



## Sonia M. Sotomayor Early College High School

Campus Improvement Plan: School Year 2019-2020

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**Mission:** PSJA Sonia M. Sotomayor Early College High School is committed to the success of teen mothers by providing an opportunity to acquire a high school diploma, industry certificates, as well as a college hours. We are prepared to help students reach their fullest potential by supporting an effective, educational and collegiate environment.

**Demographics Summary:** The current enrollment of Sonia M. Sotomayor Early College High School as of October 2019 is 95 students in which the students are pregnant or are parents. The student population at Sonia M. Sotomayor Early College High School consists of 100% Hispanic and At-Risk. Our students represent low socio-economic status of approximately 100% with .5% who receive special education services, while 5% receive accommodations under 504. The bilingual population is approximately 40% where most of the students' home language is Spanish. Due to high mobility and dropout recovery students, the attendance rate for the campus has consistently maintained between 70% and 80%. Most of our students reside in the Pharr-San Juan-Alamo School District; however, due to open enrollment we do have students from McAllen, Edinburg, Donna and other surrounding districts.

**Comprehensive Needs Assessment Summary:** Sonia M. Sotomayor received an overall grade of 85 in Domain I-Student Achievement, 78 in Domain 2-Academic Growth, and 66 in Domain III-Closing the Gap giving us a TEA rating of an 84 which ended up as an 84 overall as an alternative campus. Our student population consists of students between the ages of 15-22 and most of these students about 60%, have had interrupted schooling due to unforeseen circumstances.

**Curriculum and Instruction and Assessment:** Teachers at our campus are cross-trained in many areas besides curriculum. Teachers have multiple preps for different courses to meet the needs of the students. With a staff of 12 professionals, we are able to fulfill the high school courses and offer college classes as well. Since my tenure, I have trained my staff that they are all literacy teachers in their classrooms. We are focused on reading and writing across the contents and have been trained with Reading Across the Disciplines (RAAD) strategies to help be successful with our students. Upon the hiring process, teachers are expected to be part of district curriculum writing and participate in all campus trainings and most district trainings as well.

**Summary of Goals:** Our campus goal for EOC is to increase in the numbers of Meets and Masters by content at a minimum of 10% per content for this school year. Since our campus is transitioning to P-TECH, the number of students participating in a certificate or associates is more than 50%. Campus staff is utilized to include an Assistant Principal and Librarian who are DC approved for the Education pathway. Career and Technology Education teachers are offering certificates that are giving the students opportunities to become part of the working force in our communities. Moreover, the campus is focused on Reading and Writing student achievement through intentional planning and scheduling. The staff is involved in curriculum writing and are participants in the sharing of best practices during the CLCs.

*Rosa M. Rakay, Principal Signature*



**SONIA M. SOTOMAYOR**



**EARLY COLLEGE HIGH SCHOOL**

# **Sonia M. Sotomayor PTECH School Improvement Plan 2019-2020**

Board Approved:

## ***Mission Statement***

- *PSJA Sonia M. Sotomayor PTECH High School is committed to the success of teen mothers by providing an opportunity to acquire a high school diploma, industry certificates, as well as a college hours. We are prepared to help students reach their fullest potential by supporting an effective, educational and collegiate environment.*

## ***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.

*Sonia M. Sotomayor Early College High School  
2019-2020  
Campus Performance Plan Council Members*

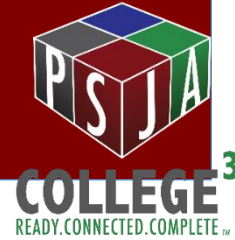
<b>Committee</b>	<b>Name</b>	<b>Position</b>	<b>Signature</b>
Administration-Principal	Rosa Rakay	Member	
Assistant Principal	Lorena Ramos	Member	
Administration-Counselor	Cynthia Martinez	Member	
Collaborative Learning Leader	Ana Satterfield	Member	
Classroom Teacher	Efrain Rodriguez	Member	
CLF Teacher	Teshawn Leslie	Member	
Classroom Teacher	Benjamin Rios	Member	
Non-classroom Professional	Nieves Villa	Member	
Community Representative	Dora Gonzalez	Member	
Parent	Myriam Iracheta	Member	
Student	Klarissa Varela	Member	

# Accountability Summary 2019

	Domain I Student Achievement	Domain II A Academic Growth	Domain III Closing the Gaps	Overall Rating
Sonia M. Sotomayor Early College High School	85 B	78 C	66 D	84 B

2019 Identification of Schools for Improvement

# Comprehensive Needs Assessment



## Data Resources Reviewed

1. 2018-2019 STAAR Campus Summary Report
2. 2018-2019 Attendance
3. PEIMS
4. TELPAS

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus
1	<p>Student Achievement STAAR CCMR Graduation</p> <p>*note addressing the use of quality data to drive instruction</p>	<p>Purposeful planning Intentional Scheduling Cross-Training of Staff Purposeful and Intentional Staff Development Curriculum Writing Student Support P-TECH Designation</p>	<p><b>The campus is focused on Reading and Writing student achievement through intentional planning and scheduling. The staff is involved in curriculum writing and are participants in the sharing of best practices.</b></p>
2	<p>School Progress</p> <p>Academic Growth</p> <p>Relative Performance</p>	<p>Monitoring of Students Teacher Mentors STC/GPAs Progress/ Report Cards Teachers-College Advising Training from STC</p>	<p>The campus is focused on student growth academically and college readiness.</p>

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus
3	Closing the Achievement Gaps	<ul style="list-style-type: none"> <li>• Disaggregation of data by subgroups</li> <li>• Content data reviews</li> <li>• Academic Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• 90 minute blocks of reading and writing</li> <li>• 90 minute blocks of math intervention</li> <li>• The campus serves 100% at-risk population and data analysis is done periodically throughout the school year.</li> </ul>
4	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Parent Liaison</li> <li>• Parent Center located in A building</li> <li>• Serving neighborhood area</li> <li>• Communication in both English and Spanish</li> <li>• Business Partnerships</li> <li>• IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the number of students are prepared to give back to the community by volunteering and completing internships at with local businesses.</li> </ul>



## Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus
5	Increased Learning time	<ul style="list-style-type: none"> <li>• 90 minute blocks of reading and writing</li> <li>• 90 minute blocks of math intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Intentional scheduling with intentional student grouping to provide academic intervention.</li> <li>• CLC will be provided to meet the needs of our staff and students in effort to increase student achievement.</li> </ul>
6	Technology	Limited availability of technology resources for students and teachers, and staff.	Acquire new technology to replace old and obsolete technologies. Increase the availability and access to technology for students and staff.
7	School Culture and Climate	Excellent Customer Service College for All Culture Collaborative Learning Communities with common planning periods. Special Purpose Campus to address the needs of at-risk students.	<ul style="list-style-type: none"> <li>• The campus culture and climate had transformed to a college going environment. The goal is to further enhance this college going environment by increasing the number of students enrolled in college.</li> </ul>
8	Teacher Quality	Campus turn-over rate is minimal. Highly Qualified Staff New Teacher Academy McRel Evaluation Tool Teacher Performance Pay Teacher Incentives	<ul style="list-style-type: none"> <li>• The campus staff are cross trained to help out students and colleagues.</li> <li>• The focus is always the student and their needs as well as monitoring of academic progress. Teachers are given tools through staff development to do their job and how to help at risk students.</li> </ul>

# Target Goals

## Domain I

### STAAR Performance

	ELA I & II	Algebra	Biology	US History
Approaches	38	67	79	100
Meets	17	13	7	62
Masters	0	0	0	8

### 2020 Goals

Approaches	55	77	83	100
Meets	25	25	20	70
Masters	10	10	10	18

CCMR (College, Career, and Military Readiness) 31

Graduation Rate 94

# Target Goals

Academic Achievement (Percentage at Meets Grade Level or Above)								
	All	African American	Hispanic	White	Asian	Econ. Disadv.	ELs(current through M4)	Special Ed (Current)
ELA/Reading	17	-	17	-	-	17	19/N	-
Targets	44	32	37	60	74	33	29	19
2020 Goals	44	-	37	-	-	33	29	-
Math	13	-	-	-	-	-	-	-
Targets	46	31	40	59	82	36	40	23
2020 Goals	46	-	40	-	-	36	40	23

# Target Goals

## Graduation Rate (Federal Graduation Rate) 4Yr only

	All	African American	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	Els (current through M4)
2019 Grad. Rate	71	-	71	-	-	-	71	-
Targets	90	90	90	90	90	90	90	90
2020 Goals	90	-	90	-	-	-	90	-

# Target Goals

## School Quality (College, Career, Military Readiness Performance)

	All	African American	Hispanic	White	Asian	Econ. Disadv.	Els (current through M4)	Special Ed (Current)
CCMR	29	-	29	-	-	29	28	-
Targets	47	31	41	58	76	39	30	27
2020 Goals	47		41			39	30	

# Target Goals

## English Language Proficiency

	ELs
TELPAS	7
Targets	36
2020 Goals	36

## 2019-2020 Campus Goals

- Focus Area 1 - Student Achievement, STAAR, CCMR, Graduation
- Focus Area 2 - Student Progress, Academic Growth, Relative Performance
- Focus Area 3 - Closing the Achievement Gaps
- Focus Area 4 – Family and Community Involvement
- Focus Area 5 – Increased Learning Time
- Focus Area 6 – Technology
- Focus Area 7- School Culture and Climate
- Focus Area 8 - Staff Quality, Recruitment, and Retention

**SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate**

**Objective 1: Increase the percentage of all student groupings passing the STAAR State Exams.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Review information provided by STAAR DMAC reports to identify and address areas of weakness and students in need of remediation. Assessment results will drive instruction.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Agendas and sign-in sheets, Data Analysis Documents	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
All students will become better readers and improve comprehension skills through the incorporation of reading strategies.	Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
Teachers will teach test taking strategies to ensure students are properly prepared for success on the STAAR test.	Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
Teachers will schedule at-risk students into tutorial/academies sessions before and after school, and on weekends to reinforce critical skills to support student areas of need based on data.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8



## SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

### Objective 1: Increase the percentage of all student groupings passing the STAAR State Exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assessments will be written and aligned to the curriculum to monitor the effectiveness of teaching and learning.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark	Principals, assistant principals	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Agendas and sign-in sheets, Data Analysis Documents, CBAs/Benchmark Response, CLC planning	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 4, 8
Continue the emphasis of reading and writing programs, such as Clever, Imagine Language, STAR reader, Accelerated Reader, ETS Criterion.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Agendas and sign-in sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2, 4, 8
Curriculum will be written and aligned to meet the needs of the students that are needed acceleration or remediation.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Agendas and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2, 4, 8
Professional development training will be provided for teachers, administrators and program related staff in all standards and subjects	Principal, Asst. Principal and Teachers	Title 1 Funds, Title II, Title III, State Bilingual, SpEd 162, Migrant Funds	Sept. 2019- Aug. 2020	Agendas and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

## SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

### Objective 1: Increase the percentage of all student groupings passing the STAAR State Exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide hands-on learning and exposure to Science, Technology, Engineering, ROBOTICS, and Mathematics and support the use of field-based or service learning to enhance the students' understanding of STEM subjects.	Principal, Asst. Principal and Teachers	Local Funds, Title I, III, IV, Migrant Funds	Sept. 2019- Aug. 2020	Master Schedule, Summer Schedules, Enrichment Program Schedules	Student Achievement Gains, Closing Achievement Gaps	CBAs, Benchmarks, STAAR, TELPAS	Title 1#: 1, 2
Foreign language and environmental education instruction	Principal, Asst. Principal and Teachers	State Bilingual, Title IV	Sept. 2019- Aug. 2020	Schedules	Student Achievement Gains, Closing Achievement Gaps	CBAs, Benchmarks, STAAR, TELPAS	Title: 2
Purchase manipulatives, supplemental aides, and instructional resources to support student learning.	Principal, Asst. Principal and Teachers	Local Funds 199, Title I, IV Funds, Bilingual Funds, Migrant Funds, SPED Funds, SCE	Sept. 2019- Aug. 2020	Walkthrough Documentation	Closing the Gap	CBAs, Benchmarks, STAAR, TELPAS	Title 1 2, 9
Ensure Program Principals, Asst. Principal, Counselor, and Teachers have the resources to effectively carry out program objectives ( ex: purchasing items, copiers, copy paper, supplies ,materials. etc.)	Principal, Asst. Principal and Teachers	Local Funds 199, Title I, IV Funds, Bilingual Funds, Migrant Funds, SPED Funds, SCE	Sept. 2019- Aug. 2020	Purchase Orders	Program Checklist	Program Evaluation	Title 1- #10

**SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate**

**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
Data Rooms will be utilized at each campus for data analysis and monitoring student progress immediately following each District Assessment.	Campus leadership team Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Data Reports	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus level monitoring of the progress of migrant, ELL, Special Education students will be done immediately following each CBA and BM	Principal, Asst. Principal and Teachers	Title I, SCE, Migrant Funds, SpEd 162, State Bilingual	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets	student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Academic vocabulary will be intentionally taught through out the contents by utilizing best practices.	Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Walkthrough Documentation	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

**SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate**

**Objective 3:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus and District Goals specific for each subgroup	Campus leadership team Principal, Asst. Principal and Teachers	SCE, Migrant Funds 212, SpEd 162, State Bilingual, Title I, Local Funds	Sept. 2019- Aug. 2020	District and Campus Goals for 2018-2019	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level data to develop action plans to target areas of concern	Campus Leadership Team	STAAR Data, DMAC, TAPR Report, Weekly mini-assessments, CBAs, TELPAS, TPRI, Tejas Lee	Sept. 2019- Aug. 2020	Student Progress Profiles, DMAC Reports, Campus Data Reports	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly-assessment, CBAs, TPRI, Tejas Lee	Title 1 –IV, #2, 8
Special population data will be reviewed following each district-level CBA and Benchmark for progress toward Mastery of Grade Level Performance.	Campus leadership team Principal, Asst. Principal and Teachers	Local Funds 199, Title 1 Funds 211, State Comp 166, State Bilingual, SpEd 162	Sept. 2019- Aug. 2020	Special Populations’ Data Templates Individual Learning Profiles	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 administrators.	Campus leadership team Principal, Asst. Principal and Teachers	Lead4ward, Regional Reports, Comparison, Title I, II Funds	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets, Powerpoint	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly-mini assessment	Title 1 –IV, #4

## SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

**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
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the letter grade is attained.	Principal, Asst. Principal and Teachers	Local Funds 199 Title I, II	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets	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.	Principal, Asst. Principal and Teachers	State Bilingual	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled weekly for teacher growth and an increase in student achievement.	Campus Administration, Campus Leadership Team	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Walk-throughs, Master Schedule Unpacking of the TEKS document	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use the DMAC Reports to assess progress toward meeting state passing standards on each domain per student/per subpopulation group	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, accommodations, and Rtl training will be provided for all staff members to meet the needs of students.	Principal, Asst. Principal and Teachers	Special Ed 162, Title I, Title II	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets, Class Rosters	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee	Title 1 -IV #4

**SMSECHS Focus 1: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.**

**Objective 5: Increase the number of students that score meets grade level (Domain 1 and 3).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide academic interventions for students in danger of not meeting standard.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds, State Bilingual	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets, Class Rosters	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,	Title 1- #2, 4
Professional development will be provided for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds, State Bilingual, Title II	Sept. 2019- Aug. 2020	Agenda and Sign-in Sheets, Lesson Plans, Walkthroughs	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Mini-Assessments, Six Weeks Exams,	Title 1 - #4, 8
Professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds, Title II	Sept. 2019- Aug. 2020	Agenda and Sign-in Sheets	Benchmark scores, increased number of students scoring at the Meets Grade Level.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores on the meets grade level on the STAAR assessment.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds/ SCE Funds, State Bilingual Funds, Migrant Funds	Sept. 2019- Aug. 2020	Tutorial logs (Student Sign-in Sheets & Schedules), Lesson Plans, Walk-Through Documentation, Phone Logs	Benchmark scores, an increase in the number of students that score at the Meets and Masters Grade Level.	CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8

**SMSECHS Focus Area 1 : Prepare all students for postsecondary education through a rigorous curriculum and instructional program.**

**Objective 5: Increase the number of students that score at the meets grade level on STAAR (Domain 1 and 3 ).**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how TEA designates a letter grade.	Principal, Asst. Principal and Teachers	Local Funds 199 Title I Funds	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Master's Level on the STAAR assessment.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 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, 9
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 and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	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
Weekly assessments will be administered.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2019- Aug. 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, increased number of students scoring at the Meets Grade Level, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

**SMSECHS Focus Area 1: Prepare all students for postsecondary education through a rigorous curriculum and instructional program**

**Objective 6: Increase the number of students that complete their Core courses, Associates Degree, College Certificate, Post-Secondary Industry Certification Program, and pass Advanced Placement Exams before high school graduation**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Comprehensive advisement will be provided to students and Professional Development will be provided in the area of Student Advisement .	Principal, Asst. Principal and Teachers	High School Allotment Funds STC Course Catalog, CTE Course Catalog	Sept. 2019- Aug. 2020	Degree Plans, Documentation on Student Advisement, CTE Code 2's, STC Degree Works, college/high school schedule, college/high school transcript , Vector	Increase number of students who receive AS degrees, number of students who complete core, certificates of completion, College Certificates, Post Secondary Industry Certification	Number of students who have followed a career pathway.	Title 1 High School Allotment
Academic support services will be provided to increase retention and completion rates of all student groups	Principal, Asst. Principal and Teachers	High School Allotment Funds, STC Course Catalog, CTE Course Catalog	Sept. 2019- Aug. 2020	Student sign-in sheets, Center for Learning Excellence log in	Increased number of students retained in college courses	Number of students who successfully complete their college courses.	Title 1 High School Allotment
Increase Advanced Placement Exam passing rate of 3 or higher	Principal, Asst. Principal and Teachers	Local Funds, Title 1	Sept. 2019- Aug. 2020	Classroom Lesson Plans AP Exam Scores	Increased number of students passing with 3 or higher, college credit awarded by IHE	AP Benchmarks AP Exam Scores	Title 1: #1,2,4, & 10



**SMSECHS Focus Area 1: Prepare all students for postsecondary education through a rigorous curriculum and instructional program**

**Objective 7: Increase the number of students who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
TSI class instruction will be provided to prepare students for the assessment	College Readiness, Principal, Asst. Principal and Teachers	H.S. Allotment - (167), Local Funds - (199)	Sept. 2019- Aug. 2020	Attendance Sheets	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
TSI tutorial sessions will be provided to prepare students to pass the assessment	College Readiness, Principal, Asst. Principal and Teachers	Title 1- (211), Local Funds- (199)	Sept. 2019- Aug. 2020	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment	College Readiness, Principal, Asst. Principal and Teachers	H.S. Allotment - (167), Local Funds - (199)	Sept. 2019- Aug. 2020	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9

**SMSECHS Focus Area 1: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.**

**Objective 8: Increase the number of students who transition into a two-year community college or four-year university**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Students will be provided support with a college transition plan	College Transition Specialists, Financial Aid Officers, IHE's, Counselors, Principal, Asst. Principal and Teachers	High School Allotment Funds, Local Funds, Title I funds	Sept. 2019- Aug. 2020	FAFSA applications, College Applications, Class Registration, Degree Plans	The increase in number of students who complete college entrance exams and college applications	The number of students who enroll and transition into a 2-year college or 4-year university.	Title 1: #1, 2, 8, 9
Continuous registration support will be provided through the school year.	College Transition Specialists, Financial Aid Officers, Principal, Asst. Principal and Teachers	High School Allotment Funds, Local Funds, Title I funds	Sept. 2019- Aug. 2020	Advisement Forms, Registration schedule, payment receipt , College Orientation sign in sheet	The number of students who successfully register and attend college	An increased number of students who transition into a 2-year college or a 4-year university.	Title 1: #
College tours will be conducted throughout the school year with various community colleges and four-year university. In addition, staff will be trained to become College Advisors.	College Transition Specialists, Financial Aid Officers, Principal, Asst. Principal and Teachers STC Staff	Local funds, CTE funds, Title I funds	Sept. 2019- Aug. 2020	Training dates, Sign in sheets, Agendas	Increase in the number of students who successfully register and attend college	The number of students who enroll and transition into a 4 year university.	Title 1: #4

**SMSECHS Focus Area 2: School Progress, Academic Growth, Relative Performance**

**Objective 1: Differentiated instruction will be provided to meet the needs of students in danger of not attaining mastery.**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
ELAR/ SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Asst. Principal and Teachers	Title 1 211, Title II, Local Funds 199,	Sept. 2019- Aug. 2020	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Depth of Knowledge Questions [DOK] will be updated for each literary selection [all genres] during Collaborative Learning Communities (CLCs)	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199,	Sept. 2019- Aug. 2020	Completed DOK questions in the curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8, 9
Building Rigorous Readers activities will be implemented in all contents	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Completed Close Reading Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

## SMSECHS Focus Area 2: School Progress, Academic Growth, Relative Performance

### Objective 1: Provide Reading/Writing Instruction that is rigorous and relevant.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per semester will be required at each grade level	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Completed composition prompts Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
STAAR Connected questions will be developed/ revised for all literary selections [all genres]	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 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, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
One aligned CBA and two district Benchmarks will be administered district-wide	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	DMAC reports, CLC agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELAS	Title I - #8, 9
CBA and Benchmark data will be used to identify students in need of <b>extended learning opportunities</b>	Principal, Asst. Principal and Teachers	<b>Title 1</b> 211, Local Funds 199	<b>Sept. 2019- Aug. 2020</b>	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9

**SMSECHS Focus Area 2: School Progress, Academic Growth, Relative Performance**

**Objective 2: Provide Math Instruction that is rigorous and relevant.**

strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will include CIF strategies	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Completed Curriculum Documents	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Teachers will receive training on unpacking the math TEKS, analyzing data during CLCs	Principal, Asst. Principal and Teachers	Title 1 211, Title II, Local Funds 199	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
One aligned CBA and two district Benchmarks will be administered district-wide	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Walk-throughs, DMAC data reports, Data Rooms	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

## SMSECHS Focus Area 2: School Progress, Academic Growth, Relative Performance

### Objective 2: Provide Math Instruction that is rigorous and relevant.

strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Instructional strategies will developed/ revised as spiraled activities in STAAR format	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Walk-throughs, lesson plans	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Provide professional development on effective teaching strategies.	Principal, Asst. Principal and Teachers	Title 1 211, Title II, Local Funds 199	Sept. 2019- Aug. 2020	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #4
Provide professional development on effective leadership strategies for teachers.	Principal, Asst. Principal and Teachers	Title I, II Funds 211, Local Funds 199	Sept. 2019- Aug. 2020	Agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #4
DMAC reports will be used to monitor students progress to determine accountability performance levels.	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

**SMSECHS Focus Area 3: Closing the Achievement Gaps.**

**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>To meet the needs of subgroups, research-based practices/supplemental will be implemented, such as:</p> <ul style="list-style-type: none"> <li>•Accommodations</li> <li>•Nonlinguistic Representation Activities</li> <li>•Frayer model</li> <li>•Interactive Word Walls</li> <li>• Thinking Maps/Graphic Organizers</li> <li>*iStation</li> <li>*Imagine Learning</li> <li>**<i>Read 180</i> &amp;</li> <li>• Literacy Strategies</li> <li>•SIOP Model</li> <li>•Close Reading strategies</li> <li>•Differentiated instruction</li> <li>•Technology Devices &amp; equipment and software</li> <li>•Collaborative Learning Community</li> <li>•RtI Plans</li> <li>•Strategic Plans</li> <li>•ELPS</li> <li>•Personal Graduation Plans</li> <li>•Corrective Reading</li> </ul>	<p>Principal, Asst. Principal and Teachers</p>	<p>Title 1 211, Local Funds 199 State Bilingual, Special Ed 162, Migrant Funds 212 State Comp 166</p>	<p>Sept. 2019- Aug. 2020</p>	<p>-Strategies embedded in the district curriculum guides. -Lesson plans, -walkthroughs, -Intervention plans, -Progress Monitoring -Learning walks</p>	<p>Closing the achievement gap among all student populations.</p>	<p>Weekly assessments CBAs, BMs, STAAR, EOC, TELPAS, PBMAS,</p>	<p>Title 1: #2,3,4,9</p>

### SMSECHS Focus Area 3: Closing the Achievement Gaps.

#### 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
The progress of all students will be monitored through district formative assessments and campus-wide initiatives such as: --cold calling questions --Close reading strategies --DOK questions --CIF	Principals, Deans, Directors, Instructional Coaches, District Level Administrators Campus Staff	Title 1 211, Local Funds 199 Special Ed 162	Sept. 2019- Aug. 2020	DMAC data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions .Progress Monitoring Data Reports, Walkthrough Reports	Closing the achievement gap among all student populations.	Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS	Title 1: #2 ,3,9
Campuses will be monitored for implementation of accommodations, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 162	Sept. 2019- Aug. 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans, Monitoring of the IEP	Closing the achievement gap among all student populations.	Weekly Assessments, CBAs, BMs, STAAR/EOC, TELPAS	Title 1: #2,8,9
504 students' performance and progress will be monitored and accommodations and interventions will be provided.	Administrators for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	504 accommodation plans, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	Weekly assessments, CBAs, BMs, STAAR/ EOC TELPAS	Title 1: #1,2,9
Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics.	Principals, Deans, District Dyslexia Coordinator, District Level Administrators, Teacher, Campus Dyslexia Contacts	Title 1 211, Local Funds 199	Sept. 2019- Aug. 2020	Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	Weekly assessments, CBAs, BMs, STAAR/EOC TELPAS	Title 1: #2,8,10
Extended learning and credit recovery opportunities for students not mastering the curriculum will be provided through summer school, credit recovery, academies, tutorials, and enrichment period.	Campus Administrators, Dual Language Director, Migrant Program Funds	SCE, State Bilingual, Migrant, SpEd 162, Title I, Title III	Sept. 2019- Aug. 2020	School rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	Weekly assessments, CBAs, BMs, STAAR/EOC TELPAS, Graduation rates	Title 1: #6,9



## SMSECHS Focus Area 4: Family and Community Involvement

### Objective 1: Increase parental engagement at campuses

Strategies and Action Steps	Person(s) Responsible	Funding Resources	Material/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host more than one parent meeting per month.	Principal, Asst. Principal and Teachers , Parental Educators	Local Funds, Title I Funds	Fliers, Sign-In-Sheets	Sept. 2019- Aug. 2020	Parent Surveys	Attendance	Increased Parent Attendance STAAR Participation and Performance	Title I- #6
Collaboration amongst parent educators and site managers to increase parental engagement participation	Principal, Asst. Principal and Teachers , Parental Educators	Local Funds, Title I Funds	Fliers, Sign-In-Sheets	Sept. 2019- Aug. 2020	Sign-In-Sheets	Monthly Reports	STAAR Participation and Performance	Title I-#6
Maintain parent participation data and create strategies to promote parental engagement.	Principal, Asst. Principal and Teachers , Parental Educators	Local Funds, Title I Funds	Action Plan, Data Charts	Sept. 2019- Aug. 2020	Sign-in Sheets	Monthly Reports	STAAR Participation and Performance	Title I- #6
A college awareness orientation for parents will be held at community centers and all high schools.	Principal, Asst. Principal and Teachers , Parental Educators	Local Funds, Title I Funds	College Presenters from local colleges	Sept. 2019- Aug. 2020	Sign in sheets	Session Attendance	STAAR Participation and Performance	Title I- #6, #10

**SMSECHS Focus Area 5 : Technology -The campus will 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
Resources and support will be provided for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Principals, Asst. Principal, Teachers, Campus Instructional Technologists	Software, hardware, and professional development, Title I Funds, State Comp Funds	Sept. 2019- Aug. 2020	Increased technology training sessions being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title I - # 9, 10
Provide technology resources (online Accelerated Reading Software, Read 180, Systems 44, to facilitate reading development for all students.	Principals, Asst. Principal, Teachers, Campus Instructional Technologists	Title I, SCE 166, Local 199 Accelerated Reader Software, adequate bandwidth, and adequate hardware Read-Write Program	Sept. 2019- Aug. 2020	AR reports from schools. Progress Reports from each of the programs	Improved scores in reading	Increase in the participation and scores on the AR program	Title I- # 3, 9, 10
Provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. All district users will be trained on MackinVia which will facilitate the location of these online resources. These resources will be available in the classroom and at home for all students.	Principals, Asst. Principal, Teachers, Campus Instructional Technologists	Destiny Software, Library Media COOP Resources, adequate bandwidth, and adequate hardware, Microsoft Office 365	Sept. 2019- Aug. 2020	Usage reports from the Destiny system and Office 365.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title I- # 3, 9, 10

## SMSECHS Focus Area 6: Increasing Learning Time

**Objective 1:** All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic Interventions, afterschool tutorials, and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal and Teachers	Local 199, Title I, 211, State Comp 166, State Bilingual, SpEd 162	Sept. 2019- Aug. 2020	Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Communication will be conducted following each campus Benchmark to inform parents of students in the identified subgroups of interventions available.	Principal, Asst. Principal and Teachers	Local 199, Title I 211, State Comp 166, Migrant 212, State Bilingual, SpEd 162	Sept. 2019- Aug. 2020	Phone Logs, Sign-in sheets, Campus Letter, Tutoring permission slip	Student achievement gains, closing achievement gaps, increased student participation in tutorial program	Weekly-mini assessments, Unit assessments CBAs, BMs, STAAR, TELPAS, TPRI, Tejas Lee	Title 1 - #6

**SMSECHS Focus Area 7 : School Culture and Climate.**

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

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Training for campus staff on student behavior interventions, de-escalation, restorative practices, camera security system, etc.	Principal, Asst. Principal and Teachers	Local Funds	Sept. 2019- Aug. 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in Behavior Intervention Forms, ISS, OSS and DAEP (Buell)	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal, Asst. Principal and Teachers	Local Funds	Sept. 2019- Aug. 2020	Sign-In Sheets, Certificates, PEIMS Discipline Data	Decrease in Behavior Intervention Forms, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Provide alternatives to out of school suspensions for all students	Principal, Asst. Principal and Teachers	Local Funds	Sept. 2019- Aug. 2020	PEIMS Discipline Data, Performance-Based Monitoring Analysis System(PBMAS)	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Implementation of schoolwide positive behavior interventions and supports	Principal, Asst. Principal and Teachers	Title I, IV, SpEd 162	Sept. 2019- Aug. 2020	PEIMS Discipline Data, Performance-Based Monitoring Analysis System(PBMAS)	Decrease in discipline referrals, ISS, OSS and DAE	Side by side data analysis	Title 1: #10

**SMSECHS Focus Area 7 : 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>Students with individual needs will receive assistance ( medical, dental, vision and hearing services)                      Action Steps:                      -coordinate with social services agencies                      -provide referral for services</p>	<p>Director of Health Services                      Nursing Staff,                      Principal, Asst. Principal and Teachers</p>	<p>-SCE and T1, SpEd 162, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers</p>	<p>Sept. 2019- Aug. 2020</p>	<p>Assistance provided to students as needed</p>	<p>Health needs met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:</p>	<p>Director of Health Services                      Nursing Staff                      Principal, Asst. Principal and Teachers</p>	<p>-School based clinics                      -Local health care providers                      -Local hospitals                      -Title I, SCE 166</p>	<p>Sept. 2019- Aug. 2020</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decreased percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Support services will be provided including determent of bullying/emotional abuse, suicide risk through:                      bullying/suicide box</p>	<p>Director of Health Services                      Nursing Staff,                      Principal, Asst. Principal and Teachers</p>	<p>Behavioral Centers                      PSJA District Counselor                      Emergency Procedure manual, Title IV</p>	<p>Sept. 2019- Aug. 2020</p>	<p>Training of PSJA employees existing and new</p>	<p>Successful use of actual plan implemented for emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

**SMSECHS Focus Area 7 : 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>The campus will ensure the development of each student as a whole person by:</p> <ul style="list-style-type: none"> <li>-Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship.</li> <li>-Encouraging the participation rate in extracurricular activities.</li> </ul>	<p>Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers</p>	<p>Athletic Department LPC</p>	<p>Sept. 2019- Aug. 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>
<p>The campus will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps:</p> <ul style="list-style-type: none"> <li>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.</li> <li>-School Health Advisory Committee (SHAC) along with coaches will improve amount of physical activity in school setting.</li> <li>-Develop policies that support healthy eating and physical activities.</li> <li>-Become a Healthy USA School</li> <li>-Provide public awareness, provide educational materials and appropriate referrals.</li> </ul>	<p>-Director of Health Services -Nursing Staff Principal, Asst. Principal and Teachers</p>	<p>-Child nutrition department -Coaching staff -Dietician DHR school based clinic</p>	<p>Sept. 2019- Aug. 2020</p>	<p>Let's get fit initiative  Referrals for abnormal BMI  Continue assessing and referring for Acanthosis Nigricans  Host parent sessions throughout school years</p>	<p>Verbal knowledge of community  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>
<p>Address the needs of the homeless students</p>	<p>Laura Campos , Principals, Counselors, Social Workers,</p>	<p>Title I</p>	<p>Sept. 2019- Aug. 2020</p>	<p>Referrals</p>	<p>Attendance Reports, Report Cards</p>	<p>Increased attendance, higher academic, achievement</p>	<p>Title I- 9 , 10</p>

**SMSECHS Focus Area 7 : 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>The campus will provide a school environment free of drugs and violence through:</p> <ul style="list-style-type: none"> <li>-Develop partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk</li> <li>-train students on how to develop a positive view of self and learn to use effective interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Director of Health Services</li> <li>-Nursing Staff</li> </ul> <p>Principal, Asst. Principal and Teachers</p>	<ul style="list-style-type: none"> <li>-Texas Tropical Behavioral Health</li> <li>-Behavioral Centers</li> <li>-Police Departments</li> </ul>	<p>Sept. 2019- Aug. 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>Training will be provided for all school staff on lockdown procedures</p>	<p>Principal</p>	<p>Local Funds</p>	<p>Sept. 2019- Aug. 2020</p>	<p>Minimum two lock downs per campus per school year</p>	<p>Schools are prepared for emergency situations</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

## SMSECHS Focus Area 7: Create a Safe School Culture and Climate

### Objective 2: 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	Title 1 School wide Components
<p>A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.</p> <ul style="list-style-type: none"> <li>Collaborate with Student Data Center to improve On-line Registration.</li> <li>Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility.</li> </ul>	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel School Community Liaisons Recruitment &amp; Retention Personnel Campus Personnel, Principal</p>	Local Funds	Sept. 2019- Aug. 2020	<ul style="list-style-type: none"> <li>-Pre-registration campaign</li> <li>-District Expo</li> <li>-Student Choice Transfers</li> <li>-Student Recovery Initiatives</li> <li>-Pre-Countdown to Zero</li> <li>-PEIMS/Leaver Training</li> <li>-Countdown to Zero</li> <li>-Customer Service Training</li> </ul>	<ul style="list-style-type: none"> <li>-District Dashboard Data</li> <li>-eSchool Cognos Reports</li> <li>-Preliminary Enrollment Counts</li> <li>-Sign-In Sheets</li> <li>Public Relations/PEIMS</li> <li>District Increased Enrollment</li> </ul>	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	Title 1--#10
<p>Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at all campuses that include:</p> <ul style="list-style-type: none"> <li>Parent Notices every year.</li> <li>Utilization of eSchool Messenger</li> <li>Parent/Student Handbook</li> <li>Staff Development</li> <li>Implement and follow-up with attendance improvement timeline.</li> </ul>	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel Campus Personnel Principal</p>	Local Funds	Sept. 2019- Aug. 2020	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report</p> <p>Decrease in discipline and truancy.</p>	<p>Data Analysis Review</p> <p>Updated through corrective measures.</p>	Title 1--#10
<p>Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include:</p> <ul style="list-style-type: none"> <li>Implementation of an Attendance Recovery Program.</li> <li>Campus Attendance Committee</li> <li>District School Attendance Prevention Measures and Truancy Procedures.</li> <li>Dropout strategies to ensure ongoing prevention.</li> <li>Attendance and Dropout Prevention monitoring</li> </ul>	<p>Pupil Accounting Director, Attendance Recovery Personnel School Community Liaison Personnel Campus Personnel Principal</p>	Local Funds	Sept. 2019- Aug. 2020	<p>Correspondence, Emails, District Plan, Annual Report Card</p> <p>Review of attendance, attendance recovery participants, minutes and completion.</p>	<p>Maintain attendance accountability in compliance with State Student Attendance Accounting statutes.</p> <p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports.</p> <p>Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p>	Title 1--#10



**SMSECHS Focus Area 7 : School Culture and Climate.**

**Objective 2: 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	Title 1 School wide Components
<p>Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention.</p> <ul style="list-style-type: none"> <li>• Attendance Recovery Program monitoring weekly.</li> <li>• Campus Attendance and Leaver Audits every six weeks.</li> <li>• Campus feedback and monitor improvement.</li> <li>• Best practices shared for District wide school attendance improvement.</li> </ul>	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Campus Personnel Principal</p>	<p>Local Funds</p>	<p>Sept. 2019- Aug. 2020</p>	<p>Correspondence, Emails, TEA letter,  PEIMS update annual training</p>	<p>eSchool Cognos Reports  PEIMS end of year report  Onpoint data base software</p>	<p>Texas Academic Report Card PBMAS District Improvement DVM Accountability</p>	<p>Title 1--#10</p>
<p>Consistent student support and administrative guidance will be provided through district personnel to ensure student academic success.</p> <ul style="list-style-type: none"> <li>• Develop Student Attendance Behavior Intervention Plans</li> <li>• Provide School-Based support services</li> <li>• Offer existing MOU's and Community-Based Program services</li> <li>• Provide District level attendance recognition banners and incentives to promote student attendance.</li> </ul>	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Principal</p>	<p>Local Funds</p>	<p>Sept. 2019- Aug. 2020</p>	<p>School Community Liaison Program Personnel  eSchool Data</p>	<p>Increase in student achieve through EOC  Improvement in student attendance and behavior  Procedures manual/handbook</p>	<p>Community Resources Collaborative partnerships</p>	<p>Title 1--#10</p>

## SMSECHS Focus Area 8: Staff Quality, Recruitment, and Retention

### Objective 1: Develop and retain 100% highly effective staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will offer competitive salaries for Teachers, and district staff</p> <p>Competitive Stipends for Masters and/or certifications that support district initiatives</p> <ul style="list-style-type: none"> <li>Teacher performance</li> <li>Base compensation</li> <li>Opportunities for advancement</li> <li>Staff morale survey</li> </ul>	HR, Business office,	Local, Fed. Funds, State Comp Funds 166	Sept. 2019- Aug. 2020	<p>Greater Retention Rate of district staff</p> <p>Employee Loyalty</p>	<p>Improvement in instruction delivery</p> <p>Increase student achievement</p> <p>Increase of Performance Base and compensation</p> <p>Large applicant pool</p>	<p>Staff Retention reports</p> <p>Performance Base and Compensation Report</p>	Title 1 #3 & 5
<ul style="list-style-type: none"> <li>District will consider unique district incentives and stipends</li> <li>Paying of Local Days</li> <li>District contribution for employee medical plan</li> <li>Medical Clinic</li> </ul>	Business Office, Human Resource	Local Funds 199, SCE 166	Sept. 2019- Aug. 2020	Staff retention	Staff retiring from district	experienced work force	Title 1 #3 & 5
<p>A plan for teacher selection and retention will be implemented:</p> <ul style="list-style-type: none"> <li>Bilingual/ESL certified</li> <li>Special Education certified</li> <li>Core area certifications</li> <li>Masters degrees</li> <li>CTE certified</li> <li>Advanced placement trained</li> </ul>	HRS Admin., Bilingual/Special Education, CTE Directors, Principals	Staffing needs projections	Sept. 2019- Aug. 2020	<p>Staff hired</p> <p>High teacher retention rate</p> <p>Increase number of certified teachers</p>	All classrooms have a highly effective teacher	Screen applicants for best candidates	Title 1 #3 & 5
University Student Interns will be hired that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offered a contract	UTRGV, Texas A&M Kingsville	Sept. 2019- Aug. 2020	Hiring of Student Interns	Better adjustment for new teacher	Higher retention rate of new teachers	Title #3 & 5

## SMSECHS Focus Area 8: Staff Quality, Recruitment, and Retention

### Objective 1: Develop and retain 100% highly effective staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Professional development for new teachers	Director of Instructional coaching, principals, Instructional coaches	Local funds	Sept. 2019- Aug. 2020	Sign in sheets, Coaching logs and schedules	Increase student achievement	CBAs, benchmarks, STAAR, TELPAS, SLO's, Professional Development Goals	Title 1 #3 & 5
Instructional coaching support will be provided for the following; New teachers, other teachers needing support	Department of instructional coaches, Directors, TIF Instr. Coaches	Local funds 199, Title I, II	Sept. 2019- Aug. 2020	Sign in sheets coaching logs and schedules	McRel teacher evaluation	CBAs, benchmarks STAAR, TELPAS	Title 1 #3 & 5
The campus will provide all new teachers with a teacher mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors.	Sept. 2019- Aug. 2020	Mentor Logs	Increase in teacher satisfaction and morale Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 #3 & 5
Instructional coaching system will be provided with on-going professional development	Instructional coaching department Campus Principals	Title One Local Funds	Sept. 2019- Aug. 2020	Sign-In Sheets, Coaching logs, Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and High Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Collaborative Instructional Review, i.e. Instructional Rounds will be provided and led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	Sept. 2019- Aug. 2020	Sign-In Sheets, Coaching logs, Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5

# 2019-2020 Campus DEMOGRAPHICS



## Addendum

	ALL	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number		88	4	37	0	0	4	88	0	50
Percent	100%	100%	4.5%	42%	0%	0%	4.5%	100%	-	56.8%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	88	88	0	0	0	0
Percent	100%	100%	0	0	0	0



**Campus Information**

<b>District Name</b>	Pharr-San Juan-Alamo ISD	<b>Campus Name</b>	Sonia M. Sotomayor ECHS	<b>Superintendent</b>	Dr. Jorge Arredondo	<b>Principal</b>	Rosa M. Rakay
<b>District Number</b>	108-909	<b>Campus Number</b>	108909005	<b>District Coordinator of School Improvement (DCSI)</b>	Lorene Villarreal	<b>ESC Support</b>	Ruben Degollado

**Assurances**

<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<b>Lorene Villarreal</b>
<b>Principal Supervisor</b> <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<b>Dr. Nora Cantu</b>
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	<b>Rosa M. Rakay</b>
<b>Board Approval Date</b>		

**Needs Assessment**

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain 1: 88, Domain 2: 65, Domain 3: 10
	What changes in student group and subject performance are included in these goals?	Student group outcomes will increase by 10%tage points in Meets and subject area performance will increase as follows: English I - 30% (+10%tage pts); English II - 20% (+11%tage pts); Algebra - 22% (+9%tage pts); Biology - 15% (+8%tage pts); and, US History - 70 (5%age pts).
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR Goal - 40% (+10%tage pts); Graduation Rate Goal = 92% (+7%tage pts)

**Self-Assessment Results**  
(To be completed if the campus HAS NOT had an ESF Diagnostic)

**Use the completed Self-Assessment Tool to complete this section**

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	3

Essential Action	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	1.1 Develop campus instructional leaders with clear roles and responsibilities.

<b>Rationale</b>	CLCs have focused on data analysis but not for the purpose of effective reteach. No real process in place for ILT or teachers to analyze unit tests (or any other tests).	District provides common aligned curriculum however corrective instruction is not built into scope and sequence.	The establishment of the campus leadership team meetings exist; however, more structure is needed being more intentional in data analysis, SLOs and collaboratively planning so we are more strategic in how we plan our time and how and when frequently we observe teachers.
<b>Desired Annual Outcome</b>	CLCs will allow for teachers to analyze not only benchmark results but formative assessments. ILT will be setting a protocol for all campus assessments (unit, chapter, quizzes, pre/post tests) with focus on retest or reteach items.	Assessments are aligned to state standards and time will be built for corrective instruction in the scope and sequence.	Instructional leadership team adds structure to effective collaborative planning, data analysis, and reteach plans. Be strategic in how we observe and give feedback to teachers.
<b>Barriers to Address During the Year</b>	Time management for the ILT to ensure leader prep is done and with high quality.	Teachers not having the skills or confidence in creating strategies for corrective instruction.	ILT being more active in planning assessment and data analysis (including analysis of student work).

**District Commitment Theory of Action:** If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then 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.

**ESF Diagnostic Results**  
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

<b>Date of ESF Diagnostic</b>			
	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			

**District Commitment Theory of Action**

<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
<b>Desired Annual Outcome</b>	CLCs will allow for teachers to analyze not only benchmark results but formative assessments. ILT will be setting a protocol for all campus assessments (unit, chapter, quizzes, pre/post tests) with focus on retest	Assessments are aligned to state standards and time will be built for corrective instruction in the scope and sequence.	Instructional leadership team adds structure to effective collaborative planning, data analysis, and reteach plans. Be strategic in how we observe and give feedback to teachers.
<b>Desired 90-day Outcome</b>	Teachers use a corrective instruction action planning process, individually and in CLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms with fidelity.	ILT will strategically organize a calendar to includes meetings and agendas; collaborative planning, data analysis and reteach plans.
<b>Barriers to Address During this Cycle</b>	Teacher's knowledge of effective differentiated instruction to target special populations; analysis of assessment results in the DDI meeting	Lack of "buy in" from teachers and teachers not being familiar with the alignment for scope and sequence.	ILT's comfort with DDI content and taking a more active role in leading CLCs.
<b>District Actions for this Cycle</b>	Teacher's knowledge of effective differentiated instruction to target special populations; analysis of assessment results in the DDI meeting	Principal supervisor provides supports with High School core team coordinators; provides walkthroughs with feedback, and participation in curriculum design and alignment	Principal supervisor will attend campus leadership meetings throughout the year and provide feedback (coaching the principal).
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the the campus within two days from the assessment, then 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.		

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
Content CLC meetings to discuss data, strategies and adjustments to instructional delivery.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Oct - Nov 2019	Data, Agenda, Curriculum	ILT, Dept. Heads	Agendas, Student Data	Oct - Nov 2019		
Student progress tracking artifact	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Oct - Nov 2019	Tracking tool, Student work	ILT, Teachers	Tracking Tool with documentation	Oct - Nov 2019		
Create a calendar for all formative assessments	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Oct - Nov 2019	Calendar, Formative Assessments	ILT, Dept. Heads	Formative Assessments Calendar	11/22/2019		
CLCs with focus on Instructional Materials	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Sept - Nov 2019	District Curriculum, TEKS, Instructional Calendar	ILT	Agenda, Sign In Sheets, Instructional developed materials	11/22/2019		
Establishment of recurring weekly ILT meeting	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Oct-19	ILT Calendar; Agenda template	Principal, ILT	Calendar, Agenda	Ongoing		
Completed teacher training (through CLCs) on exit tickets creative and analysis	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Oct - Nov 2019	PD Materials (facilitator's notes, slides, tools, examples)	ILT	Teacher work products from training	11/22/2019		
Analyze Benchmark #1 for retesters	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Oct-19	Benchmark	CTC; ILT	Data reports	11/1/2019		
Instructional rounds training	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	31-Oct-19	"Instructional Rounds in Education" Book	PS; HS Core Team; Principal	Sign-In, Agenda	31-Oct-19		



	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
<b>Desired Annual Outcome</b>	CLCs will allow for teachers to analyze not only benchmark results but formative assessments. ILT will be setting a protocol for all campus assessments (unit, chapter, quizzes, pre/post tests) with focus on retest	Assessments are aligned to state standards and time will be built for corrective instruction in the scope and sequence.	Instructional leadership team adds structure to effective collaborative planning, data analysis, and reteach plans. Be strategic in how we observe and give feedback to teachers.
<b>Desired 90-day Outcome</b>	CLCs conduct data meetings with fidelity for common weekly assessments as well as unit tests.	Content CLCs will meet weekly for the alignment of TEKS within an emphasis on readiness standards.	ILT reviews unit test data and aligns observation schedule with test results.
<b>Barriers to Address During this Cycle</b>	Quality of common assessments-will they produce analyzable data and leads to strong reteach?	Maintain quality/frequency of feedback from content CLC leads.	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers; have to ensure struggling teachers to feel supported not targeted.
<b>District Actions for this Cycle</b>	PS ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded within two days.	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support CLC planning.	PS attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on conducting data meetings (instructional core) and translating unit test results into observation plans; conducting walk-thrus with
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then 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.		

**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
Content CLC meetings to discuss data, strategies and adjustments to instructional delivery.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December-February	Data, Agenda, Curriculum	ILT, Dept. Heads	Agendas, Student Data	Dec - Feb		
DDI data reviews; analyze benchmark results (for retesters, new)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December-February	Benchmark data	ILT; department leads	Data review sessions and agendas	1-Jan		
ILT weekly meetings with Principal	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December-February	Meeting agendas	Principal; ILT	Calendar and Agendas	Ongoing		
Analyze benchmark results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December-February	Meeting agendas	ILT	Observation Calendar and Agendas	Feb. 2020		
Lead instructional rounds	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December-February	Documentation walk-thru form	PS; Principal	Observation forms	Ongoing		
Teachers will continue monitoring student progress	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December-February	Tracking tool	Teachers	Data on tracking tool	Ongoing		
All student track their data on mastery	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Feb-20	Students data trackers	ILT (to train/push out to teachers)	Copies of students trackers	Feb. 2020		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
<b>Reflection and Planning for Next 90-Day Cycle</b>								
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?		<b>Carryover Milestones</b>			<b>New Milestones</b>			

Cycle 3 90-Day Outcomes (March-May)								
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3					
<b>Essential Action</b>	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	1.1 Develop campus instructional leaders with clear roles and responsibilities.					
<b>Desired Annual Outcome</b>	CLCs will allow for teachers to analyze not only benchmark results but formative assessments. ILT will be setting a protocol for all campus assessments (unit, chapter, quizzes, pre/post tests) with focus on retest or	Assessments are aligned to state standards and time will be built for corrective instruction in the scope and sequence.	Instructional leadership team adds structure to effective collaborative planning, data analysis, and reteach plans. Be strategic in how we observe and give feedback to teachers.					
<b>Desired 90-day Outcome</b>	80% of students master priority standards after reteach	Teachers make adjustments to curriculum based on recurring analysis of data.	ILTs calenders show 40% of time on IL actions, with time prioritized on teachers whose data shows significant gaps in student mastery of prioritized standards.					
<b>Barriers to Address During this Cycle</b>	Nothing new - quality/rigor of retest questions?	Time management for adjustments to curriculum	Time management of the ILT; systems to protect/prioritize IL time (discipline, parents, etc.)					
<b>District Actions for this Cycle</b>	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support CLC planning.	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on principal coaching ILT to conduct effective data meetings with a focus on high-quality reteach plans.					
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then 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.							
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
All students track their data on mastery and updates regularly to show progress	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March 1st	Students data trackers (hard copy for student binders/folders)	ILT (to train/push out to teachers)	Copies of students trackers	March 1st		
ILT meeting analysis benchmark test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March 25th	Data tracker, obs calenders	Principal	Data reports	March 25th		
Weekly one-on-one meetings with Principal and ILT continue	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Ongoing (routine established in Cycle 2)	Meeting agendas, ILTs calendars, data trackers	Principal	Calendar; agenda	March-April 2020		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
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<b>Reflection and Planning for Next 90-Day Cycle</b>								
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?			<b>Carryover Milestones</b>			<b>New Milestones</b>		
END OF YEAR REFLECTION								
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3					
<b>Essential Action</b>								
<b>Desired Annual Outcome</b>	CLCs will allow for teachers to analyze not only benchmark results but formative assessments. ILT will be setting a protocol for all campus assessments (unit, chapter, quizzes, pre/post tests) with focus on retest or	Assessments are aligned to state standards and time will be built for corrective instruction in the scope and sequence.	Instructional leadership team adds structure to effective collaborative planning, data analysis, and reteach plans. Be strategic in how we observe and give feedback to teachers.					
<b>Did the campus achieve the desired outcome? Why or why not?</b>								

### Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.  
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	Teachers use a corrective instruction action planning process, individually and in CLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not	Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms with fidelity.	ILT will strategically organize a calendar to includes meetings and agendas; collaborative planning, data analysis and reteach plans.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

#### 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
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative 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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

TIP Components	Notes
<b>Foundations</b>	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
<b>Cycle 4 90-day Action Plan</b>	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	
Prioritized Focus Area	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.