



Liberty Middle School Campus Improvement Plan 2019-2020

SBDM Committee Approved: September 25, 2019

Revised Date: August 14, 2019



LIBERTY MIDDLE SCHOOL
An International Baccalaureate Campus

VISION

“Together we envision our students as contributing educated members of society who are active, compassionate lifelong learners”.

MISSION

“Through the coordinated efforts of staff, students, parents and the community, our mission at Liberty Middle School is to provide our students the total middle school experience, to prepare them for high school, college and beyond”.



Alfredo Carrillo –Principal

**Julia Mason
Norma Rocha
Miguel Salinas
Lilian Villarreal
Velma Garcia
Laura Salinas
Robert Peterson
Argelia Colby**

**Dean of Instruction
8th Grade Asst. Principal
7th Grade Asst. Principal
6th Grade Asst. Principal
Math Department Chair
ELA Department Chair
Social Studies Department Chair
Science Department Chair**

6th Team Leader

7th Team Leader

8th Team Leader

**Sonia Arce
Anabelle Jaime
Dalia Cuevas
Myrna Trevino
Domingo Lopez
Jessica Martinez
Priscilla Salinas
Carla Torres Calderon
Melissa Garza**

**Counselor
Counselor
Migrant Counselor
Diagnostician
Paraprofessional
Paraprofessional
Parent Educator
Parent
Parent**

District SBDM Representative

ADMINISTRATION

Alfredo Carrillo, Principal
Norma Rocha, Assistant Principal
Judy Sanchez, Assistant Principal
Miguel Salinas, Assistant Principal
Julie Mason, Dean of Instruction

COUNSELORS

Sonia Arce
Annabelle Jaime

NURSE

Ana Rodriguez

LIBRARIAN

Sanjuana Sanchez

LIAISON

Heriberto Tapia

DIAGNOSTICIAN

Myrna Trevino

SECRETARY

Vanessa Ayala

CLERKS

Yolanda Carrizales
Sindy Martinez
Anna Anzaldua
Arlene Padilla

PARENT EDUCATOR

Priscilla Salinas

COMPUTER LAB MANAGER

Domingo Lopez

SECURITY GUARDS

Guadalupe Lara – Captain
Ruiz

CAFETERIA

Bertha Barrera
Sorina Briseno
Remi Cantu
Nilda Gongora
Ida Sanchez
Maria Zamora
Ana Rodriguez

CUSTODIANS

Luis Adame
Ubaldo Elizondo
Maria Sanchez
Andres Silva
Cesar Martinez
Joe Vega
Maria Zamudio

CROSSING GUARDS

Genaro Alvarez

Juan Hernandez

Juan Ramirez

Omar Soto

TEACHERS

Cynthia Alaniz

Juanita Balderaz

Indrani Banik

Rene Cabrera

Alejandro Casas

Marleen Casas

Anita Castaneda

Nicole Cavazos

Martin Chavez

Argelia Colby

Frida De La Garza

Peter De La Garza

Cynthia De La Rosa

Alfredoo Espinosa

Fanny Espinosa

Jovelli Flores

Brenda Galvan

Crystal Garcia

Rogelio Garcia

Velma Garcia

Benito Garza

Jaime Garza

Maritza Garza

Tiffani Garza

Eric Gonzalez

Erika Gonzalez

Marta Gonzalez

David Granadoz

Naudia Hernandez

Francisco Lara

Dalia Lopez

Jose Martinez

Maria Martinez

Joseph Moncivais

Antonio Monrreal

Gerardo Monrreal

Maria Nava

Maria Nino

Cynthia Parrao

Araceli Perez

Cynthia Perez

Robert Peterson

Audrey Quintero

Janneth Quintero

Raudel Ramirez

Steven Rios

Lorenzo Rivera

San Juanita Rivera

Arturo Rocha

Rigoberto Rodriguez

Melissa Ruiz

Jeronimo Saldana

Arnold Salinas

Laura Salinas

San Juanita Sepulveda

Chriselda Stevenson

Erasmus Teran

Ruben Trevino

Miguel Vargas

Maria Velasco

Debrah Villarreal

Raven Woods

Francisca Zamarripa

Ruth Zamarripa

Esther Zarate

Sarahi Zarate

Ruolan Zeng

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.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A

School wide Components:

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

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-2019 Benchmark District Summary Reports
2. 2018-2019 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS
13. STAAR Data

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities																																																																																							
1	Domain 1: Student Achievement	<p>Campus exceeded 2018-2019-year scores by 1 % (67% to 68%).</p> <ul style="list-style-type: none"> Algebra continues to perform at 100%. Mathematics improved from 73% to 76%. Writing improved from 56% to 66%. 	<ul style="list-style-type: none"> Reading achievement decreased from 65% to 61%. 6th Grade Reading achievement from 47%. 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> Reading 																																																																																							
2	Domain 2: Student Progress	<ul style="list-style-type: none"> 8th Grade Math: 81.4% of eligible growth points earned. 8th Grade Reading: 71.2% of eligible growth points earned. 	<ul style="list-style-type: none"> 40% of eligible growth points in Mathematics were not earned. 39% of eligible growth points in Reading were not earned. 6th Grade Math: only 37.6% eligible growth points earned. 6th Grade Reading: only 27.7% of eligible growth points earned. 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2019-2020 in Reading and Mathematics 																																																																																							
3	Domain 3: Closing the Achievement Gap	<p>Met Targets:</p> <p><u>Academic Achievement Status:</u> Math – ECD from 39% to target of 36%. Math – Hispanics from 42% to target of 40%</p> <p><u>Growth Status:</u> ELA/Reading – Non continuously Enrolled 68% to target of 67%</p>	<ul style="list-style-type: none"> Did not Meet targets: <u>Academic Achievement Status: Did not Meet Targets</u> <table border="0"> <tr> <td>ELA/Reading:</td> <td><u>Meets or Above</u></td> <td><u>Target</u></td> </tr> <tr> <td><i>All Students</i></td> <td>31%</td> <td>44%</td> </tr> <tr> <td><i>Hispanic</i></td> <td>31%</td> <td>37%</td> </tr> <tr> <td><i>ECD</i></td> <td>29%</td> <td>33%</td> </tr> <tr> <td><i>EL</i></td> <td>25%</td> <td>29%</td> </tr> <tr> <td><i>Sp. Ed.</i></td> <td>16%</td> <td>19%</td> </tr> <tr> <td><i>Cont. Enrolled</i></td> <td>32%</td> <td>46%</td> </tr> <tr> <td><i>Non-Cont. Enrolled</i></td> <td>29%</td> <td>42%</td> </tr> <tr> <td></td> <td><u>Meets or Above</u></td> <td><u>Target</u></td> </tr> <tr> <td>Math: <i>All Students</i></td> <td>42%</td> <td>46%</td> </tr> <tr> <td><i>EL</i></td> <td>36%</td> <td>40%</td> </tr> <tr> <td><i>Sp. Ed.</i></td> <td>20%</td> <td>23%</td> </tr> <tr> <td><i>Cont. Enrolled</i></td> <td>42%</td> <td>47%</td> </tr> <tr> <td><i>Non-Cont. Enrolled</i></td> <td>40%</td> <td>45%</td> </tr> </table> <ul style="list-style-type: none"> <u>Growth Status: Did not Meet Targets</u> <table border="0"> <tr> <td>ELA/Reading:</td> <td><u>Meets or Above</u></td> <td><u>Target</u></td> </tr> <tr> <td><i>All Students</i></td> <td>61%</td> <td>66%</td> </tr> <tr> <td><i>Hispanic</i></td> <td>61%</td> <td>65%</td> </tr> <tr> <td><i>ECD</i></td> <td>60%</td> <td>64%</td> </tr> <tr> <td><i>EL</i></td> <td>59%</td> <td>64%</td> </tr> <tr> <td><i>Sp. Ed.</i></td> <td>49%</td> <td>59%</td> </tr> <tr> <td><i>Cont. Enrolled</i></td> <td>59%</td> <td>66%</td> </tr> <tr> <td>Math:</td> <td><u>Meets or Above</u></td> <td><u>Target</u></td> </tr> <tr> <td><i>All Students</i></td> <td>60%</td> <td>71%</td> </tr> <tr> <td><i>Hispanic</i></td> <td>61%</td> <td>69%</td> </tr> <tr> <td><i>ECD</i></td> <td>59%</td> <td>68%</td> </tr> <tr> <td><i>EL</i></td> <td>56%</td> <td>68%</td> </tr> <tr> <td><i>Sp. Ed.</i></td> <td>51%</td> <td>61%</td> </tr> <tr> <td><i>Cont. Enrolled</i></td> <td>61%</td> <td>71%</td> </tr> <tr> <td><i>Non-Cont. Enrolled</i></td> <td>59%</td> <td>70%</td> </tr> </table> <ul style="list-style-type: none"> TELPAS: Did not Meet Target of 36%. (TELPAS Progress: 24%) 	ELA/Reading:	<u>Meets or Above</u>	<u>Target</u>	<i>All Students</i>	31%	44%	<i>Hispanic</i>	31%	37%	<i>ECD</i>	29%	33%	<i>EL</i>	25%	29%	<i>Sp. Ed.</i>	16%	19%	<i>Cont. Enrolled</i>	32%	46%	<i>Non-Cont. Enrolled</i>	29%	42%		<u>Meets or Above</u>	<u>Target</u>	Math: <i>All Students</i>	42%	46%	<i>EL</i>	36%	40%	<i>Sp. Ed.</i>	20%	23%	<i>Cont. Enrolled</i>	42%	47%	<i>Non-Cont. Enrolled</i>	40%	45%	ELA/Reading:	<u>Meets or Above</u>	<u>Target</u>	<i>All Students</i>	61%	66%	<i>Hispanic</i>	61%	65%	<i>ECD</i>	60%	64%	<i>EL</i>	59%	64%	<i>Sp. Ed.</i>	49%	59%	<i>Cont. Enrolled</i>	59%	66%	Math:	<u>Meets or Above</u>	<u>Target</u>	<i>All Students</i>	60%	71%	<i>Hispanic</i>	61%	69%	<i>ECD</i>	59%	68%	<i>EL</i>	56%	68%	<i>Sp. Ed.</i>	51%	61%	<i>Cont. Enrolled</i>	61%	71%	<i>Non-Cont. Enrolled</i>	59%	70%	<p>EL, and Specia Ed. population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p> <ul style="list-style-type: none"> Set and monitor goals for achievement provide interventions. Intentional interventions for Els for listening and speaking.
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Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	Distinctions	<ul style="list-style-type: none"> Campus Distinctions (5) <ul style="list-style-type: none"> • ELA/Reading • Math • Science • Social Studies • Postsecondary Readiness 	<u>Not Earned (2)</u> <ul style="list-style-type: none"> • Comparative Academic Growth. • Comparative Closing the Gaps. 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their content. • Utilize strategies of the Common Instructional Framework • Assess and Monitor frequently through common formative assessments
5	Family and Community Involvement	<ul style="list-style-type: none"> • Communication in both English and Spanish • Parent Liaison campus level • Parent Volunteers • Business Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Create opportunities for parents to attend and become involved with the Parent Advisory Council (PAC)
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and update the infrastructure, increase the use of student technology for instructional rigor. 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Safe and Civil Schools Initiative • ARP- Attendance Recovery Program 	<ul style="list-style-type: none"> • Student attendance • Chronic Absences • PD • Culture Survey • Revisit Vision statement 	<ul style="list-style-type: none"> • Build public relations • Improve student retention • Use Attendance Recovery Program • Mentor students with high absenteeism • Increase Social Media presence
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • McRel Evaluation Tool 		

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	863	459	404	94	380	55	46	23	783	48
Percent	100%	53.2%	46.8%	10.9%	44.0%	6.4%	5.3%	2.7%	90.7%	5.6%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	863	843	1	3	16	0
Percent	100%	97.7%	0.1%	0.3%	1.9%	0%

Student Achievement Summary 2019



	2018 Performance	2019 Performance
Domain 1 Student Achievement	73	72
Domain 2 <ul style="list-style-type: none"> School Progress Academic Growth Relative Performance 	75	Academic Growth: 59 (scaled score) Relative Performance: 83 (scaled score)
Domain 3 Closing the Gap	78	56
Distinctions	3	5

★ Distinction Designation in ELA/Reading

★ Distinction Designation in Science

★ Distinction Designation in Social Studies

★ Distinction Designation in Math

★ Distinction Designation in Postsecondary Readiness

**Pharr – San Juan – Alamo Independent School District
2019–2020 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
- Campus Goal 2: Student Progress**
- Campus Goal 3: Closing the GAP**
- Campus Goal 4: Post-Secondary**

Objective: To increase our **Social Studies** STAAR achievement to **70% at Approaches, 50% at Meets, and 30% at Masters** by the end of the 2020 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/Funding	EVALUATION
Instruction	<ul style="list-style-type: none"> • Interactive Notebook (district-wide initiative), • Problems of the Day • Exit Tickets • Intentional grouping • CIF strategies • Cold Calling • Word walls • Graphic organizers • Anchor Charts • Leveled Questions 	6 th -8 th grade History Teachers	<ul style="list-style-type: none"> • Study Island • Jarret Book • Master the TEKS • STAAR Review • McGraw Hill • Mr. Betts Videos, • Story of Us-America • TEKS Booklet/C. Hoglund • Teacher Created Materials • ISN • Quizizz • Brainpop • Lead4ward • Sirius Book 	Aug 2019-May 2020 Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam

Social Studies Enrichment	<ul style="list-style-type: none"> Lesson will be a preview of skills/concepts covered the following week Exit Tickets Incorporate CIF strategies Build vocabulary Build basic skills foundation Students' become "mini-teachers" in the regular classroom Games, Projects, art work Plays- Historical Computer Lab/ PPT America- Story of Us 	8 th Grade Teachers: 3 sections: A.Salinas E. Zarate A.Espinosa R.Peterson	<ul style="list-style-type: none"> Access Book Teacher created material, Adventure tales games projects plays Junior Scholastic Historical novels 	Aug 2019-May 2020 Monday – Friday One Period Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam
Intervention	<ul style="list-style-type: none"> Use STAAR results to focus on low performing TEKS Utilize CIF strategies Focus on building vocabulary skills Jeopardy, Bingo and other games Focus on Classroom Talk by using small groups Social Studies Academy SLOs 	6 th -8 th grade Teachers	<ul style="list-style-type: none"> "Close" reading passage 8th Grade American Revolution Unit 13 Close Reading Passages and Activities 6th /7th Follow Liberty's Close passage selections 	Sept. 2019-May 2020 Tuesdays and Thursdays 4 th pd. class 25 minutes long Students work on planned "Close" reading passage Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam
After-school and Saturday Tutoring	<ul style="list-style-type: none"> Computer Lab Study Island Learning Games: Jeopardy Pictionary, Heads Up Rotations 	6 th -8 th grade Teachers STAAR Blitz	<ul style="list-style-type: none"> Any independent practice Exit Tickets Vocabulary puzzles Study Island (internet-based practice) Learn Smart 	Sept. 2019-May 2020 Tuesdays and Thursdays Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam

**Pharr-San Juan – Alamo Independent School District
2019-2020 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
Campus Goal 2: Student Progress
Campus Goal 3: Closing the GAP
Campus Goal 4: Post-Secondary

Objective: To increase our **Science** STAAR Achievement to **80% at Approaches, 50% at Meets, 30% at Masters** by the end of the 2020 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/Funding	EVALUATION
INSTRUCTION	<ul style="list-style-type: none"> Interactive Notebook (district wide initiative), Problems of the Day Exit Tickets Intentional grouping CIF Strategies Cold Calling Word walls Graphic organizers Anchor Charts 	6 th – 8 th grade Science Teachers	<ul style="list-style-type: none"> Study Island Master the TEKS STAAR Review Book TEKS Teacher Created Materials ISN Quizzizz Brainpop Lead4ward Science Fusion Mentoring Minds Gateway to Science 	Aug 2019 – May 2020 Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam
Science Enrichment	<ul style="list-style-type: none"> Lesson will be a preview of skills/concepts covered the following week Exit Tickets Incorporate CIF Strategies Build vocabulary Build basic skills foundation Students' become "mini-teachers" in the regular classroom Games, Projects, art work Computer Lab/ PPT 	8 th Grade Teachers: A.Colby N.Cavazos D. Lopez E. Gonzalez	<ul style="list-style-type: none"> Teacher Created Material Projects Plays Games 	Aug. 2019 – May 2020 Monday – Friday One Period Title I PFS Funds SCE Local Funds	CBA's Benchmarks Weekly Quizzes STAAR Exam

**Pharr – San Juan – Alamo Independent School District
2019–2020 Liberty Middle School Campus Plan**

Campus Goal 1: Student Achievement

Campus Goal 2: Student Progress

Campus Goal 3: Closing the GAP

Campus Goal 4: Post-Secondary

Objective: To increase our **Science** STAAR Achievement to 80% at Approaches, 50% at Meets, 30% at Masters by the end of the 2020 school year.

Intervention	<ul style="list-style-type: none"> • Science Academy • SLOs • Use STAAR results to focus on low performing TEKS • Utilize CIF Strategies • Focus on building vocabulary skills • Jeopardy, Bingo and other games • Focus on Classroom Talk by using small groups 	6 th – 8 th grade Teachers	<ul style="list-style-type: none"> • “Close” reading passage 8th grade • Close Reading Passages and Activities 	Sept. 2019 – May 2020 Title I PFS Funds SCE Local Funds	CBA’s Benchmarks Weekly Quizzes STAAR Exam
After-school and Saturday Tutoring	<ul style="list-style-type: none"> • Computer Lab • Study Island • Learning Games: Jeopardy Pictionary • Heads up • Rotations 	6 th – 8 th Grade Teachers STAAR Blitz	<ul style="list-style-type: none"> • Any independent practice • Exit Tickets • Vocabulary Word Wall • Study Island (internet-based practice) 	Sept. 2019– May 2020 Title I PFS Funds SCE Local Funds	CBA’s Benchmarks Weekly Quizzes STAAR Exam

**Pharr – San Juan – Alamo Independent School District
2019–2020 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
- Campus Goal 2: Student Progress**
- Campus Goal 3: Closing the GAP**
- Campus Goal 4: Post-Secondary**

Objective: To increase our **6th Reading** STAAR achievement to **75% at Approaches, 50% at Meets, and 25% at Masters**, increase our **7th Reading** STAAR achievement to **70% at Approaches, 40% at Meets, and 25% at Masters** increase our **8th grade Reading** STAAR achievement to **80% at Approaches, 50% at Meets, and 30% at Masters** by the end of the 2020 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/Funding	EVALUATION
Instruction	<ul style="list-style-type: none"> • ELPS • Interactive Notebook (district-wide initiative) • Intentional Grouping • CIF Strategies to focus on Writing to Learn and Classroom Talk • Cold Calling • Close Reading Strategies Group Reading • The Essential 5! summarization (CPR) • SIOP • DOK Question Stems • CLC's • Intentional Grouping • STAAR STEMS • Thinking Maps • Textual Support • AR • Novels as Homework • -AR Goals of 1000 pts per team • -Pre-AP and Adv. Classes will read a novel at or above their reading level as HW 	6 th -8 th Grade Reading Teachers	<ul style="list-style-type: none"> • District Curriculum • IB units • ELPS Daily • Sentence Stems • STAAR Guide to Success • AR 	Aug. 2019 to May 2020 Title I PFS Funds SCE Local Funds	AR Test CBA Test Benchmark Test STAAR Test

Block Scheduling	<ul style="list-style-type: none"> • Work with Problem Solution Patterns • Continue Figurative Language Identification • More paired selections with multi-choice strategies, multi-media messages • Author's POV • Clarify meaning using context clues • Use a plot map to analyze the conflict • Make inferences • Summarize/synthesize texts in a logical order • Use different organizational patterns to summarize expository texts • CIF activities with commonplace assertions • More exposure to various types of poems, fiction and non-fiction texts • Dictionary skills • Vocabulary Strategies 	8th Grade Teachers (8th Grade Selected Students Cohort of Students)	<ul style="list-style-type: none"> • Read 180 • STAAR Ready 	Aug. 2019 to May 2020 Title I PFS Funds SCE Local Funds	AR Test CBA Test Benchmark Test STAAR Test
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Intervention/Literacy Plan	<ul style="list-style-type: none"> Students will practice Close Reading strategies using passages (Read Works) Thinking Questions(STAAR Stems) Read and Respond (Write short answer essays) Exit ticket SLOs Academies 	6 th -8 th Grade Reading teachers Electives	<ul style="list-style-type: none"> Read Works Unlocking Close Reading STAAR question stems Read180 System44 STAAR Ready Books Measuring up Region 4 	Title I PFS Funds SCE Local Funds	AR Test CBA Test Benchmark Test STAAR Test
After-school and Saturday tutoring	<ul style="list-style-type: none"> Focus on vocabulary building basic skills Comprehension skills/concepts Imagine Literacy Oral Language Development 	6 th -8 th Grade Reading Teachers	<ul style="list-style-type: none"> Language Power INSIDE ELPS Read 180 I station 	Twice a Week Title I PFS Funds SCE Local Funds	AR Test CBA Test Benchmark Test STAAR Test

**Pharr – San Juan – Alamo Independent School District
2019–2020 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
- Campus Goal 2: Student Progress**
- Campus Goal 3: Closing the GAP**
- Campus Goal 4: Post-Secondary**

Objective: To increase our **6th Math** STAAR achievement to **80% at Approaches, 50% at Meets, and 30% at Masters**, to increase our **7th Math** STAAR achievement to **80% at Approaches, 40% at Meets, and 20% at Masters**, to increase our **8th Math** STAAR achievement to **90% at Approaches, 50% at Meets, and 25% at Masters** (by second administration) by the end of the 2020 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/Funding	EVALUATION
Instruction	<ul style="list-style-type: none"> • Interactive Notebook (district-wide initiative) Problems of the Day/Exit Tickets • Intentional grouping • CIF strategies to focus on Writing to Learn and Classroom Talk • Cold Calling 	6 th -8 th Grade Math Teachers	<ul style="list-style-type: none"> • Go Math, • Mentoring Minds, Step Up To The TEKS • Math GPS • Inspire Calculators 	Aug. 2019 to May 2020 Title I PFS Funds SCE Local Funds	Unit Assessments CBA Test Benchmark Tests STAAR Test
Block Scheduling	<ul style="list-style-type: none"> • Will follow lesson plan to include Entry and Exit Tickets • Incorporate CIF strategies such as: KNWS activity, Gallery Walks, Rally Coach, Wagon Wheel • Build vocabulary using Frayer model • Build basic skills foundation • Improve students' self-esteem by getting them to become "mini-teachers" in the regular classroom 	6 th and 7 th Grade all block classes 7 th & 8 th Grade – Algebra I 8 th – Geometry and selected cohorts	<ul style="list-style-type: none"> • TEKSing Towards STAAR Lessons • Motivation Math • Step Up to The TEKS • Go Math 	Aug. 2019 to May 2020 Title I PFS Funds SCE Local Funds	Unit Assessments CBA Test Benchmark Test STAAR Test

Intervention	<ul style="list-style-type: none"> • Use STAAR results to focus on low performing TEKS • Utilize CIF strategies • Focus on building vocabulary skills by using Frayer model, Quiz-Quiz-Trade activity, Numbered Heads Together, Jeopardy, Bingo and other games • Focus on Classroom Talk by using small groups • SLOs • Math Academy 	<p>Pullout Intervention with all math teachers/co-teachers 8 – 10 students Intentionally focus on low performing TEKS Students can be exited/replaced</p>	<ul style="list-style-type: none"> • Released Test items • Think Up! • District Doodle Notes 	<p>Title I PFS Funds SCE Local Funds</p>	<p>Evaluation CBA Test Benchmark Tests STAAR Test Unit assessments</p>
After-school Blitz and Saturday Tutoring	<ul style="list-style-type: none"> • Focus on vocabulary • Build basic skills foundation • Review skills/concepts already covered 	<p>6th – 8th grade Math Teachers</p>	<ul style="list-style-type: none"> • STAAR Ready Tests separated by TEKS • Any independent practice • Problems of the Day • Exit Tickets • vocabulary puzzles • Kuta Software (internet-based practice) 	<p>Weekly Title I PFS Funds SCE Local Funds</p>	<p>CBA Test Benchmark Test STAAR Test Unit assessments</p>

**Pharr – San Juan – Alamo Independent School District
2019–2020 Liberty Middle School Campus Plan**

- Campus Goal 1: Student Achievement**
- Campus Goal 2: Student Progress**
- Campus Goal 3: Closing the GAP**
- Campus Goal 4: Post-Secondary**

Objective: To increase our 7th **Writing** STAAR achievement from **70% at Approaches, 40% at Meets and 20% at Masters,** to increase by the end of the 2019 - 2020 school year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/Funding	EVALUATION
Instruction	<ul style="list-style-type: none"> • ELPS • Interactive Notebook (district-wide initiative) • Intentional Grouping • CIF Strategies to focus on Write to Learn and Classroom Talk • Cold Calling • SIOP • DOK Question Stems • CLC's, Intentional Grouping, STAAR STEMS • Thinking Maps • Textual Support • AR • TELPAS Writing Prompts, Writing Folder • May The Fours Be With You Curriculum • -AR Goals of 1000 pts per team per six weeks 	7 th grade Writing Teachers	<ul style="list-style-type: none"> • District Curriculum, • IB units • ELPS Daily Journal Writing, STAAR Question Sentence Stems • STAAR Guide to Success, AR • May the Fours Be With You Bill Mac Donald Curriculum • Read 180 Writing Component • Texas Treasures 	Aug. 2019 to June 2020 Title I PFS Funds SCE Local Funds	CBA Test Benchmark Test STAAR Test

Writing Strategies	<ul style="list-style-type: none"> • Work with the grammar components to revise and edit sentences in a paragraph. • Use a graphic organizer to plan and organize thoughts to write an expository essay. • Writing Process 	7 th Grade 6 sections: 15-28 students per section DOL Writing Expository Essays and Revising and Editing	<ul style="list-style-type: none"> • District Curriculum • May the Fours Be With You • Texas Treasures • District adopted curriculum 	Aug. 2019 to May 2020 Title I PFS Funds SCE Local Funds	CBA Test Benchmark Test STAAR Test
Intervention	<ul style="list-style-type: none"> • Students will practice Close Reading strategies using passages (Read Works) • Thinking Questions(STAAR Stems) • Read and Respond (Write short answer essays), • Exit ticket 	7 th Grade writing Teachers	<ul style="list-style-type: none"> • Read Works • Unlocking Close Reading • STAAR question stems • Measuring up 	Tuesday and Thursday- 25 min. Literacy in every classroom Title I PFS Funds SCE Local Funds	CBA Test Benchmark Test STAAR Test
After-school Tutoring	<ul style="list-style-type: none"> • Focus on vocabulary building basic skills • Comprehension skills/concepts (Writing Component) • Oral Language Dev. 	7 th Grade writing Teachers	<ul style="list-style-type: none"> • Language Power • INSIDE, ELPS • Read 180 • Ii station • Systems 44 	Weekly Title I PFS Funds SCE Local Funds	CBA Test Benchmark Test STAAR Test
Saturday Academies	<ul style="list-style-type: none"> • Academic teams will rotate the students • Vocabulary activities • Basic Skills Practice • Use Data from assessments to determine the TEKS to be addressed each Saturday • Hands-on activities 	7 th Grade Writing Teachers	<ul style="list-style-type: none"> • SIOP/CIF • STAAR Ready 	Scheduled Saturdays Title I PFS Funds SCE Local Funds	CBA Test Benchmark Test STAAR Test

2019–2020 Liberty Middle School Campus Plan

- Campus Goal 1: Student Achievement
- Campus Goal 2: Student Progress
- Campus Goal 3: Closing the GAP
- Campus Goal 4: Post-Secondary

Objective: To promote literacy in all grade levels amongst all students through Fine Arts and PE.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE/funding	EVALUATION
Reading	<ul style="list-style-type: none"> • CLC Meetings • Encourage students to read all kinds of texts • Group Reading • Reading Aloud • Subject Specific Vocabulary • EAGLE Notebook 	<ul style="list-style-type: none"> • Teachers • Administration • Librarian • Student Leaders • ELA/R Staff 	<ul style="list-style-type: none"> • Subject Specific Text books • Professional Development • Conference Period • Composition Books 	<ul style="list-style-type: none"> • 08/19-05/20 • As needed in lessons <p>Title I PFS Funds SCE Local Funds</p>	<ul style="list-style-type: none"> • Quizzes • Exams • Student Portfolio
Writing	<ul style="list-style-type: none"> • CLC Meetings • Open ended topics • Laptops • Thinking Maps • Document Readers • Writing to Learn • Differentiated Instruction for Special Population • Cross Disciplinary Topics • Notes • EAGLE Notebook 	<ul style="list-style-type: none"> • Teachers • Administration • ELA/R Staff 	<ul style="list-style-type: none"> • Computer • Document Reader • Professional Development • Special Education Modifications • Projector • Composition Books 	<ul style="list-style-type: none"> • 08/19-05/20 • As needed in lessons 	<ul style="list-style-type: none"> • Low stakes informal Evaluation • Quizzes • Exams

Speaking	<ul style="list-style-type: none"> • CLC Meetings • Public Speaking Strategies • Research Opportunities • Oral/Visual Presentation <ul style="list-style-type: none"> ○ Sentence Stems 	<ul style="list-style-type: none"> • Teacher • Administration 	<ul style="list-style-type: none"> • Professional Development • Computer • Internet Access 	<ul style="list-style-type: none"> • 08/19-05/20 • As needed for lesson 	<ul style="list-style-type: none"> • Oral Presentation • Visual Presentation
Extra-Curricular	<ul style="list-style-type: none"> • Individual Demonstrations • Individual Performances • Group Performances • Recitals • Concerts • Fall Show • Spring Show • Showcases • Sport specific Games and Tournaments <p>Football, Volleyball, Soccer, Baseball, Softball, Cross Country, Track and field, Swimming, Tennis, and Golf</p>	<ul style="list-style-type: none"> • Teacher • Public • Judges • Parents 	<ul style="list-style-type: none"> • Cafetorium • Stage Lights • Sound System • Instruments • Costumes • Art Supplies • Risers • Music Stands 	<ul style="list-style-type: none"> • 08/19-05/20 • Site and Time Specific <p>Title I PFS Funds SCE Local Funds</p>	<ul style="list-style-type: none"> • Rehearsals Before During and After School • Public Praise (Newspaper) • Surveys

2019-2020 District Goals

- Goal 1-Student Achievement
- Goal 2-Curriculum, Instruction, and Assessment
- Goal 3-Staff Quality, Recruitment, and Retention
- Goal 4-School Culture and Climate Retention
- Goal 5-Finance
- Goal 6-Family and Community Involvement
- Goal 7-Community and Business Partnerships
- Goal 8-Research/Development/Evaluation
- Goal 9-Communication
- Goal 10-Technology

All strategies and action steps highlighted in yellow represent our sub- populations.

GOAL AREA I:
OBJECTIVE 1.1:

Student Achievement

By the end of the 2019 – 2020 school year, Liberty Middle School will meet or exceed a 97.5% **ATTENDANCE** rate.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Increase student attendance.	Provide incentive for attendance at the end of each six weeks and at the end of the year.	Grade level Administrator/School Community Liaison/Teachers	Attendance Rosters. Grade level incentive (snacks/prizes). Trophies.	08/19 – 05/20	<u>Formative:</u> ✓ Weekly district percentage of attendance by campus reports ✓ District six weeks attendance by comparison ✓ Phone logs ✓ Certificates ✓ Student excuses on file ✓ Sign-in/out sheets ✓ Attendance Policy Handout <u>Summative:</u> ✓ High attendance rate (97% or better)
	Make daily parent contact for students who are absent.	Attendance Clerks/School Community Liaison	Increased phone availability. Update information on student demographics.	08/19 – 05/20	
	Require students to turn in written excuses for being absent to the attendance office/School Attendance Specialist.	Attendance Clerk/School Community Liaison	Teacher and student support	08/19 – 05/20	
	Disseminate policy awareness presentation/information handouts to parents.	School Community Liaison/Attendance Clerk	Copy paper, copier	08/19 – 05/20	
	Enforce school policy for tardies and absences.	Teachers/Safe and Civil School Committee	Tardy Policy and Attendance Logs	08/19 – 05/20	
	Require and enforce student sign-in at: ✓ front office ✓ counselors ✓ nurse	Clerks/Counselors/Nurse and Security Guard	Sign-in/out sheets. Office pass.	08/19 – 05/20	
	Mini-Banners	Attendance Committee and Teachers	Attendance Rosters Banners	08/19-05/20	

GOAL AREA I: Student Achievement

OBJECTIVE: 1.1 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Enforce district/state attendance policies.</p>	<p>Provide a attendance clerk with rosters of planned activities.</p>	<p>Teachers/Counselors/Administration/ Attendance Clerk/School Community Liaison</p>	<p>Rosters</p>	<p>08/19 – 05/20</p>	<p><u>Formative:</u> ✓Non-attendance referral forms ✓Attendance logs ✓Warning letter copies on file ✓Parent conference dates on file ✓Hearing dates on file ✓Attendance Action Plan <u>Summative:</u> ✓97.5% or better attendance</p>
	<p>Encourage teachers to submit non-attendance referral forms after three unexcused absences.</p>	<p>Principal/School Community Liaison/Teachers</p>	<p>Non-Attendance Referral forms</p>	<p>08/19 – 05/20</p>	
	<p>Contact with students and parents after three unexcused absences.</p>	<p>School Community Liaison</p>	<p>Attendance Logs. Warning letters.</p>	<p>08/19 – 05/20</p>	
	<p>Issue warning letter to parent/guardian. Give verbal reprimand.</p>	<p>School Community Liaison</p>	<p>Telephone contact. Meeting date.</p>	<p>08/19 – 05/20</p>	
	<p>Proceed with Legal Compulsory School Attendance Action (TEC:25.085).</p>	<p>School Community Liaison</p>	<p>Hearing dates. Warning dates.</p>	<p>08/19 – 05/20</p>	
<p>Enforce an Attendance Action Plan</p>	<p>Create an Attendance Action Plan with: ✓attendance procedures for parents ✓helpful tips for parents ✓automated phone system calls parents ✓ Attendance Recovery Program (ARP)</p>	<p>Principal w/Student Community Liaison</p>	<p>District/TEA attendance rate. District attendance directives.</p>	<p>08/19 – 05/20</p>	
		<p>Lina Garza And Raquel Garcia</p>			

GOAL AREA I: Student Achievement

OBJECTIVE 1.2: By the end of the 2019 – 2020 school year, Liberty Middle School will develop and implement instructional support systems to increase passing rates on STAAR of all **special population subgroups** as per the STAAR projection chart.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Improve STAAR performance of special populations to include AT-RISK students.	Identify special populations: <ul style="list-style-type: none"> ✓ At-Risk ✓ Migrant ✓ Gifted and Talented ✓ Special Education ✓ LEP ✓ Recent Immigrants 	Diagnostician/Administration/Counselors/LPAC	Cum Record Folders, Diagnostic Tests, LPAC Data PEIMS Reports	08/19–05/20	<u>Formative:</u> <ul style="list-style-type: none"> ✓ Staff Development attendance rosters on file ✓ Student profiles on file ✓ Test Data ✓ Lesson plans showing varied activities correlating to STAAR ✓ STAAR Tracking Record Forms ✓ Ignite Program ✓ Thinking Maps ✓ SRI Testing ✓ Master Schedule ✓ Sign-in Sheets ✓ Referrals to 504/Special Ed. <u>Summative:</u> <ul style="list-style-type: none"> ✓ Improved STAAR scores
	Incorporate software, i.e. Read 180, Systems 44, Study Island, Math 180, Read, Spell & Write, Clever/Compose Imagine Learning, ALEKS	Intervention Teachers/STEM and Computer Applications Teachers/Read 180 Teachers/Administration	Local, Title 1, Priority Grant funds	08/19 – 05/20	
	Provide Reading/Math Intervention/Science, Math, Social Studies Enrichment, Reading Enrichment, TSI Class	Teachers	Computers, reading resources, Math manipulatives.	08/19 – 05/20	
	Tutoring/Afterschool Academy				
	Follow RTI process to identify and provide support to struggling students	RTI Team / Diagnostician	RTI documentation	08/19 – 05/20	
	Hire retired educators and/or college students as tutors.	Principal/Assistant Principals	Local, Title 1, Priority Grant funds.	01/20 – 05/20	

GOAL AREA I: Student Achievement

OBJECTIVE: 1.2 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Analyze all test data to include: ✓ STAAR tests ✓ Benchmark tests ✓ CBA – Content Based Assessment ✓ LAS Reading/Writing ✓ Special program diagnostic tests to identify student needs ✓ TELPAS ✓ Explore Exam ✓ SRI Lexile Score ✓ STAR ZPD Score	Administration/Teachers/CPOC Committee/CLC	Testing Materials and Data	08/19 – 05/20	<u>Formative:</u> ✓ Staff Development attendance rosters on file ✓ Student profiles on file ✓ Test Data ✓ Lesson plans showing varied activities correlating to STAAR ✓ STAAR Tracking Record Forms ✓ Ignite Program ✓ Thinking Maps ✓ SRI Testing ✓ Master Schedule <u>Summative:</u> ✓ Improved STAAR scores
	Student tracking charts will be used to make data driven decisions.	Administration/Academic Teams	Binders. Student profiles. Assessments. DMAC	10/19 – 05/20	
	Apply sheltered instruction model in curriculum development. Apply CIF Strategies	Department Heads with Teachers	ELPS Training	08/19 – 05/20	
	Implement Ignite program as an extra resource.	Administration/Department Heads/Instructional Coach	CLC/Instructional Coach Curriculum on wheels	08/19 - 05/20 11/19 – 05/20	
	Incorporate Thinking Maps and foldables into curriculum.	History and Science teachers.	Staff training manuals. Dinah Zikes books.	01/20 – 05/20 10/19 - 05/20	
	Provide extended day program for Reading, Math, Social Studies, Spanish and ELA after school and on Saturdays.	Principal/Dean of Instruction with Department Heads Administration/Teachers	Teachers. Title I Funds.		
	Blitz Wednesday				

GOAL AREA I: Student Achievement

OBJECTIVE: 1.2 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Implement comprehensive STAAR action plans to increase all student performance on STAAR	Provide STAAR academies for special populations and AT-RISK students.	Principal/Dean of Instruction	Title I Funds. SCE. Teachers.	09/19 – 05/20	<u>Formative:</u> ✓ STAAR Tracking Record forms ✓ Student binders/ student profile ✓ Benchmark tests ✓ Lesson Plans <u>Summative:</u> ✓ Improved STAAR scores
	Include new reading strategies (Diana Ramirez) including new graphic organizers to build fluency.	Teachers/Diana Ramirez	Diana Ramirez Curriculum	08/19 – 05/20	
	Provide instructional materials/manipulatives required by teachers.	Teachers/Secretary	Instructional materials, Title I, SCE, ARRA, Local	08/19 – 05/20	
	Target instruction on areas of weakness on STAAR.	Principal/Department Heads/ Teachers/CLC	STAAR Data	08/19 – 05/20	
	Use STAAR testing format on tests throughout content areas.	Principal/Department Heads/Principals/CLC	Testing Materials	08/19 – 05/20	
	Incorporate reading and writing in all academic and elective classes (Literacy Across the Curriculum)	Principal/Department Heads/Teachers	Close Reading Passages by Read Works	08/19 – 05/20	
	Daily CLC meetings/ planning to analyze TEKS objectives data.	Department Heads/Teachers/Administration	STAAR Data	08/19 – 05/20	
	Administer District STAAR Benchmark tests and District Six Weeks test/CBA.	Administration/Dean of Instruction/ Teachers	Testing Materials. STAAR Release tests. District developed tests (CBA's).		

GOAL AREA I: Student Achievement

OBJECTIVE: 1.2 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Conduct weekly department meetings.	Administration/Department Heads/Teachers/CLC	Vertical alignment through grade contents.	08/19 – 05/20	
	Use scaffolding strategies to build on prior knowledge.	Department Heads/Teachers/CLC	Vertical alignment through grade contents.	08/19 – 05/20	
	Recent Immigrants (ESL) ✓ Inside Reading adoption ✓ Read 180 (2 nd and 3 rd year recent Immigrants) ✓ System 44 (1 st year recent immigrants) ✓ Accelerated Reader ✓ Imagine Learning ✓ Accelerated Reading and testing the last Friday of the month with elective classes	Principal/ESL Teacher	Read 180. System 44. Accelerated Reader. Title I and Local Budgets.	08/19 – 05/20	
	✓ 6 th grade Reading Intervention for the 6 th graders who tested in Spanish in 5 th grade	Administration/Teachers	Inside Reading Adoption Read 180 Systems 44	08/19-05/20	
	✓ Imagine Learning In 6 th and 7 th grade STEM classes	STEM teachers/Administration	Think Through Math Program	08/19-05/20	

GOAL AREA I:
OBJECTIVE 1.3:

Student Achievement

By the end of the 2018-2019 school year, Liberty Middle School will meet the required improvement for math, reading, writing and social studies in order to meet the 90% state standard within five years **FOR ALL STUDENTS**.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide STAAR academies for regular and special education students. Incorporate STAAR related activities on a regular basis. Analyze student STAAR profile.	Schedule content area STAAR tutoring. <ul style="list-style-type: none"> Wednesday Blitz Pull outs Saturday Tutoring Summer School 	Principal with Dean of Instruction. Teachers with Administration. All Teachers	Teacher texts. Student Materials. Transportation. Title I Funds. SCE Funds. PFS Funds.	1/20 – 06/20	<u>Formative:</u> ✓Tutoring Logs, Lesson Plans <u>Summative:</u> ✓Improved STAAR Scores
	Identify student special population and identify language proficiency levels with TELPAS ratings.	Administration/Dean of Instruction/Teachers/CLC	STAAR scores TELPAS Rating	08/19 – 05/20	<u>Summative:</u> ✓STAAR scores
	Use district curriculum to target weak areas.	Administration/Dean of Instruction/Teachers	DMAC Reports STAAR scores/CBA Scores/Benchmark Scores	08/19 – 05/20 08/19 – 05/20	<u>Formative:</u> ✓Student profiles on file <u>Summative:</u> ✓STAAR scores
	Formulate STAAR academies.	Principal/Dean of Instruction/Teachers			

GOAL AREA I: Student Achievement

OBJECTIVE: 1.3 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Reading Intervention.</p>	<p>Writing and multiple choice questions including scoring rubrics.</p> <p>Require students to write answer justifications for multiple choice questions (across contents).</p>	<p>Teachers/Administration/CLC</p> <p>Content Area Teachers/Department Heads/CLC</p>	<p>Read Works</p> <p>Read Works</p>	<p>09/19 – 05/20</p> <p>09/19 – 05/20</p>	<p><u>Formative:</u> ✓Lesson plans</p> <p><u>Summative:</u> ✓Improved STAAR scores</p> <p><u>Formative:</u> ✓Lesson Plans</p> <p><u>Summative:</u> ✓Improved STAAR scores</p>
<p>Math Intervention</p>	<p>Manipulatives, writing and multiple choice questions including scoring rubrics.</p>	<p>Math Teachers/Administration/CLC</p>	<p>ALEKS Motivation Math Go Math!</p>	<p>09/19 – 05/20</p>	

GOAL AREA I: Student Achievement
OBJECTIVE: 1.3 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION	
Implement district curriculum.	Provide teacher training (for all content area teachers).	Content Area Teachers Department Heads	Training Dates	08/19 – 05/20	<u>Formative:</u> ✓Lesson Plans ✓Classroom observations ✓Session attendance <u>Summative:</u> ✓Improved STAAR scores ✓Implementation of District-wide CSCOPE curriculum	
	Implement district curriculum in all content areas, grades 6–8.	Principal/Department Heads and Assistant Principal in charge of respective content areas/Content Coordinators	District curriculum	08/19 – 05/20		
	Display student work	Collect student work	Content Area Teachers	Curriculum and Resources used by teachers		09/19 – 05/20
		Provide teacher training (for all content area teachers).	Administration/Instructional Coach	Training Dates		08/19 – 05/20
		Implement District curriculum in all content areas, grades 6–8.	Principal/Department Heads and Assistant Principal in charge of respective content areas.	District curriculum		08/19 – 05/20
		ELAR- Implement Diana Ramirez Story Plot Map	ELAR Teachers	Diana Ramirez Training		10/19 - 05/20

GOAL AREA I: Student Achievement

OBJECTIVE 1.4: By the end of the 2019-2020 school year, Liberty Middle School will meet a zero percent **drop-out** rate.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Make home contact.	Conduct daily phone consultations for absent students.	School Community Liaison and Attendance Clerk	School attendance reports	08/19 – 05/20	<u>Formative:</u> ✓ Attendance and Student Population Records ✓ Signed Home Compacts on file in parent center ✓ Census Forms <u>Summative:</u> ✓ PEIMS Drop-Out Report <u>Formative:</u> ✓ Counseling session sign-in sheets/survey ✓ Parent volunteer time logs/survey ✓ Daily log books/ journals ✓ Parent training skills ✓ Sign-in sheets/survey ✓ Withdrawal forms <u>Summative:</u> ✓ PEIMS Drop-Out Report
	Conduct home visits through School Community Liaison.	School Community Liaison/ Administration	School attendance reports	08/19 – 05/20	
Conduct home visits through school migrant program for migrant population.	Migrant Counselor	School attendance reports	08/19 - 05/20		
Send a Teacher/Parent/ Student Agreement Form (Home Compact) to parents/guardians in larger print.	Homeroom teachers/Principal with Parent Educator	Home compacts in Spanish and English	09/19 – 10/19		
Educate student and family to reduce number of dropouts.	Send Census forms to parents/guardians.	Homeroom teachers/PEIMS Clerk	Census forms	08/19 – 05/20	
	Conduct counseling session with students.	Counselors/Teachers	Social student support	08/19– 05/20	
	Encourage parent volunteer participation.	Parent Educator/Administration	Parent Volunteer Program Guidelines	Weekly thru 08/19 – 05/20	
	Invite parents to parenting sessions.	Parent Educator/Administration	Parenting Skills Program Guidelines	08/19 – 05/20	
	Interview parent and student to obtain accurate withdrawal information and withdrawal codes.	Counselors/School Community Liaison	Withdrawal forms	08/19 – 05/20	
	Provide families with college readiness materials.	Counselors/Parent Educator	Local Funds	08/19 – 05/20	

GOAL AREA I:
OBJECTIVE 1.4:

Student Achievement

By the end of the 2019-2020 school year, Liberty Middle School will meet a zero percent **drop-out** rate.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Provide Staff with Drop-Out information.</p>	<p>Present drop-out information at CLC meetings.</p>	<p>Principal/School Community Liaison</p>	<p>Registration Records</p>	<p>Per Semester 08/19 & 05/20</p>	<p><u>Formative:</u> ✓Agendas ✓Withdrawal Interview Forms</p>
	<p>Attend Countdown to Zero Recovery Walk</p>	<p>Principal/Administration/School Community Liaison/Staff</p>	<p>Dates/Locations</p>	<p>September 2019- October 2019</p>	<p><u>Summative:</u> ✓PEIMS Drop-out Rep</p>

**GOAL AREA I:
OBJECTIVE 1.5:**

Student Achievement

By the end of the 2019-2020 school year, Liberty Middle School will utilize performance based assessment with real world competencies developing problem solving and decision making techniques in all classrooms **FOR ALL STUDENTS.**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Expose students (especially AT-RISK) to real life decision-making and leadership development. Increase student responsibility.	Incorporate current events correlated to individual subject areas to include responsible decision-making.	Teachers/Department Heads/Counselors/Teen Leadership Teachers	Newspapers. Magazines.	08/19 – 05/20	<u>Formative:</u> ✓ Lesson plans ✓ Student attendance roster ✓ AT-RISK student rosters ✓ Channel One ✓ Training documentation on file <u>Summative:</u> ✓ Improved student achievement on STAAR
	Encourage higher level thinking in class work and homework.	Teachers/Administration	District curriculum	08/19 – 05/20	<u>Formative:</u> ✓ Lesson plans, Team conference records
	Encourage students to read and test on science and history resources from Library.	Librarians	Library Books. E-books, AR connected computers in Science and History classes.	08/19 – 05/20	✓ Student project Displays ✓ Cornell note-taking sample binders
	Encourage student projects to develop awareness of real world decision-making and problem solving through individual and/or group projects.	Academic Team/Administration	Technology/Internet. Newspapers.	08/19 – 05/20	✓ Student notebooks <u>Summative:</u> ✓ Improved STAAR scores
	Encourage the use of Interactive Notebooks (ISN)	Content Area Teachers	Composition Notebooks	08/19-05/20	
	Encourage students to own their performance and progress.	Teachers/Administration	Student Tracking Profiles	08/19 – 05/20	✓ Improved Student Achievement • Report Cards • STAAR Results

GOAL AREA I:
OBJECTIVE:

Student Achievement
1.5 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Incorporate the IB “MYP” Strategies</p>	<p>-IB Training. -Campus visitation.</p>	<p>Administration / I.B. Strategist</p>	<p>Unit Planner Templates IB MYP Material IB Fees</p>	<p>08/19 – 06/20</p>	<p><u>Formative:</u> ✓ In-class monitoring <u>Summative:</u> ✓ School-wide IB Principles in place.</p>
<p>Implement the strategies of the Common Instructional Framework (CIF) campus-wide.</p>	<p>-Continued training on Use of CIF. -Accountability.</p>	<p>Instructional Coaches / Educate Texas/CLC/Department Heads</p>		<p>2019 – 2020</p>	<p><u>Formative:</u> ✓ In-class monitoring <u>Summative:</u> ✓ School-wide CIF in place</p>

GOAL AREA II: Curriculum, Instruction and Assessment

OBJECTIVE 2.1: By the end of the 2019-2020 school year, the **academic teaming concept** will continue to improve at Liberty Middle School.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide transition activities for 5 th graders (incoming 6 th graders)	Hold orientation meeting: -provide campus tour -disseminate information on course work and dual language program -showcase fine arts department and extra-curricular activities	Administration/Social Worker/Sponsors/ Teachers/Counselors	Pamphlets	Annual dates set by administration	<u>Formative:</u> ✓ Parent Sign-In Sheets ✓ Student Course Requests <u>Summative:</u> ✓ Provide easy transition into middle school
	Pre-registration: -Provide course registration form to elementary students	Administration/Counselors	Registration Packet	04/19 – 05/20	
	Recruit elementary students for extra-curricular activities in fine arts department, band, orchestra	Administration/Teachers/Sponsors	Transportation for students	04/20 – 05/20	
Strengthen academic teacher teams.	Require team attendance at daily team conferences.	Team Leaders/Administration	Team Minutes	08/19 – 05/20	<u>Formative:</u> ✓ Team Minutes and Agendas ✓ Staff Development on file ✓ Workshop Certificates on file ✓ Campus Attendance Rosters on file ✓ STAAR Tracking
	Include Elective, Special Education Teachers, grade level Assistant Principals in team conferences as student needs demand.	Team Leaders/Elective /Special Education Teachers and Administration	Grade Books, Progress Reports, STAAR Tracking Charts	08/19 – 05/20	

**GOAL AREA II:
OBJECTIVE:**

**Curriculum, Instruction and Assessment
2.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Submit team reports to grade level administrator.	Team Leaders	Copy of Team log reports	End of each six weeks 19 – 20	Charts ✓Grade Books
	Use team meeting time to discuss, plan, integrate, and incorporate all core curriculum areas.	Team Teachers/Administration	Thematic unit interdisciplinary resources. Thematic models.	08/19 – 05/20	✓Progress Reports ✓Team Report Logs <u>Summative:</u>
	Send teachers & administrators to workshops for all subject areas.	Dean of Instruction/Teachers/Principal	Region I workshop website. Local Budget Funds. Priority Grant(PFS) Title I Funds	08/19 – 05/20	✓Strong academic Teams with staff development documentation on file.
	Team unity building activities.	Administration/Dean of Instruction		08/19 – 05/20	
	Provide Professional Development: ✓ELPS ✓Thinking Maps ✓Special accommodations for student subgroups ✓Read 180 ✓Systems 44 ✓Math Enrichment ✓Science Enrichment ELA Writing training ✓CAST ✓8 th grade Social Studies Enrichment ✓Lead4ward ✓CIF ✓Study Island ✓Istation/Compass Learning ✓Think Through Math ✓Irma Duran ✓Content Coaching	Administration/Dean of Instruction	Local Budget Funds District Staff Development Consultants. Liberty Staff. Campus Administration Title I Funds and Priority Grant (PFS)	08/19 – 08/20	

GOAL AREA II:
OBJECTIVE 2.2:

Curriculum, Instruction and Assessment

By the end of the 2019-2020 school year, Liberty Middle School will establish Content Day planning periods for all teachers.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Set common planning periods for all teachers.	Create common planning periods in master schedule.	Principal with Assistant Principal in charge of scheduling	Master schedule	09/19– 05/20	<u>Formative:</u> ✓Content Day Logs ✓Master Schedule <u>Summative:</u> ✓Teachers planning together enabling improved student achievement.
	Discuss student academic problem areas and brainstorm possible solutions during common planning periods.	Same content area teachers/ CLC	Master schedule. Common planning periods.	09/19 – 05/20	
	Provide District Curriculum Planning Time.	Principal/Teachers/CLC	Planning materials.	09/19 – 05/20	
	Schedule field trips to colleges. Plan career days.	Principal/Teachers / Sponsors/Librarian	Local budget. Travel arrangements. College for Every Student Grant. Title I	09/19 – 05/20	
Schedule field trips to visit colleges to enforce college ready, connected and complete.					<u>Formative:</u> ✓Sign-in sheets ✓Field Trip forms <u>Summative:</u> ✓Teachers planning together encouraging students to further their education.

GOAL AREA II:

Curriculum, Instruction and Assessment

OBJECTIVE 2.3:

By the end of the 2019-2020 school year, library use will be integrated with classroom activities to ensure that resources in the library accommodate the needs of **ALL STUDENTS** at Liberty Middle School including **special populations**.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Provide library orientation to students/staff.</p> <p>Coordinate STAR, AR program, PSJA Battle of the Books, Reading Laureate Program, Literary Scholars, Texas Lone Star Club, Early Bird Readers, Picture Books & Beyond, and campus reading incentives.</p>	Schedule language arts teachers to go to the library.	Librarians with Reading teachers/Dean of Instruction and Principal	Class Release Time. Library Resources.	08/19 – 10/19 First Six Weeks	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ✓ Library log book ✓ Team agendas/minutes <p><u>Summative:</u></p> <ul style="list-style-type: none"> ✓ Book order forms ✓ Orientation sessions documented in library log book <p><u>Formative:</u></p> <ul style="list-style-type: none"> ✓ AR test print-outs ✓ AR point accumulation and participation list ✓ STAAR Reading scores ✓ Computers in Reading classrooms and library ✓ Student evaluations of library events ✓ Library website <p><u>Summative:</u></p> <ul style="list-style-type: none"> ✓ Library programs integrated in classroom circulation
	Meet with academic teams and review library resources.	Librarians with Reading teachers/Dean of Instruction	Academic Team Planning Period	08/19 – 05/20	
	Survey teachers on books needed in the library.	Librarians with Department Heads/Dean of Instruction	Survey Request Forms	08/19 – 05/20	
	Coordinate time for students to test on AR & STAR	Librarians with Team Leaders and Department Heads/Principal	Computers with AR Program. STAR program. Title I	08/19 – 05/20	
	Library web-page used to inform teachers of other Reading programs.	Librarians/Principal	AR program with Reading level and point value. Computer log.	08/19 – 05/20	
	College Readiness Field trip.				

GOAL AREA II:

Curriculum, Instruction and Assessment

OBJECTIVE:

2.3 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	Encourage teachers and students to view library website for reading programs.	Librarian	Library website	08/19 – 05/20	<u>Summative (cont'd):</u> ✓ Identified student reading levels
	Purchase more books.	Principal	Local library budget allotment/catalog. Suggestion box. Local funds. SCE/Title I funds.	08/19 – 05/20	
	Establish A.R. program in all classrooms.	Teachers/Principal/Librarian	State technology budget	08/19 – 05/20	
	Provide additional incentives in the library, classroom and at the campus level.	Librarian with teachers	Incentives provided by teachers, librarians, department heads	08/19 – 05/20	
	Test students with STAR program to determine reading level at the beginning, middle, and end of the year to determine and increase ZPD.(Zone of Proximal Development)	Librarian with teachers	Library calendar. STAAR program.	08/19 – 05/20	
	Instruct students on how to do research using MackinVia Resources and internet resources.	Librarian with teachers	List of student with Internet Parental Permission	08/19 – 05/20	
	Initiate author visits.	Librarian with District Library Coordinator	List of community authors	08/19 – 05/20	

GOAL AREA II:
OBJECTIVE 2.4:

Curriculum, Instruction and Assessment

By the end of the 2019-2020 school year, **guidance and counseling services** will be offered to **ALL STUDENTS**.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Encourage counselors to make classroom or team presentations on drug prevention and character building.	Schedule presentation of lessons.	Counselors with Teachers/Principals	Audio Visuals. Training packets. Drug Prevention materials. Speakers.	08/19 – 05/20	<u>Formative:</u> ✓ Lesson plans, counselor participation sheets, drug logs, student surveys, teacher feedback, evaluation forms <u>Summative:</u> ✓ Guidance and counseling services available for all students
	Invite community speakers for career awareness presentations, Red Ribbon week and Texas Scholars.	Counselors/Administration	Community Speaker. Telephone directory. Community flyers.	08/19 – 05/20	
	Invite a variety of high school clubs and organizations.	Counselors	List of high school clubs, organizations and sponsors.	01/20 – 05/20	
Survey students with Career Pathway program.	Schedule Career Pathway survey with all students in advisory period.	Eighth grade counselor	Career Pathway software in lab. Eighth grade student schedule.	10/19 – 05/20	<u>Formative:</u> ✓ Career Pathways program ✓ Student survey data <u>Summative:</u> ✓ High school graduation data
Career Day	Contact adequate personnel & schedule presentation and/or distribute pertinent information.	Counselor	Community members	10/19 – 05/20	<u>Formative:</u> ✓ Career Day <u>Summative:</u> ✓ College Readiness/Awareness for students

GOAL AREA II:
OBJECTIVE 2.5:

Curriculum, Instruction and Assessment

By the end of the end of the 2019-2020 school year, **dual language** programs that will enhance the English/Spanish speaking abilities of LEP/Non-LEP and recent immigrant students will be in full force at Liberty Middle School.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Implement the dual language program through the 8 th grade.	Designate Spanish History classes in grades 6-7.	Principal with Counselors and Teachers	Spanish speaking teachers	08/19 – 05/20	<u>Formative:</u> ✓ Master schedule <u>Summative:</u> ✓ Dual Language Program in place ✓ Spanish language enhancement classes for Recent Immigrant students in place
	Implement Spanish language arts classes in 6 th – 8 th grades.	Principal with Counselors and Teachers	Funds to hire Spanish speaking elective teachers	08/19– 05/20	
Coordinate AP Spanish testing.	Supplies and materials for dual language program.	Dean of Instruction and Instructional Coaches	Local Funds	08/19 – 08/20	
	Apply for AP Spanish testing.	Dean of Instruction with District Dual Language Coordinator	AP Spanish testing. Dual Language. Eighth grade students.	01/20– 08/20	
Strengthen Science Curriculum.	Require each lab to be fully equipped.	Dean of Instruction with Science Coordinator	Grade level appropriate lab equipment. Title I, SCE, Local.	08/19 – 08/20	
Strengthen Math and Social Studies Curriculum.	Require classrooms to be fully equipped.	Dean of Instruction, Math and Social Studies Department Heads	Appropriate lab equipment. Promethean boards, Mimio Smart board. Headsets for Math 180 labs. Title I, SCE, Local,	08/19 – 08/20	
Strengthen Math, Social Studies, ELA, Science Curriculum.	Provide maps, educational games, instructional supplies for Math, Reading, Writing, Science and Social Studies.	Dean of Instruction, Teachers, Department Heads, and CLC Meetings	Instructional materials, Student Binders, Headsets for Read 180 labs, copiers for instructional copies, calculators, PSJA Print Shop (booklets, review guides). Title I, SCE, Local Priority Grant	08/19 – 08/20	

GOAL AREA III:

Staff Quality, Recruitment and Retention

OBJECTIVE 3.1:

By the end of the 2019-2020 school year, Liberty Middle School will implement strategies to attract/retain HQ teachers.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Promote strategies for attracting/retaining Highly Qualified Staff.</p>	<p>Distribute staff development needs surveys.</p>	<p>Principal with Dean of Instruction</p>	<p>Survey forms</p>	<p>09/19 – 05/20</p>	<p><u>Formative:</u> ✓ Survey results</p>
	<p>Review survey findings and target exact areas of staff development needs.</p>	<p>Principal with Dean of Instruction and Department Heads</p>	<p>Surveys</p>	<p>09/19 – 05/20</p>	<p>✓ Staff Development Plan proposal for CPOC</p>
	<p>Propose staff development plan to CPOC.</p>	<p>Principal/CPOC members</p>	<p>Staff Development Plan</p>	<p>09/19 – 05/20</p>	<p>✓ CPOC agendas, minutes</p>
	<p>Coordinate quality on-going professional development.</p>	<p>Dean of Instruction with Principal/ Administration</p>	<p>Consultants. Local funding. Title I Priority Grant Funds (PFS)</p>	<p>09/19 – 05/20</p>	<p>✓ Teacher evaluations of presentations</p>
	<p>Implement Performance pay schedule. (McRel Evaluation System)</p>	<p>Principal with Dean of Instruction</p>	<p>Funding: TIF Grant</p>	<p>09/19 – 05/20</p>	<p>✓ Certificates <u>Summative:</u> ✓ Effective staff training resulting in higher STAAR scores</p> <p>McRel Summaries</p> <p>SLO Performance</p>

**GOAL AREA III:
OBJECTIVE:**

**Staff Quality, Recruitment and Retention
3.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Seek out research-based professional development opportunities for all staff members to include (but not limited to):</p> <ul style="list-style-type: none"> ✓state mandated training (Bilingual/ESL/GT) ✓SIOP/Sheltered Instruction ✓Thinking Maps ✓Inclusion ✓Technology ✓Dual Language Institute ✓Region One offerings ✓Fitness Gram ✓Read 180/Systems 44 ✓ASCD Conference ✓Gang-Violence conference ✓CAMT ✓ELPS ✓CAST/RGV CAST ✓RGV TABE/TABE/NABE ✓NASA ✓HESTEC ✓Inclusion Works! ✓Assessment Conference ✓Holy Cow Science Conference ✓Job-embedded Professional Development 	<p>Register teachers for training in their content areas.</p> <p>Allow common planning periods for teachers to share strategies learned.</p> <p>Conduct vibrant CLC's for all teachers</p>	<p>Dean of Instruction with Principal</p> <p>Principal with Department Heads / Campus Administrators /Teachers</p> <p>Administration CLL and CLF's</p>	<p>Local funds. Title I funds. SCE funds.</p> <p>Time in master schedule</p> <p>CLC Roadmap</p>	<p>09/19 – 05/20</p> <p>08/19 – 05/20</p> <p>08/19 – 05/20</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ✓Registration documents on file ✓ERO printouts ✓Master schedule <p><u>Summative:</u></p> <ul style="list-style-type: none"> ✓Highly Qualified staff resulting in a stronger learning environment <p>Walk-throughs</p>

GOAL AREA III:
OBJECTIVE:

Staff Quality, Recruitment and Retention
3.1 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<ul style="list-style-type: none"> ✓ Social Worker Conf. ✓ Assessment Conference ✓ Instructional Coach Training ✓ Safe School Ambassadors ✓ IB Conference ✓ College Ready/ College Connected ✓ CHAMPS ✓ AP Institute ✓ Pre-AP Institute ✓ CIF ✓ PBIS ✓ Capturing Kids' Hearts/Process Champions ✓ School Improvement Conference ✓ STEM Labs ✓ Model Schools Conf. ✓ CAST ✓ ESC Turnaround Educator Series ✓ TASSP ✓ Curriculum Associates ✓ McRel ✓ CollegeBoard 					

**GOAL AREA III:
OBJECTIVE:**

**Staff Quality, Recruitment and Retention
3.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Certify that all teachers are Highly Qualified (HQ).</p> <p>Implement the Texas High School Project – College Ready/College Connected. ✓ CIF Strategies</p>	<p>Schedule McRel (6 hr) training for all new teachers.</p>	<p>Dean of Instruction with Principal</p>	<p>PDAS training timeline</p>	<p>08/19– 01/20</p>	<p><u>Formative:</u> ✓ PDAS training ✓ Certificates</p>
	<p>Assure that all teachers are HQ through Degree or House: ✓ coursework ✓ in-service ✓ experience</p>	<p>Principal with Dean of Instruction</p>	<p>TEA certification records</p>	<p>08/19 – 05/20</p>	<p>✓ Teacher certification reports on file <u>Summative:</u> ✓ Highly Qualified teachers</p>
	<p>Summarize: Weekly entries build support. Incorporate writing in all classes.</p>	<p>Teachers/Administration/Students</p>	<p>Notebook, Stories, Novels, Vocabulary, Composition Books.</p>	<p>08/19 – 05/20</p>	<p><u>Formative:</u> ✓ Holistic Scoring ✓ Monitoring <u>Summative:</u> ✓ Improved STAAR scores</p>

GOAL AREA III:

Staff Quality, Recruitment and Retention

OBJECTIVE 3.2:

By the end of the 2019-2020 school year, all new teachers will participate in the **New Teacher Mentor** program with qualified and experienced cooperating teachers.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Provide all first year teachers with mentors.</p>	<p>Assign mentors within first week of school (1st week of 2nd semester for new mid-year teachers).</p>	<p>Dean of Instruction/Principal/Instructional Coach</p>	<p>New teacher and mentor list</p>	<p>08/19 – 05/20</p>	<p><u>Formative:</u> ✓Mentor/Inductee On-going Formative and Summative Evaluation ✓Observation feedback ✓Teacher self-report <u>Summative:</u> ✓List of all new teachers with assigned qualified mentors</p>
	<p>Require participants to adhere to campus/district/program timelines/guidelines/Requirements.</p>	<p>Mentor Inductees/Dean of Instruction</p>	<p>New teacher and mentor list</p>	<p>08/19 – 05/20</p>	
	<p>Require first year teachers to observe other teachers.</p>	<p>Dean of Instruction/Principal/Grade Level Administrator</p>	<p>Substitute teachers</p>	<p>Once per semester for 2019-2020 school year</p>	
<p>Provide new staff members with campus policies and procedures.</p>	<p>Hold meeting with new staff members to disseminate campus information on policies and procedures.</p>	<p>Mentors and Inductees/Dean of Instruction/Administrator</p>	<p>Campus and District Policies/Procedures Handbook</p>	<p>Once per semester for 2019-2020 school year per six weeks</p>	<p><u>Formative:</u> ✓Sign-in sheets ✓Agendas <u>Summative:</u> ✓New teacher evaluations</p>

GOAL AREA III:
OBJECTIVE 3.3:

Staff Quality, Recruitment and Retention

By the end of the 2019-2020 school year, Liberty Middle School will provide **effective communication** between the **Campus Council and staff**.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Establish site-based decision making CPOC committee.</p>	<p>Type and distribute minutes to CPOC for approval.</p>	<p>Recording secretary/Principal/CPOC members</p>	<p>CPOC Minutes</p>	<p>Monthly through 2019 - 2020</p>	<p><u>Formative:</u> ✓ Minutes of CPOC meetings and staff ✓ CPOC highlights ✓ Sign-in sheets <u>Summative:</u> ✓ Site-based decision making CPOC agendas/minutes on file.</p>
	<p>E-mail CPOC highlights in a timely manner.</p>	<p>Recording secretary/Principal</p>	<p>CPOC Minutes</p>	<p>Monthly through 2019 – 2020</p>	
	<p>Announce CPOC meetings and invite staff.</p>	<p>Assistant Principal</p>	<p>Announcement forms</p>	<p>Monthly / second Wednesday of the month</p>	

**GOAL AREA III:
OBJECTIVE 3.4:**

Staff Quality, Recruitment and Retention

By the end of the 2019-2020 school year, Liberty Middle School will utilize effective procedures for recruitment and employment of new staff members.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Attend teacher job fairs.	Collaborate with District Personnel Office or Job Fair.	Principal	District Personnel Management procedures	08/19 – 05/20	<u>Formative:</u> ✓ Job Fair announcement on file ✓ Job Fair attendance record <u>Summative:</u> ✓ Recruitment of Highly Qualified Staff
	Attend Job Fair.	Principal	University Job Fair Schedule	08/19 – 05/20	
Continue current employment procedures.	Contact District Personnel Office of upcoming vacancies.	Principal	District related policies/procedures. KTRI-TV.	08/19 – 05/20	<u>Formative:</u> ✓ Advertisement of new openings through district Human Resources Department <u>Summative:</u> ✓ Recruitment of highly qualified staff
	Select interview committee.	Principal	Interview form. Staff committee.	08/19 – 05/20	
	When possible include a representative from area vacated for interview committee.	Principal	Posted vacancies.	08/19 – 06/20	
Provide administration / management with the necessary supplies and equipment needed for daily implementation of office operations to ensure positive climate through organization and management.	Provide basic daily supplies, materials as needed.	Principal / School Secretary	Local Funds, SCE Funds, Title-I Funds	08/19 – 05/20	<u>Formative:</u> ✓ Supplies and materials ✓ Approved vendor Catalogs <u>Summative:</u> ✓ Funding

GOAL AREA IV:
OBJECTIVE 4.1:

School Culture and Climate

By the end of the 2019 - 2020 school year, the Liberty Middle School Fine Arts Department will collaborate to coordinate visual and performance based students each semester.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Organize programs for presentation.</p>	<p>Allow time for fine arts program planning, school functions, i.e. dances, socials.</p>	<p>Principal with Fine Arts teachers and Department Heads/Staff Members</p>	<p>Activities Calendar. Planning time for teachers. Student behavior progress reports.</p>	<p>08/19 – 05/20</p>	<p><u>Formative:</u> ✓Activities calendar, program dates, staff development calendar ✓Posters, programs, announcements <u>Summative:</u> ✓School-wide student involvement in co-curricular activities. Examples: -Theatre productions -Art exhibits -Band concerts -Dance recitals</p>
	<p>Send invitations to students, parents, community members and district administrators.</p>	<p>Principal with Fine Arts teachers/ Department Heads/Staff/Parent Educator/ Secretary</p>	<p>Program invitations. Posters. Event dates. Camera (video/digital)</p>	<p>08/19 – 05/20</p>	
	<p>Advertise activities on marquee and school PA system.</p>	<p>Principal with Fine Arts teachers/Staff/ Custodial Staff</p>	<p>Marquee materials/ announcement forms/School Messenger/District Website/Living Tree</p>	<p>08/19 – 05/20</p>	
	<p>Contact district media and public relations office for additional program coverage.</p>	<p>Principal with Fine Arts teachers and Staff Members</p>	<p>KTRI Channel 37. The Monitor. PSJA Newsletter.</p>	<p>08/19 – 05/20</p>	

GOAL AREA IV:
OBJECTIVE 4.2:

School Culture and Climate

By the end of the 2019-2020 school year, Liberty Middle School will provide opportunities for **all students** to experience success through individual and group accomplishments.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Recognize students for perfect attendance and academic achievement.	Hold an end-of-year awards assembly.	Principal with Team Leaders/designated Administrator/School Community Liaison/Migrant Clerk/Counselors	Certificates. Student incentives. Academic data. Trophies. Contact district media – pictures.	Every six weeks through 2019 -2020 school year	<u>Formative:</u> ✓Activity calendar ✓List of recognized students ✓Honor Roll lists ✓Announcements ✓Attendance counts ✓Library calendar <u>Summative:</u> ✓Positive school climate
	Honor Roll Tea.	Teachers/Counselors/Administration Academic Success Committee	Certificates/ribbons/funding for incentives. Coupons from surrounding restaurants.	Every six weeks through 2019 -2020 school year	
	Recognize academic achievement through use of school PA system.	Team Leaders with Teachers/designated Administrator/Counselors	Announcements	Every six weeks through 2019-2020 school year	

**GOAL AREA IV:
OBJECTIVE:**

**School Culture and Climate
4.2 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
(This column is intentionally blank in the original image)	Recognize academic achievement through school awards assembly at end-of-year.	Teachers/Administration	Certificates/ribbons/Trophies.	May 2020	
	Recognize athletic and fine arts achievement.	Sponsors and Coaches/Administration	Awards supplies. Activity fund athletic account for athletic banquet.	Every six weeks through 2019-2020 school year and at end-of-year banquet.	
	Recognize students with perfect attendance.	School Attendance Specialist/Teachers	Attendance counts. Incentives. Contact District Media.	Every six weeks.	
	Recognize students in library reading programs.	Librarians/Teachers	Certificates. Trophies. Activity fund for library incentives.	08/19 – 05/20	
	Recognize Team teachers for AR support	Administration	Funding Lunches	08/19 – 05/20	

GOAL AREA IV:
OBJECTIVE 4.3:

School Culture and Climate

By the end of the 2019-2020 school year, **all students** at Liberty Middle School will strengthen their awareness of **multi-cultural** activities through participation in extra and co-curricular activities.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Implement multi-cultural activities.	Incorporate a variety of cultural traditions, holidays and celebrations into lessons.	Teachers/Department Heads/ Librarians	Guest speakers, thematic units, department/library internet	08/19– 05/20	<u>Formative:</u> ✓ Lesson plans, Classroom observation forms, displays ✓ Scrapbooks ✓ Announcements/ Invitations <u>Summative:</u> ✓ Multi-cultural activities, notes in lesson plans and social activity calendar.
	Display information in creative forms (food, clothing, crafts, etc)	Teachers/Department Heads	Posters, Projects	08/19 – 05/20	
	Encourage student writing in areas of diversity.	Teachers/Department Heads	Student writings on display in hallways and team pride areas.	08/19 – 05/20	
	Promote reading of fiction and/or non-fiction to gain cultural insight.	Teachers/Department Heads/ Librarians	Library books/novels	08/19– 05/20	
	Allow students to listen to music of different cultures.	Teachers/Department Heads	Music/Tapes. Videos.	08/19 – 05/20	
	Examine different political systems.	Teachers/Department Heads	Guest speakers, thematic units, department/library internet	08/19 – 05/20	
	Invite guest speakers of different backgrounds to speak to students.	Teachers/Administrators	Guest speaker, resource list	08/19 – 05/20	
	Incorporate dance to music of different cultures in PE Dept.	PE Staff	Music/Tapes DVD's/CD's	08/19 – 05/20	

GOAL AREA IV:
OBJECTIVE:

School Culture and Climate
4.3 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
	<p>Coordinate a Wellness Fair.</p> <p>Allow students to view dances of different cultures.</p>	<p>PE Staff/Coaches/Parent Educator/Nurse</p> <p>Dance Teacher/Staff</p>	<p>Guest speakers. Flyers. Marquee.</p> <p>Music, tapes, costumes, props, media. Video selections. DVD's/CD's</p>	<p>08/19 – 05/20</p> <p>08/19 – 05/20</p>	

GOAL AREA IV:
OBJECTIVE 4.4:

School Culture and Climate

By the end of the 2019-2020 school year, the tutoring program at Liberty Middle School will be monitored by maintaining **accurate tutorial records of all students** attending on a six week basis.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Require teachers to keep weekly tutoring logs.</p>	<p>Turn in tutorial logs to designated principal or teacher supervisor. ✓Afterschool weekday tutorials ✓Saturday tutorials</p>	<p>Teachers / Administration</p>	<p>Tutoring logs. Tutoring Monday, Tuesday, Saturday Tutoring passes. Intervention classes.</p>	<p>10/19 - 5/20</p>	<p><u>Formative:</u> ✓Tutoring logs showing number of students participating <u>Summative:</u> ✓Tutoring available for all students</p>
	<p>Monitor teacher presence periodically to assure tutorial opportunity for all students.</p>	<p>Administration/on-duty staff</p>	<p>Tutoring logs</p>	<p>January - June 2020</p>	

GOAL AREA IV:

School Culture and Climate

OBJECTIVE 4.5:

By the end of the 2019-2020 school year, Liberty Middle School will reflect a 50% reduction in student disciplinary assignments and suspensions from school.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Enforce discipline consistently throughout the campus.	Hold TEAM conference with: <ul style="list-style-type: none"> ✓ student/team ✓ student/team/parent ✓ student/team/parent/Administrator and/or Counselor for minor Infractions, intervention 	Grade level Assistant Principal with Teachers/Counselors/Principal/Support Staff	Student code of conduct. School Discipline Plan. Referral forms.	08/19 – 05/20	<u>Formative:</u> <ul style="list-style-type: none"> ✓ Documented office referrals, percentage of office referrals, yearly comparison, team minutes of discipline related student conferences ✓ Referral print-outs ✓ Behavior management plans in place for Special Education and 504 students. ✓ Principal reminders ✓ Notices to teachers who do not comply ✓ Security Guard or Police Officer duty schedule ✓ Sign-in sheet agenda <u>Summative:</u> <ul style="list-style-type: none"> ✓ Improved student discipline
	Refer extreme cases directly to principals by calling for administration.	Grade level Assistant Principal with Teachers/Counselors/Principal. Support Staff, i.e. Police Officer	Team Discipline Plan. Referral forms. Police Reports.	08/19 – 05/20	
	Contact parent for any suspension/after school detention assignments.	Administration/Teachers/Counselors. Support Staff, i.e. Police/School Attendance Specialists	Phone logs. Census forms. Emergency cards.	08/19 – 05/20	
	Follow policies for SP. Ed. students.	Administration/Teachers/Counselors. Support Staff.	Special Education policy guidelines	08/19 – 05/20	
	Use the Behavior Intervention Form network system to document student behavior.	Administration/Teachers	Monitor Training	12/19 - 05/20	

**GOAL AREA IV:
OBJECTIVE:**

**School Culture and Climate
4.5 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Incorporate a drug prevention/character educational program.</p>	<p>Require staff to actively monitor hallways and bathrooms during passing periods.</p>	<p>Principal with Assistant Principals/ Teachers Safe and Civil Committee</p>	<p>Bell schedule. Time.</p>	<p>08/19 – 05/20</p>	
	<p>Station security guards at designated areas.</p>	<p>Principal with Assistant Principals/ All Security staff</p>	<p>Security guard</p>	<p>08/19 – 05/20</p>	<p><u>Formative:</u> ✓Drug Education schedules ✓Sign-in sheets</p>
	<p>Provide drug prevention and character education.</p>	<p>Teachers/Counselors/Administration/ Police Officer/Support Staff/Outside Agencies</p>	<p>Drug Prevention and Character Education lessons. Videos/DVD's/CD's. P.A. Equipment. Advisory Period. Student Planner. United Streaming. I.B.</p>	<p>08/19 – 05/20</p>	<p><u>Summative:</u> ✓School-wide drug prevention program in place</p>

GOAL AREA IV:
OBJECTIVE 4.6:

School Culture and Climate

By the end of the 2019-2020 school year, Liberty Middle School will have a **CRISIS MANAGEMENT PLAN** in place that will ensure the safety of students and staff.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Establish a safety and crisis management plan.	Designate a safety committee chairperson and key persons in strategic locations throughout the campus.	Principal and/or designee. Safety Committee and District Safety Coordinator. Foundations Team Safe and Civil Schools	School map. Crisis Management Plan. Crisis Codes.	08/19 – 05/20	<u>Formative:</u> ✓ Safety committee member list in place ✓ Crisis Management plan in place <u>Summative:</u> ✓ Crisis management plan in place
	Review District Crisis Management Plan.	Safety Committee/Principal. Crisis Management Team (CMT).	District Crisis Management Plan. School Crisis Management Plan.	08/19 – 11/19	
Develop an identification system for all personnel and visitors on campus.	Make ID badges for all staff.	Safety Chairs/Principal. Support Staff	I.D. Equipment, Badges	08/19 – 05/20	<u>Formative:</u> ✓ I.D. badges in place for all staff/visitors <u>Summative:</u> ✓ I.D. system in place for all visitors and staff
	Provide all visitors with passes.	Safety Chair/Principal/Receptionist	Raptor System	08/19 – 05/20	

GOAL AREA IV:
OBJECTIVE 4.7:

School Culture and Climate

By the end of the 2019-2020 school year, Liberty Middle School will recruit students to the **MIGRANT STUDENT PROGRAM** to help encourage student achievement.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Continue the migrant student program.	Contact District Migrant Program for funding.	Migrant Support Staff	Migrant funding. Migrant student lists.	08/19 – 05/20	<u>Formative:</u> ✓ Tutorial logs for migrants ✓ Student report cards ✓ Educational materials in place <u>Summative:</u> ✓ Migrant student program in place
	Provide migrant students with instructional supplies and other items as needed.	Migrant District Director/Migrant Guidance Associate and Administrator designee/Migrant Counselor	District Migrant funds	08/19 – 05/20	
	Recruit migrant students.	Migrant District Director, Identification and Recruitment Clerk/Migrant Guidance Associate	District Migrant funds	08/19 – 05/20	
	Provide tutors.	Migrant Strategist/Migrant Counselors/ Migrant Guidance Associates	District Migrant funds	08/19 – 05/20	
	Provide migrant student field trips to university and college campus (Houston Museum/ NASA/HESTEC)	Migrant Counselor and Guidance Associate	Migrant funds	08/19 – 05/20	
	College and University awareness and requirements field trips.	Administration		08/19 – 05/20	
	Provide AR books as educational resources.	Migrant Counselor and Guidance Associate	Local Funds	08/19 – 05/20	
	Provide teacher materials for students in the areas of Language Arts/ Math/ Science/ History.	Migrant Strategist and Migrant Counselor	Migrant funds	08/19 – 05/20	
			Migrant funds	08/19 – 05/20	

**GOAL AREA IV:
OBJECTIVE:**

**School Culture and Climate
4.7 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Promote college connections.	Provide educational videos, audios and CD's (recorded books)	Migrant Strategist and Migrant Counselor	Migrant funds	08/19 – 05/20	<u>Formative:</u> ✓ Guest Speakers ✓ Budget ✓ Transportation ✓ College Promotional Items <u>Summative:</u> ✓ Improve college awareness/readiness ✓ Increase career opportunities
	Provide maps, educational games, instructional supplies for Math, Reading, Writing, Science and Social Studies.	Migrant Strategist and Migrant Counselor	Migrant funds	08/19 – 05/20	
	Provide training/staff development.	Migrant Director	Migrant funds	08/19 – 05/20	
	Provide computers/ computer hardware and software.	Migrant Counselor and Migrant Associate	Migrant funds	08/19 – 05/20	
	Designate day for wearing college colors. (Wednesday)	Department Heads / PBIS Committee	Local Funds		
	Host guest speakers promoting higher education.	Counselors / Texas Scholars	Local Funds	08/19 – 05/20	
	Hold college decoration contests/activities (doors, pride areas, hallways, etc.)	Teachers	Local Funds	08/19 – 05/20	
Provide opportunities to visit local and state colleges/universities.	Principal/Assistants/Department Heads	Local Funds CFES Funds	08/19 – 05/20 08/19 – 05/20		

GOAL AREA V:
OBJECTIVE 5.1:

Finance

By the end of the 2019-2020 school year, all teachers will be familiar with district budget and spending procedures.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Inform staff of budget and account spending procedures.</p>	<p>Provide a budget report to CPOC.</p>	<p>Principal with Campus Secretary</p>	<p>Campus budget for local, state and federal funds</p>	<p>08/19 – 05/20</p>	<p><u>Formative:</u> ✓Campus budget reports, district budget reports ✓CPOC agendas/minutes ✓Quarterly reports with bookkeeper ✓Memorandums ✓Budget forms on file ✓Signed forms <u>Summative:</u> ✓Site-based decision making committee ✓CPOC agendas</p>
	<p>Provide access of quarterly district report.</p>	<p>Principal with Campus Secretary</p>	<p>Quarterly district report</p>	<p>08/19 – 05/20</p>	
	<p>Provide departments and academic teams with amount of monies remaining and upcoming deadlines.</p>	<p>Principal with Campus Secretary</p>	<p>Notice of money needs</p>	<p>08/19 – 05/20</p>	

GOAL AREA V:
OBJECTIVE 5.2:

Finance

By the end of the 2019-2020 school year, school fundraising activities will improve to accommodate all organizations involved.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Hold meetings with club sponsors for activity calendar placement and fundraising calendar sign-up.	Designate one staff meeting at start of year.	Club Sponsors/Team Leaders/ Bookkeeper/Principal	Activities calendar	08/19 – 05/20	<u>Formative:</u> ✓ Activity sign-up Calendar ✓ Rosters ✓ List of Sponsors <u>Summative:</u> ✓ Equitable fundraising time for all campus organizations
	Set up calendar sign-up meeting for fundraising activities.	Club Sponsors/Team Leaders/ Bookkeeper/Principal	Activities calendar	08/19 – 05/20	
	Define specific criteria for fundraisers.	Principal/Bookkeeper	Activities calendar	08/19 – 05/20	
	Incorporate extra-curricular activity class i.e. chess/arts & crafts	UIL Sponsor	Activity Club Accounts Local Budget	August 2019 – June 2020	

GOAL AREA VI:

Family and Community Involvement

OBJECTIVE 6.1:

By the end of the 2019-2020 school year, parental involvement and participation in school related activities at Liberty Middle School will increase by 100%.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide one FTE Parent Educator to coordinate parental involvement program.	Coordinate, analyze, train and educate parents to become involved in school related activities.	Principal or designee/Parent Educator/District Parent Coordinator	SCE Funding	Monthly 08/19– 05/20	<u>Formative:</u> ✓SCE local evaluation ✓Increased parental involvement through logs, sign-in sheets, attendance rosters, meeting agendas ✓Memos on file ✓Travel log ✓Parental certificates and awards ✓Evaluation and feedback forms <u>Summative:</u> ✓Increased parental involvement
	Contact and recruit parents to join parental program.	Principal or designee/Parent Educator/Migrant Clerk	Administration and Support Staff. Student lists.	On-going 08/19 – 05/20	
	Send flyers to invite parents to become aware of all parental involvement programs.	Parent Educator with Team Leaders and Migrant Clerk	Campus marquee. School Messenger Flyers, memos, reminder notices.	Monthly 08/19 – 05/20	
	Provide parent transportation to and from school functions.	Parent Educator with Parent Volunteers/ School Community Liaison/Migrant Clerk	Title I funds	Every six weeks from 08/19 – 05/20	
	Recognize parent involvement through awards/certificates.	Parent Educator/Principal and /or designee	Certificates/awards/ meals. Title I funds.	Monthly from 08/19 – 05/20	
	Provide parental involvement center equipped with appliances and materials needed for meetings.	Parent Educator/Principal	Title I, SCE, and ARRA Funds	Monthly from 8/19 – 05/20	

**GOAL AREA VI:
OBJECTIVE:**

**Family and Community Involvement
6.1 Continued**

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
STRATEGIES	Hold ESL, citizenship, computer literacy, "Parents Reading Nest", GED and conversational English classes.	Parent Educator/Principal and/or designee	Computer lab. Books/supplies. Title I funds.	Monthly from 08/19 – 05/20	
	Provide self-sufficient training sessions.	Parent Educator/Principal and/or designee	District calendar	Monthly 09/19 – 05/20	
	Provide parenting skills/family frameworks.	Parent Educator/Principal and/or designee, District Coordinator, Migrant Clerk	Programs "P.S. Yo Te Amo" and Family Frame Family Forward. Abriendo Puertas – Parents Helping Parents.	Weekly 09/19 – 05/20	
	Hold PAC meetings.	Parent Educator/Principal	Title I funds. announcement forms: posters/flyers/ invitations. Provide refreshments.	Monthly 08/19 – 05/20 Every six weeks	
	Contact parents by telephone.	Parent Educator with PAC Officers	Parent telephone	August 2019 – June 2020	
	Provide snacks for parent meetings.	Parent Educator / Administration	Parental Involvement Budget	August 2019 – June 2020	
	Provide activities such as arts and crafts classes, "how-to" project sessions, etc.	Parent Educator / Administration	Title I Funds. Arts and Crafts supplies.		

**GOAL AREA VI:
OBJECTIVE 6.2:**

Family and Community Involvement

By the end of the 2019-2020 school year, efforts to inform parents of Liberty Middle School policies and procedures will reach out to 100% of all parents.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Encourage parents to read and sign handbook.	Encourage parents to attend pre-registration and registration.	Principals with Counselors and Teachers	Student handbook	08/19 – 05/20	<u>Formative:</u> ✓Parent signature forms and parent log ✓Telephone logs, contact documentation ✓Copy of parent letters ✓District attendance report ✓Teacher’s grade book ✓Home School Compact <u>Summative:</u> ✓Improved student attendance.
	Make daily phone calls on students who are absent.	School Community Liaison with Attendance Clerk/Parent Educator	Student home information	08/19 – 05/20	
	Send letters to parents after 3 rd , 5 th , and 7 th absence.	School Community Liaison with Attendance Clerk	Warning letters	08/19 – 05/20	
Send census cards and emergency cards for all parents to sign.	Hold parent conference after 5 th absence.	School Community Liaison/ Counselor/Team Teachers	Attendance policy	08/19 – 05/20	
	Remind parents to send medical excuses with student.	School Attendance Specialists with Attendance Clerk	Student handbook	08/19 – 05/20	
	Send out census cards through second period teachers.	Principal with PEIMS Clerk/Nurse	Census cards	08/19 – 05/20	
	Send out emergency cards through homeroom class.	Principal with school nurse	Emergency cards	08/19 – 05/20	
Send Home Compacts to parents.	Distribute Home School Compacts through third period teacher.	Parent Educator with Principal and/or designee	Home School Compact both English and Spanish	08/19 – 05/20	

GOAL AREA VI:

Family and Community Involvement

OBJECTIVE 6.3:

By the end of the 2019-2020 school year, Liberty Middle School’s efforts to invite parents and community members to come to school Activities will result in a 50% attendance increase.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Notify all parent of parenting skills training.</p>	<p>Send out newsletter and invitation with students.</p>	<p>Parent Educator/Principal and/or designee</p>	<p>Newsletter/Invitation/ Marquee/School Messenger</p>	<p>08/19 – 05/20</p>	<p><u>Formative:</u> ✓Attendance sign-in sheets ✓Telephone logs ✓Announcement forms <u>Summative:</u> ✓Increased attendance in parenting classes</p>
	<p>Inform parents via telephone, news media, KTRI, school website</p>	<p>Parent Educator with Parental Involvement Coordinator/Principal</p>	<p>Parent telephone numbers</p>	<p>08/19– 05/20</p>	
	<p>Contact Channel 17 staff of events.</p>	<p>Parent Educator/Principal and/or designee</p>	<p>Announcements</p>	<p>08/19 – 05/20</p>	
	<p>Make home contacts with parents of AT-RISK students.</p>	<p>Team Teachers and Parent Educator/ Principal and/or designee/School Community Liaison/Migrant Staff</p>	<p>Home contact. Phone numbers and addresses</p>	<p>08/19 – 05/20</p>	

**GOAL AREA VI:
OBJECTIVE 6.4:**

Family and Community Involvement

By the end of the 2019-2020 school year, Liberty Middle School will invite parents and community members to participate in school activities.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Provide calendar of upcoming events.</p>	<p>Give copy to every parent at PAC meetings.</p> <p>Announce meeting via student announcements, marquee, media and KTRI.</p> <p>Advertise events on marquee.</p> <p>Invite successful business and community members as guest speakers for parenting sessions, PAC meetings and self-sufficiency classes.</p>	<p>Parent Educator/Principal and/or designee.</p> <p>Parent Educator/Principal and/or designee.</p> <p>Principal and/or Designee/Team Leaders/ Department Heads and Sponsors.</p> <p>Team Teachers/Counselors/School Community Liaison/Principal and/or Designee/Parent Educator</p>	<p>Information input from all Teams</p> <p>Information input from all Teams</p> <p>Information input from all Teams</p> <p>Community guests</p>	<p>08/19 – 05/20</p> <p>08/19 – 05/20</p> <p>08/19 – 05/20</p> <p>08/19 – 05/20</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ✓Calendar of events posted and on file in parent center ✓Events visible on marquee ✓Speaker sign-in sheets <p><u>Summative:</u></p> <ul style="list-style-type: none"> ✓Increased parental attendance in school activities

**GOAL AREA VI:
OBJECTIVE 6.5:**

Family and Community Involvement

By the end of the 2019-2020 school year, parental involvement in the Parent Volunteer Program at Liberty Middle School will increase by 50%.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Inform parents about volunteer program.	Send letter home with student asking parents to help on campus each semester.	Parent Educator with Principal and/or Designee	Parent letter	08/19 – 05/20	<u>Formative:</u> ✓Volunteer sign-in sheets, time logs ✓Copies of memos on file ✓Advertisement on KTRI ✓Attendance roster ✓Certificates ✓Picture of marquee <u>Summative:</u> ✓Successful parent volunteer program
	Advertise information on KTRI, radio.	Parent Educator/Principal and/or Designee	KTRI-Channel 17	08/19 – 05/20	
	Recruit parents through parent events for parent volunteer program.	Parent Educator with School Community Liaison/Migrant Clerk	Parent home information.	08/19 – 05/20	
	Conduct monthly PAC meetings.	Parent Educator with Principal and/or Designee/TTIPS Social Worker	School Messenger, Flyers, refreshments and supplies for meetings.	08/19 – 05/20	
	Award certificates for volunteer hours at LMS Banquet.	Parent Educator with Principal and/or Designee	Parent volunteer log	09/19 – 05/20	
	Award certificates for hours volunteered at the District-Wide Banquet.	Principal and/or Designee/Parent Educator/Parental Involvement Coordinator	Parent volunteer log	08/19 – 05/20	
	Display parent volunteer “Thank You” on marquee.	Parent Educator with Principal and/or Designee	Marquee	08/19 – 05/20	
	Select a parent volunteer of the year.	Parent Educator/Principal and/or Designee	Parent volunteer log	May 2020	

GOAL AREA VII:
OBJECTIVE 7.1:

Community and Business Partnerships

By the end of the 2019-2020 school year, community and business involvement will increase by .05 percentage points from the prior year.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Participate in community/business activities.</p>	<p>Encourage student/staff participation (Band/Athletics/Drama/AR/Student Council) in community events.</p> <p>Encourage school organizations to participate in service activities.</p> <p>Fulfill I.B.® requirements for service projects.</p>	<p>Staff /Coaches/Sponsors/Library Staff/Principal</p> <p>Club sponsor/Teachers/Pharr Police Officers/Staff/Community Members/Parent Educator/Miracle Kids</p> <p>Team Leaders/Team Teachers/Team Students/Administration</p>	<p>Parade entry forms and fee. Community events calendar.</p> <p>Dates of activities. Clothing. Food. Donations.</p> <p>Dates of activities</p>	<p>Annual dates set by Pharr Chamber of Commerce</p> <p>08/19 – 05/20</p> <p>08/19 – 05/20</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> ✓ City of Pharr schedule of events ✓ Parade log sheet activity timeline ✓ Recycling committee agenda meeting ✓ Sign-in sheets <p><u>Summative:</u></p> <ul style="list-style-type: none"> ✓ Increased school community/business activities

GOAL AREA VII:**Community and Business Partnership****OBJECTIVE 7.2:**

By the end of the 2019-2020 school year, student awareness of different career availability will increase by 100%.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
<p>Increase student career awareness through guest speakers.</p>	<p>Invite different members of the community to inform students of different career choices to classrooms.</p>	<p>Principal with Team Leaders/Department Heads/Teachers</p>	<p>List of area businesses and professionals List from Pharr Chamber of Commerce businesses</p>	<p>08/19 – 05/20 Once a year (Spring)</p>	<p><u>Formative:</u> ✓ Sign-in sheets. ✓ Evaluation sheets ✓ Guest speaker sign-in sheets <u>Summative:</u> ✓ Increased student career awareness</p>

GOAL AREA VIII:
OBJECTIVE 8.1:

Research/Development/Evaluation

By the end of the 2019-2020 school year, Liberty Middle School will assess and monitor the effectiveness of school programs for improvement of **all student** achievement, including **all subgroups** on STAAR.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Analyze Spring STAAR data. All students and sub-groups: ✓LEP ✓Migrant ✓GT ✓Economically disadvantaged ✓AT-RISK ✓Special Education ✓African American ✓White ✓Gender ✓Recent Immigrant ESL	Provide department head with STAAR Item Analysis	Dean of Instruction/Principal	STAAR Data	Spring 2019 scores	<u>Formative:</u> ✓Agenda ✓Sign-in sheets ✓Calendar of STAAR benchmark tests ✓Comparative STAAR data results on print-out ✓STAAR student data profiles <u>Summative:</u> ✓Improved STAAR scores
	Train staff on STAAR Data Analysis	Department Heads with Principal and Dean of Instruction	New STAAR objectives.	10/19 – 05/20	
	Data Analysis Licenses	Administration	Data Analysis	08/19 – 05/20	
	Provide STAAR Benchmark tests.	District Coordinator/Principal	STAAR Benchmark tests.	District tests schedule	
	Analyze STAAR practice test data.	Department Heads with Teachers/Principal and Dean of Instruction Leadership Team	STAAR Practice test results.	After district tests	

GOAL AREA VIII:

Research/Development/Evaluation

OBJECTIVE 8.2:

By the end of the 2019-2020 school year, Liberty Middle will use available comparative data to analyze all student academic outcomes.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Target areas of weakness on STAAR.	Analyze objectives with problem areas.	Department Heads/Principal/Leadership Team	STAAR scores. Benchmark scores.	08/19 – 05/20	<u>Formative:</u> ✓ Student data profiles ✓ STAAR Scores ✓ Staff development agendas ✓ AEIS school report <u>Summative:</u> ✓ Disaggregated STAAR data. ✓ Improved STAAR scores
	Vertically align resources within the school (6-8) to District curriculum.	Principal/Dean of Instruction	STAAR scores. Benchmark scores.	08/19 – 05/20	
	Compare LMS test scores with middle schools within the district and the campus group.	Principal with District Curriculum Coordinators. Principal/District STAAR Analysis	STAAR scores. AEIS School Report Card. TEA website www.tea.state.tx.us	08/19 – 05/20	
	Plan appropriate interventions for target areas.	Department Heads with Teachers. Administration.	STAAR data. BM scores.	08/19 – 05/20	
	Review of failure list with teachers with more than 10% of students failing.	Administration with PEIMS Clerk	Failure lists for each six weeks	End of each six weeks 08/19 – 05/20	
Analyze all student failure rate per grade level.	Assign students that are failing to team teachers for mentoring.	Team leaders with Counselors	Failure lists for each six weeks	End of each six weeks 08/19 – 05/20	<u>Formative:</u> ✓ Student failure lists ✓ Teacher mentor list <u>Summative:</u> ✓ Improved student passing rate

GOAL AREA IX:
OBJECTIVE 9.1:

Communication

By the end of the 2019-2020 school year, Liberty Middle School will increase recognition of **all student achievement** by holding at least two school-wide and grade level promotional activities.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Recognize student achievement.	Allow each team to hold assemblies every six weeks.	Team Teachers/Administration	Certificates of Award	Every six weeks 08/19 – 05/20	<u>Formative:</u> ✓Team meeting agenda or minutes, schedule of assemblies ✓Awards assembly program ✓Hallway bulletin boards ✓Student composition ✓Visible displays of student projects ✓Honor roll attendance slips, list of honor roll students, bus request forms <u>Summative:</u> ✓Awards ceremonies and student displays for recognition of all students
	Hold an end-of-year awards assembly per grade level.	Team Leaders/Counselors/Administration	Student awards. Chairs/tables. PA system.	May 2020	
	Collect display item contributions from each team (pictures, certificates, student work).	Teachers/Administration	Team input. Student's work/ projects. Bulletin board announcements.	Every six weeks 08/19 – 05/20	
	Students of the Six Weeks incentives	Counselors	Teacher nominations.	Every six weeks 08/19 – 05/20	
	Allow clubs/organizations to recognize student achievement.	Club/Organization sponsors	Pictures of events. Funding. Certificates.	08/19 – 05/20	
	Recognize students with perfect attendance.	School Community Liaison/Migrant Clerk	Certificates/student incentives	08/19 – 05/20	

GOAL AREA X:

Technology

OBJECTIVE 10.1:

By the end of the 2019-2020 school year, all Liberty Middle School students will have access to technology related equipment.

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Provide students and faculty and parent volunteers with computer access and technology equipment, i.e. I-Pads, Laptops, etc.	Upgrade equipment. IPAD's, accessories	CIT/Principal/Secretary	Hardware/supplies Budget: Title I, Local, Priority Grant	08/19 – 05/20	<u>Formative:</u> ✓Visibility of students using computers ✓Computer lab sign-in sheets ✓Wireless lab sign-in ✓Lesson plans ✓Schedule of training sessions <u>Summative:</u> ✓Increased use of technology on campus
	Upgrade library equipment.	Technology committee/Principal	Technology budget	08/19 – 05/20	
	Provide student access to wireless laptops, IPAD's	CIT	Wireless lab	01/20– 05/20	
	Provide access to a computer lab for teachers to take their students.	Technology Specialist/Principal	Computer lab	08/19 – 05/20	
	Train staff to incorporate computer instruction in classroom with appropriate software for all sub-groups. (IPADS)	CIT/Principal	Content area software. Easytechlearning.com. Brain Pop United Streaming. www.howtomaster.com www.plato.com	08/19 – 05/20	
	Train staff on internet use and application on IPAD's.	CIT /Principal			
	Upgrade computers in classrooms and provide interactive whiteboard access.	CIT/Principal	Staff Training/Computer lab/Mobile lab	08/19 – 05/20	
			Title I and Local budget ChromeBooks All IN – clickers Document Readers	08/19 – 05/20	

GOAL AREA X:
OBJECTIVE:

Technology
10.1 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Address needs of special populations with technology.	Implement a variety of programs. ✓ Learning.Com ✓ Brain Pop ✓ Read 180 ✓ Imagine Learning ✓ Study Island ✓ Systems 44 ✓ Stem Labs	Lab Teacher/Principal	Software Programs. Computer Labs. Consumables and Any other resources needed to operate labs.	08/19 – 05/20	<u>Formative:</u> ✓ Plato print-outs ✓ Lesson plans ✓ CEI print-outs ✓ Plato print-outs ✓ Rosetta Stone printouts ✓ Library computer internet access logs ✓ System 44 print-outs <u>Summative:</u> ✓ Computer software programs available in labs to help special populations ✓ Internet access available to students
	Provide Internet access.	CIT/Principal	Internet service providers	08/19 - 05/20	
Upgrade library resources.	Implement Read 180/System 44.	Read 180 Teachers/Principal	Read 180 lab software	08/19 – 05/20	<u>Formative:</u> ✓ Library checkout list for media ✓ Increased number of TV/DVD units <u>Summative:</u> ✓ Library becomes the center for technology resources ✓ Video presentation resources available to all classrooms.
	Solicit departmental input for DVD selections.	Librarians/Department Heads/Principal	Video bank by library and departments. Title I funds. Library budget.	08/19 – 05/20	

GOAL AREA X:
OBJECTIVE:

Technology
10.1 Continued

STRATEGIES	ACTION STEPS	PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING	RESOURCES NEEDED	TIMELINE BEG/END	EVALUATION
Incorporate technology programs. ✓STEM Lab ✓Robotics ✓I-Pad Training ✓Interactive white board w/slates ✓Document readers ✓Printer, computer, keyboard ✓Poster maker ✓Digital projector ✓Mac Book Pro ✓I-Pad technology and software for Professional Development, walk-through, data analysis ✓Ignite Software (ION) ✓Tech-Labs ✓Study Island ✓Think Through Math ✓Compass Learning ✓Read 180 ✓BrainPop ✓Edusmart ✓Agile Mind	Provide class sets of TI-INSPIRE graphing calculators to each 8 th grade Math teacher and Algebra teacher.	Principal/Math Department Head/Dean of Instruction /Instructional Coaches	Staff training on TI-83 graphing calculators, Software programs, Title I funds.	08/19 – 05/20	<u>Formative:</u> ✓Lesson plans ✓Availability of calculators ✓LMS Website ✓Technology in play productions ✓Distance learning schedule ✓Physical fitness license ✓Library video inventory ✓Availability of word processors <u>Summative:</u> ✓State of the art technology and media programs to help promote student learning.
	Maintain a website for Liberty Middle School.	Principal/CIT/Campus PR Representative	Computer lab	08/19 - 05/20	
	Incorporate technical theatre in the theatre arts classes.	Principal with Theatre Arts	Computers/lighting. Technology resources for theatre, and other supplies needed for computers and printers.	08/19 – 05/20	
	Provide staff/students access to distance learning.	CIT/Librarians/Principal	Video conferencing equipment	01/20 – 05/20	
	Provide staff and students access to word processors.	CIT/Principal	Alfa Smarts. Microsoft Word.	08/19 – 05/20	
	Provide staff/students access to Learning.com.	CIT/Principal	Computers/Internet	08/19 – 05/20	
	Incorporate testing on-line (benchmarks).	CIT/Principal	Computers/Internet	2019 – 2020	
	Identify students involved in physical fitness grant.	PE Coaches/Principal	Fitness Gram software	09/19 – 05/20	
Provide staff/students access to howtomaster.com	CIT/Principal	Computers/Internet	08/19 – 05/20		

Targeted Improvement Plan



2019-2020

Student Outcome Data Trends

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

Grade level	Subject tested	% at Meets Grade Level			Trend
		2017	2018	2019	
6	Math	22	37	36	Fluctuating
6	Reading	25	28	18	Fluctuating
7	Math	21	27	43	Consistent increase
7	Reading	29	35	40	Consistent increase
7	Writing	23	32	34	Consistent increase
8	Math	30	50	46	Fluctuating
8	Reading	38	34	36	Fluctuating
8	Science	38	48	0	Fluctuating
8	Social Studies	21	37	38	Consistent increase
7/8	Algebra I	100	100	100	Little to no change
6/8/2019	all subjects	29	38	37	

Teacher Level Data

This section provides context around teacher practice and helps to identify self-assessment and shared diagnostic activities. At a minimum, complete the chart for STAAR tested grade levels/ subject areas.

Teacher	Grade Level	Subject	% of students at Meets Grade Level or above (or at campus determined proficiency level if not a STAAR tested area)	% of students with Expected or Accelerated Progress (if applicable)	Context/Notes
A. Castaneda	6	Math	49	56	32/51 = 63%
R. Ramirez	6	Math	31	24	35/110 = 32%
R. Trevino	6	Math	33	24	33.5/106 = 32%
H. Anderson	6	Reading	18	14	15.5/74 = 21%
S. Dukquits	6	Reading	19	32	11.5/30 = 38%
M. Gonzalez	6	Reading	17	19	24/80 = 30%
M. Chavez	7	Math	47	61	47/71 = 66%
F. Espinosa	7	Math	26	46	34.5/62 = 56%
J. Quintero	7	Math	29	60	52.5/76 = 69%
C. De La Rosa	7	Reading	43	74	49/60 = 82%
M. Nava	7	Reading	49	64	49.5/65 = 76%
A. Perez	7	Reading	42	65	48.5/69 = 70%
C. Stevenson	7	Reading	10	73	36.5/44 = 83%
C. De La Rosa	7	Writing	30	NA	NA
M. Nava	7	Writing	52	NA	NA
A. Perez	7	Writing	30	NA	NA
C. Stevenson	7	Writing	10	NA	NA
R. Cabrera	8	Math	37	66	74/96 = 77%
V. Garcia	8	Math	41	73	79.5/94 = 85%
D. Granadoz	8	Math	69	91	30/32 = 94%
F. Lara	8	Math	23	69	41/49 = 84%

F. Lara	8	Algebra I	100	100	23/23 = 100%
N. Hernandez	8	Reading	33	52	54/88 = 61%
L. Rivera	8	Reading	31	66	62.5/86 = 73%
L. Salinas	8	Reading	44	67	75.5/98 = 77%
N. Cavazos	8	Science	41	NA	
A. Colby	8	Science	36	NA	
M. Gonzalez	8	Science	42	NA	
D. Lopez	8	Science	17	NA	
A. Espinosa	8	Social Studies	46	NA	
C. Parrao	8	Social Studies	30	NA	
R. Peterson	8	Social Studies	39	NA	
A. Salinas	8	Social Studies	27	NA	

Domain Score Reflection

This section contains guiding questions to help the campus develop accountability goals for the year. Use your accountability data tables and the A-F estimator.

Domain 1 Reflection

Domain 1 Scale Score	Our 2019 domain value of 40 yielded a 72 scaled score. We were at 68% (approaches), 37% (meets), and 16% (masters).	72
Distance from 70	We were 2 units away from 70 (in a positive direction). We would like to be significantly (double digit) above the 70 mark.	2
Domain 1 Goal Scale Score	We need a 75% (approaches), 50% (meets), and 25% (masters) in order to have a domain value of 50 that will yield a scaled score of 81.	81
Resources:	Accountability Manual Chapter 2	A-F Estimator
Student Achievement Accountability Data Tables		

Consider the following questions to determine the goal for this Domain:

What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal? (Use the A-F Estimator to calculate)

Level	2018 Values	New Value
Approaches	68	75
Meets	37	50
Masters	16	25

What changes to CCMR and/or graduation rate will you need to see to achieve your goal? (Use the A-F Estimator to calculate)

Component	2018 Values	New Value
CCMR Raw Score	N/A	N/A
Graduation Rate Raw Score	N/A	N/A

Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?

Nominal gains are not enough to get us where we want to be. We must have realistic, but challenging goals. This requires a schoolwide effort in order to be successful. Every grade level and every content must "own" progress and performance. The help of the electives is critical to our success. We must involve electives in the progress-monitoring piece.

Domain 2 Reflection

Domain 2a Scale Score	As a campus, we did not give the progress measure the attention it requires. We cannot neglect the growth piece. Consistent progress-monitoring is not an	59
Distance from 70	Getting an "F" is painful as we consider where we had been the year before. We had met the target in reading and were down by only 1 point in math.	-11
Domain 2a Goal Scale Score	The goal is achievable if we stay the course with the plan of action set forth.	75
Domain 2b Scale Score	As a campus, we would like to forego relying on Relative Performance for a higher scale score. Our desire is to achieve the goal outright.	83
Distance from 70	Our focus on the Relative Performance scale score distracted us from focusing on outright growth and the ramifications thereof.	13
Domain 2b Goal Scale Score	We used the Scaling Tool to determine the scale score based upon our goals in Domain 1 (75-50-25).	91
Resources:	Accountability Manual Chapter 3 & 5 (relative performance look up table)	A-F Estimator
		School Progress Accountability Data Tables

Consider the following questions to determine the goal for this Domain:

What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal? (Use the A-F Estimator to calculate)

2018 Value	New Value
59	75

How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score?

Goal academic growth raw score	Approximate total number of assessments	Approximate total
75	1600	1200

What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal?

	Approximate value needed for this goal	Difference from current value
STAAR	50	10
CCMR	N/A	N/A

If you achieve your goal in Domain 1, will you meet your goal in Domain 2b? (Use the A-F Estimator to calculate)

yes

Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3?

If we achieve the goal in Domain 2, then we will see gains in Domains 1 and 3. Growth will be key factor for improvement.

Domain 3 Reflection

Domain 3 Scale Score	Monitoring the progress and performance of all subgroups must be continual and consistent.	56
Distance from 70	As a campus, we failed to give the necessary attention to details that were critical to the accountability. We focused more on "meets" and neglected growth. Each requires specialized attention.	-14
Domain 3 Goal Scale Score	Based on the goals set forth, we arrived at the 84 scale score for Domain 3.	84
Resources:	Accountability Manual Chapter 4	A-F Estimator
		Closing the Gaps Status and Data Tables

Consider the following questions to determine the goal for this Domain:

In each component, how many targets would you need to meet to achieve your Domain 3 goal?

Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal <small>(Use A-F Estimator to calculate)</small>
Academic Achievement Status (ELA/Reading)	All Students (13 points) and Hispanic (6 points)	5
Academic Achievement Status (Math)	All Students (4 points) and ELs (4 points)	5
Growth Status (ELA/Reading)	All Students (5 points) and Sp. Ed. (10 points)	5
Growth Status (Math)	All Students (11 points) and ELs (12 points)	5
Graduation Rate Status	N/A	
English Language Proficiency Status	ELs: Campus did not meet target of 36% improvement.	1
Student Success Status	All Students (7 points) and Sp. Ed. (5 points)	7
School Quality Status	N/A	

In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?

0 of 5 targets evaluated were met.

How will meeting your Domain 1 or 2 goals impact the All Students column?

Goals were developed to meet the evaluated targets.

Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?

After working through the exercise and discussing the targets, improvement requires that all subgroups are focused on, monitored, and provided with appropriate interventions in a timely manner. The Domains are interrelated and as we improve in Domains 1 and 2, we will see significant improvement in Domain 3.

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

E SF Diagnostic Self-Assessment Evidence Collection Plan

Directions

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

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

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

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Schoolwide routines: Campus leader roles and responsibilities during campus routines and transitions	12-Sep	A. Carrillo
Campus Leader team meetings: meeting facilitation, activities, outcomes	12-Sep	J. Mason, N. Rocha, M. Salinas, L. Villarreal, G. Balderaz

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team job descriptions	12-Sep	A. Carrillo (Job Descriptions)
Leadership team member goals and performance evaluations	12-Sep	J. Mason (McRel Assignments/Calendar)
Leadership team meeting agendas and minutes	12-Sep	J. Mason, N. Rocha, M. Salinas, L. Villarreal, G. Balderaz

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

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Other	12-Sep	A. Carrillo/J. Mason (Teacher Assignments)
Other	12-Sep	V. Ayala, Sec. (Interview Questions)
Other	12-Sep	G. Balderaz, CLL (TIF Survey)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Teacher assignment charts with rationale provided	12-Sep	A. Carrillo/J. Mason (Teacher Assignments)
Teacher leadership selection criteria	12-Sep	V. Ayala, Sec. (Interview Questions)
Staff culture survey with data	12-Sep	G. Balderaz, CLL (TIF Survey)

Essential Action 3.1: Compelling vision, mission, values, and goals focused on a safe environment and high expectations

Observations

Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Artifacts related to school mission, vision, values	12-Sep	V. Ayala, Sec. (School Vision)
Artifacts related to school mission, vision, values	12-Sep	V. Ayala, Sec. (Campus Improvement Plan)
Artifacts related to schoolwide routines, procedures, policies	12-Sep	M. Salinas (Culture Days Packet); C. Stevenson (IB Profile)

Artifacts

Sources	Timeline (Collection/Review)	Owner (Collection/Review)
School vision, mission, values artifacts	12-Sep	V. Ayala, Sec. (School Vision)
Campus Improvement Plan that includes mission, vision, values	12-Sep	V. Ayala, Sec. (Campus Improvement Plan)
Schoolwide student culture routines, procedures, systems	12-Sep	M. Salinas (Culture Days Packet); C. Stevenson (IB Profile)

Essential Acton 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: use of instructional materials	12-Sep	Administrators
Teacher team meeting observation: meeting agenda, activities, outcomes	12-Sep	Department Heads
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Sample Scope and Sequences	12-Sep	J. Mason, N. Rocha, M. Salinas, L. Villarreal
Sample Unit Plans	12-Sep	J. Mason, N. Rocha, M. Salinas, L. Villarreal; C. Stevens on

Essential Acton 5.1: Objective-driven daily lesson plans with formative assessments

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Classroom observation: lesson plan execution	12-Sep	Administrators
Teacher team meeting observation: meeting agenda, activities, outcomes	12-Sep	Department Chairs (CLC)
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Lesson Plan templates	12-Sep	Administrators, Department Chairs

Essential Acton 5.3: Data-driven instruction

Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Visible evidence of student goals and progress towards mastery (charts, tracking tools, posters, etc.) in classrooms or hallways	12-Sep	Teachers and Administrators
Leadership team meeting observation: meeting agenda, activities, minutes	12-Sep	Gabby Balderaz, CLL
Artifacts		
Sources	Timeline (Observation/Review)	Owner (Collection/Review)
Progress monitoring and tracking tools	12-Sep	J. Mason, N. Rocha, M. Salinas, L. Villarreal
Assessment Calendar	12-Sep	A. Carrillo

**Essential Action 1.1: Campus instructional leaders
(principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities**

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>	The roles for each campus leader are defined and included in artifacts. At present, we do not have weekly calendars for walkthroughs.	Work is underway
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>		
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>	Evaluation rubrics (through McRel) are provided for all administrators, CLL, and teacher leaders. Goals are set by all members of the leadership TEAM at the beginning of the year.	Substantially in place and functioning
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>	Agendas for CCLCs and TCLCs are consistent with the SEED Model. Tracking tools are consistent (Walkthrough Form).	Substantially in place and functioning
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>	Written agendas are consistent; however, minutes are not.	Work is underway
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>	Weekly administrators' meetings are consistent (Friday afternoons) as are CCLC (Monday afternoons). McRel evaluation tool and walkthrough form are sources of observation and feedback.	Work is underway
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>		

Essential Action Reflection

Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above.	1 - Not Yet Started	3
	2	
	3	
	4	
	5 - Fully Implemented	

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

Directions

1. Gather the evidence collected in relation to EA 2.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 2.1 (Recruit, select, assign, induct, and retain a full staff of highly qualified educators) based on your evidence and analysis above in Cell 23D.

Essential Action 2.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates	<p><i>Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships</i></p> <p><i>Uses referrals from current high-performing teachers in the recruitment and selection of staff</i></p> <p><i>Develops and strategically deploys marketing materials that present the school as an attractive place to work</i></p> <p><i>Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate</i></p>	The District's Human Resources Department and the Public Relations Department promote the Spirit of PSJA. Social media plays an integral role in promoting positive campus culture. Recruitment efforts include referrals of former students, student teachers, substitutes that have been observed to have a positive impact on our students and achievement. At present, the campus does not have a consistent way to track success rates. Teacher retention rate indicated that working at Liberty is a good placed to work.	Substantially in place and functioning
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	<p><i>Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop</i></p> <p><i>Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals</i></p>	General questions are used in the interview process; however, particular questions are asked of prospective candidates that fit the current programs and strengths of Liberty (Dual Language, IB, UIL, fine arts, extra curricular, etc.). We have used demonstration lessons as part of the interview process before, but not on a consistent basis.	Work is underway
Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	<p><i>High-performing teachers are identified based on improving student outcomes and willingness to learn and develop</i></p> <p><i>Individualized professional development plans are developed and implemented to support all staff</i></p> <p><i>Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward</i></p>	High-performing teachers are identified using the evaluation instrument, classroom observations, and student outcomes. Campus needs assessment and focus areas serve as a guide for campus professional development. Opportunities to serve as teacher leaders encourage teachers to continue in their development. Stipends are provided for DLs and CLFs.	Substantially in place and functioning
Teacher placements are strategic based on student need and teacher strengths	<p><i>Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff</i></p>	The changes made in teaching assignments this year are evidence of strategic placement of teachers in areas of need and to leverage teacher expertise.	Substantially in place and functioning
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	<p><i>Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills</i></p> <p><i>Targeted training includes adult facilitation and team dynamics</i></p> <p><i>Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching</i></p>	Selection of teacher leaders is the result of a thoughtful process to recruit the best candidates. Targeted training includes support from TxOee through TLCs. CLL is scheduled (next week) to receive training on the coaching model using the GROW Model which will support the optimal learning environment.	Substantially in place and functioning
Preferred substitutes are recruited and retained	<p><i>Effective substitutes are identified and prioritized in short-term placement/deployment</i></p> <p><i>Ineffective substitutes are also identified and deprioritized/prohibited</i></p>	Every effort is made to recruit and retain highly qualified, effective substitutes. Ineffective substitutes are placed on a low-call/no-call list.	Work is underway

Essential Action Reflection

Describe your implementation of Essential Action 2.1 (Recruit, select, assign, induct, and retain a full staff of highly qualified educators) based on your evidence and analysis above.	<p>1 - Not Yet Started</p> <p>2</p> <p>3</p> <p>4</p> <p>5 - Fully Implemented</p>	4
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Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Directions

1. Gather the evidence collected in relation to EA 3.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 3.1 (Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations) based on your evidence and

Essential Action 3.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values	<i>Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students</i>	The vision was created by stakeholders in its formulation; however, the vision has not been revisited in a number of years.	Work is underway
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	<i>Practices and policies are captured in writing and consistently implemented with fidelity Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed Artifacts in the classrooms and hallways reference practices and policies</i>	IB policies are written (Academic Honesty, Language, Inclusion, and Assessment), but not necessarily implemented with fidelity. Proficiency level posters are placed in every classroom encouraging students to perform at "meets" or above. Growth measure tracking also encourages student success by having students chart and monitor their own growth.	Work is underway
Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	<i>Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them Artifacts in the classrooms and hallways reference the mission, vision, and values</i>	The vision and mission need to be revisited. The Eagle Expectations are recited daily, but need to be revisited, as well. Vision/mission statements are posted in every classroom.	Work is underway
Regular campus climate surveys assess and measure progress on student and staff experiences.	<i>Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators</i>	Campus climate survey is non-existent at this time.	Not Yet Started

Essential Action Reflection

Describe your implementation of Essential Action 3.1 (Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	2
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Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Directions

1. Gather the evidence collected in relation to EA 4.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 4.1 (Curriculum and assessments aligned to TEKS with a year-long scope and sequence) based on your evidence and analysis above in Cell 20D.

Essential Action 4.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading.	<p><i>Aligned to the TEKS with an emphasis on readiness standards</i></p> <p><i>Structured in logically sequenced units of instruction backwards planned from assessments</i></p> <p><i>Includes dedicated time for assessment and re-teaching</i></p>	The District curriculum is aligned to the TEKS with an emphasis on the readiness standards (More time is allotted for readiness standards.) The curriculum is sequenced and backwards planned in design. Time allotted is proportional to the blueprint for assessment. Time is embedded for assessment, but calendar does not allow time for reteaching. Reteaching must take the form of tutoring or another	Work is underway
Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.	<p><i>Frequent: administered at least 3-4 times per year, may be cumulative in nature</i></p> <p><i>Common: assessment designed with the intent to be delivered across all grade level/content classrooms</i></p> <p><i>Aligned: Addresses the standards with the same prioritization and rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence AND Reflects the format and type of questions from the top-line assessment</i></p>	The assessments include CBA 1, some contents have CBA 2, BM 1, and BM 2. Assessments are common and taken by all students. Assessments match the rigor and format of the state assessment and are aligned with the District scope and sequence.	Substantially in place and functioning
Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.	<p><i>Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area</i></p> <p><i>Instructional materials are implemented with fidelity in all classrooms</i></p> <p><i>Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners</i></p> <p><i>Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students</i></p>	Content areas are provided with instructional materials such as: state-adopted textbooks and accompanying ancillaries, as well as supplemental materials to complement the content area. All teachers follow the provided calendar with fidelity. The District curriculum does not provide consistent modified materials across the contents. There is an inconsistent availability of content-rich texts.	Work is underway
Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.	<p><i>Campus calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials</i></p> <p><i>PLC agendas include time to make connections between data analysis, reteach plans, and appropriate instructional materials</i></p>	The District provides professional development focused on the curriculum that is aligned with the instructional materials. TLC agendas do address and connect to data analysis and instructional strategies and methods, but do not connect to reteach plans.	Substantially in place and functioning

Essential Action Reflection

Describe your implementation of Essential Action 4.1 (Curriculum and assessments aligned to TEKS with a year-long scope and sequence) based on your evidence and analysis above.	1 - Not Yet Started	4
	2	
	3	
	4	
	5 - Fully Implemented	

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments

Directions

1. Gather the evidence collected in relation to EA 5.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.1 (Objective-driven daily lesson plans with formative assessments) based on your evidence and analysis above in Cell 17D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
<p>All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.</p>	<i>Complete: includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response</i>	<p>Current lesson plans differ from content area to content area and include the components, with the exception of the exemplar response. Lesson plans are aligned to the scope and sequence and to the objective. Lesson plans are created to reflect the time allotted on the blueprint. Frequent checks are at the teacher's discretion. Questioning initiated by teacher and students is ongoing throughout the class periods. Detailing is a work in progress (annotations in math and science, etc.). Daily instruction is generally true to the lesson plan, but adjustments are made throughout the day.</p>	Work is underway
	<i>Curriculum-driven: aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output</i>		
	<i>Aligned: assessment and all learning activities are aligned to the objective</i>		
	<i>Data-driven: Informed by student data, includes frequent checks for understanding aligned to the objective</i>		
	<i>Detailed: includes enough detail that another teacher could pick up the plan and use it effectively</i>		
<p>Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p>	<i>Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor</i>	<p>Campus administrators and department chairs will be part of the Friday review meetings. Feedback will follow on Mondays.</p>	Work is underway
	<i>Precise and bite-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning.</i>		
	<i>Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery</i>		

Essential Action Reflection

<p>Describe your implementation of Essential Action 5.1 (Objective-driven daily lesson plans with formative assessments) based on your evidence and analysis above.</p>	<p>1 - Not Yet Started 2 3 4 5 - Fully Implemented</p>	<p>2</p>
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Essential Action 5.3: Data-driven instruction

Directions

1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.
2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<p><i>Assessment calendars include windows for data analysis</i></p> <p><i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i></p> <p><i>Coaching and support of teachers is informed by data</i></p>	Data analysis is done consistently (almost on a daily basis), but not built into the District Assessment calendar. Meeting after each relevant assessment by both campus instructional leaders and teachers is consistent. Supporting teachers is based on data. Coaching is a work in progress.	Substantially in place and functioning
Teachers use a corrective instruction action planning process, individually and in PLCs 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.	<p><i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i></p> <p><i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i></p> <p><i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i></p> <p><i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i></p> <p><i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i></p>	Unpacking the standard and creating exemplars are nonexistent. This is certainly a weakness. Lead4ward resources and materials are readily available in the data room for teacher use in planning. However, use of materials is inconsistent and varies among grade levels and contents.	Not Yet Started
Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on	<p><i>Master schedule includes at least one block weekly for teacher teams to meet</i></p> <p><i>Teacher team meeting agendas are developed utilizing a common protocol</i></p> <p><i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i></p>	Master schedule allows for teachers to meet daily to plan lessons, review data, etc. Agendas do not exist for teacher team meetings. Collaboration activities include data, strategies, and possible adjustments.	Work is underway
Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and	<p><i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i></p> <p><i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i></p>	Tracking tools have been developed and are in the process of being posted in classrooms. Campus hallways, at present, do not include progress tracking artifacts.	Work is underway

Essential Action Reflection

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

Directions

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

19

Essential Action Implementation Summary

EA 1.1	EA 2.1	EA 3.1	EA 4.1	EA 5.1	EA 5.3
3	4	2	4	2	2

Essential Action Gap Analysis

Not Yet Started	←-----→			Fully Implemented
1	2	3	4	5
	EA 3.1	EA 1.1	EA 2.1	
	EA 5.1		EA 4.1	
	EA 5.3			
Bigger Gap Approach			Smaller Gap Approach	

Improvement Approach

Consider the following guiding questions for each Essential Action that falls in the Bigger Gap Approach range.

If the answer is "yes" to most or all of the questions, the Essential Action may be taken into consideration as a focus area for improvement.

If the answer is "no" for most or all of the questions, the Smaller Gap Approach could be a better fit option.

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

Bigger Gap	<ol style="list-style-type: none"> 1. Are the necessary underlying systems and structures in place to support the development of an EA? 2. Does the EA align with a significant district-led priority and/or will there be district-level support around high quality implementation of an EA? 3. Is there already significant work underway to address an EA through a partnership with a capacity builder or could the campus feasibly begin work with a capacity builder in this area?
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Focus Area Identification

Approach	Rationale
Bigger Gap Approach	The District has a greater influence on EA 2.1 and EA 4.1. We feel that addressing the "bigger gap" EAs are within our circle of influence.
Focus Areas for Improvement	Rationale
Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations	The current vision and mission were developed a number of years ago and have not been revisited. New staff did not take part in the process. We need a vision where current stakeholders have input and take ownership.
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	The work on the lesson plans has been more intentional this year, but in its infancy. We feel that this is a work in progress with teachers providing more detail through greater collaboration.
Essential Action 5.3: Data-driven instruction	Unpacking the standards and exemplars are certainly a weakness. However, we feel that the implementation of appropriate monitoring tools (teacher and student) will greatly impact student achievement and progress.

Barrier Analysis

Directions

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

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

Focus Areas for Improvement Barrier Analysis

Focus Areas	Barriers to Proactively Plan to Address		
	<i>Behaviors</i>	<i>Mindsets</i>	<i>Resources</i>
Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations	Prioritizing activities and deadlines so that all is accomplished with fresh energy and not haphazardly.	Due to our neglect, the perception/reality is that it is not important. We must change that mindset.	TIME and its management is a valuable resource and ever so scarce.
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	Teachers feeling overwhelmed and spread thin this early in the year.	How much are we willing to bend in order to have concerns?	All of the templates from the contents are different, but tailored to the content.
Essential Action 5.3: Data-driven instruction	Getting in the rhythm of charting the weekly assessments, portfolios, student interviews, etc. has been time-consuming and exhausting.	Prioritizing the tasks, in order of importance, is key to a balanced approach to their completion.	TIME and space between tasks and activities is essential to do things accurately and effectively.

District Commitments Theory of Action

Directions

The purpose of the District Commitment Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

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

Table of Contents

Focus Areas for Improvement	District Commitments to Support the Implementation of Focus Areas for Improvement	Theory of Action
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Focus Areas for Improvement

Campus Identified Focus Areas for Improvement	Prioritized Level
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Prioritized Level 3: Positive School Culture
5.1 Objective-driven daily lesson plans with formative assessments.	Prioritized Level 5: Effective Instruction
5.3 Data-driven instruction.	Prioritized Level 5: Effective Instruction

District Commitments to Support the Implementation of Focus Areas for Improvement

Prioritized Level 1	Prioritized Level 2	Prioritized Level 3	Prioritized Level 4	Prioritized Level 5
		The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).		The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.
		The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).		The district has effective systems for identifying and supporting struggling learners.
		The district ensures that campus buildings are well maintained, safe, and conducive to learning.		District policies and practices support effective instruction in schools.

District Commitment Theory of Action

<i>If...</i>	
<i>And...</i>	
<i>And...</i>	
<i>And...</i>	
<i>And...</i>	
<i>Then...</i>	

Essential Action 1.1	
Observations	Artifacts
Schoolwide routines: Campus leader roles and	Leadership team job descriptions
Campus Leader team meetings: meeting facilitation,	Leadership team sample calendars
Teacher team meetings: meeting facilitation, activities,	Leadership team member goals and performance
Other	Leadership team meeting agendas and minutes

Essential Action 2.1	
Observations	Artifacts
Teacher leader facilitation of teacher team meeting	Teacher recruitment materials
Teacher induction training	Staff selection tools (rubrics, questions, performance
Teacher leader training	Induction schedules and content
Other	Staff culture survey with data
	Teacher retention data differentiated by performance
	Teacher assignment charts with rationale provided
	Teacher leadership selection criteria

Essential Action 3.1	
Observations	Artifacts
Morning Arrival	School vision, mission, values artifacts
Dismissal	School vision, mission, goals development process
Hallway transitions	Campus Improvement Plan that includes mission, vision,
Cafeteria procedures and behavior	Schoolwide student culture routines, procedures, systems
Campus Artifacts (posters, posted rules, bulletin boards,	Campus climate surveys with questions, results, response
Classroom systems and routines	
Teacher>Student interactions	
Student>Student interactions	
Classroom Artifacts (posters, posted rules, bulletin boards,	
Artifacts related to school mission, vision, values	
Artifacts related to schoolwide routines, procedures,	

Essential Action 4.1

Observations	Artifacts
Classroom observation: use of instructional materials	Sample Scope and Sequences
Teacher team meeting observation: meeting agenda,	Sample Unit Plans
Teacher professional development	Sample Assessments
Other	Sample Instructional Materials

Essential Action 5.1

Observations	Artifacts
Classroom observation: lesson plan execution	Lesson Plan templates
Teacher team meeting observation: meeting agenda,	Lesson Plan samples with formative assessments
	Lesson Plan samples with feedback provided
	Lesson Plan submission and feedback cycle expectations

Essential Action 5.3

Observations	Artifacts
Visible evidence of student goals and progress towards	PLC/Data Meeting Agendas
Teacher team meeting observation: meeting agenda,	Sample PLC/Data Meeting minutes
Leadership team meeting observation: meeting agenda,	Progress monitoring and tracking tools
Other	Sample reteach plans
	Assessment Calendar