

Lyndon Baines Johnson

Middle School



2019-2020

Campus Improvement Plan

**CAMPUS PERFORMANCE OBJECTIVE COUNCIL MEMBERS
2019-2020**

Linda G. Soto- Principal

**Gina Saenz- Dean of Instruction
Jorge Castilleja- Assistant Principal
Erica Rodriguez- Assistant Principal
Luciano Lopez- Assistant Principal**

Teachers	Non-Teaching Professionals
Herlinda Yerena	Belinda Lizcano
Ramon Rodriguez	Karin Cervantes
Sandra Salinas	Gloria Cardona
Cecilia Martinez	Briana Garza
Georgina McCarthy	Annie Duran
Sonya Contreras	Yolanda Estrada
Jesus Contreras	
Yadira Pena	Parents
America Arreguin *Secretary	Isabel Delgado
	Community/Business Member
	Cynthia Rodriguez



Comprehensive Needs Assessment

Data Sources Examined

<p>2019 STAAR Results 2019 TELPAS Results 2019 Accountability Summary Reports 2019 System Safeguards PEIMS Data -attendance records -discipline records -grades CBA's District Assessments</p>
--

Prioritized Needs	
Needs	Data Source
<p>To increase performance of our Economically Disadvantaged student, in Writing and Social Studies</p>	<p>2019 STAAR Results, 2019 Accountability Summary Reports, 2019 System Safeguards, PEIMS Data, CBA's District Assessments</p>
<p>To decrease the performance GAP between our ELL's and the rest of the student group in ALL content areas</p>	<p>2019 STAAR Results, 2019 TELPAS Results, 2019 Accountability Summary Reports, 2019 System Safeguards, CBA's District Assessment, PEIMS Data; -attendance records-discipline records-grades</p>
<p>To decrease the performance GAP between our Sp. Ed. and the rest of the student group in ALL content areas</p>	<p>2018 STAAR Results, 2019 TELPAS Results, 2019 Accountability Summary Reports, 2019 System Safeguards, CBA's District Assessment, PEIMS Data; -attendance records-discipline records-grades</p>
<p>To increase our Student Progress for all students in the math, reading, science, and social studies</p>	<p>2019 STAAR Results, 2019 TELPAS Results, 2019 Accountability Summary Reports, 2019 System Safeguards, CBA's District Assessment, PEIMS Data; -attendance records-discipline records-grades</p>
<p>To continue to reduce our course failure rate every six weeks</p>	<p>CBA's District Assessment, PEIMS Data; -attendance records-discipline records-grades(PR, RC)</p>

Mission Statement: Learning and growing together to inspire tomorrow's global leaders.

We, at LBJ Middle School, **believe** that **all** our students can learn and as educators, make it our mission to:

- **Inspire** our students to be academically inquisitive and embrace a lifetime of educational growth.
- **Educate** our students to be problem solvers who can communicate logically, creatively, and independently.
- **Encourage** our students to have pride, respect, values, goals, and traditions for themselves, their school, and their community.

As a result, each student will have the opportunity to maximize his or her academic potential and become a productive, respectful member of society.

VISION FOR EXCELLENCE

School administrators, parents, and members of our community, will give moral and financial support to the school personnel and the students of LBJ Middle School by promoting an exceptional instructional program. As a result, students will exemplify respect, self-discipline and academic success. LBJ Middle School students will also gain the skills, knowledge, and values necessary for continuous productive learning.

Table of Contents

1	Student Achievement LBJ MS		32
2	Student Achievement Math All Students	Student Achievement Fine Arts Physical Education	33
3	Student Achievement Math All Students	Student Achievement Fine Arts Choir	34
4	Student Achievement Math All Students	Student Achievement Fine Arts Art	35
5	Student Achievement Math LEP	Student Achievement Fine Arts Band	36
6	Student Achievement Math G/T	Student Achievement Fine Arts Orchestra	37
7	Student Achievement Math Migrants	Student Achievement Dance/Folklorico	38
8	Student Achievement Math Special Education	Student Achievement Health	39
9	Student Achievement Social Studies All Students	Student Achievement STEM	40
10	Student Achievement Social Studies All Students	Student Achievement Math Computer Program	41
11	Student Achievement Social Studies All Students	Student Achievement Special Education	42
12	Student Achievement Social Studies LEP	Student Achievement Special Education	43
13	Student Achievement Social Studies G/T	Staff Development	44
14	Student Achievement Social Studies Migrants	Staff Development	45
15	Student Achievement Social Studies Special Education	Student Achievement Dropout Reduction Rate	46
16	Student Achievement Science All Students	Student Achievement Safe Environment	47
17	Student Achievement Science All Students	Student Achievement LPAC	48
18	Student Achievement Science LEP	Student Achievement Attendance	49
19	Student Achievement Science G/T	Student Achievement Parent Contact	50
20	Student Achievement Science Migrant	Student Achievement Parental Involvement	51
21	Student Achievement Science Special Education	Student Achievement ESL-I	52
22	Student Achievement Language Arts All Students	Transition from Elem.-Middle-High School	53
23	Student Achievement Language Arts All Students	Recruitment and Retention of Qualified Staff	54
24	Student Achievement Language Arts All Students	Student Achievement Technology	55
25	Student Achievement Language Arts All Students		
26	Student Achievement Language Arts LEP		
27	Student Achievement Language Arts G/T		
28	Student Achievement Language Arts Migrants	Addendum	
29	Student Achievement Language Arts Special Education	Target Improvement Plan	
30	Student Achievement Fine Arts Spanish		
31	Student Achievement Fine Arts Theatre Arts		

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement at LBJ Middle School

FIVE YEAR GOAL: By 2022-2023, LBJ Middle School will enhance curriculum and instructional programs that will increase student performance to 100%.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to achieve satisfactory in the STAAR Tests and ALL subgroups will be above state averages. **Pg. 1**

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION/ MONITORING	FTE'S RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Formulate Strategies to Address: <ul style="list-style-type: none"> • Student Achievement • Definition Short/Long Term Goals • Quality Instruction • Common Instructional Framework • Science Curriculum • Social Studies Curriculum • School Climate • Curriculum Alignment • Assessment Alignment • Technology • -Blended Instruction • -One-To-The-World Initiative • -Technology Instruction • Excellence and Equity • ESL programs • Resources to Support Curriculum • Anatomy of Effective Teams • Mentoring and Induction Programs • CBA 's, Benchmarks, Pre/post • Prime Time Program • After School Programs • Extended Optional Year Program • Healthy and Safe Environment • Teamwork to Improve Student Learning • Professional Development • Integration of Curriculum into the Community • Development of Curriculum Based on Standards • Design of Instruction to Improve Teaching and Learning • Technology as a Resource for Instruction • Instruction of Reading Across Curriculum • Writing Cross-curricular • Maintaining Focus on Improving Learning • Induction and Mentoring of New Teachers • College for Every Students • TXCEE 	All Students 6 th 392 7 th 351 8 th 370	Administration Dept.. Chairs Teachers CLL CLF's	Prof'l. 91 Inst'l. Support Personnel 17 Café. Staff 8 Custodial Staff 8	Title I, Title II, Local, SC., Sp. Ed.	Aug. 2019	Aug 2020	Attained Student Achievement State Achievement Designation Reward Attained Levels of Excellence Recognize Student Achievement School's Rating Status –Exemplary Quality Instruction School Pride Recruitment of Quality Professionals

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement: Math All Students

FIVE YEAR GOAL: By 2022-2023, LBJ Middle School will have 100% students meet satisfactory performance on all STAAR Tests.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students with an opportunity to pass the Math STAAR Tests and increase subgroups satisfactory rates.

Pg. 2

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
					RESOURCES	BUDGET	BEGINNING	ENDING	
MATH-ALL STUDENTS Analyze & Disaggregate Math STAAR Data <ul style="list-style-type: none"> • Determine Strengths Weakness (Growth Plans) • Establish Grade Level Goals • TEKS Focus Initiative (Internalize TEKS) • Utilize TEKS to Guide Instructional Decisions and Prepare for STAAR Use Critical Thinking Strategies Use Questioning Techniques Assignment Logs Provide standardized college readiness test to 8 th Grade Students STAAR Test Maker STAAR Academy Thinking Maps Vocabulary Activities Create a safe learning environment that is appealing to all. Curriculum-Based Assessment to collect data for the purpose of improving student achievement.	ALL Students 6 th - 392 7 th - 351 8 th - 370	Core Teachers/ Inclusion Teachers	Administration CLL's Team Leaders District Coordinators	13 Core Teachers 3 Inclusion Teachers	DMAC STAAR Bank Ques. STAAR Master TEKSING Toward STAAR Motivation Math STAAR Ready Countdown to STAAR Video data Projectors Laptops iPADS w/apps TEX TEAMS Laminating Machine/Pouches Measuring Up. Brain Pop Closing the Distance Instructional Supplies Journal/binders/	SCE & Local & SCE Title 1	Aug 2019	May 2020	Lesson Plans Staff Meetings Dept. Meetings Growth Plans Forms Weekly Exams Six Weeks Exams/CBA's SLO Pre/Post Test Benchmarks (2) CBA's STAAR (State test)

<p>Common Instructional Framework</p> <p>SIOP Model</p> <p>Kahn Academy</p> <p>Project Share</p> <p>Region 4-Math Resources</p> <p>Curriculum Associates Resources</p> <p>IPAD</p> <p>IPAD APS</p> <p>Provide Staff Development for the implementation of the TEKS</p> <p>TI-NSPIRE Calculators and Docking Stations</p> <p>Sharp Calculators</p>				<p>Spirals, glue sticks, highlighters, poster boards, index cards, rings</p> <p>Lease for Canon/Copy Graphics</p> <p>Copies for Instructional Use from Canon USA Rental-Copy Graphics</p> <p>Math Consultant</p> <p>General Supplies Gateway</p> <p>Rays office products</p> <p>Cielo</p> <p>TI-NSPIRE Calculators and Docking Station</p> <p>Sharp Calculators</p> <p>STAAR Ready Student Workbooks</p> <p>Doodle Notes</p> <p>Go Math Books</p> <p>Clever</p> <p>Imagination Math</p> <p>TI-84 Plus</p> <p>Dictionaries</p> <p>Agilemind</p> <p>Learning.com</p>			
---	--	--	--	--	--	--	--

<ul style="list-style-type: none"> • Note Taking • Flexibility Grouping (Benchmarks) • Instructional Games • Dyna Zykes Foldables <p>Provide Additional Instruction: Before/After School to Include:</p> <ul style="list-style-type: none"> • Prime Time • Academies • After School / Homebound • /Saturday Tutoring • Summer School • Attendance Recovery Program • Utilized Bilingual Strategies • Schedule Parent/Teacher • Conferences to Discuss Progress • Sylvan Learning Center • Enrichment Camps 				<p>Copies for Instructional Use- from Canon USA Rental-Copy Graphics</p> <p>Math Consultant</p> <p>General Supplies Gateway Rays office products Cielo</p> <p>TI-NSPIRE Calculators and Docking Station</p> <p>Sharp Calculators</p> <p>STAAR Ready Student Workbooks</p> <p>Doodle Notes</p> <p>Go Math Books</p> <p>Clever</p> <p>Imagination Math</p> <p>TI-84 Plus</p> <p>Dictionaries</p> <p>Agilemind</p> <p>Learning.com</p> <p>TI-NSPIRE Product Key</p>					
---	--	--	--	--	--	--	--	--	--

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement: Math LEP

FIVE YEAR GOAL: By 2022-2023 LBJ Middle School, will have 100% of all ELL's students passing all STAAR Test.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all LEP students opportunity to meet satisfactory performance in Math STAAR Tests by surpassing the state's average by grade level in each subgroup.

Pg. 5

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
ELPs CIF STEM Provide Additional Instruction: Before/After School to Include: <ul style="list-style-type: none"> • Tutoring • Extended Optional Year Program • Utilized Bilingual Strategies • Schedule Parent/Teacher Conferences to Discuss Progress • Enrichment Classes Bilingual/ESL Strategies: <ul style="list-style-type: none"> • SIOP Sheltered Instruction • ELPs • Common Instructional Framework • Context Clues • Cooperative Learning • Summarizing Written/Oral • Elaborate Prior Knowledge • Instructional Games • Intentional Grouping Staff Development for CAVI CIF SIOP Model	6 th - 392 7 th - 351 8 th - 370	Core Teachers/ Inclusion Teachers	Administration Math Supervisor Instructional Coaches Team Leaders Teachers District Bilingual Coordinators Mentor Teacher	13 Core Teachers 3 Inclusion Teachers	DMAC STAAR Bank Ques, Novels STAAR Master TEKSING Toward STAAR Critical Thinking Motivation Math STAAR Ready iREADY web-base Countdown to STAAR Imagination Math TAKS Information Booklet Video data Projectors Laptops iPADS w/apps	SCE, Local \$5,000 Title I	Aug. 2019	May 2020	Lesson Plans Computer Lab Schedule Measurable Levels of Excellence Through: Progress Reports Teacher Observations 6 Weeks Exams Bi-weekly tests District Benchmarks STAAR Strategies STAAR results LPAC Committee AYP District Committees LAT-MATH TELPAS

				<p>TEX TEAMS Measuring Up, Brain Pop Closing the Distance 21st Century Capturing Kids Hearts</p> <p>Instructional Supplies Journal/binders/ Spirals,gluc sticks, highlighters, poster boards, index cards, iPads</p> <p>Math Consultant</p> <p>General Supplies Gateway Rays office products Cielo</p> <p>TI-NSPIRE cx calculators</p> <p>Sharp Calculators</p> <p>STAAR Ready Student Workbooks</p> <p>Doodle Notes</p> <p>Go Math!</p> <p>Motivation Math</p> <p>Learning.com</p> <p>Agilemind</p> <p>Dictionaries Bilingual Dictionaries</p> <p>ESL Instructional Academics</p>			
--	--	--	--	---	--	--	--

poster boards, index cards, rings							
Lease for Canon/Copy Graphics							
Copies for Instructional Use- from Canon USA							
Rental-Copy Graphics							
Math Consultant							
General Supplies Gateway							
Rays office products							
Cielo							
TI-NSPIRE Calculators and Docking Station							
Sharp Calculators							
STAAR Ready Student Workbooks							
Doodle Notes							
Go Math Books							
Clever							
Imagination Math							
TI-Inspire							
Dictionaries							
Agilemind							
Learning.com							

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement: Math-Migrants

FIVE YEAR GOAL: By 2022-2023, LBJ Middle School will have 100% students meet satisfactory performance on all STAAR Tests.

OBJECTIVES: By May 2020 LBJ Middle school will have 100% of all migrant students in grades 6 to 8 passing their end of year STAAR test.

Pg. 7

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
				FTE'S	RESOURCES	BEGINNING	ENDING		BUDGET
<p><u>MATH – MIGRANT</u> Utilize APEX Learning through Sports programs/Kineos for remediation. Full/half time math teacher or college tutor.</p> <p>Provide additional computer time as needed.</p> <p>Teacher will provide reinforcement skills and objectives before, during, or after school in identified area of need.</p> <p>Hold teacher/parent conferences as needed.</p>	Migrant 6-8	Teachers/Tutor	Migrant Director Migrant Coordinator Principal Asst. Principal Migrant Counselor	13 Core Teachers	DMAC STAAR Bank Ques.	Aug- 2019	May 2020	Formative Asses Report Cards Benchmarks STAAR Assess Informal Walk thru's Computer Logs APEX Assess Computer lab rosters Attendance Rosters Computer Reports Parent Contact Logs	
		Teachers Guidance Associate	Principal Asst. Principal Migrant Counselor	3 Inclusion Teachers	STAAR Master TEKSING Toward STAAR Motivation Math	Title I T-1 District Migrant Funds			
		Teachers	Principal Asst. Principal Migrant Counselor		STAAR Ready Countdown to STAAR Video data Projectors Laptops iPADS w/apps TEX TEAMS Laminating Machine/Pou ches Measuring Up, Brain Pop				

Closing the Distance
Instructional Supplies
Journal/binders/
Spirals, glue sticks, highlighters, poster boards, index cards, rings
Lease for Canon/Copy Graphics
Copies for Instructional Use- from Canon USA
Rental-Copy Graphics
Math Consultant
General Supplies
Gateway Rays office products
Cielo
TI-NSPIRE Calculators and Docking Station
Sharp Calculators
STAAR Ready Student Workbooks
Doodle Notes
Go Math Books
Clever Imagination Math
Dictionaries
Agilemind Learning.com

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Math Special Ed.

FIVE YEAR GOAL: By 2022 – 2023 LBJ Middle School, will have 100% of students with disabilities meet satisfactory performance in the STAAR test.

OBJECTIVES: By May 2020, LBJ Middle School, will have implemented programs to provide all Special Education students the interventions necessary to meet satisfactory performance in STAAR by increasing the previous year’s performance.

Pg. 8

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Math <ul style="list-style-type: none"> • TEKS • CSCOPE/CIF • Align Curriculum with IEPs • Lesson Plans • Modifications • Hands on Activities Least Restrictive Environment (LRE) <ul style="list-style-type: none"> • As per ARD recommendations • Low Teacher/Student Ratio Staff Development <ul style="list-style-type: none"> • Laws • RTI • Updates • Inclusion Works • Testing • Modifications • Common Instructional Framework • Core Meetings • C.A.M.P. Autism • Inclusive Instruction Institute • Conference • Imagine Math Curriculum Supplements/Enrichments (Connected Mathematics) <ul style="list-style-type: none"> • TEKSing Towards STAAR • iPADS w/apps • Kahn Academy • CIF • Foldables Related Services <ul style="list-style-type: none"> • Occupational Therapy • Physical Therapy • Speech Extended Day Extended Year	Special Education Population 6 th -39 7 th - 30 8 th - 29	Teachers Resource Teachers Instructional Asst.	Administrators Math Supervisors Diagnostician Inclusion Teachers Instructional Coach Counselors	1 Sp. Ed. teachers 6 Inclusion Teachers 3 paras	Imagination Math Supplemental Resources Manipulative Kits Graphing Calculators Scientific Calculators TI-84 Plus TI-Nspire 4-Function Calculators Region 1 iPads	SCE, Sp. Ed., Local	Aug. 2019	May 2020	ARD Record on File IEP/Cumulative Folders Benchmarks Report cards Six Weeks Test Growth Plans Attendance Bi-weekly tests Progress Reports

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Social Studies All Students

FIVE YEAR GOAL: By the year 2022-2023 will enhance curriculum & instructional programs that will increase student performance to 100% passing STAAR.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students the interventions necessary to meet satisfactory performance in the Social Studies STAAR Test, by surpassing the state's average by grade level and in each subgroup.

Pg. 9

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Formulate Strategies That Will Improve Student Achievement to Include: TEKS Alignment <ul style="list-style-type: none"> • Benchmark Testing • Horizontal Alignment • Vertical Alignment • Curriculum Articulation • TEKS Initiative • Assessment • Sustained Silent Reading • History Alive! • Research Projects • History Fairs • Educational Fieldtrips • Graphic Organizers/Thinking Maps • Common Instructional Framework • Technology <ul style="list-style-type: none"> ○ Power Point ○ iPADS ○ Document Readers ○ Internet ○ Channel 1 ○ Ignite COW ○ STAAR Test Maker • Use of Primary and Secondary Resources <ul style="list-style-type: none"> ○ Newspaper/Magazines ○ Historical Novels ○ Biographies ○ Essays ○ Videos/ Movies • Thematic Units • Afterschool/Homebound/Saturday Academy & tutoring • Dyna Zykes Foldables 	All Students 6 th -392 7 th -351 8 th -370	Teachers Co-teachers	Administration Area Coordinators Instructional Coach Contact Person Teachers	9	Supplemental Materials Texas Concepts 2 inch Binders (120) count Textbooks Technology Lease for Canon/Copy Graphics Copies for Instructional Use- from Canon USA Rental- Copy Graphics Jarrett Book Mastering the Grade 8 TEKS Sirius Education Solutions Grade 8 th TEKS 6 th , 7 th , 8 th grade Reading Essentials & Study Guide TEK Book	Title I SCE Local	AUG 2019	May 2020	Student Participation Progress Reports Grades Teacher Observations Student Achievement Student Progress STAAR Assessment Pre/post test CBA's Rubrics Book Reports Presentations Projects Research Papers Benchmarks Exemplary Status

<ul style="list-style-type: none"> • CIF Strategies • Interactive Notebook/Binder/Pocket Folder • Extended Day (afterschool/Homebound/Saturday Tutoring) • Avid Cornell Notes • FACE Program (21st Century Gr.) • Prime Time • UIL • Jarrett Books • Region 4 Workbooks • PD 360 • Herff Jones • Nystrom • Sunburst Educational Resources/ION-IGNITE • Study Island Texas 8th grade Social Studies • Staff Development • Kagan USA Tour/Accelerating Achievement 				<p>American History 1877</p> <p>Triumph Learning Texas Coach Social Studies Gr. 8</p> <p>Nystrom ATLAS</p> <p>Region 4 workbook: 5 Es over America Warm Up to Social Studies</p> <p>Access Textbook & Workbook</p> <p>Instructional Materials/Games GATEWAY</p> <p>Fine Line Crayola Markers 200 Markers in 10 different colors</p> <p>Pencil/Marker Vinyl Pouches</p> <p>Plastic Sheet Protectors</p> <p>Tutoring Incentives</p> <p>Gigantic Sketch Pads</p> <p>Note Paper Paint/brush Craft sticks clay</p> <p>History Alive Technology</p> <p>Video data Projectors</p> <p>Document Readers</p> <p>Laptops</p>	<p>Student Interactive Notebooks</p> <p>Instructional Games</p> <p>History Fair</p>
--	--	--	--	---	---

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: **Student Achievement in Social Studies All Students**

FIVE YEAR GOAL: By the year 2022-2023 will enhance curriculum & instructional programs that will increase student performance to 100% passing STAAR.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students the interventions necessary to meet satisfactory performance in the Social Studies STAAR Test, by surpassing the state’s average by grade level and in each subgroup.

Pg. 10

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
Vertical Alignment <ul style="list-style-type: none"> ○ Language Arts ○ Science ○ Physical Education ○ Art ○ Teen Leadership ○ Theater Arts ○ Dance 	All Students 6 th 392 7 th 351 8 th 370	All Teachers	9	TEKS STAAR Information Booklet Resource Materials Supplemental Materials and Instructional supplies: Interactive Notebooks, Heavy duty cutter, Ziploc bags, expo markers, dot glue gun, glue sticks, Velcro dots, candy mix binders/spiral colored Paper, glue sticks, colors, highlighters, cardindex, tape, Dry erase easel	AUG 2019 MAY 2020	Student Participation Progress Reports Grades Teacher Observations Student Achievement Student Progress STAAR Assessment Rubrics Book Reports Presentations Projects Research Papers Benchmarks Exemplary Status Student Interactive Notebooks Instructional Games
Effective Writing Strategies <ul style="list-style-type: none"> • Public speaking: <ul style="list-style-type: none"> ○ Debates ○ Oral Reports ○ Group Presentations ○ Write-To-Learn 						
Horizontal Curriculum Alignment						
Vertical Alignment						
Avid Cornell Notes						
History Club						
History Field Trips						
CIF Strategies						
Vocabulary Activities						

<p>Provide staff development for proper implementation and use of iPads</p> <p>STAAR Academics</p>				<p>Rays Business supplies Teachers By Teachers Laminating Machine/Pouches Textbooks Nystrom ATLAS Access Textbook & Workbook Jarrett Book Reading Essentials Workbook TEKS Book Instructional Games Technology References Adventure Tales Timelines Ignite Teacher tube Brain Pop Instructional Supplies Channel One News Crayola Fine tip markers-(200 set) per teacher iPads</p>	<p>History Fair</p>
--	--	--	--	--	---------------------

<p>SIOP (Sheltered ING)</p> <p>Interactive Student ELPS Notebook Avid Cornell Notes CIF Strategies</p> <p>Provide staff development for proper implementation and use of iPads</p>					<p>iPAD Apps. Student Binders (120)</p>			
--	--	--	--	--	---	--	--	--

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: 2019-20120**

GOAL AREA: Student Achievement Social Studies Gifted & Talented

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will have 100% of all its Gifted and Talented students meet satisfactory and Level II performance in all STAAR Assessments.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all Gifted and Talented students, opportunity to pass the Social Studies STAAR Test to maintain and/or increase the 100% level II performance status in Social Studies 8th grade STAAR.

Pg. 12

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Social Studies Gifted and Talented AP Strategies Teacher Training History Alive! Provide Instructional Strategies to Include: <ul style="list-style-type: none"> Creative Problem Solving Interactive Curriculum for Gifted Students Multiple Intelligence Model S.U.C.C.E.S.S. Curriculum Ap/Pre-AP strategies Provide On-Going Enrichment/Accelerated Curriculum and Lesson Plans: <ul style="list-style-type: none"> Creative Problem Solving Classroom Strategies for Meeting the Affective Needs of the Gifted Student Implement Investigation Research Skills Introduce Student Performance and Product Assessment Rubrics for Grades 6th-8th Avid Cornell Notes CIF Strategies (TTIPS-CSF3A/7B) Provide staff development for proper implementation and use of iPads (TTIPS-CSF2A)	6 th grade- 35 7 th Grade- 25 8 th Grade- 43	Teachers Teachers	Administration G.T. Coordinator Instructional Coach TTIPS Coordinator Contact person Teachers	11	Textbooks Nystrom Access Textbook & Workbook Jarrett Book Reading Essentials Workbook TEKS Book Student Binders (120) count G/T Coordinator Maps/Globes Library iPad IPAD APS Sirius Workbook Passwords Workbook	Aug. 2019 May 2020	Lesson Plans Student Achievement Student Progress Student Participation STAAR Assessment Weekly Exams Pre/Post-test CBA's Six Weeks Exams Benchmarks Semester Tests Exemplary Status	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Social Studies Special Education

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will have 100% of students with disabilities passing STAAR, STAAR-M, or STAAR-ALT Assessments.

OBJECTIVES: By May 2020, LBJ Middle School will have interventions in place to provide all Special Education students with the opportunity to meet satisfactory performance in Social Studies STAAR assessments.

Pg. 14

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Social Studies <ul style="list-style-type: none"> • TEKS • Shelter Instruction • Align Curriculum with IEPS • Lesson Plans • Modifications • STAAR • Hands on Activities • CIF Strategies • Least Restrictive Environment (LRE) <ul style="list-style-type: none"> • As per ARD recommendations • Low Teacher/Student Ratio • Staff Development <ul style="list-style-type: none"> • Laws • Updates • Inclusion Works • Testing • Modifications • Curriculum Supplements/Enrichments <ul style="list-style-type: none"> • Citizenship Today • STAAR Spiraled Content Review • Interdisciplinary Projects • Access for Students Acquiring Eng. • STAAR Diagnostic and Practice Tests • Ignite • Internet • Related Services <ul style="list-style-type: none"> • Occupational Therapy • Physical Therapy • Speech • Dyslexia • Extended Day Tutoring • Summer School • AVID Cornell Notes • Prime Time Provide staff development for proper implementation and use of strategies	Special Education Population 6 th -36 7 th -28 8 th -30	Co Teachers Classroom Teachers Resource Teachers Instructional Asst.	Special Ed. Director Diagnostic Administration Counselors Dept. Chair Special Ed. Teachers TTIPS Coordinator	9	Supplemental Materials Testing Material Accommodations As per students IEP Supplemental Materials Software Appropriate tables Textbook Nystrom ATLAS Access Textbook & Workbook Jarrett Book Reading Essentials Workbook TEKS Book iPads Pencil/Marker Vinyl Pouches	Title II, Local	Aug. 2019	May. 2020	ARD Record on File IEP/Cumulative Folders STAAR CBA's Pre/Post-test Benchmarks Report cards Growth plans Walk-throughs

Research						Gateway Lakeshore	
Interactive Notebook						iPads	
Investigations						Cutters	
SIOP-Sheltered Instruction						Study Guides (colored paper, filing folders, colors, etc.	
ELPS						General Supplies	
Region 4 Science Gateway							
Warm-Up to Science 6-8							
Supporting STAAR Achievement in Science							
Mentoring Minds- Motivation Science							
Fusion Student Text Book							
STAAR Ready						Enrichment supplies: Glue, sticks, starch, candy plates, cream, sugar, salt, bags, cups spoons	
Common Instructional Framework Strategies							
Motivation Science							
Brain Pop							
Edusmart							
STEMSCOPES							
Summer Bridge							
Summer Enrichment Camp							
Provide staff development for proper implementation and use of iPads							
RICE TAPIA Student Computer Science Camp							

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019 - 2020

GOAL AREA: Student Achievement Science All Students

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will enhance instructional programs that will increase student STAAR Science performance to 100%.

OBJECTIVE: By May 2020, LBJ Middle School will have implemented programs to provide all students the necessary preparation to meet satisfactory performance in Science STAAR assessment and increasing subgroups performance from previous year.

Pg. 16

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
Question and Answer for Understanding Research Projects Lab Activities at 40% of instructional time Composition Writing Use of Available: <ul style="list-style-type: none"> • Technology in Classroom • Power Point Presentations • Overhead Projecto • EduSmart Educational Field Trips Professional Dev. Holy Cow Science Workshop CAST Convention RGVSA HESTE Common Instructional Framework Recycling Project Region I Trainings Dana Center –Austin Challenger (San Benito)	All Students 6 th 392 7 th 351 8 th 370 Total: 1113	Teachers Administration District Coordinator Team Leaders Judges Community Leaders	9	TEKS Frame Works Timelines Technology Lab Library Supplemental Materials Science Disposable/ Non- disposable Materials Fisher Science Education Specimen Pig Public Sector Representative Texas Science On-Line Texas Science	Aug. 2019 May 2020	STAAR Assessment Student Achievement Student Progress Student Participation Grades Progress Reports Teacher Observations Exemplary Status

								On-line United Streaming				
--	--	--	--	--	--	--	--	-----------------------------	--	--	--	--

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Science All Students

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will enhance curriculum and instructional programs that will increase students' STAAR Science performance to 100% passing.

OBJECTIVES: By May 2020, LBJ Middle School will have interventions in place to provide all students with necessary support to meet satisfactory performance in the Science STAAR assessment and by increasing subgroup performance from the previous year.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE: BEGINNING ENDING	EVALUATION/ MEASUREMENT
Question and Answer for Understanding Research Projects Lab Activities 40% Composition Writing Reading Across the Curriculum Dual Language Use of Available: <ul style="list-style-type: none"> • iPADS • IPAD APS • Technology in Classroom • Power Point Presentations • Projector • STAAR Ready • EduSmart • Fusion Textbooks • Supporting STAAR Achievement • Warm-Up to Science • Curriculum Associates Resources • Region 4 Science Gateway • Motivation Science Educational Field Trips CIF Trainings CAST Convention Holy Cow Trainings	All Students 6 th 392 7 th 351 8 th 370 Total= 1113	Teachers Administration District Coordinator Team Leaders Judges Community Leaders	9	TEKS Frame Works Timelines Technology Lab Library Supplemental Materials Science Disposable / Non-disposable Materials Public Sector Representative United Streaming STAAR 8 TH GRADE Review Guide Workbooks Step Up To the TEKS Practice STAAR Achievement	Aug. 2019 May 2020	STAAR Assessment Pre/Post-test CBA's Six Weeks Exams Benchmarks Observations Research Papers Projects Progress Reports Student Participation Student Achievement Student Growth Instructional Games Region 1/Power Pt. Exemplary Status Report Cards

<p>HESTE Recycling Project Region I Trainings</p>					iPads				
---	--	--	--	--	-------	--	--	--	--

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Science LEP

FIVE YEAR GOAL: By the year 2022-2023 L.B.J. Middle School will develop and implement a system of academic interventions to enhance curriculum and instructional programs in order to meet 100% satisfactory performance in STAAR Science assessments.

OBJECTIVES: By May 2020, LBJ will have implemented programs to provide all ELL’s students with the necessary support to meet satisfactory performance in the Science STAAR with a passing rate of 80%.

Pg. 18

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		FTE’S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Science Enrichment Course 8 th Grade LAT Science Class Provide Spanish Textbooks Instructional Games CALP Class Question and Answer for Understanding Research Projects Summer Academy 3 Weeks Lab Activities 40% implementation Composition Writing Use of Available: • iPADS • Technology in Classroom • Power Point Presentations • Projector • SIOP-sheltered Instruction • Science Gateway • Fusion Textbook • Supporting STAAR Achievement • Warm Up to Science • EduSmart • Common Instructional Framework • Motivation Science Prime Time Tutoring Academics Educational Field Trips CAST Convention Region I Trainings	EL 6 th 167 7 th 101 8 th 86 Total 354	Teachers	Administration District Coordinator Team Leaders Community Leaders	9	TEKS Frame Works Timelines Technology Lab Library Supplemental Materials Science Disposable/Non Materials Voice Recorders Audio iPads	SCE, Local Title I	Aug 2019	May 2020	Lesson Plans STAAR Assessment Exemplary Status Student Achievement Student Progress Student Growth Plan Student Participation Teacher Observations Weekly Exams Six Weeks Exams Benchmarks CBAs STAAR Strategies LPAC Committee Completion of Mission

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Science Gifted & Talented

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School, to meet and exceed will enhance curriculum and instructional programs that will increase students’ Science STAAR performance to 100% passing.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to all Gifted and Talented students’ opportunity to pass the Science STAAR by surpassing the state’s average by grade level in of each subgroup.

Pg. 19

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		MONITORING	BUDGET		BEGINNING	ENDING			
Science Gifted and Talented Pre-AP Training for all teachers Robotics STEM Labs GT Training (Updates) Provide CIF Instructional Strategies to Include: <ul style="list-style-type: none"> • Creative Problem Solving • Interactive Curriculum for Gifted Students • 5E Model Provide On-Going Enrichment/Accelerated Curriculum and Lesson Plans: <ul style="list-style-type: none"> • Creative Problem Solving • Classroom Strategies for Meeting the Affective Needs of the Gifted Student • Implement Investigation Research Skills • Reading/Writing Cross Curricular • Interactive Notebooks 	6 th -35 7 th -25 8 th -43 Total: 103	Teachers Dept Head	Administration G.T. Coordinator Team Leaders Teachers	11	Textbooks G/T Coordinator Lab Equipment Manipulative Kits Library STEMSCOPES Edusmart Brain Pop Motivation Science Fusion Warm-Up to Science STAAR Ready iPad apps iPads	SCE, Local	Aug. 2019 May 2020	Lesson Plans Student Achievement Student Progress Student Participation STAAR Assessment Weekly Exams Six Weeks Exams Benchmarks/CBAs Semester Tests Exemplary Status	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement: Science Migrants

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will have 80% of all students passing the STAAR test.

OBJECTIVES: By May 2020, 80% of all migrants students in 8th grade will pass the Science STAAR test.

Pg. 20

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		MONITORING	FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
						RESOURCES	BUDGET	BEGINNING	ENDING	
<p><u>SCIENCE-MIGRANT</u></p> <p>Tutor will provide reinforcement skills and objectives before, during or after school in identified area of need.</p> <p>Provide additional computer time as needed</p> <p>Hold teacher/parent conferences as needed.</p>	Migrants 6-8	Teachers Guidance Associate	Principal Asst. Principal Migrant Counselor	Principal Asst. Principal Migrant Counselor		Study Buddies APEX	T-1 District Migrant Funds	Aug. 2019	May 2020	Student Attendance Rosters Student IPR Report Cards Student Attendance Rosters Computer Reports Attendance Rosters Contact Logs Mail-Outs

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Science Special Education

FIVE YEAR GOAL: By the year 2022-2023 LBJ Middle School will have 100% of students with disabilities passing the STAAR Assessments.

OBJECTIVES: By May 2020 LBJ Middle School will have implemented programs to provide all Special Education students opportunity to pass the required Science STAAR Assessment. This subgroup will increase their satisfactory STAAR, STAAR-M, or STAAR-ALT performance from previous year.

Pg. 21

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Science <ul style="list-style-type: none"> • STEM SCOPES • TEKS • STEM Labs • Robotics • Science Enrichment • Align Curriculum with IEPs • Lesson Plans • Modifications • Hands on Activities Least Restrictive Environment (LRE) <ul style="list-style-type: none"> • As per ARD recommendations • Low Teacher/Student Ratio Staff Development <ul style="list-style-type: none"> • Laws • Updates • Inclusion Works • Testing • Modifications Curriculum Supplements/Enrichments <ul style="list-style-type: none"> • Science Projects • Lab Activities Manual • STAAR Practice Workbook • Science Inquiry Labs • Math Skills Activities • Reading and Writing Activities • CIF Strategies Related Services <ul style="list-style-type: none"> • Occupational Therapy • Physical Therapy • Speech Extended Day Tutoring Prime Time Summer School	Special Education Population 6 th - 36 7 th - 28 8 th -30	Classroom Teachers Co Teachers Inclusion Teachers Instructional Asst.	Special Ed, Director Diagnostic Administration Counselors Instructional Coach Special Ed. Teacher Inclusion Teacher		Supplemental Materials Testing Material Supplemental Materials Software iPads	SCE, Local	Aug. 2019	May 2020	ARD Record on File IEP/Cumulative Folders Benchmarks/CBAs Report cards Six Weeks test Growth plans STAAR results Report cards Attendance

I-pads
Gretchen Bernabei Writing Program,
Resources, Materials, Training

Subscription

Materials
Lakeshore
Instructional
Charts
Gateway
Teachers
Discovery
Pens-Multi-
color (red, blue,
green, black)

Copies for
Instructional
Use-from Canon
USA Rental -
Copy Graphics

Renaissance
Accelerated
Reader and Star
Reading

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Language Arts All Students

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will provide curriculum and instructional programs that will increase student STAAR performance to 100% passing.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students the opportunity to pass the Reading and Writing STAAR Tests by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<p>III. Increase the Number of Students with Disabilities Participating in State-Mandated Assessments as Determined by the ARD/IEP</p> <p>IV. Incorporate Interdisciplinary Teaming Concept to Heterogeneous Groups Through a Variety of Instructional Methods. Such as</p> <p>Thematic Units</p> <ul style="list-style-type: none"> All Team Members Including Elective and P.E. Teachers Must ... (Lesson Activities) Meet. Discuss Plan. Implement. Review. and Evaluate <p>V. Incorporate Critical Thinking Skills into Language Arts</p> <ul style="list-style-type: none"> -GT Strategies CIF strategies SIOP Sheltered Instruction AP Training for all teachers Thinking Maps Write for the Future Reading/Writing Academies Curriculum Alignment Diana Ramirez Training/Resources Essays and Grammar with Gretchen Bernabei and Dr. Louis 	<p>All students</p> <p>6th - 392</p> <p>7th - 351</p> <p>8th - 370</p>	<p>ALL Teachers</p> <p>Team Leaders</p> <p>P.E. Teachers</p> <p>Elective Teachers</p> <p>Teachers</p> <p>Writing Teachers</p>	<p>Counselors</p> <p>Diagnosticians</p> <p>Co-teachers</p> <p>Administrators</p> <p>Instructional Coach</p> <p>Dept. Chair</p> <p>CLF/CLL/CLT</p> <p>Team leaders</p>	<p>—</p>	<p>Teacher created materials</p> <p>STAAR Ready</p> <p>STAAR Coach</p> <p>Book JAMS</p> <p>Zoom In</p> <p>Staff Development</p> <p>GT Coordinator</p> <p>Ed. Incentives</p> <p>Supplemental Material</p> <p>Funds for Training</p> <p>Study Sync</p>	<p>Aug. 2019</p>	<p>May 2020</p>	<p>STAAR results</p> <p>Benchmarks</p> <p>Pre/Post Test</p> <p>Lesson Plans</p> <p>Team Meetings</p> <p>Pre/Post-test</p> <p>SLOS</p> <p>Walk-throughs</p> <p>CBA's</p> <p>STAAR Exams</p> <p>Mcrel</p> <p>DMAC</p>

<ul style="list-style-type: none"> • Study Sync • The New Herman Method • Grammar and Writing Development through the Year and for STAAR- Trial of Breadcrumbs 													
<p>National /State Middle School Conference Tx. Council of Theater for ELA Writing Staff Development</p> <p>Texas Adolescent Literacy Academy (TALA) Reading conference Middle School Convention Bilingual Conference Intervention Plan</p>													

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Language Arts All Students

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student performance to 100%.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students the opportunity to pass the Reading and Writing STAAR Tests by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		FTE'S	RESOURCES NEEDED	TIMELINE		EVALUATION/ MEASUREMENT
		MONITORING	MONITORING			BEGINNING	ENDING	
<ul style="list-style-type: none"> • A. Language Arts will be Addressed Through the Following: • State Adopted Reading Program • Read and Write • State Adopted Grammar Program • Language Workbooks • Word skills workbooks • Writing Process • Open-Ended Questioning • Writing Portfolios (Lakeshore) • Revising and Editing Table Toppers (Lakeshore) • Envelopes/ heavy duty 10x13 • Critical Thinking Activities • Mentoring Minds • Accelerated Reader • S.T.A.R. Testing • Reading Coach Practice • Texas Coach Digital ELA 1-8 • DOK • Thinking maps • CIF Framework • Diana Ramirez • Prime Time • Glencoe Literature Book • Extended Time Tutoring After school/ Saturday Tutoring • STAAR Master Practice • 6th,7th,8th grade English Language Arts & Reading Curriculum • Score Point Cards • Scholastic Magazines • Action, Story/Works, Scope 	All students 6 th - 392 7 th - 351 8 th - 370	Content Teachers Enrichment Teachers	Language Arts Coordinator Administration CLF CLT Department Chair	14	Classics(Novels) Glencoe Literature Course Text Treasures Writing Folders Harrison's Check List S.T.A.R. Program Accelerated Reader Program STAAR Master Data Projector TM's (novel) Audio Books Ed. Incentives Document Reader Computer Lab General Supplies	Aug. 2019 Aug 2020	STAAR Benchmarks CBA's Mini Assessments Formal and informal assessments Lesson Plans Team Meetings STAAR Scores (Individual Growth Plan)	

<p>B. Language Arts will be Aligned Vertically and Horizontally through</p> <ul style="list-style-type: none"> • Grade Level TEKS • Across Curriculum TEKS • PSJA District Wide Timeline • PSJA ISD Conventions of Standard English • Standard's Objective (PIG) 					<p>Promethean Board</p>				
---	--	--	--	--	-------------------------	--	--	--	--

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Language Arts All Students

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student performance to 100%.

OBJECTIVES: By May 2020 LBJ Middle School will have implemented programs to provide all students the opportunity to pass the Reading and Writing STAAR Test by surpassing the state's average by grade level in of each subgroup.

Pg. 25

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<ul style="list-style-type: none"> C. Language Arts will incorporate <ul style="list-style-type: none"> • CIF Strategies • STOP Sheltered Instruction • Peer Tutoring • Hands-on activities • Vocabulary activities • Board Games • Afterschool/Homebound/Saturday Tutoring • Summer School • Enrichment Classes • Literature Circles • Read Aloud • Thinking Maps • Diana Ramirez • Word Wall D. Reading Programs <ul style="list-style-type: none"> • S.T.A.R. Program • Accelerated Reading • Reading Renaissance • Bluebonnet • Lone Star • Book Club • Book Club Luncheons • SRA • Collegiate Club • Destiny • Curriculum Associates Resources • Systems 44 	All students 6 th - 392 7 th - 351 8 th - 370	Teacher Librarian Administration ELA Dept. Head ELA Coordinator CLF/CLT	14	Library books Novels Scholastic Book Company Laminating Machine/Pouches Novels: BookSource Booksellers Barnes & Noble: Teacher's Choice (novel sets) AR Book Funds Websters New World Dictionaries Thesaurus Merriam-Websters Dictionary/Thesaurus NES Word to Word Spanish-English and English School Dictionary Ed. Incentives Glencoe Literature Study Sync	Aug. 2019 May 2020	Teacher Observation STAAR Scores Accelerated Reader Points Increase in Student Reading levels Smart Goals Benchmarks STAR test Report Cards AR Reports 6 weeks test Program reports Pre/Pro-Test Formal/informal assessments

Measuring LJP/ STAAR Reading Student Workbooks GF Educators 6,7,8 Reading and Writing Practice

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Language Arts ELL's

FIVE YEAR GOAL: By 2021-2022, LBJ Middle School will provide curriculum and instructional programs that will increase STAAR student performance to 100% passing.

OBJECTIVES: By May 2020, LBJ Middle School will have interventions in place to ensure 80% of our ELL's students meet satisfactory performance in Reading and Writing STAAR Assessment.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	MONITORING	FTE'S RESOURCES	RESOURCES NEEDED	BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Language Arts LEP Testing <ul style="list-style-type: none"> • LAS Links • TELPAS • STAAR • PEIMS 	EL 6 th - 167 7 th - 101 8 th - 86	All Teachers Administration Enrichment Teacher ESL Teacher Librarians	ESL Coordinator Strategist Administration LPAC	—	Supplemental Materials: Tapes Books Audio Equip. Headphones Laptops I-pads Reading Program(s) Systems 44 Accelerated Literacy Dry-Erase Boards Mimio board Document readers Ed. Incentives Bilingual Dictionaries Reading Programs Training and Resources Instructional supplies: Mcgraw Hill Study Sync Scholastic	Aug. 2018	May 2019	Testing Scores LAS-0 TELPAS Data On File Lesson Plans Observation Protocol Report cards Six weeks Test Bi-weekly Test Smart Goals Pre/Post-test STAAR Exams Growth Plans

					<p>Magazines Consumables Binders Folders Bins/ Gateway Lakeshore Coach Digital Edgenuity Systems 44 Cielo Walmart/ Sam Ray's Office Supplies</p>				
--	--	--	--	--	--	--	--	--	--

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Language Arts Migrant

FIVE YEAR GOAL: Beginning in 2021 and by the year 2022, LBJ Middle School will have 80% of all students passing the STAAR test.

OBJECTIVES: By May 2020, 80% of all migrant students will pass the 6th, 7th, 8th grade STAAR Test.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE	EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		BUDGET	BEGINNING		
<p><u>ELA- READING- MIGRANT</u></p> <p>Aid students who enroll late to school or withdraw early by:</p> <p>Provide one to one tutoring for reinforcement skills and objectives before, during or after school in identified area of need. (Daily & Saturday Tutoring) Hold teacher/parent conferences as needed.</p> <p>Provide reading books through RIF distribution</p>	<p>Migrant 6th - 7 7th - 2 8th - 4</p>	<p>Teachers</p> <p>Migrant Counselor</p>	<p>Principal Asst. Principal Migrant Counselor</p>	<p>—</p>	<p>ELA Curriculum Materials</p> <p>District and out of district materials</p>	<p>T-1 District Migrant Funds</p> <p>T-1 District Migrant Funds</p>	<p>Aug. 2019</p> <p>May 2020</p>	<p>Formative Assessment Benchmarks Teacher Made Tests Formal/Informal Walk thru's IPS's/Report Cards Attendance Reports Agenda Sign In Forms Formal and informal exams</p>

- | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <ul style="list-style-type: none">• Visual/Auditory Impairment• Behavior strategist• Counseling | | | | | | | | | | | | | | | | | |
| Extended Day | | | | | | | | | | | | | | | | | |
| Prime Time | | | | | | | | | | | | | | | | | |
| Summer School | | | | | | | | | | | | | | | | | |

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement - Spanish

FIVE YEAR GOAL: By the year 2022- 2023 LBJ Middle School will have 100%of all its students passing all the STAAR tests.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Test by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE		EVALUATION/ MEASUREMENT
						BEGINNING	ENDING	
<p>Fine Arts: Spanish</p> <ul style="list-style-type: none"> • Enhance Oral Language Through Music • Utilize Activities to Promote Higher Thinking Skills • Provide Classroom Libraries • Vocabulary Bingos & Magazines • Instructional Games • Oral Reports • Classroom Projects • Songs • Class Skits • Dual Language Students Saturday Academies • IPADS • Practice-AP Exam • Afterschool tutorials • STAAR Saturday Academy <p>Provide opportunities for all students to join extracurricular, clubs and organizations.</p>	<p>Dual Language 90 & Cultures Spanish</p> <p>8th Grade – Spanish III AP (120)</p> <p>8th Grade – Spanish 3 Cultures (237)</p> <p>7th Grade- Spanish II Pre-AP(120)</p> <p>7th Grade – Spanish 2 Cultures (222)</p> <p>6th Grade- Spanish I DL (156)</p> <p>6th Grade Spanish Cultures (224)</p>	<p>Teacher (10)</p> <p>Administration District Coordinator</p>	<p>1</p>	<p>Curricular Guides</p> <p>Cuaderno de Actividades</p> <p>Libro: Abriendo Paso Temas y lectura & Autentico 1, 2, 3</p> <p>Pearson</p> <p>Que chévere Textbook & Online EMC</p> <p>Libro: Temas Vista Higher</p> <p>AP Spanish Practice Pearson</p> <p>Barron's AP Spanish Preparation</p> <p>5 Steps to a 5 McGraw-Hill</p> <p>Triangulo Aprobado AP Practice</p> <p>100 Digital Voice Recorders AP exam</p> <p>Classroom library with Spanish language books</p> <p>10 Grades Minimum and Six Weeks Test</p> <p>DVD Educational Videos</p> <p>Spanish Dictionaries</p>	<p>Local Title 1</p> <p>SCE</p>	<p>Aug. '19</p> <p>May '20</p>	<p>Student Participation</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Grades</p> <p>(High School Credit gain in student performance)</p> <p>Monthly Projects</p> <p>Mid-term Exam</p> <p>EOC Test</p> <p>AP exam results for dual language students</p> <p>SLO's</p>	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Fine Arts Theatre Arts/Drama

FIVE YEAR GOAL: By the year 2022 - 2023, LBJ Middle School will have 100% of all its students passing all STAAR tests.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students the opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

Pg. 31

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		FTE'S	RESOURCES NEEDED		TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
		MONITORING	BUDGET		RESOURCES	BUDGET			
Fine Arts Theatre Arts <ul style="list-style-type: none"> • Voice and Diction • Enunciation and Projection • Prose and Poetry • Improvisation • Group Acting • Record Mime • Duet Acting • Solo Acting • Film • U.I.L. Competition • Cooperative Learning • Video Production • Performances • History • Critique • Media • Movement • Inhibitions • CIF Strategies • SIOP Incorporate literacy and embed FIG 19 D questions <ul style="list-style-type: none"> • Novels • Short Stories • Periodicals Provide opportunities for all students to join extracurricular clubs and organizations.	6 th , 7 th , and 8 th graders	Teacher High School Theater Director	Administration	1	Exploring Theater Textbook and Teacher Resource Binder The Stage and the School Laptops Windows Movie Maker Catalogs Internet Theater Websites Stage Unit Set Make Up Sets Drama Works Scene and Monologue Books Novels	Local Title I PFS SCE	August 2019	May 2020	Progress Reports U.I.L. Competitive Tournaments Student Participation Quizzes Tests Performances Report Cards Social Interaction Peer Evaluations

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019 - 2020

GOAL AREA: Student Achievement - Physical Education

FIVE YEAR GOAL: By the year 2022 – 2023, LBJ Middle School will have 100% of all its students passing all STAAR tests.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

Pg. 32

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	FTE'S RESOURCES NEEDED	RESOURCES NEEDED	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
Fine Arts Physical Education Wellness Program: <ul style="list-style-type: none"> • Eating Disorders • Drug/Alcohol Prevention • Self-image/ self-esteem • Dieting/ weight-control • Proper Hygiene • Safety • Diabetes/Obesity Fitness: Health Related Components <ul style="list-style-type: none"> • Cardiovascular/respiratory • Muscular • Flexibility • Strength • Endurance Skill –Related Components <ul style="list-style-type: none"> • Activity • Speed • Balance • Coordination • Reaction Time • Power F.I.T.T Principle S.M.A.R.T. Goal Setting Sports: Volleyball, Badminton, Basketball, Flag Football, Tennis, Softball, Track and Field, Cross-Country, Fitness Gram, Rest, Zumba, and Dance. Physical Education Conferences: TAPHRED	6 th , 7 th and 8 th graders	Teachers Dept. Leader Special Ed. Teachers Coaches Health Teacher Nurse	4 Teachers 2 Paras	Sports equipment P.E. Manual Curriculum Videos District Promotion and Retention Guidelines District Policy TAPHRED Curriculum Library Internet TEKS CATCH Camera Laptop Projector Digital Scales	Aug 19 May 20	Student Participation Student Performance Skills Test Student Development Student Progress Student Growth Progress Reports Report card Teacher Observation Student Achievement Fitness Gram

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement - Fine Arts Art

FIVE YEAR GOAL: By 2022 - 2023, LBJ Middle School will have 100% of students passing all the STAAR tests.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

Pg. 34

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		BUDGET	BEGINNING	ENDING		
<p>Fine Arts: Art</p> <ul style="list-style-type: none"> • Implement TEKS Art Objectives • Technology • Research Art Historians • Graphic Design • Art Portfolio <p>Provide opportunities for all students to join extracurricular, clubs and organizations.</p>	6 th , 7 th & 8 th graders	Teacher CLL/CLF	Administration CLL/CLF	1	Art in Your World Understanding Art Internet Library Documentaries Adobe Photoshop CS Adobe Illustrate CS Computer Exploring Art Intro. to Art Scholastic Art Magazine ART TALK Instructional Supplies Pencils, white poster board, markers, map colors, and crayons	Local & Title I SCE	Aug. 2019	Aug 2020	Report Cards Progress Reports Art Projects Contests Student Participation Skills Test Chapter Tests Reviews Tests on Artists

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement – Fine Arts Orchestra

FIVE YEAR GOAL: By 2022 – 2023, LBJ Middle School will have 100% of students passing all the STAAR tests.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

Pg. 36

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		MONITORING	DIRECTOR		BUDGET	BEGINNING	ENDING		
<p>6th Grade</p> <ul style="list-style-type: none"> • Perform off-campus (Recruiting) • Perform Formal Concerts • Participate in Solo and Ensemble <p>7th Grade</p> <ul style="list-style-type: none"> • Perform Formal Concerts • Perform Off-campus (Recruiting) • Audition for All-Region • Participate in Solo and Ensemble • UIL Pre-concert & Sight Reading • Perform in UIL <p>8th Grade</p> <ul style="list-style-type: none"> • Participate in Pre and UIL Concert & Sight reading • Audition for All Region • Participate in Solo and Ensemble • Perform in formal Concerts • Participate in Off Campus Concerts (Recruiting) <p>All grade levels</p> <ul style="list-style-type: none"> • ELA Literacy • Purchase Novels for students to participate in Book Study- target Orchestra Students Expectations. <p>Provide opportunities for all students to join extracurricular, clubs and organizations.</p>	6 th , 7 th , and 8 th grade Students	Orchestra Director CLL/CLF	Administration and Orchestra Director CLL/CLF	1	Ensemble Literature Solo Literature Ensemble Literature Solo Literature Ensemble Literature Barnes & Noble *I know a Shy Fellow who Swallaowed a Cello *Story of the Orchestra *Adas Violin *Baxter Barret Brown	Title One Local SCE	Aug. 2019	May 2020	6 th – 8 th Grade Student Participation Progress Reports Reports Cards Community Feedback Concert Performance

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement – Fine Arts Dance/Folklorico/Cheer

FIVE YEAR GOAL: By 2022 - 2023, LBJ Middle School will have 100% of students passing all the STAAR tests.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

Pg. 37

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		RESOURCES NEEDED	TIMELINE		EVALUATION/ MEASUREMENT
		FTE'S	BUDGET		BEGINNING	ENDING	
6 th Grade <ul style="list-style-type: none"> • Perform off-campus (Steppers & Cheer) • Formal Performances (2) • Participate in VDEC (Steppers & Cheer) • Competition (Steppers & Cheer) 	STEPPERS DANCE CLASS FOLKLORICO COMPETITIVE GROUPS	Dance Director Folklorico Director CLL/CLF Cheer Sponsor	1	District Scope and Sequence Music Technology Ballet Technique (Book) Dance Kine (Book)	Aug. 2019	May 2020	6 th – 8 th Grade Student Participation Progress Reports Reports Cards Community Feedback Concert Performance SLO
7 th Grade <ul style="list-style-type: none"> • Formal Performances (2) • Perform Off-campus (Steppers, Cheer and Folklorico) • Participate in VDEC (Steppers, Cheer) • Competition (Steppers, Cheer and Folklorico) 	STEPPERS DANCE CLASS FOLKLORICO COMPETITIVE GROUPS Cheer	Dance Director Folklorico Director CLL/CLF Cheer Sponsor	1	District Scope and Sequence Music Technology Ballet Technique (Book) Dance Kine (Book)	Aug. 2019	May 2020	6 th – 8 th Grade Student Participation Progress Reports Reports Cards Community Feedback Concert Performance SLO
8 th Grade <ul style="list-style-type: none"> • Formal Performances (2) • Perform Off-campus (Stepper, Cheer and Folklorico) • Participate in VDEC (Steppers, Cheer) • Competition (Steppers, Cheer and Folklorico) 	STEPPERS DANCE CLASS FOLKLORICO COMPETITIVE GROUPS Cheer	Dance Director Folklorico Director CLL/CLF Cheer Sponsor	1	District Scope and Sequence Music Technology Ballet Technique (Book) Dance Kine (Book)	Aug. 2019	May 2020	6 th – 8 th Grade Student Participation Progress Reports Reports Cards Community Feedback Concert Performance SLO
Provide opportunities for all students to join extracurricular, clubs and organizations.							

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: 2019-2020**

GOAL AREA: Student Achievement - Health

FIVE YEAR GOAL: By 2022-2023, LBJ Middle School will enhance curriculum and instructional programs that will increase student performance to exceed the state’s average.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
Health Education TEKS Wellness: <ul style="list-style-type: none"> • Eating Disorders • Drug / Alcohol Prevention • Self-image / Self – esteem • Proper Hygiene • Body Systems -Muscular/Skeletal Lifetime Health: <ul style="list-style-type: none"> • Environment • Public • Healthcare Services / Products First Aid and Safety: <ul style="list-style-type: none"> • Responding to Medical Emergencies • Rescue Breathing • CPR • Choking G.R.E.A.T. Program	6 th through 8 th grade students	Teacher	1	Decisions for Health Text Media Resources Videos United Streaming Education Appreciation District Promotion and Retention Guidelines Scholastic Magazine Choices	Aug 2019 May 2020	Student Participation Quizzes Tests Progress Reports Report Cards

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: 2019-2020**

GOAL AREA: Student Achievement – STEM

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will have 100% of students passing the STAAR tests.

OBJECTIVES: By May 2020, LBJ Middle School students will experience a culture of high expectation and continuous improvement that will provide a foundation for success in high school, future studies, and careers.

Pg. 39

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	FTE'S	RESOURCES NEEDED	RESOURCES BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
STEM Labs Green STEM Lab STEM Training STEM Career Day Robotics Training HESTEC	All students 6 th - 392 7 th - 351 8 th - 370	Teachers District Science Coordinator CLL/CLF	2	STEM LAB CONSUMABLES STEM KITS ROBOTICS	Title I	Aug. 2019 May 2020	Report Cards Progress Report Grades Portfolios PBL – PRODUCTS PRODUCED BY STUDENTS

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement – V- Math/Think Through Math Computer Program

FIVE YEAR GOAL: By the year 2022-2023, LBJ Middle School will have 100% of all its students passing all the STAAR tests.

OBJECTIVES: By May 2014, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

Pg. 40

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Program Aligned to Math TEKS Program implemented to individual 2012 Math STAAR preliminary results	At-risk students ELL's Sped. Ed. Migrant Students	Teacher	Administration Dept. Head-Math	1	V-Math Program Think Through math Programs Computer Lab Study Island United Streaming Plato Kahn Academy STAAR iReady	SCE Local	Aug. 2019	May 2020	Analyzing student progress through computer reports Progress Reports Report Cards Growth Plans Starr Scores Benchmarks

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement LBJ Middle School Special Education

FIVE YEAR GOAL: By 2022 - 2023, LBJ Middle School will have 100% of students with disabilities passing the STAAR.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunities to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S RESOURCES	RESOURCES NEEDED	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<ul style="list-style-type: none"> • Special Education • TEKS • Vertical Aligned Document with IEPs • Lesson Plans • Modifications/Accommodations • Hands on Activities • (LRE) Least Restrictive Environment • As per ARD Recommendation • Staff Development • Laws • CIF • Special Education/Updates • Testing • RTI • Modifications/Accommodations • PLAAFP/IEP • Autism Conference • Inclusion Works • Special Education Institute • Dyslexia • Curriculum Supplements/Enrichment • Read 180 • System 44 • Imagine Math • Imagine Learning • Related Services • OT • PT • Speech • Social Worker • VI/Orientation and Mobility • Migrant Tutor • Extended Day Tutoring • Summer School • Prime Time • Saturday Academics 	<p>Special Education</p> <p>6-36 7-28 8th-30</p>	<p>Self-Contained General Education Inclusion Teachers Resource Teachers Instructional Asst.</p> <p>Diagnostician</p> <p>All Teachers</p> <p>All Teachers</p>	<p>Special Ed. Director Sp. Ed. Supervisors Diagnostician Administration Counselors</p> <p>Administration Diagnostician Counselors</p> <p>Dept. Chair Special Ed. Director Diagnostician</p> <p>Special Ed. Teachers Inclusion Teacher Diagnostician Special Ed. Director Administration Counselors Counselors</p>	<p>7 teachers</p> <p>3 paras (unit)</p>	<p>Regular and Special Education Resources</p> <p>TI N-spire calculators</p> <p>4 function calculators</p> <p>System 44 software</p> <p>Audio Books</p> <p>Read/Write</p>	<p>Aug. 2019</p> <p>May 2020</p>	<p>Observations</p> <p>ARD/IEP Documents</p> <ul style="list-style-type: none"> ○ IEP Progress ○ Coordination Form ○ Benchmark Tests ○ CBA's ○ STAAR <p>Growth Plans</p> <p>Weekly Test</p> <p>CBA's</p> <p>Six Weeks Test</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Student Portfolio</p> <p>Attendance</p> <p>SLO</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement LBJ Middle School Special Education

FIVE YEAR GOAL: By 2022 – 2023 LBJ Middle School will have 100% of students with disabilities passing the STAAR.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

Pg. 42

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<p>Collaboration between General Education and Special Education stakeholders to support student individual needs based on the ARD committee recommendations.</p> <p>Teachers participate in the various Inclusion models to support the Placement of Students with Disabilities in the Least Restrictive Environment (LRE)-</p> <p>Inclusion Models</p>	Special Ed - as per ARD recommendations	<p>Diagnostician Special Education Inclusion Teachers 6th – 8th Instructional Assistants</p>	<p>Administration Special Education Specialist District Coordinator</p>	<p>7 teachers 1 Diag 3 Paras (unit)</p>	<p>General and Special Education Resources</p>	Aug. 2019	May 2020	<p>Students' Progress Progress Reports Report Cards ARD Recommendations IEPS SLO Observations ARD/IEP Documents</p> <p> <input type="radio"/> IEP Progress <input type="radio"/> Reports <input type="radio"/> STAAR ALT-II <input type="radio"/> STAAR Online <input type="radio"/> STAAR <input type="radio"/> Benchmark Tests <input type="radio"/> Coordination Forms <input type="radio"/> Student Portfolio </p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Staff Development

FIVE YEAR GOAL: By 2022- 2023, LBJ Middle School teachers will acquire professional academic training which will impact student achievement increasing STAAR percentage passing to 100%.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		MONITORING	FTE'S	RESOURCES NEEDED		TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
						BUDGET				
Provide Continuous Opportunities to Refine and Perfect Teacher Skills in Given Area: <ul style="list-style-type: none"> • TEKS Understanding • STAAR Strategies • Holistic Scoring • Effective Writing Strategies • Learning Styles • Critical Thinking • Effective Teacher Questioning • Teaching Strategies: All Content Areas • District Professional Development for All Content Areas • Provide Professional Staff Development to address the needs of Instructional Strategies in unpacking the TEKS Content and Curriculum planning for ALL Content Areas • Common Instructional Framework • Thinking Skills Across the Curriculum • Literacy Across the Curriculum • Student Assistance Team (SAT-pre-referral team) • Students with Special Needs: Accommodations • Supplementary Aids 	All students 6 th - 392 7 th - 351 8 th - 370	Principal Dean of Instruction Teachers Dept. Chairs Supervisors Consultants District Coordinators CLL/CLF	Administration Teachers Dept. Chairs Consultants District Coordinators CLL/CLF		District Directives District Coordinators Campus Administrators Region I. ESC In-Services Handouts Manuals Supplemental Materials Resource Materials iPad	Title I	Aug. 2019	May 2020	Lesson Plans Quality Instruction Teacher Enthusiasm Student Attained Levels of Excellence PDAS Formal/Informal Evaluations Classroom Observations Walk-throughs Exemplary Rating	

<ul style="list-style-type: none"> • Common Instructional Framework • Services to Promote LRE Requirements for Related services • Transition Requirements for students ages 14/16Inclusion Region 1 Inclusion Conf. • State Conference • District and Region One Staff development • Region 1: Keep Calm and Teach On: New ELAR TEKS 6th-8th • iPad Training • SIRC Training • Jobs of the Future • High Yield Strategies for Classroom Instruction • Lego Education Training • For all content areas/interdisciplinary Intervention • Science Gateway • SIOP Sheltered Instruction Rigor and Relevance Strategies • LEAD 4WARD • ASCD Resources and Conference 							
---	--	--	--	--	--	--	--

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Staff Development

FIVE YEAR GOAL: By 2022- 2023, LBJ Middle School will acquire professional training which will impact student achievement increasing STAAR passing percentage to 100%.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state’s average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCES BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<ul style="list-style-type: none"> • Thematic Units • Classroom Management • Mentoring New Teachers • Curriculum Alignment • Gifted and Talented Training • ESL/Bilingual Training • CIF strategies • Algebra Mentor • Thinking Maps • Technology Conference • FOSS Kits Training • Vertical Teaming • Conflict Resolution • Professional Book Study • Pre A.P. / APSI 2 Training <ul style="list-style-type: none"> o Algebra o Spanish o Art o Dance o ELA • District Curriculum Updates • K-12 Summit • Technology Training (Adobe, White Boards, Smart Boards, TI Navigators, Promethean Boards) • Career Investigations • Core Area Academics • Teaching strategies for health/PE • Local, state • LEAD4WARD • ASCD 	<p>Staff development will impact all students.</p> <p>6th - 392 7th - 351 8th - 370</p>	<p>Dean of Instruction</p> <p>Instructional Coaches</p> <p>Inclusion Teachers</p> <p>Teachers</p> <p>Dept. Chairs</p> <p>Supervisors</p> <p>Consultants</p> <p>Region One</p>	<p>Administration</p> <p>Teachers</p> <p>Dept. Chairs</p> <p>Supervisors</p> <p>Consultants</p>	<p>District Directives</p> <p>District Coordinators</p> <p>Campus Administrators</p> <p>Region I. ESC Inclusion Works!</p> <p>Conference In-Services</p> <p>Manuals</p> <p>Supplemental Materials</p> <p>Book: RIGOR in your school</p> <p>Book: Rigor is Not a Four Letter word</p> <p>CAMT CONFERENCE</p> <p>Resource Materials</p> <p>State Assessment Conference</p> <p>Summer Institute for Site team</p>	<p>Title I Local</p> <p>TSL Grant</p> <p>Aug. 2019</p> <p>May 2020</p> <p>Lesson Plans</p> <p>Quality Instruction</p> <p>Teacher Enthusiasm</p> <p>Student Attained</p> <p>Levels of Excellence</p> <p>PDAS</p> <p>Formal/Informal Evaluations</p> <p>Classroom Observations</p> <p>Walk-throughs</p> <p>Exemplary Rating</p> <p>Student Achievement</p> <p>Improved Learning Community</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Staff Development

FIVE YEAR GOAL: By 2022 - 2023, LBJ Middle School will enhance curriculum and instructional programs that will increase student STAAR performance to 100% passing.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S RESOURCES	RESOURCES NEEDED BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Inform Staff of Additional Professional development: <ul style="list-style-type: none"> • Inclusion Works Conference • HOLY COW • Science Gateway • Model School Conference • Science CAST • Social Studies TCSS • G/T TAGT • Math TATM • ELA TCTELA • Dual/Bil. TABE • Parental Involvement Conference • Sp. Ed. TEDA&HOUMET • National Conferences • Region 4 Science Gateway PD • State Conferences • Middle School Conferences • Regional Conferences • Texas Computers Educators Association • Region 1. ESC Technology Conference • Garland Math PD • Holy Cow Science Training • McCrel/SLO PD • Common Instructional Framework • Gateway to Science • International Center for Leadership In Education Model Schools Conference • AP Summer Institutes • TAIS Texas Accountability Intervention System 	Impacts all student learning 6 th - 392 7 th - 351 8 th - 370	Administration Dept. Chairs Team Leaders Supervisors District Coordinators Consultants Teachers CLL/CLFS	Administration Dept. Chairs Instructional Coaches Team Leaders Supervisors District Coordinators Consultants CLL/CLFS	District Directors District Coordinators Campus Administration Region 1.ESC Region 4, ESC Handouts Manuals Supplemental Materials Resource Material	TITLE I Local TSL	Aug. 2019 June 2020	Lesson Plans Quality Instruction Teacher Enthusiasm Student Attained Levels of Excellence PDAS Formal/Informal Evaluations Classroom Observations Walk-throughs Improved Learning Community Exemplary Rating Student Achievement Participation rate	

- TEEM CAMP
- Kagan Publishing
- Teacher Created Materials

Region I, ESC Professional Development

- Mentor Program New Teachers
- Technologies
- Academics:
 - ELA/ESL
 - Science
 - Social Studies
 - Math
 - Writing
- Aerospace Training
- Gifted and Talented
- Pre-Advancement Placement:
 - Math
 - English LA
 - History
 - Science
 - Robotics Training
 - STEM Training

III. PSJA ISD District Professional

Development

- Provide professional staff development to address the needs of instructional strategies in unpacking TEKS content and curriculum planning for all content areas
- STAAAR Strategies
- TEKS Initiatives
- Vertical Articulation
- Vertical Alignment
- Technology
- G/T Strategies
- ESL/Bilingual Strategies
- Effective Writing Strategies
- Holistic Scoring
- Algebra Mentor
- FOSS Kids Training
- Sharon Wells 6th grade
- Sp. Education Training
- James Durham "Big Muscles"
- Response to Reading
- Write for The Future
- Connective Math
- Garland Training
- Dr. Jane Schaffter Writing Program
- Triumphant Learning Virtual
- Professional Development-Coach
- IV. LBJ Leadership Academy-Leadership development and training
- National Seminars Training

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019 - 2020

GOAL AREA: **Dropout Reduction Rate**

FIVE YEAR GOAL: By 2022- 2023, LBJ Middle School will implement specific strategies to reduce the drop out rate to 0%.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to curtail the dropout rate to 0%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
Appoint a Committee to Include: <ul style="list-style-type: none"> • Administrators • Teachers • Community Leaders To Develop a Campus Dropout Prevention/ Recovery Plan <ul style="list-style-type: none"> • Count-Down-To-Zero • Community Walks • ARP Program Attendance Specialists Will Identify Potential Dropout Students: <ul style="list-style-type: none"> • All Students • Hispanic • White • African • Economically Disadvantaged • Migrant • LEP • Special Education Maintain Channels of Communication <ul style="list-style-type: none"> • Teacher • Student • Parents • Community Leaders Provide Counseling: <ul style="list-style-type: none"> • Decision Making • Personal Accountability • Self-Discipline • Character Education • Respect • Problem Solving • Educational Awareness • Self-Love 	All Students 6 th - 392 7 th - 351 8 th - 370	Campus Council School Committee Attendance Specialists Counselors Teachers Community ARP Committee	Administration	1	ADA Withdrawal Forms List of At-Risk Students Guest Speakers Field Trips	Aug. 2019	May 2020	Prevention/ Recovery Action Plan Reduction Dropout Rate Documentation Showing Increase/Drop-Out Rate Maintain Open Channels of Communication Increase Student Attendance Increase Student Achievement Decrease Student Absenteeism Decrease Student Dropout Rate Improve Quality of Student Behavior/ Attitude	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: 2019- 2020

GOAL AREA: Student Achievement L-PAC

FIVE YEAR GOAL: By 2022 – 2023, LBJ Middle School will enhance curriculum and instructional programs that will increase student performance to 100% passing STAAR.

OBJECTIVES: By May 2019, students will increase scholastic achievement to meet increase STAAR to a 90% and above.

Pg. 48

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		Administration	Counselors		Teachers	Parents	STAAR Scores	Other Resources	
Student Achievement L-PAC Defined as a Language Proficiency Assessment Committee that will: <ul style="list-style-type: none"> • Design Short/Long Range Plans to Collect Data • Establish Systematic Method for Analyzing and Reporting Data • Make Recommendations • Share Data between Middle School and High School • Progress Monitoring 	LEP Students	Administration	Administration	4	STAAR Scores	Title I	Aug- 2019	May 2020	Committee Recommendations Six Wks. Interventions STAAR Scores Six Weeks Assessments Benchmarks TELPAS SCORES
	6 th -167	Counselors	Counselors	3	LAS Scores				
	7 th -101	Teachers	Teachers		PEIMS				
	8 th -86	CLL/CLF	Parents		TELPAS	Teacher Recommendation			

LBJ Middle School

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: STUDENT ATTENDANCE

FIVE YEAR GOAL: By 2022-2023 LBJ Middle School will improve student attendance to 98%.

OBJECTIVES: By May 2020, LBJ Middle School will meet the district attendance goal of 97%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S	BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Formulate an Attendance Committee to Strategize and Address: <ul style="list-style-type: none"> • Targets for Growth • Bridging School Community with Home Community • Remediation Recommendations • Avenues of Communication • Recommendation to Refine New Tardy Policy • Incentives • Six weeks perfect attendance recognition • Phone Logs • Establish Attendance Protocols • Home Visits • Liaison Conference w/parents • Administrator Implementation and monitoring by grade level 	All Students 6 th - 392 7 th - 351 8 th - 370	Administration Teachers Attendance Committee Community Liaison Social Worker Parent Educator Counselors Nurse Police Officers	Administration Teachers Attendance Recovery Committee Community Liaison Parent Educator Counselor Nurse Police Officers	4	Aug. 2019	May 2020	High Attendance Rate Higher Student Achievement Increased School Pride Increased Student Participation Exemplary Status Increased Synergism PEIMS Documentation Parental Contact Parental Communiques Home Visits Documentation on File Admin/parent Conference
Attendance Recovery Program <ul style="list-style-type: none"> • Afterschool Tuesday and Thursday 3:15-5:00 • Saturday Recovery 8:30-12:30 • Attendance Counseling • Computer lab: Compass Learning-Clever • Tutorials • Administrator Implementation and monitoring by grade level 							

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement – Parent Contact

FIVE YEAR GOAL: 2022-2023, LBJ Middle School will create a sound bridge of communication that will instill greater awareness, commitment, and pride in school achievement and 100% student success in STAAR.

OBJECTIVES: LBJ Middle School will have implemented programs to provide and create a bridge of communication between school and home community that will enhance parental awareness and a sense of commitment in their child’s success increasing passing percentage to 100%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Formulate Strategies to Bridge the School Community to the Home Community and the Community at Large Community Walks by Staff Parent Sessions Literacy Night Family Night Maintain Communication With the Home and the Community. <ul style="list-style-type: none"> • Phone Calls Logs • Home visits • Progress Reports • Correspondence • Report Cards • Parent Conferences • Teacher Conferences • Team Conferences • School Announcements • Newsletters/Press Releases • Meet the Teacher Night • Open House • Special Programs • Honor Roll Teas • Awards Banquet • Honor Banquet • Web Page 	All Students 6 th - 392 7 th - 351 8 th - 370	Teachers Counselors Dept. Chairs Administration Public Relations Office Web Master Community Liaisons Parent Educator	Administration Parent Educator		Office of Parent Educator Academic Teams Teachers Counselors Dept. Chairs Web Master Administration Parent Educator Community Leaders Public Relations Office	Title I	AUG. 2019	May 2020	Improve Communication Build a Bridge of Trust Increased Parental Involvement Increased Parental Support Strengthened Child/Parent Bond Foster Intrinsic Motivation Recognition of Student Excellence Recognition of Student Scholarship

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019 - 2020

GOAL AREA: Parental Involvement

FIVE YEAR GOAL: By 2022 – 2023 LBJ Middle School will increase parental involvement within the school by 20%.

OBJECTIVES: Formulate and implement a comprehensive parental involvement plan increasing parental involvement by 10%.
Pg. 51

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
					RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Form a PAC Committee Defined as Parental Advisory Committee</p> <p>Community Walks by Staff</p> <p>Parent Educator will Session Monthly Meetings to Distribute Pertinent Information Addressing:</p> <ul style="list-style-type: none"> • School, Family and Community • Family Framework • Even Start Program • Gifted and Talented • Special Education • Building Bridges Program • Teenage Pregnancy Program • Adult Education Program • After School Programs • Out of School Learning • Monitoring Student Work • Effective Parent-School Relations • Collaboration • Volunteering • Communication • Parenting • Transition Fair • Conferences • Title I, Program • Literacy Program • Crime Stoppers • Crime Prevention Program • Central High School • Resources (Books) <p>Rosseta Stone</p> <p>Mother Daughter Program</p> <p>ENCORE Parent Session</p> <p>Create partnerships with community based organizations that will address social emotional and health needs of parents and children.</p>	<p>6th - 392</p> <p>7th - 351</p> <p>8th - 370</p>	<p>Administration</p> <p>Parent Educator</p> <p>Parent Education Office</p> <p>PAC Members</p> <p>Parent Educator</p>	<p>Administration</p> <p>Parent Educator</p> <p>Parent Education Office</p> <p>PAC Members</p> <p>Administration</p>	<p>1</p>	<p>PSJA ISD Parental Involvement Handbook</p> <p>Code of Conduct</p> <p>Campus Compact Plan</p> <p>Supplies for meetings (cups, paper plates, napkins, forks, cookies, sodas, cream, coffee, and water</p> <p>Water cooler, coffee maker, microwave, refrigerator</p>	<p>Title I</p> <p>SCE Title I Funding</p> <p>ARRA Title I (285 61)</p>	<p>Aug.2019</p> <p>May 2020</p>	<p>10 % Increase in parental involvement</p> <p>As evidenced by participants' signatures on sign-in sheets for meetings throughout the year</p> <p>Agendas</p> <p>Itemized Lists</p>	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement ESL

FIVE YEAR GOAL: By the year 2022 - 2023, LBJ Middle School will have 100% of ESL students passing STAAR tests.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented programs to provide all students opportunity to pass the STAAR Tests, by surpassing the state's average by grade level in of each subgroup.

Pg. 52

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<ul style="list-style-type: none"> • Enhance Oral Language • Through Discussions • Utilize Activities to promote higher learning thinking skills • Vocabulary Enrichment • Oral Reports • Classroom Projects • ELPS • Tap in Cultural background • STAAR Strategies • CALP • SIOP • AUDIO BOOKS • Rosetta Stone • ACC. READER • FLUENCY ACTIVITIES • LANGUAGE SKILLS ACTIVITIES • STAFF DEVELOPMENT ON ESL STRATEGIES 	ESL Classes 6 th – 8 th	<p>Teacher</p> <p>Administration</p>	<p>1 teacher</p> <p>1 Para</p>	<p>Curricular Guides</p> <p>Spn./Eng. Dictionaries</p> <p>English and Spanish and Bilingual Thesaurus</p> <p>District Promotion/Retention Guidelines</p> <p>Video Tapes</p> <p>Rosetta Stone</p> <p>Bilingual Books</p> <p>Audio Equipment</p> <p>Whisper Phone</p> <p>Staff Development</p> <p>Supplemental material</p> <p>Incentives</p>	<p>Aug. 2019</p> <p>May 2020</p>	<p>Student Participation</p> <p>Projects</p> <p>Work Sheets</p> <p>Progress Reports</p> <p>Student Growth</p> <p>Student Progress</p> <p>TELPAS</p> <p>LAS-O</p> <p>Rosetta Stone</p> <p>Six-Weeks Tests</p> <p>Grades</p> <p>Benchmarks</p> <p>Presentations</p> <p>Accelerated Reading</p> <p>Documents on file</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: RECRUITMENT AND RETENTION OF QUALITY STAFF

FIVE YEAR GOAL: By 2022-2023, LBJ Middle School will recruit, employ, and retain highly qualified/certified personnel.

OBJECTIVES: By May 2020, LBJ Middle School will have implemented a plan to employ and retain only qualified and certified personnel through recruitment, retention, and professional growth of qualified personnel.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Post notices of vacancies including qualifications and requirements		Coordinator for HR	Asst. Supt. for Human Resources	Title I	August 2019	May 2020	Data on file to show posting information and dates posted
Local newspaper announcements of vacancies		Principal	Principal and assistants				Info. On file CPE certificates Surveys
Support and assist new teachers to foster retention by:		Administrators and committee when appropriate	Administrators				Credentials on file at personnel office
Assigning mentor teachers		Title I Coordinator	Administrators				Number of paras seeking degree
Providing staff development		Principal	Asst. Supt. for Human Resources				Memos
Obtaining feedback on needs of new teacher			Assistants				
Recommend employment of highly qualified staff based on credentials/certification							
UTPA College Courses tuition reimbursement for paraprofessionals pursuing degree in education							
Disseminate information							
Provide information regarding TEXEs Review Sessions Provided by district							
Stipends to Master's, ESL, and other identified staff by district							
Promote the success of the school encourage and maintain highly qualified teachers through incentives.							
Performance Pay (TXCEE)							

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: 2019-2020

GOAL AREA: Student Achievement Technology (Keyboarding, Computer Literacy, Computer Applications)

FIVE YEAR GOAL: By 2022 -2023 LBJ Middle School will have 100% of students being computer literate.

OBJECTIVES: By May 2020, LBJ Middle School will provide a technology class to students.

Pg. 55

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING		FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING ENDING		EVALUATION/ MEASUREMENT
		Implementation	Monitoring			Beginning	Ending	
Technology will include: <ul style="list-style-type: none"> • Campus Technology Specialist • Integration Classes of TINT • Video Conferencing • STAR Chart • Staff Development Local/State/National • Region One Academics • Technology Conference • One To The World IPAD Initiative • Training of Trainers <ul style="list-style-type: none"> ○ Multimedia ○ Plato ○ Web Authoring ○ Desktop Publishing ○ Internet Training ○ Networking ○ Power Point ○ Downloading ○ Digital Camera ○ Digital Video Camera ○ Scanning ○ File Transfers ○ Basic Literacy ○ Computer Terminology ○ Star Chart ○ United Streaming ○ Ignite ○ Headphones ○ Digital Knowledge Center ○ Study Island ○ Imagination ○ Read 180 ○ Digital Software ○ Data Projector ○ Giant Classroom Timers ○ iPads / hardcovers/insurance 	All Students	Teacher Campus Instructional Technology Specialist	Administration Campus Instructional Technology Specialist	1	Campus Instructional Specialist Availability of Technology Hitachi CP Bx301 Projector Adaptor Promethean Hitachi Video Projector CPX-4042WN Hitachi CP x2011n Projector Lamp Casio XJ-M245 Remote for Projectors Printers HP Laserjet M605dn HP Color Laserjet M750n OKI Data B4600n OKI Toner Black C610N OKI Toner Black & COLOR HP Black Cartridge	Aug. 18	May 19	Quality Instruction Empowered Learning Community Computer Literate Community Student Achievement Student Participation Student Progress TEA Rating

					<p>Computers VGA Adaptors Evolet Primacy ID Printer Lightning USB cables 400 HRPT093 Laptop Battery/Supplies IPADS MIMIO PAD2 MIMIO CABLE,HUB,STYLUS & POWER SUPPLY Headphones/KOSS SB25 USB DD220X MULT W/VOL Kensington Wireless Presentation Remote w/ Laser Pointer K33374 Headphones/KOSS TD-85 SRX School Headset with Microphone #S-301 Olympus WS-852 Digital Flash Voice recorder Avervision Document Camera AVE300AFHD INK TONER/DRUM Poster Maker Poster Maker materials Paper/Ink cartridge</p>				
--	--	--	--	--	---	--	--	--	--

Addendum

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 STAAR tested area)	Expected or Accelerated Progress (if applicable)	Expected or Accelerated Progress (if applicable)	% of points for Expected or Accelerated Progress (if applicable)	Context/Notes
E. Cantu	6	Reading	26	24	31		
H. Luna	6	Reading	24	23	28		
D. Perez	6	Reading	23	22	26		
S. Salinas	6	Reading					new teacher
K. Varela	6	Reading	33	68	68		Scores from 7th Grade- 1st year teaching
J. Contreras	6	Math	39	25	31		
D. Ituarte	6	Math	44	39			Scores from former school
C. Martinez	6	Math	53	57	62		
C. Perez	6	Math	35	21	27		last year was his first year teaching
D. Uribe	6	Math	32	28	39		
S. Contreras	7	Reading	30	59	66		
L. Navarro	7	Reading					new teacher
M. Romo	7	Reading	31	61	66		last year was her first year teaching
D. Trevino	7	Reading	42	74	81		
H. Yarena	7	Reading	43	71	75		
S. Contreras	7	Writing	39				
L. Navarro	7	Writing					new teacher
M. Romo	7	Writing	33				
D. Trevino	7	Writing	39				
H. Yarena	7	Writing	51				
N. Bonilla	7	Math	33	50	60		
H. Castillo	7	Math	31	45	57		
M. Reyna	7	Math	34	65	73		
A. Castillas	7	Math	33	64	75		
A. Barbee	8	Reading	42	69	77		
M. Espinoza	8	Reading	45	65	76		
P. Perez	8	Reading	62	63	72		
V. Rodriguez	8	Reading	42	64	74		
M. Mariscal	8	Math	56	85	92		
M. Martinez	8	Math	56	84			
F. Salinas	8	Math	62	89	94		
C. Santa Ana	8	Math	53	77	87		
E. Zamora	8	Algebra I	100				
A. Elizondo	8	Science	53				
Y. Garcia	8	Science	43				
J. Worley	8	Science	31				
J. Alvarez	8	Social Studies	31				Scores from former school
A. Benavides	8	Social Studies	26				
J. Caceres	8	Social Studies					new teacher

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			74
Distance from 70			4
Domain 1 Goal Scale Score	80		70
Resources:	Accountability Manual Chapter 2	A-F Estimator	Student Achievement Accountability Data Tables
<i>Consider the following questions to determine the goal for this Domain:</i>			
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	2019 Values	New Value	
Approaches	71	80	
Meets	39	45	
Masters	16	21	
Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?			
To improve our overall domain score to a B, we will need to see an increase in the percent of students at the Approaches level at least to 80%, at the Meets level at least to 45%, and at Master level at least to 21%. If we can achieve the goals above at each level, our Domain 2 score will also increase to a 90.			

Domain 2 Reflection			
Domain 2a Scale Score		60	
Distance from 70		-10	
Domain 2a Goal Scale Score		70	
Domain 2b Scale Score		85	
Distance from 70		15	
Domain 2b Goal Scale Score		90	
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)			
	2019 Value		New Value
	60		66
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 growth points needed
66		1940	1280.4
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b? (Use the A-F Estimator to calculate)			
Yes, we would have a 90 in Domain 2b if we achieve our Domain 1 goal.			
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?			
We have an ambitious goal here to increase the number of students that we get to meet or exceed their progress measure; however if we do not meet that ambitious goal, our gains in Domain 1 will help us get to an A in Domain 2 Part B.			

Domain 3 Reflection		
Domain 3 Scale Score		60
Distance from 70		-10
Domain 3 Goal Scale Score		70
Resources:	Accountability Manual Chapter 4 A-F Estimator Closing the Gaps Status and Data Tables	
<p align="center">Consider the following questions to determine the goal for this Domain:</p>		
<p>In each component, how many targets would you need to meet to achieve your Domain 3 goal?</p>		
Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal (Use A-F Estimator to calculate)
Academic Achievement Status (ELA/Reading)	Current SPED, Continuously Enrolled, Non-Continuously Enrolled	3
Academic Achievement Status (Math)	Current SPED	6
Growth Status (ELA/Reading)	Current SPED, Non-Continuously Enrolled	2
Growth Status (Math)	Current SPED, Non-Continuously Enrolled	2
Graduation Rate Status		n/a
English Language Proficiency Status	EL Current & Monitored	1
Student Success Status	Current SPED, Former SPED, Non-Continuously Enrolled	5
School Quality Status		n/a
<p>In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?</p>		
We met 0 of 5 indicators		
<p>How will meeting your Domain 1 or 2 goals impact the All Students column?</p>		
We would potentially meet the academic achievement target. We are further away in our growth status, so we still might not meet a target for the All Students group there.		
<p>Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?</p>		
<p>We met 0 of the 14 indicators for academic growth, which tells us that we should start monitoring students progress more closely. In another note, if we improve in Domains 1 and 2 by meeting our goals, we should see an increase in the number of indicators we meet in Domain 3 to help us to increase our score from a D to a C.</p>		

ESF Diagnostic Self-Assessment Process

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

ESF Diagnostic Self-Assessment Evidence Collection Plan		
Directions		
<p>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:</p> <p>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.</p> <p>2. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in Column B.</p> <p>3. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in Column C.</p>		
Essential Action 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	September 18-23	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Teacher team meetings: meeting facilitation, activities, outcomes	September 18-23	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Campus Leader team meetings: meeting facilitation, activities, outcomes	September 18-23	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Leadership team job descriptions	August-September	Mrs. Soto (Principal)
Leadership team sample calendars	August-September	Mrs. Soto (Principal)
Leadership team member goals and performance evaluations	August-September	Mrs. Soto (Principal)
Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators		
Observations		
Sources	Timeline (Observation/Review)	Owner (Observation/Review)
Teacher leader facilitation of teacher team meeting	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Teacher leader training	August-September	Mrs. Soto (Principal), G. Saenz (Dean), E. Duran (CLL)
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
Staff selection tools (rubrics, questions, performance tasks)	August	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Teacher leadership selection criteria	August	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
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)
Morning Arrival	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Cafeteria procedures and behavior	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Campus Artifacts (posters, posted rules, bulletin boards, etc)	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Classroom systems and routines	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Teacher-Student interactions	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Artifacts		
Sources	Timeline (Collection/Review)	Owner (Collection/Review)
School vision, mission, values artifacts	2-Sep	G. Saenz (Dean), L. Lopez (AP)
School vision, mission, goals development process including stakeholder input list	2-Sep	G. Saenz (Dean), L. Lopez (AP)
Schoolwide student culture routines, procedures, systems	2-Sep	G. Saenz (Dean), L. Lopez (AP)

Essential Action 4.1: Curriculum and assessments aligned to the TEKS with a year-long scope and sequence		
Observations		
Sources	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Classroom observation: use of instructional materials	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Teacher team meeting observation: meeting agenda, activities, outcomes	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Artifacts		
Sources	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Sample Scope and Sequences	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Sample Assessments	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Sample Instructional Materials	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean), E. Duran (CLL)
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments		
Observations		
Sources	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Classroom observation: lesson plan execution	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Teacher team meeting observation: meeting agenda, activities, outcomes	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Artifacts		
Sources	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Lesson Plan templates	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Lesson Plan samples with formative assessments	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Essential Action 5.3: Data-driven instruction		
Observations		
Sources	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Teacher team meeting observation: meeting agenda, activities, outcomes	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Visible evidence of student goals and progress towards mastery (charts, tracking tools, posters, etc) in classrooms or hallways	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Leadership team meeting observation: meeting agenda, activities, minutes	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Artifacts		
Sources	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
PLC/Data Meeting Agendas	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Progress monitoring and tracking tools	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Assessment Calendar	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Essential Action 5.5: Data-driven instruction		
Observations		
Sources	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Teacher team meeting observation: meeting agenda, activities, outcomes	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Visible evidence of student goals and progress towards mastery (charts, tracking tools, posters, etc) in classrooms or hallways	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Leadership team meeting observation: meeting agenda, activities, minutes	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Artifacts		
Sources	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
PLC/Data Meeting Agendas	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Progress monitoring and tracking tools	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)
Assessment Calendar	September	Mrs. Soto (Principal), J. Castilleja (AP), E. Rodriguez (AP), L. Lopez (AP), G. Saenz (Dean)

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
<p>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</p>	<p>Comprehensive list of responsibilities, including teachers assigned for supervision</p>
<p>Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams</p>	<p>Principal and AP have specific job descriptions, including key duties</p> <p>Appraisal case loads determined before the start of the school year</p> <p>Management calendar includes expectations for number of observations each month. No current expectation for admin to maintain specific weekly calendars</p> <p>Each member of the admin team is assigned a PLC to lead.</p>
<p>Performance expectations are clear, written, and measurable and they match job responsibilities</p>	<p>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</p>
<p>Campus instructional leaders use consistent written agendas and tracking tools</p>	<p>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</p>
<p>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</p>	<p>Weekly requirements for number of observations had a chance to actually implement one yet.</p> <p>New agendas for weekly data meetings, but haven't</p>
<p>Campus instructional leaders meet on a weekly basis to focus on student progress and formative data</p>	<p>Admin team met for formal weekly meetings</p> <p>Started a weekly admin meeting, including teacher leaders to collaboratively plan around roll-out of DDI practice and to analyze data yet.</p>
<p>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</p>	<p>Work is underway</p>
<p>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</p> <p>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</p>	<p>Substantially in place and functioning</p>
<p>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</p>	<p>Work is underway</p>
<p>Essential Action Reflection</p>	
<p>Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above.</p>	<p>1 - Not Yet Started</p> <p>2</p> <p>3</p> <p>4</p> <p>5 - Fully Implemented</p>
3	

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 Z3D.

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	Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships Uses referrals from current high-performing teachers in the recruitment and selection of staff Develops and strategically deploys marketing materials that present the school as an attractive place to work Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate	Significant progress in teacher recruitment with a detailed recruitment plan with marketing materials that indicated why someone would want to work on this campus. Haven't established ways to track success of various recruitment efforts yet.	Work is underway
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals	We use current teachers in the hiring process but don't have a set of pre-determined questions or criteria for teacher selection. Most decisions based on who would be a good fit Teachers are not required to teach a lesson in order to be hired.	Work is underway
Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	High-performing teachers are identified based on improving student outcomes and willingness to learn and develop Individualized professional development plans are developed and implemented to support all staff Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward	Teachers create individual development plan during the MCREL process and admin let teachers go to PD when needed	Substantially in place and functioning
Teacher placements are strategic based on student need and teacher strengths	Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff	Certification and previous teacher experience is taken in consideration during teacher	Work is underway
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning, facilitation and team dynamics.	Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills Targeted training includes adult facilitation and team dynamics Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching	Teacher leaders are primarily chosen based on their number of years on the campus, rather than based on a demonstrated track record of student achievement. Teacher leaders were trained in specific meeting formats and protocols during summer training. This year admin teams are starting out leading data meetings, and we're planning on having them transition to teacher leaders over time.	Work is underway
Preferred substitutes are recruited and retained	Effective substitutes are identified and prioritized in short-term placement/deployment Ineffective substitutes are also identified and deprioritized/prohibited	Teachers identify stronger substitutes and request them when possible.	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.

1 - Not Yet Started
2
3
4
5 - Fully Implemented

3

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' current implementation of each Key Practice. Select the descriptive statement which best describes the campus' 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 analysis above in Cell 15D.

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	Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students	We have a school mission that was last updated 2 years ago. We don't have a vision or values currently. We currently don't have a system in place for creation of the vision and values or refinement of the mission statement, including stakeholder engagement.	Not Yet Started
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	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	Practices and policies for student expectations are captured and written down. During classroom and hallway observations, we didn't observe consistent implementation of practices and policies. We have rules posted in the cafeteria and hallways and about 80% of teachers have their own classroom rules posted.	Substantially in place and functioning
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.	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	When asked, staff knew here to find the mission, but most did not know it. We have practices in place that reinforce the mission, including meetings and assemblies. The mission is printed on the staff handbook, but we currently don't have other artifacts posted.	Not Yet Started
Regular campus climate surveys assess and measure progress on student and staff experiences.	Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators	Climate surveys are administered to staff around climate indicators, but not students and families.	Work is underway
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		3

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence		Essential Action Reflection	
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 2D.
Key Practice	Success Criteria	Evidence	Current Implementation
<p>The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas.</p> <p>The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas.</p>	<p>Aligned to the TEKS with an emphasis on readiness standards</p> <p>Structured in logically sequenced units of instruction</p> <p>Backwards planned from assessments</p> <p>Includes dedicated time for assessment and re-teaching</p>	<p>There is a scope and sequence in place for all grade levels and subject areas.</p> <p>5/5 scope and sequences included all essential elements, including an alignment to supporting and readiness standards, logical sequencing, and time to teach built into the calendar.</p>	Substantially in place and functioning
<p>Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.</p>	<p>Frequent, administered at least 3-4 times per year, may be cumulative in nature</p> <p>Common, assessment designed with the intent to be delivered across all grade level/content classrooms</p> <p>Aligned. Addresses the standards with the same prioritization and rigor as the top-line assessment (STAR, AP, etc.) in alignment with the scope and sequence AND Reflects the format and type of questions from the top-line assessment</p>	<p>We administer district developed unit tests from the every six weeks. The tests are common and are aligned to the rigor of STAR.</p>	Substantially in place and functioning
<p>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>	<p>Instructional materials are implemented with fidelity in all classrooms</p> <p>Instructional materials include specially designed resources and/or accommodations and modifications to support students with disabilities and English learners</p> <p>Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students</p>	<p>There are instructional materials available for teachers to use, either district selected literacy texts that go with provided scope and sequence or purchased math and science instructional materials. Teachers have used the instructional materials to varied degrees when designing their lessons and only about 30% of classrooms were using the materials during visits. All of the instructional materials do have specific notes around supports for English learners. All teachers are participating in a 20 hours Sheltered Instruction Online Course to refresh strategies to address these students.</p>	Work is underway
<p>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>	<p>Instructional materials are implemented with fidelity in all classrooms</p> <p>Instructional materials include specially designed resources and/or accommodations and modifications to support students with disabilities and English learners</p> <p>Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students</p>	<p>There are instructional materials available for teachers to use, either district selected literacy texts that go with provided scope and sequence or purchased math and science instructional materials. Teachers have used the instructional materials to varied degrees when designing their lessons and only about 30% of classrooms were using the materials during visits. All of the instructional materials do have specific notes around supports for English learners. All teachers are participating in a 20 hours Sheltered Instruction Online Course to refresh strategies to address these students.</p>	Substantially in place and functioning
<p>Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials</p> <p>Campus calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials</p>	<p>PLC agendas include time to make connections between data analysis, reach plans, and appropriate instructional materials</p>	<p>District provides a curriculum roll-out training at the start of each semester during a district-wide professional development day.</p> <p>Teachers can also reach out to district curriculum coordinators for support.</p> <p>We're planning on implementing data meetings after each unit assessment in our PLCs to start with and then move towards weekly data meetings, based on district protocol.</p>	Substantially in place and functioning
<p>Describe your implementation of Essential Action 4.1 (Curriculum and assessments aligned to TEKS with a year-long scope and sequence) based on your evidence and analysis above.</p>			
<p>1 - Not Yet Started</p> <p>2</p> <p>3</p> <p>4</p> <p>5 - Fully Implemented</p>			

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	
Directions	
1. Gather the evidence collected in relation to EA 5.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.	2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.1 (Objective-driven daily lesson plans with formative assessments) based on your evidence and analysis above in Cell 17D.	
Essential Action 1.1: Evidence Collection and Analysis	
Key Practice	Success Criteria
<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>	<p>Complete: includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response</p> <p>Curriculum-driven: aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output</p> <p>Aligned: assessment and all learning activities are aligned to the objective</p> <p>Data-driven: informed by student data, includes frequent checks for understanding aligned to the objective</p> <p>Detailed: includes enough detail that another teacher could pick up the plan and use it effectively</p> <p>Aligned execution: executed in alignment with lesson plan</p>
Evidence	Evidence
<p>We haven't required a standard lesson plan template in the past, but put one in place this year. It includes the objective, activity, and formative assessment with exemplar response</p> <p>Teachers are reporting that the lesson plan is requiring too much, so we haven't yet asked them to submit them to us.</p> <p>There is limited evidence of lesson planning during the classroom observations.</p> <p>Once we get our data meetings up and running, they should become stronger (curriculum and data driven).</p>	<p>Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor</p> <p>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.</p> <p>Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery</p>
Current Implementation	Current Implementation
Not Yet Started	Not Yet Started
Essential Action Reflection	
1	<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>

Essential Action 5.3: Data-driven Instruction			
Directions			
<p>1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.</p> <p>2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.</p> <p>3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven Instruction) based on your evidence and analysis above in Cell 21D.</p>			
Key Practice	Success Criteria	Evidence	Current Implementation
<p>Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.</p>	<p>Assessment calendars include windows for data analysis</p> <p>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</p> <p>Coaching and support of teachers is informed by data</p>	<p>We have schedule data analysis every week on Mondays to plan how to spiral content not mastered.</p>	<p>Work is underway</p>
<p>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 re-teach.</p>	<p>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</p> <p>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</p> <p>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and address misconception, script key points, CFLs and formative assessment, lock in re-teach date</p> <p>Practice the Reteach: Stand and deliver re-teach with strong real-time feedback, redo portions until practice is</p> <p>Follow Through: Write the corrective instruction action plan, including identified gap and dates for re-teach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</p>	<p>Teachers have met in PLCs in the past, but there was no standard protocol. We're going to implement data meetings this year. We've trained the teachers on the general process, but we're waiting until after the first unit test to get things up and running. Our data meeting structure, though, includes all of these components. New agenda was created to facilitate this process.</p>	<p>Work is underway</p>
<p>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 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>	<p>Master schedule includes at least one block weekly for teacher teams to meet</p> <p>Teacher team meeting agendas are developed utilizing a common protocol</p> <p>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</p>	<p>Teachers do have time to meet in PLCs weekly. Once we start data meetings, we will use a common protocol and will discuss data and instructional strategies for re-teach.</p>	<p>Work is underway</p>
<p>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>	<p>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</p> <p>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</p>	<p>20% of ELA classrooms visited had data tracking artifacts, but there were no artifacts in other content area rooms.</p> <p>We currently don't have any data tracking artifacts in the hallways or other common spaces in the school.</p>	<p>Not Yet Started</p>
Essential Action Reflection			
<p>Describe your implementation of Essential Action 5.3 (Data-driven Instruction) based on your evidence and analysis above.</p>			
<p>1 - Not Yet Started</p> <p>2</p> <p>3</p> <p>4</p> <p>5 - Fully Implemented</p>	<p>2</p>		

Focus Area Identification Tool																					
Directions																					
<p>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.</p> <p>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.</p> <p>3. EAs at an implementation level of 1-3 may be considered "biggest" 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.</p> <p>4. Review the reflection questions in Rows 22-23 and determine if the campus will take a "Biggest Gap", "Smaller Gap", or "Blended" approach. Indicate the approach and rationale in Row 27.</p> <p>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 "Biggest 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.</p>																					
Essential Action Implementation Summary																					
EA 1.1	3																				
EA 2.1	3																				
EA 3.1	3																				
EA 4.1	4																				
EA 5.1	1																				
EA 5.3	2																				
EA 1.1	3																				
EA 4.1	4																				
EA 5.1	1																				
EA 2.1	3																				
EA 3.1	3																				
Essential Action Gap Analysis																					
Not Yet Started	1																				
Fully Implemented	5																				
<table border="1"> <thead> <tr> <th colspan="2">Essential Action Gap Analysis</th> </tr> <tr> <th>Not Yet Started</th> <th>Fully Implemented</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> </tr> <tr> <td>EA 5.1</td> <td></td> </tr> <tr> <td>EA 5.3</td> <td></td> </tr> <tr> <td>EA 1.1</td> <td></td> </tr> <tr> <td>EA 2.1</td> <td></td> </tr> <tr> <td>EA 3.1</td> <td></td> </tr> <tr> <td colspan="2">Smaller Gap Approach</td> </tr> <tr> <td colspan="2">Bigger Gap Approach</td> </tr> </tbody> </table>		Essential Action Gap Analysis		Not Yet Started	Fully Implemented	1	5	EA 5.1		EA 5.3		EA 1.1		EA 2.1		EA 3.1		Smaller Gap Approach		Bigger Gap Approach	
Essential Action Gap Analysis																					
Not Yet Started	Fully Implemented																				
1	5																				
EA 5.1																					
EA 5.3																					
EA 1.1																					
EA 2.1																					
EA 3.1																					
Smaller Gap Approach																					
Bigger Gap Approach																					
<p>Consider the following guiding questions for each Essential Action that falls in the Bigger Gap Approach range.</p> <p>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.</p> <p>If the answer is "no" for most or all of the questions, the Smaller Gap Approach could be a better fit option.</p> <p>A campus may also consider a Blended Approach if there is one Bigger Gap EA that they have answered "yes" to most or all of the questions. They may then choose one Bigger Gap EA and one or more Smaller Gap EAs.</p> <p>1. Are the necessary underlying systems and structures in place to support the development of an EA?</p> <p>2. Does the EA align with a significant district-level support around high quality implementation of an EA?</p> <p>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?</p>																					
Focus Area Identification																					
Approach	Rationale																				
<p>Bigger Gap Approach</p> <p>We have the underlying systems and structures in place for DDI and instructional leader roles and responsibilities. We also are part of a district cohort that is attending Data Driven Instruction training throughout the year this year, so we will have the support of our district in terms of resources and ongoing coaching. Implementing the content of the DDI training requires strong instructional leadership and strong teacher lesson planning, so we will ultimately have support in all three of these areas. We therefore feel confident in our ability to address these three bigger gaps this year.</p>																					
Focus Areas for Improvement	Rationale																				
<p>Essential Action 1.1: Campus instructional leaders (principal/assistant principal/counselor/teacher) with clear roles and responsibilities</p> <p>We have clear job descriptions and performance goals, but need to tighten up on day to day practices to ensure that they are better aligned with instructional leadership best practices. This will help us effectively implement strong DDI practices and generally improve as a campus.</p>																					
<p>Essential Action 5.1: Objective-driven daily lesson plans with formative assessments</p> <p>We've realized that while we put a lesson plan template in place, we haven't provided teachers enough structures and supports to ensure that they are planning effectively. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems here as well.</p>																					
<p>Essential Action 5.3: Data-driven instruction</p> <p>We recognized last year that we needed to develop stronger data practices on our campus. We've partnered with our ESC to become a part of a DDI training program for this year and already have some structures around DDI up and running. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.</p>																					

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

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

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

District Commitments Theory of Action

Directions

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

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

Table of Contents

<u>Focus Areas for Improvement</u>	<u>Theory of Action</u>
------------------------------------	-------------------------

Focus Areas for Improvement

Campus Identified Focus Areas for Improvement

	Prioritized Lever
1.1 Develop campus instructional leaders with clear roles and responsibilities.	Prioritized Lever 1: Strong School Leadership and Planning
5.1 Objective-driven daily lesson plans with formative assessments.	Prioritized Lever 5: Effective Instruction
5.3 Data-driven instruction.	Prioritized Lever 5: Effective Instruction

District Commitments to Support the Implementation of Focus Areas for Improvement

	Prioritized Level 2	Prioritized Level 3	Prioritized Level 4	Prioritized Level 5
The district provides opportunities for ongoing support and coaching of the campus leader.				The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.
				For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days

District Commitment Theory of Action

	the district executive director regular coaching to principal and assistant principal on the implementation of DDI and the principal's development of the campus instructional leadership team
If....	
And....	the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects aligned to state assessment
And....	the district commits to providing test results back to the campus within two days from the assessment
And....	the district provides opportunities for data driven curriculum roll outs with lesson modeling
And....	
Then...	the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.