60	60	60		
Masters	30	30	30	30		

Domain I		
Academic Growth		
	2020	2020 Goals
Points from 1/2 point	16	98
Points from 1 point	225	368

Academic Achievement (Percentage at MEETS Grade Level or Above)

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	EL (Current & M4)	Special Ed (Former)	Continuously Enrolled	Non-continuously Enrolled	Total Met	Total Eval.
Reading	40	*	40	67	*	33	39	36	44	41	37		
Target	42	32	37	60	74	19	31	29	36	46	42		
Met Target	N		Y			Y	Y	Y		N	N	4	7
2020 Goals	55		55	82		48	54	51	59	54	52		
Math	49	*	49	67		33	48	49	56	48	52		
Target	45	31	40	59	62	23	35	40	44	47	45		
Met Target	Y		Y			Y	Y	Y		Y	Y	7	7
2020 Goals	64		64	82		48	63	64	74	63	67		

Academic Growth

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	EL (Current & M4)	Special Ed (Former)	Continuously Enrolled	Non-continuously Enrolled	Total Met	Total Eval.
Reading	84	*	84	75	*	61	64	56	29	66	58		
Target	85	82	85	83	77	59	65	64	65	66	67		
Met Target	N		N			Y	Y	N	N	Y	N	2	6
2020 Goals	79		79	90		76	89	71	44	81	73		
Math	70	*	71	71		67	70	73	36	68	79		
Target	71	67	69	74	86	81	88	58	70	71	79		
Met Target	N		Y			Y	Y	Y		N	Y	5	7
2020 Goals	85		86			91	85	88	51	83	84		

English Language Proficiency

	EL (Current)
TEPAP	34
Target	35
2020 Goals	45

Student Achievement Domain

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	EL (Current & M4)	Special Ed (Former)	Continuously Enrolled	Non-continuously Enrolled	Total Met	Total Eval.
Domain I	45		45	50	*	31	44	43	48	45	42		
Target	47	36	41	54	73	23	32	37	42	48	45		
Met Target	N		Y			Y	Y	Y		N	N	5	7
2020 Goals	60		60	65		49	59	58	63	60	57		

Comprehensive Needs Assessment



COLLEGE
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Data Resources Reviewed

1. 2019-2020 STAAR/TELPAS Campus Summary and Accountability Reports
2. 2019-2020 Texas Academic Performance Reports
3. 2019-2020 Attendance and Discipline Reports
4. PEIMS Demographics
5. Walk-throughs and Leadership-Walks Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plans and SLOs
9. Teacher Certifications
10. TPRI/TEJAS LEE/CIRCLE Data
11. Technology Inventories
12. PBMAS

Comprehensive Needs Assessment



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Demographics

Demographics Summary Continued:

English Language Learners (ELs):

The following sources were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students.

As evidenced in the STAAR assessments, the results show an achievement gap at the meets levels are as follows:

- In Reading, the achievement gap between ELs and All students 2019-2020 is (-4)
- In Writing, the achievement gap between ELs and All students 2019-2020 is (+5)
- In Science, the achievement gap between ELs and All students 2019-2020 is (-2)
- In TELPAS we fell below the state target by 2% (34%), the state target was 36%

Comprehensive Needs Assessment



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Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Domain 1: As evidenced in the STAAR assessments, the results show an achievement gap, at the meets level:

- In Reading, the achievement gap between Eco Dis and All students 2019-2020 is 0%.
- In Writing, the achievement gap between Eco Dis and All students 2019-2020 is 0%
- In Science, the achievement gap between Eco Dis and All students 2019-2020 is 0%
- In Math, the achievement gap between Eco Dis and All Group was -1%.

Comprehensive Needs Assessment



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Demographics

Demographics Summary

ELs

On the STAAR exam, at the Meets Level:

- The Reading rate for ELs students at Doedyns Elementary was 36%
- The Writing rate for ELs students at Doedyns Elementary was 79%
- The Science rate for ELs students at Doedyns Elementary was 75%
- The Math rate for ELs students at Doedyns Elementary was 81%
- **Non Continuously Enrolled**

On the STAAR exam, at the Meets Level:

The Reading rate for NCE students at Doedyns Elementary was 37%

The Writing rate for NCE students at Doedyns Elementary was 35%

The Science rate for NCE students at Doedyns Elementary was 37%

The Math rate for NCE student at Doedyns Elementary was 52%

Comprehensive Needs Assessment



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Demographics

Demographics Summary Continued:

Economically Disadvantaged

On the STAAR exam, at the Meets Level:

- Reading: Eco Dis students at Doedyns Elementary was 39%
- Writing: Eco Dis students at Doedyns Elementary was 40%.
- Science: Eco Dis students at Doedyns Elementary was 48%
- Math: Eco Dis students at Doedyns Elementary was at 48%

Non-Continuously Enrolled (NCE)

On the STAAR exam, at the Meets Level:

- In Reading, the achievement gap between NCE (37%) and the All Group (40%): -3 pt.
- In Writing the achievement gap between NCE (60%) and the All Group (72%): -12 pt.
- In Science, the achievement gap between NCE (37%) and the All Group (48%): -11 pts
- In Math, the achievement gap between NCE (52%) and the All Group (49%): +3 pts

Student Outcome Data Trends

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAPR or accountability tables) from the last three years to complete this section.

Grade level/ Subject tested	% at Meets Grade Level			Trend
	2017	2018	2019	
Grade 3 Reading	34	51	43	Little to no change
Grade 3 Math	47	48	50	Consistent increase
Grade 4 Reading	44	36	37	Consistent increase
Grade 4 Writing	42	35	33	Consistent increase
Grade 4 Math	55	43	39	Consistent decrease
Grade 5 Reading	45	55	28	Consistent decrease
Grade 5 Math	34	61	50	Fluctuating
Grade 5 Science	47	50	47	Consistent increase

Teacher Level Data

This section provides context around teacher practices and helps to identify staff assessment and shared diagnostic activities. At a minimum, complete the chart for STAAR content grade level/subject area.

Teacher	Grade Level	Subject	% of students at Meets Grade level or above (or if campus determined proficiency level) // not a STAAR tested area	% of students with Expected or Accelerated Progress (if applicable)	Content/Notes
Castillo, Sara	3 Math	3 Math	21	n/a	
Gomez, Diana	3 Math	3 Math	31	n/a	reassigned to 2nd grade
Gonzalez, Maria	3 Math	3 Math	71	n/a	no longer at this campus
Martinez, Sandra	3 Math	3 Math	72	n/a	
Salas Cynthia	3 Math	3 Math	57	n/a	
Castillo, Sara	3 Reading	3 Reading	26	n/a	
Gomez, Diana	3 Reading	3 Reading	33	n/a	
Gonzalez, Marisa	3 Reading	3 Reading	35	n/a	
Martinez, Sandra	3 Reading	3 Reading	72	n/a	
Salas Cynthia	3 Reading	3 Reading	52	n/a	
Alejandra, Rubi	4 Reading	4 Reading	32	32	
Gonzalez, Arlene	4 Reading	4 Reading	55	55	
Martinez, Anna	4 Reading	4 Reading	18	23	
Morrell, Ghelle	4 Reading	4 Reading	33	52	
Vega, Michelle	4 Reading	4 Reading	40	20	restocked to 3rd grade
Alejandra, Rubi	4 Math	4 Math	35	35	
Gonzalez, Arlene	4 Math	4 Math	45	55	
Martinez, Anna	4 Math	4 Math	41	58	
Morrell, Ghelle	4 Math	4 Math	39	44	
Vega, Michelle	4 Math	4 Math	44	44	
WEBB, Michelle	4 Math	4 Math	59	n/a	
Alejandra, Rubi	4 Writing	4 Writing	35	n/a	
Gonzalez, Arlene	4 Writing	4 Writing	40	n/a	
Martinez, Anna	4 Writing	4 Writing	22	n/a	
Morrell, Ghelle	4 Writing	4 Writing	47	n/a	
Vega, Michelle	4 Writing	4 Writing	33	56	
DeGado, Elena	5 Reading	5 Reading	72	61	
Gomez, Nancy	5 Reading	5 Reading	46	62	
Gonzalez, Lorena	5 Reading	5 Reading	43	57	
Martinez, Joana	5 Reading	5 Reading	75	85	
Ramirez, Arely	5 Reading	5 Reading	33	67	
DeGado, Elena	5 Math	5 Math	67	44	
Gomez, Nancy	5 Math	5 Math	35	82	
Gonzalez, Lorena	5 Math	5 Math	52	71	
Martinez, Joana	5 Math	5 Math	58	96	
Ramirez, Arely	5 Science	5 Science	44		
DeGado, Elena	5 Science	5 Science	61		
Gomez, Nancy	5 Science	5 Science	29		
Gonzalez, Lorena	5 Science	5 Science	48		
Martinez, Joana	5 Science	5 Science	50		
Ramirez, Arely	5 Science	5 Science			

Cycle 1 90-day Outcomes (September - November)									
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3						
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.						
Desired Annual Outcome	Build instructional leaders schoolwide	Plan with the end in mind	Educators will learn how to work smarter not harder and understand the concept of effectiveness						
Desired 90-day Outcome									
Barriers to Address During this Cycle									
District Actions for this Cycle									
District Commitments Theory of Action									
Action plan-Milestones									
Milestones	Prioritize d Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps	
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Reflection and Planning for Next 90-Day Cycle									
Did you achieve your desired 90-day outcome? Why or why not?									
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?									
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones			

Cycle 2 90-Day Outcomes (December-February)						
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3			
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	4.1 Curriculum and assessments aligned to TEK5 with a year-long scope and sequence.	5.3 Data-driven instruction.			
Desired Annual Outcome	Build Instructional Leaders schoolwide	Plan with the end in mind	Educators will learn how to work smarter not harder and understand the concept of effectiveness			
Desired 90-day Outcome						
Barriers to Address During this Cycle						
District Actions for this Cycle						
District Commitments Theory of Action						
Action plan-Milestones						
Milestones	Prioritized Focus Area	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone
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Reflection and Planning for Next 90-Day Cycle										
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Did you achieve your desired 90-day outcome? Why or why not?										
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?										
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?										
Carryover Milestones					New Milestones					

Cycle 3 90-Day Outcomes (March-May)									
Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3					
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.						
Desired Annual Outcome	Build instructional leaders schoolwide	Plan with the end in mind	Educators will learn how to work smarter not harder and understand the concept of effectiveness						
Desired 90-day Outcome									
Barriers to Address During this Cycle									
District Actions for this Cycle									
District Commitments Theory of Action									
Action plan-Milestones									
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps	
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Reflection and Planning for Next 90-Day Cycle										
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Did you achieve your desired 90-day outcome? Why or why not?										
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?										
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?										
Carryover Milestones					New Milestones					
END OF YEAR REFLECTION										
Essential Action			Prioritized Focus Area #1			Prioritized Focus Area #2			Prioritized Focus Area #3	
Desired Annual Outcome			Build instructional leaders schoolwide			Plan with the end in mind			Educators will learn how to work smarter not harder and understand the concept of effectiveness	
Did the campus achieve the desired outcome? Why or why not?										

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators		
Key Practice	Success Criteria	Evidence
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates	Uses referrals from current high-performing teachers in the recruitment and selection of staff	Work is underway
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop	Work is underway
Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	High-performing teachers are identified based on improving student outcomes and willingness to learn and develop Individualized professional development plans are developed and implemented to support all staff Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward	Work is underway
Teacher placements are strategic based on student need and teacher strengths	Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff	Substantially in place and functioning
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning, facilitation and team dynamics.	Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills Targeted training includes adult facilitation and team dynamics Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching	Work is underway
Preferred substitutes are recruited and retained	Effective substitutes are identified and prioritized in short-term placement/deployment Ineffective substitutes are also identified and de-prioritized/prohibited	Substantially in place and functioning

Essential Action Rationales	
Describe your implementation of Essential Action 2.1 (Recruit, select, assign, induct, and retain a full staff of highly qualified educators) based on your evidence and analysis above.	<p>1 - Not Yet Started</p> <p>2</p> <p>3</p> <p>4</p> <p>5 - Fully Implemented</p>

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations			
Directions	Key Practices	Success Criteria	Current Implementation
<p>1. Gather the evidence collected in relation to EA 3.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.</p> <p>2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation of the vision and values or refinement of the mission statement (including stakeholder engagement).</p> <p>3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question. Describe your implementation of Essential Action 3.1 (Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations) based on your evidence and analysis.</p>	<p>Stakeholders are engaged in creating and continually refining the campus mission, vision, and values.</p> <p>Practices and policies are captured and written down.</p> <p>Practices and policies for student expectations are captured and written down.</p> <p>During classroom and hallway observations, we observe consistent implementation of practices and policies. We have rules posted in the cafeteria and hallways and about 90% of teachers have their own classroom rules posted. The classroom rules always align with our campus practices and policies.</p> <p>Classroom instruction did not always demonstrate high expectations. We implemented a schoolwide character program.</p> <p>When asked, staff knew how to find the mission, but most did not know it.</p> <p>We have practices in place that reinforce the mission, including students of the 6 weeks and celebrations at assemblies.</p> <p>The mission is not posted.</p> <p>Climate surveys are administered to staff around climate indicators, but not students and parents.</p>	<p>We have a school mission that was last updated 5 years ago. We don't have a vision or values currently. We currently don't have a system in place for creation, of the vision and values or refinement of the mission statement (including stakeholder engagement).</p> <p>Practices and policies for student expectations are captured and written down.</p> <p>During classroom and hallway observations, we observe consistent implementation of practices and policies. We have rules posted in the cafeteria and hallways and about 90% of teachers have their own classroom rules posted. The classroom rules always align with our campus practices and policies.</p> <p>Classroom instruction did not always demonstrate high expectations. We implemented a schoolwide character program.</p> <p>When asked, staff knew how to find the mission, but most did not know it.</p> <p>We have practices in place that reinforce the mission, including students of the 6 weeks and celebrations at assemblies.</p> <p>The mission is not posted.</p> <p>Climate surveys are administered to staff around climate indicators, but not students and parents.</p>	<p>Work is underway</p> <p>Work is underway</p> <p>Not Yet Started</p> <p>Not Yet Started</p>
Essential Action Reflection			
<p>Describe your implementation of Essential Action 3.1 (Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations) based on your evidence and analysis above.</p>			
<p>1 - Not Yet Started 2 3 4 - Fully Implemented</p>			

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence			
Directions	Success Criteria	Evidence	Current Implementation
<p>1. Gather the evidence collected in relation to EA 4.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column D.</p> <p>2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation of Essential Action 4.1 (Curriculum and assessments aligned to TEKS with a year-long scope and sequence) based on your evidence and analysis above in Cell 200.</p>	<p>Key Practice</p> <p>The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd, mathematics and reading.</p> <p>Progress monitoring is built into the scope and sequence.</p> <p>Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.</p> <p>Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area.</p> <p>Instructional materials include specialized supports for students with disabilities and English learners among other student groups.</p> <p>Curriculum calendars, development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.</p>	<p>There is a scope and sequence in place for all grade levels and subject areas.</p> <p>Progress monitoring is built into the scope and sequence, and time to release built into the calendar.</p> <p>We administer district developed unit tests, CBAs and progress monitoring. The tests are common and are aligned to the rigor of STAAR.</p> <p>There are instructional materials available for teachers to use, either district selected literacy texts that go with provided scope and sequence or purchased main and science instructional materials. Teachers have used the instructional materials to varied degrees. All of the instructional materials do have specific notes around supports for English learners.</p>	<p>Substantially in place and functioning</p> <p>Substantially in place and functioning</p> <p>Work is underway</p>
Essential Action 4.1: Curriculum Collection and Analysis			
<p>Key Practice</p> <p>Curriculum calendars, development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.</p>	<p>Curriculum calendars, development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.</p>	<p>District provides a curriculum rollout training at the start of each semester during a district-wide professional development day. Teachers can also reach out to district curriculum coordinators for support. We implemented data meetings after each assessment in our PLCs as we learned in our ODI training.</p>	<p>Work is underway</p>
Essential Action 4.1: Curriculum Collection and Analysis			
<p>Describe your implementation of Essential Action 4.1 (Curriculum and assessments aligned to TEKS with a year-long scope and sequence) based on your evidence and analysis above.</p>		<p>1- Not Yet Started 2 3 4 5 - Fully Implemented</p>	<p>3</p>

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments			
Directions			
1. Gather the evidence collected in relation to EA 5.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.			
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning," "work is underway," or "not yet started," from the drop-down menu in Column D.			
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.1 (Objective-driven daily lesson plans with formative assessments) based on your evidence and analysis above in Cell 17D.			
Key Practice	Success Criteria	Evidence	Current Implementation
All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allocations that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Complete: Includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response	We haven't required a standard lesson plan template in the past, but put one in place this year. It includes the objective, activity, and formative assessment with exemplar response. Teachers are reporting that the lesson plan is requiring too much, so we haven't yet asked them to submit them to us. There is limited evidence of lesson planning during the classroom observations. Once we get our data meetings up and running, they should become stronger (curriculum and data driven).	Work is underway
	Curriculum-driven: aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output		
	Aligned assessment and all learning activities are aligned to the objective Data-driven: Informed by student data, includes frequent checks for understanding aligned to the objective		
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Detailed: includes enough detail that another teacher could pick up the plan and use it effectively	We don't currently review and provide feedback on the plans, just the lesson execution during observations.	Not Yet Started
	Aligned execution: executed in alignment with lesson plan.		
	Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor Precise and bite-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning. Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery		

Essential Action Reflection	
Describe your implementation of Essential Action 5.1 (Objective-driven daily lesson plans with formative assessments) based on your evidence and analysis above.	<p>1 - Not Yet Started</p> <p>2</p> <p>3</p> <p>4</p> <p>5 - Fully Implemented</p>

Essential Action 5.3: Data-driven instruction			
Directions	Key Practice	Success Criteria	Evidence
<p>1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.</p> <p>2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.</p> <p>3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.</p>	<p>Campus instructional leaders review disaggregated data (breaks and feedback to teachers)</p> <p>Teachers use a cohesive, individual action planning process. Individually or in small groups, they determine the root cause as to why students may not have learned the concept and create plans to reach</p>	<p>Assess current campus data include analysis for data analysis</p> <p>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</p> <p>Coaching and support of teachers is adequate</p> <p>Unique Standard and Create Exemplar. Upload the student into knowledge and skills. impact the teacher created exemplar into knowledge and skills, and impact the student's example into knowledge and skills</p> <p>Identify Gap. Determine key conceptual and procedural gaps between student work and exemplar. name the specific student error and misunderstanding.</p> <p>Plan the Reteach. Plan an exemplar for the assessment that addresses the student error and misunderstanding. design a re-teach lesson to address misconceptions, script key points, CFls and formative assessment, look in re-teach data</p> <p>Proctor the Reteach. Stand and deliver re-teach with real-time feedback, reteach portions until practice is strong</p> <p>Follow Through. Write the corrective re-teach action plan including identified gap and data for re-teach. Specify students to be addressed, date and method of assessment, follow-up date for re-assessment data review</p> <p>Master re-teach lessons. If need one stop weekly for teacher teams to meet</p> <p>Teacher team meeting agenda are developed using a common protocol</p> <p>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</p>	<p>We updated our assessment calendar this summer to include time for re-teaching after each unit assessment. We plan on meeting after the first unit assessment to talk about trends and support teachers, but haven't done it yet.</p> <p>Teachers meet in PLCs there is a standing protocol. Our ELA has trained the teachers on the general process. Our data meeting structure, though, includes all of these components.</p>
			Work is underway
			Work is underway
			Work is underway
			Not Yet Started

Essential Action 5.3: Data-driven instruction	
Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented
	2

Focus Area Identification Tool

Directions

1. Review the Essential Action Implementation Summary in Rows 5-7. The document will have automatically populated the implementation levels indicated in each EA's analysis page.
2. Sort the Essential Actions by their implementation levels in Rows 9-17. Under each implementation level number, use the drop down menus in Rows 12-17 to indicate the EAs at that implementation level. This allows the campus to have a clearer view of the distribution of EAs across implementation levels.
3. EAs at an Implementation Level of 1-3 may be considered "bigger" or more significant gaps in current campus practice. EAs at an Implementation Level of 3-4 may be considered "smaller" gaps in current practice. Reflect upon which EAs fall under each category.
4. Review the reflection questions in Rows 22-23 and determine if the campus will take a "Bigger Gap", "Smaller Gap", or "Blended" approach. Indicate the approach and rationale in Row 27.
5. Based on the campus decision around the approach, identify the specific 2-3 EAs the campus will address in the Targeted Improvement Plan as focus areas for improvement. If the campus's "Bigger Gap" or "Smaller Gap" approach includes more than 3 focus areas, the campus should identify the 2-3 that would have the biggest impact on campus improvement. Indicate the 2-3 focus areas (EAs) and the rationale for their selection in Rows 29-31.

Essential Action Implementation Summary			Essential Action Gap Analysis		
EA 1.1	EA 2.1	EA 3.1	EA 4.1	EA 5.1	EA 6.1
3		2	1	2	
Not Yet Started					
1	2	3	4	5	
EA 5.1	EA 1.1 EA 5.3	EA 2.1 EA 3.1	EA 4.1		
Bigger Gap Approach			Smaller Gap Approach		

Consider the following guiding questions for each Essential Action that falls in the Bigger Gap Approach range. If the answer is "yes" to most or all of the questions, the Essential Action may be taken into consideration as a focus area for improvement. If the answer is "no" for most or all of the questions, the Smaller Gap Approach could be a better fit option.

A campus may also consider a Blended Approach if there is one Bigger Gap EA that they have answered "yes" to most or all of the questions. They may then choose one Bigger Gap EA and one or more Smaller Gap EAs.

<p style="text-align: center;">Bigger Gap</p>	<ol style="list-style-type: none"> 1. Are the necessary underlying systems and structures in place to support the development of an EA? 2. Does the EA align with a significant district-led priority and/or will there be district-level support around high quality implementation of an EA? 3. Is there already significant work underway to address an EA through a partnership with a capacity builder or could the campus feasibly begin work with a capacity builder in this area?
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Focus Area Identification	
Approach	Rationale
Bigger Gap Approach	We have the underlying systems and structures in place for CLCs and instructional leader roles and responsibilities. We also have the support of our district in terms of resources and ongoing coaching, as well as our PCLCs. Implementing the content of the DDI training requires strong instructional leadership and strong teacher lesson planning, so we will ultimately have support in all of these areas. We therefore feel confident in our ability to address these three bigger gaps this year.
Focus Areas for Improvement	
Essential Action 1.1: Campus instructional leaders (principal/assistant principal/counselor/teacher leader) with clear roles and responsibilities	We have clear job descriptions and performance goals, but need to tighten up on day to day practices to ensure that they are better aligned with instructional leadership best practices. This will help us effectively implement strong DDI practices and generally improve as a campus.
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	We've realized that while we put a lesson plan template in place, we haven't provided teachers enough structures and supports to ensure that they are planning effectively. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems here as well.
Essential Action 5.3: Data-driven instruction	We recognized last year that we needed to develop stronger data practices on our campus; looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.

Barrier Analysis

Directions

The purpose of the Barrier Analysis Tool is to name the specific barriers that may arise or may have arisen in the past when working to implement a given Essential Action with fidelity. By naming these barriers proactively, the campus can effectively build structures and actions into their Targeted Improvement Plan to address them.

1. The focus areas the campus identified will automatically populate in Column A.
2. For each focus area, gather relevant stakeholders to discuss potential barriers. The conversation may be structured around the behaviors, mindsets, and resources that may serve as barriers.
3. Indicate the barriers surfaced for each Focus Area in Columns B, C, and D.

Focus Areas for Improvement Barrier Analysis

Focus Areas	Barriers to Proactively Plan to Address		
	Behaviors	Mindsets	Resources
Essential Action 1.1: Campus instructional leaders (principal/assistant principal/counselor/teacher leader) with clear roles and responsibilities	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to deprioritize time to meet as an admin team when issues arise.	The admin team should just know what to do at this point since we've each owned specific areas of responsibility for the past two years. There was some resistance around being coached at first, but we're already addressing this in our DDI training.	Time, figuring out how to structure our time to ensure that we actually meet as an admin team while also doing all of our instructional responsibilities.
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	Teachers expressing concern around the time required to lesson plan. The admin team hasn't set up expectations for submission or review of lesson plans.	A mindset that if we push teachers to far with lesson planning, they won't be receptive to our work with DDI. We can't move too quickly.	Time, teachers finding the time to develop lesson plans and admin finding the time to review them.
Essential Action 5.3: Data-driven instruction	Admin actually beginning the work rather than remaining in the planning stage.	Some fear of beginning the data meetings, especially in content areas where admin aren't content experts.	Lack of consistent assessments and assessment calendars was a barrier in the past, which we addressed this past spring and summer.

ESF Diagnostic Self-Assessment Process

Step 1	Evidence Collection Plan	Develop a plan to collect evidence around current implementation of each Essential Action included in the self-assessment.
Step 2	Essential Action Analysis	Analyze the evidence collected in relation to success criteria to determine the current implementation of each Essential Action.
Step 3	Focus Areas Identification	Reflect on the relative implementation of the Essential Actions to determine which will be highest leverage focus areas for improvement.
Step 4	Barrier Analysis	Identify potential barriers to implementation of each focus area for improvement to inform the development of the Targeted Improvement Plan
Step 5	Targeted Improvement Plan	Use the completed self-assessment to inform the development of the Targeted Improvement Plan.

ESF Diagnostic Self-Assessment Evidence Collection Plan

Directions

The purpose of the Evidence Collection plan is to identify key sources of information, including observations and artifacts, which can support the campus in reflecting on their current practices in relation to the actions within the Effective Schools Framework. For each Essential Action included in the Self-Assessment, identify the following:

1. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in Column A.
2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.
3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.

Essential Action 1.1: Campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Schoolwide routines: Campus leader roles and responsibilities during campus routines and transitions	1-Sep	Principal, Assistant Principal
Teacher team meetings: meeting facilitation, activities, outcomes	1-Sep	Principal, Assistant Principal, counselor, librarian
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team job descriptions	23-Aug	Principal
Leadership team sample calendars	23-Aug	Principal
Leadership team meeting agendas and minutes	23-Aug	Principal

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher leader facilitation of teacher team meeting	On going	Principal, Assistant Principal, CLFs
Teacher leader training	On going	Principal, Assistant Principal, CLFs
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Staff selection tools (rubrics, questions, performance tasks)	Aug	Principal, Asst Prtn, CLL, CLFs
Teacher leadership selection criteria	Aug-May	CLFs, grade level chairs, Principal, Assistant Principal

Essential Acton 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations			
Sources	Timeline (Observation/Review)	Observations	Owner (Observation/Review)
Dismissal			1-Sep Principal, Asst Principal
Cafeteria procedures and behavior			1-Sep Principal, Asst Principal
Teacher>Student interactions			1-Sep Principal, Asst Principal
Student>Student interactions			1-Sep Principal, Asst Principal
Artifacts			
Sources	Timeline (Collection/Review)		Owner (Collection/Review)
stakeholder input list			23-Aug Principal, Asst Principal, CLL, CLFs, GLCs
Campus Improvement Plan that includes mission, vision, values			23-Aug Principal, Asst Principal, CLL, CLFs, GLCs
			23-Aug Principal, Asst Principal, CLL, CLFs, GLCs
Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence			
Sources	Timeline (Observation/Review)	Observations	Owner (Observation/Review)
Classroom observation: use of instructional materials			1-Sep Principal, Asst Principal, CLL, CLFs
Teacher team meeting observation: meeting agenda, activities, outcomes			1-Sep Principal, Asst Principal, CLL, CLFs
Artifacts			
Sources	Timeline (Collection/Review)		Owner (Collection/Review)
Sample Scope and Sequences			23-Aug Curriculum Coordinators
Sample Assessments			23-Aug Curriculum Coordinators

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments			
Sources	Timeline (Observation/Review)	Observations	Owner (Observation/Review)
Classroom observation: lesson plan execution	1-Sep	Principal, Asst Principal, CLL	Principal, Asst Principal, CLL
Teacher team meeting observation: meeting agenda, activities, outcomes	1-Sep	Principal, Asst Principal, CLL	Principal, Asst Principal, CLL
Artifacts			
Sources	Timeline (Observation/Review)	Observations	Owner (Collection/Review)
Lesson Plan templates	23-Aug	Principal	Principal
Lesson Plan samples with formative assessments	23-Aug	Principal	Principal
Essential Action 5.3: Data-driven instruction			
Observations			
Sources	Timeline (Observation/Review)	Observations	Owner (Observation/Review)
Teacher team meeting observation: meeting agenda, activities, outcomes	1-Sep	Principal, Asst Principal, CLL, CLFs	Principal, Asst Principal, CLL, CLFs
Visible evidence of student goals and progress towards mastery (charts, tracking tools, posters, etc) in classrooms or hallways	1-Sep	Principal, Asst Principal, CLL, CLFs	Principal, Asst Principal, CLL, CLFs
Artifacts			
Sources	Timeline (Observation/Review)	Observations	Owner (Collection/Review)
PLC/Data Meeting Agendas	23-Aug	Principal, Asst Principal	Principal, Asst Principal
Progress monitoring and tracking tools	23-Aug	Principal, Asst Principal	Principal, Asst Principal
Assessment Calendar	23-Aug	Principal, Asst Principal	Principal, Asst Principal

District Commitments Theory of Action

Directions

- The purpose of the District Commitment Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).
1. In Focus Areas for Improvement, choose the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic) from the drop-down menu. The select the Prioritized Levers under which these Essential actions fall.
 2. In District Commitments to Support the Implementation of Focus Areas for Improvement, use the drop-down menus to select 1-3 district commitments from each of the Prioritized Levers that the campus' focus areas fall under.
 3. Develop the if/and statements in the District Commitment Theory of Action based on the district commitments you selected in the section above.

Table of Contents

Focus Areas for Improvement	District Commitments to Support the Implementation of Focus Areas for Improvement	Theory of Action
Focus Areas for Improvement		
Campus Identified Focus Areas for Improvement		
1.1 Develop campus instructional leaders with clear roles and responsibilities.	Prioritized Level 1: Strong School Leadership and Planning	Prioritized Lever
5.1 Objective-driven daily lesson plans with formative assessments.	Prioritized Level 5: Effective Instruction	
5.3 Data-driven instruction.	Prioritized Level 5: Effective Instruction	

District Commitments to Support the Implementation of Focus Areas for Improvement

Prioritized Level 1	Prioritized Level 2	Prioritized Level 3	Prioritized Level 4	Prioritized Level 5
The district provides opportunities for ongoing support and coaching of the campus leader.	The district provides the campus with sufficient control over teacher hiring and placement.	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).	District policies support the effective use of standards-aligned GVC and assessments.	The district ensures access to high- quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.
The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.	The district effectively recruits adequate numbers of qualified candidates.	The district provides campuses with access to external student support services.	The district provides a data assessment platform to capture assessment data by item and student level.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days

District Commitment Theory of Action					
	the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team				
<i>If...</i>					
<i>And...</i>	the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects				
<i>And...</i>	the district commits to providing test results back to the campus within two days from the assessment				
<i>And...</i>					
<i>And...</i>					
<i>Then...</i>	the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.				



COLLEGE 3
READY. CONNECTED. COMPLETE.

CAMPUS DEMOGRAPHICS

Total Enrollment – September 5, 2019

Sp ed	% Spe d	LE P	% LEP	EC D	% EC D	G T	% GT	At Risk	%At Risk
72	11.3	2	36.	42	67.	2	4.3	504	79
		3	9	8	4	7			
		4							

Texas Education Agency
2019 Accountability Ratings Overall Summary
JOHN DOEDYNS EL (108909106) - PHARR-SAN JUAN-ALAMO ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement			
STAAR Performance		75	C
College, Career and Military Readiness	47	75	
Graduation Rate			
School Progress			
Academic Growth	67	84	B
Relative Performance (Eco. Dis: 95.6%)	47	84	B
Closing the Gaps	61	73	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Eamed
Mathematics	Not Eamed
Science	Eamed
Social Studies	Not Eligible
Comparative Academic Growth	Not Eamed
Postsecondary Readiness	Not Eamed
Comparative Closing the Gaps	Not Eamed



Student Achievement Goals

Domain 1	ALL Students
Total Tests	796
# Approaches Grade level or above	606
# Meets Grade level or above	356
# Masters Grade level	171
% Approaches Grade level or above	90%
% Meets Grade level or above	60%
% Masters Grade level	30%

Performance Data



	ALL STUDENTS	HISPANIC	ELL CURRENT & MONITORED	ELL CURRENT
ALL SUBJECTS				
Number of Tests	796	788	394	394
# at Approaches GL Standard or Above	606	598	298	298
# at Meets GL Standard or Above	356	352	171	171
# at Masters GL Standard	171	169	73	73
READING				
Number of Tests	300	297	149	149
# at Approaches GL Standard or Above	220	217	104	104
# at Meets GL Standard or Above	121	119	54	54
# at Masters GL Standard	62	61	19	19
MATHEMATICS				
Number of Tests	300	297	149	149
# at Approaches GL Standard or Above	240	237	121	121
# at Meets GL Standard or Above	147	145	73	73
# at Masters GL Standard	73	72	37	26

Domain 2-Student Progress Goals 2020



	ALL STUDENTS	HISPANIC	ELL CURRENT & MONITORED
ALL SUBJECTS			
% Met or Exceeded Progress	100%	100%	100%
% Exceeded Progress	35%	35%	35%
READING			
% Met or Exceeded Progress	100%	100%	100%
% Exceeded Progress	35%	35%	35%
MATHEMATICS			
% Met or Exceeded Progress	100%	100%	100%
% Exceeded Progress	35%	35%	35%

Campus Goal 1: Improve Student Academic Achievement

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teacher representatives from campus will participate in writing the district curriculum	Principal, Asst. Principal, Teachers	Local Funds, Title 1 Funds	May 2019 – June 2020	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Implement curriculum documents that will include ELPS strategies for ELs students and Supplemental Aids for special education students	Principal, Asst. Principal, Coordinators, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Daily	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Implement Academic Calendars that will be written for all courses. (timelines will be written for all HB5 courses)	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	Summer 2019 – May 2020	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2
Implement Formative and summative assessments that will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	August 2019 – June 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-20**

Campus Goal 1: Improve Student Academic Achievement							
Objective 1: Curriculum will be horizontally aligned in 2019-20 in all courses.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
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, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	CLCs	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, TPRI, Circle	Title 1 - #2,4,8
Monitor the implementation of the curriculum.	Principal, Asst. Principal, Coordinators	Local Funds, Title 1 Funds	August 2019 – May 2020	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Campus Grade Levels will collaborate with grade level below and grade level above to ensure campus alignment.	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	August 2019 – January 2020	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide and implement instructional programs to meet the needs of all populations to include PK3 – 5 th : Whole group and small group instruction, Cooperative learning, Accelerated Reader Novels, Teacher-Aides tutor, STAAR Workbooks, Instructional supplies and consumables, Computer Lab. Imagine Learning school wide.	Principal, Asst. Principal, Campus Staff, Teachers Computer Lab Manager, Inst. Coach, CRT, P. E. Coaches, Music Teacher	Local Funds, Title 1 and SCE Funds	August 2019– May 2020	Evaluations Informal Walk-thrus , Lesson Plans, Teacher Aides Computer Lab Student Task	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 1: Improve Student Academic Achievement

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state standards ,at the Meets Level, in 2020-19.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teacher representatives from campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	June 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI, Circle, STAR, Fluency and Comprehension Checks	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students.	District Content Coordinators, Principal, Asst. Principal	Local Funds, Title 1 Funds	As per District Assessment Calendar	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teachers will receive assessment data for their students within 48 hours of the test administration	Principal, Asst. Principal	Local Funds, Title 1 Funds	After each administration	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available at each campus for data analysis and monitoring student progress.	Principal, Asst. Principal	Local Funds, Title 1 Funds	August 2019-June 2020	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-20**

Campus Goal 1: Improve Student Academic Achievement

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-18.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Campus Performance Review sessions (CPRs) will be held following each district level CBA or Benchmark for in-depth analysis of the data</p> <p>Enhance the state adopted reading program to develop reading skills: Provide phonemic awareness Instruction, Phonics Instruction, Fluency Instruction, Vocabulary Instruction and Reading Comprehension Instruction utilizing district curriculum and a variety of instructional materials such as: TPRI/Tejas Lee, Reading Materials K-5, STAAR Ready, my View (Pearson), Frog Street Press, Motivation Reading, Forde Ferrier, Kamico (4th), Accelerated Reading, Texas Coach, STAAR Master, Pre-K CLI Training, Skills Intervention 1st-5th, Use Read Aloud Strategies, Use peer reading, Learning.com, Use of voc. Flashcards, "Genius Words", Interactive Word Walls, Role playing, Reader's Theatre, Narrative and Expository, Drama, Interactive Reading, Storytelling, Picture Walk, Dr. Diana Ramirez Curriculum and Strategies, Response to Reading, Writing Source, Promote Oral Reading Daily</p>	<p>Principal, Asst. Principal, Coordinators, Teaching Staff</p> <p>Principal, Asst. Principal, Coordinators, Teaching Staff</p>	<p>Local Funds, Title 1 Funds</p> <p>Local Funds, Title 1 and SCE Funds</p>	<p>CLCs</p> <p>On going</p>	<p>Agendas and Sign-in Sheets</p> <p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains</p> <p>Benchmark scores, student achievement gains</p>	<p>CBAs, BMs, STAAR, TELPAS</p> <p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2,4,8</p> <p>Title 1 - #2,4,8</p>

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-20**

Campus Goal 1: Improve Student Academic Achievement							
Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Use Accelerated Reading program to encourage reading.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 Funds, Books, AR Program	August 2019 – May 2020	Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Establish "Prime Time" which is ninety minute block of uninterrupted reading time.	Principal, Asst. Principal, Coordinators, Teaching Staff	Curriculum, Schedules	August 2019 – May 2020	Schedules, Walkthroughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide classroom libraries, Big Books Books, Class sets / Novels, Scholastic Classroom Magazines, Newspapers: The Monitor and The Advance.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 and SCE Funds	August 2019 – May 2020	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide a literature-rich environment by increasing the number of Spanish books in classroom and school library and make available to LEP students	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 and SCE funds	August 2019 – May 2020	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-2020**

Campus Goal 1: Improve Student Academic Achievement							
Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-20.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide one-to-one tutoring for migrant students, using migrant and Dual Language tutor services.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 Funds, Books, AR Program	August 2019 – May 2020	Reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide additional computer time as needed.	Principal, Asst. Principal, Coordinators, Teaching Staff	Curriculum, Schedules	August 2019 – May 2020	Schedules, Walkthroughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Provide manipulative materials to Help students with problem-solving strategies, graphing skills / Thinking Maps, basic facts, cooperative learning, Frog Street Press Pre-K, Spiraling, Motivation Math, Forde Ferrier Ultimate Math and additional Math Strategies/Resources.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 and SCE Funds	August 2019 – May 2020	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Enrich Science Curriculum by providing supplementary resources: Sciencasaurus Book, science Vocabulary flashcards, Options Instructional Materials, Science Lab, Kamico Science, Motivation Science, Notebooks, Science Classroom Journals, Foldables, Measuring Up Materials, Texas Coach, TIME for Kids and science lab consumables and materials.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds, Title 1 and SCE Funds	August 2019 – May 2020	Invoices, Purchase Orders	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
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Campus Goal 1: Improve Student Academic Achievement

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-20.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Principal, Asst. Principal, Coordinators, Teaching Staff	Migrant Funds 212	After each administration	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principal, Asst. Principal, Coordinators, Teaching Staff	Special Ed Funds 224	After each administration	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principal, Asst. Principal, Coordinators, Teaching Staff	Title III 263	After each administration	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

Campus Goal 1: Improve Student Academic Achievement

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-20 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed at the campus: Non continuously enrolled ELs Eco Dis Sped	Principal, Asst. Principal, Coordinators, Teaching Staff	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2020	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus staff will have curriculum binders with data related to students in each of their subgroup such as ELs, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Principal, Asst. Principal, Coordinators, Teaching Staff	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019- June 2020	Curriculum Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8

Campus Goal 1: Improve Student Academic Achievement

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-20 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Principal, Asst. Principal, Coordinators, Teaching Staff	Special Ed 224	August 2019-June 2020	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards.	Principal, Asst. Principal, Coordinators, Teaching Staff	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	On going	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus personnel. Will contract with Mrs. Irma Duran.	Principal, Asst. Principal	Local Funds 199, Title 1 Funds 211	Six times a year	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-20**

Campus Goal 1: Improve Student Academic Achievement							
Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-20 STAAR							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute RTI daily, Morning computer lab tutorials, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark Curriculum Nights for parents	Principal, Asst. Principal, Coordinators, Teaching Staff	Local 199, Title I 211, State Comp 166, Migrant 212, Title III 263, SpEd 224	August 2019-May 2020	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of RTI, 504 students in the identified subgroups to share interventions available	Principal, Asst. Principal, Coordinators, Teaching Staff	Local 199, Title I 211, State Comp 166, Migrant 212, Title III 263, Sp. Ed 224	October 2019 November 2019 January 2020 February 2020	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all teaching staff on differentiated instruction and data analysis.	Principal, Asst. Principal	Title 1 Funds	On going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-20**

Campus Goal 1: Improve Student Academic Achievement							
Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All staff will be trained on the STAAR Assessment Program and will understand how the Domains, are calculated,	Asst Supt for C&I Principal, Asst. Principal	Local Funds 199	On going as updates become available	Agendas and 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 unpack the TEKS for each course assessed on STAAR.	Principal, Asst. Principal	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 weekly for unpacking the TEKS and lesson plan collaboration,	Principal, Asst. Principal	Title 1 211, Local Funds 199	Three times a week	Walk-throughs	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 DMAC Reports to assess progress toward meeting state standards	Principal, Asst. Principal	Title 1 211, Local Funds 199	On going	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 teaching staff.	Coordinators	Title 1 211, Local Funds 199	August 2019	Agendas and Sign- in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Training in using Interactive Word Walls will be given,	District Personnel	Title 1 211, Local Funds 199	August 2019 and January 2020	Agendas and Sign- in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	Principal, Asst. Principal, Counselor	Title I 211	August 2019 And at faculty meetings	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director, Principal, Asst. Principal	Title III 263	August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director, Principal, Asst. Principal	Special Ed 224	August 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all teaching staff on Data Analysis/Differentiated instruction.	Principal, Asst. Principal	Title 1 Funds	August 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2: Improve Student Progress in Reading/Writing and Math

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be implemented using Writing Source and CIF teaching strategies	District ELA Content Coordinators, Principal, Asst. Principal, Coordinators	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	Title 1 - #4
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Principal, Asst. Principal, Coordinators, Teachers	Title 1 211, Local Funds 199	Summer 2019 and on-going	Completed DOK 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	Title 1 - #4
Implement the following writing strategies -proof reading activities -grammar and spelling -keep a composition portfolio -composition writing -Picture writing -Sound writing -Journal writing -Thinking Maps -REE strategy	Principal, Asst. Principal, Coordinators, Teachers	Title 1 211, Local Funds 199	March 2020 And ongoing	Walk-throughs, Sign In Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2: Improve Student Progress in Reading/Writing and Math

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 1 compositions per six weeks will be required at each grade level	Principal, Asst. Principal, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2019-May 2020	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
STAAR Literature questions will be written for each literary piece/all genres and implemented in classroom.	District ELA Content Coordinators, Principal, Asst. Principal	Title 1 211, Local Funds 199	Summer 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	Title 1 - #4
One aligned CBA and two district Benchmarks will be administered.	Campus Principal, Asst. Principal District ELA content coordinators	Title 1 211, Local Funds 199	As per District Assessment Calendar	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4
Data will be used to identify students in need of extended learning opportunities.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4

Campus Goal 2: Improve Student Progress in Reading/Writing and Math

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be implemented for K-5 using CIF strategies	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199	June 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	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will receive training on unpacking the math TEKS, analyzing data	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
One aligned CBA and two district Benchmarks will be administered district-wide	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199	As per District calendar	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4 59

Campus Goal 2: Improve Student Progress in Reading/Writing and Math

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4
Exit tickets will be developed aligned to the skill of the day	Principal, Asst. Principal, Coordinators, Teaching Staff	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, TELPAS	Title 1 - #4
Provide Sharon Wells training on effective teaching strategies for elementary math teachers.	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 3: Close the student 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
<p>1. Include supplemental aids, ELPs and the dual language model to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> Dictionaries Nonlinguistic Representation Activities Interactive Word Walls Thinking Maps Graphic Organizers Imagine Learning TPRI/Tejas LEE Strategies Cloze Reading Activities CIF Thinking Maps for ELLS 	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	Summer 2019- June 2020	Strategies embedded in the district curriculum guides. Monitoring of instructional core	Closing the achievement gap between the all student population and the Economically Disadvantaged group	CBAs, BMs, STAAR, TELPAS, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4

Campus Goal 3: Close the student 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
2. Monitor the progress of all students including special population students, i.e. economically disadvantaged, special ed, ELL, migrant, RTI, 504, dyslexia, etc. through district formative assessments.	Principal, Asst. Principal, Coordinators, Teaching Staff	Title 1 211, Local Funds 199 Special Ed 224	August 2019- May 2020	DMAC Disaggregated data reports and shared during CLCs.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, fluency check, Circle Assessment, TPRI, Tejas Lee	Title 1 - #4

Campus Goal 3: Close the student 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 - #4 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, weekly assessments, teacher observation	Title 1 - #4
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Asst. Principal, Coordinators, Teaching Staff	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, weekly assessments, teacher observation	Title 1 - #4
8. Provide extended learning opportunities for students not mastering the curriculum through summer school, Saturday academies, tutorials, morning computer lab tutorials, RTI, and prescriptive instruction.	Principal, Asst. Principal, Coordinators, Teaching Staff	SCE 166, Title 1 211, Local Funds 199	August 2019- July 2020	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students make adequate progress and pass all courses	CBAs, BMs, STAAR, TELPAS, weekly assessments, teacher observation	Title 1 - #4
9. Using data room to monitor assessment results, and engage in data analysis discussions, plan targeted instructional interventions.	Principal, Asst. Principal, Coordinators, Teachers Consultant-Mrs. Irma Duran	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, weekly assessments, teacher observation	Title 1 - #4

Campus Goal 4: 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's Level

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide training for all staff members on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Asst. Principal, Coordinators	Local Funds, Title 1 Funds	June 2019 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the meets level on STAAR and or progressing one level on TELPAS	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Asst. Principal, Coordinators	Local Funds, Title 1 Funds	June 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
Teachers will be trained on the new Assessment Program and will understand how the Domains are calculated.	Principal, Asst. Principal, Coordinators	Local Funds 199	October 2019(on-going) BOY with Mrs. Irma Duran	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 4: 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 Level.

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 BMI using DMAC reports in order to form targeted tutorial groups	Principal, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	October 2019 January 2020 February 2020	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	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, Asst. Principal, Coordinators, Teachers	Local Funds, Title 1 Funds	As per District Testing 2019-20 calendar	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores	Principal, Asst. Principal, Coordinators, Teachers	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 that score at meets and masters level	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-20**

Campus Goal 5: Family and Community Involvement								
Objective 1: 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	
Parent meetings geared toward knowledge of standardized testing	Principals, Asst. Principal, Coordinators, Teachers and Parent Educators	Local Funds, Title I Funds	August 2019-May 2020	Sign-in Sheets	Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6	
Parent Orientations and Curriculum Nights	Principals, Asst. Principal, Coordinators, Teachers and Parent Educators	Title I Funds	August 2019 - May 2020	Sign-in Sheets, Telephone Logs	Parent Surveys, Benchmark scores, student achievement gains, student tracking forms	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6	
Coffee with the Principal	Principal, Parent Educator	Local Funds, Title I Funds	Twice a year	Sign-in Sheets	Parent comments and Suggestions, Pictures	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6	
Extracurricular Activities, Programs, Student of the Six Weeks, Awards Assemblies, STAR student Breakfast with the Principal, Principal's List	Principals, Asst. Principal, Coordinators, Teachers and Parent Educators	Local Funds, Title I Funds	August 2019-May 2020	Sign-in Sheets	Parent comments and Suggestions, pictures	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #4, #6	
Community Projects such as Scholastic Summer Reading Challenge, Sports, choir, drumline	Principal, Asst. Principal, Campus Staff, Parent Educator	Local Funds, Title I Funds	May 2019 and ongoing	Registration forms, Projects Participation Forms, Pictures	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee	Title I- #9	66

Campus Goal 6: Technology – Implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: 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 resources and support for Campus Instructional Technologists to work directly with staff to integrate technology into curriculum and Prek-3-Pre-K classrooms	Principal, Campus Instructional Technologist, Teachers	Software, hardware, and professional development	This is a yearly expense that will be increased every year as funds are available.	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.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist	Learning.com, Instructional Technology Labs	This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning,Com Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement.	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 6: Technology

Objective 2: Identify and apply strategies for supporting the use 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
All teachers must dedicate at least 30 minutes a week for TA Applications – follow school weekly calendar.	Campus Lab Managers, Campus Instructional Technologist, Teachers	Learning.com, Instructional Technology Labs	2019-20	LAB usage logs	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Support Staff by sending them to technology trainings and conferences.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Learning.com, Instructional Technology Labs	2019-20	Travel Information, Certificates	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Incorporate and support Technology Club.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Instructional Technology Labs	2019-20	Sign In, Meeting Schedules, Student Projects	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Purchase projectors, document readers, cameras, computers, printers and other technology equipment as well as its components such as ink, toner, bulbs, Headphones, ipads, etc.	Principal	Local, Title I	2019-20	Purchase Orders, Invoices	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Use Technology to enhance the quality of instruction and increase student performance: laptops, CPS devices, document readers, TVs/DVD Combos, Presentation carts, lease of copy machines, video data projectors, promethean boards, clickers, Ipads & HP DesignJet Large Format Printer.	Principal, Campus Lab Managers, Campus Instructional Technologist, Teachers	Local, Title I	2019-20	Purchase Orders, Invoices	Increase in student achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 6: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Maintain and update campus and classroom websites.	Principal, Asst. Principal, Campus Instructional Technologist, Classroom Teachers, PR Rep	Campus website	August 2019-May 2020	Online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.		Title 1 - #4
Use Classdojo to maintain parents informed.	Principal, Asst. Principal, Campus Instructional Technologist, Classroom Teachers, PR Rep	Living Tree	Ongoing	Parent feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		Title 1 - #4

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 1: Apply discipline protocols consistently and fairly throughout the district.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for staff on student referral protocols, de-escalation and restorative and safety practices,	Student Services Department	Local Funds	August 2019- June 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis Restorative Practices	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2019- June 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Respectful, Responsible and Safe Initiative Semester 1: Project: Perseverance Semester 2: Project: Kindness Character Ed Journal Weekly Kindness challenges	Principal, Asst. Principal, Counselor, Staff	Local, Title I	August 2019- June 2020	Matrices, Agenda, Sign In	Lowered Discipline Referrals, Increased Courtesy	Side by side data analysis Restorative Practices	Title 1--#10
Assist campuses with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Director of Health Services -Nursing Staff	SCE and TI, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2019- June 2020	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that 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 Schoolwide Components
<p>Increase the safety of all students and staff</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Emergency medical services from Pharr, San Juan and Alamo 	<p>August 2019- June 2020</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Provide a school environment free of drugs and violence.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Texas Tropical Behavioral Centers -Police Departments 	<p>August 2019- June 2020</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Athletic Department -LPC 	<p>August 2019- June 2020</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that 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 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along will coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<p>Director of Health Services, Nursing Staff, Coaches</p>	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school-based clinic 	<p>August 2019- June 2020</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 3: 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
Training all school staff on lockdown procedures	Security Director, Principal, Asst. Principal	Local Funds	August 2019- May 2020	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Practice fire drill and lock down procedures.	Security Director, Principal, Asst. Principal	Local Funds	August 2019- May 2020	Minimum two lock downs per campus per school year; monthly fire drills	Schools are prepared for emergency situations	Side by side data analysis; Fire Marshall Annual Report	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate.						
Objective 4: Monitor school attendance initiatives to ensure student academic success.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal, Asst. Principal, Campus Staff	Local Funds	August 2019- June 2020	-Pre-registration campaign -District Expo -Student Choice Transfers -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -School Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal, Asst. Principal, Campus Staff	Local Funds	August 2019- June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.
Doedyns School's Attendance Committee will establish a plan to maintain 98 % of student attendance goal.	Principal, Asst. Principal, Campus Staff, Campus Attendance Recovery Committee (ARP)	Local Funds	August 2019- June 2020	Agendas, Sign In, Minutes	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-20**

Campus Goal 8: Staff Quality, Recruitment, and Retention

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
New teacher Professional Development and Coordinators support for those in need to improve delivery of classroom instruction.	Director Department Coordinators	Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules New Teacher Institute	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title I #5
On-going professional development of District Curriculum Math-Sharon Wells Literature-DMR& Pearlized Math consultant strategies	Director Department Coordinators	Title I 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 I #5
Coordinators support • New teachers • Other teachers needing support	Director Department Coordinators	Title I Local funds I3 Invest in Innovation 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	CBAs, BMs, STAAR, TELPAS	Title I #5
Campus Mentor	Principal, Asst. Principal, CLL & CLF	Experience teachers that have been trained as mentors. PACT	Aug. 2019-May 2020	Mentor Logs	Increase in teacher satisfaction and moral improvement in student performance	McRel Evaluation Walkthrough Observations	Title I #5 75

**Pharr-San Juan-Alamo Independent School District
John Doedyns Elementary 2019-20**

Campus Goal 8: Staff Quality, Recruitment, and Retention						
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
Develop Intervention Plan to address STAAR strategies: * Based TEKS Instruction Project * D. Ramirez Strategies * Pearlized Mathematics * Irma Duran Educational Consultant Enhance motivation and positive attitudes for staff: provide recognition for teacher's efforts on campus, implement staff appreciation week, attendance recognition, birthday or special event Announcements, acknowledge technology achievements, recognition for teacher of the year & paraprofessional of the year (Teacher school and district). Build teamwork, collaboration and improve communication among staff.	Principal, Asst. Principal, Counselor, Campus Staff Principal, Asst. Principal, Counselor Campus Staff	Local, Title I Local, Title I	August 2019- August 2020 August 2019- August 2020	Lesson plans Student Tasks Staff Meetings Open Door policy	Student Achievement Staff communication and collaboration will improve	Title I Schoolwide Components

Campus Goal 8: Staff Quality, Recruitment, and Retention

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
Implement an effective professional development system with on-going support the New Teacher Institute and the ACT/RGV	Campus Principals, Coordinators	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	Title I #5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Coordinators	Campus Coordinators	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	Title I #5
Monthly progress monitoring campus visits and Instructional rounds	Campus Coordinators	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	Title I #5