

PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT

Jaime Escalante Middle School

Campus Improvement Plan

2019-2020



Vision:

JAIME ESCALANTE Middle School will foster relationships that will build global leaders, critical thinkers, and lifelong learners for the 21st century workforce.

Mission:

Our mission is to ensure success for all students by providing specific, measurable, and attainable goals that reflect the school's vision. The campus plan will provide the basic direction for our school through focus and emphasis on the academic curriculum. Our goal is to prepare students to successfully interact with others; provide a positive, safe, and nurturing environment; support and encourage students to become positive, well-rounded, lifelong learners and successful leaders of the future. We will foster an environment where students, staff, parents and community members' work together to ensure student success.

Pharr San Juan Alamo Independent School District

**JAIME ESCALANTE Middle School
CAMPUS PERFORMANCE OBJECTIVES COUNCIL (CPOC)
2019-2020**

Meeting to Approve Campus Plan on: XXXX

Please sign by your name if you agree with Campus Plan

COMMITTEE	NAME	POSITION	SIGNATURE
Parent	Delia Gallegos	Member	
Classroom Teacher - 6th	Gina Flores	Member	
Classroom Teacher - 6th	Linda Rodriguez	Member	
Classroom Teacher - 6th	Gina Flores	Member	
Classroom Teacher - 7th	Lori Garza	Member	
Classroom Teacher - 7th	Marla Vela	Member	
Classroom Teacher - 8 th	Vanessa Garza	Member	
Classroom Teacher - 8 th	Jessica Moore	Member	
Parent Educator	Anna Maria Arosemena	Member	
Community Representative	Rudy Villarreal Garcia	Member	
Non-classroom Professional	Estela Franco	Member	
Non-classroom Para Professional	Laura Cortez	Member	
Non-classroom Professional	Noemi Castillo	Member	
Administration-Assistant Principal	Melissa Flores	Member	
Administration-Assistant Principal	Isaac Leal	Member	
Administration-Dean	Hilda Gonzalez	Member	
Administration-Principal	Raymundo Monrreal	Chair	

**PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN FOR
JAIME ESCALANTE MIDDLE SCHOOL
2019-2020**

GOAL AREA: **NEEDS ASSESSMENT**

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR and TELPAS student expectations in all tested areas.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased the necessary percentage points in ALL CONTENT AREAS for all student groups to Meet and Exceed Progress.

JAIME ESCALANTE Middle School is a progressive school working towards improving instruction through a variety of avenues. It seeks to hire highly qualified staff and provide quality staff development. Continually and systemically implementing a college readiness initiative, JAIME ESCALANTE Middle School continues to focus on success for all students, training new staff so that all adhere to it. Our campus implements a comprehensive curriculum and instruction that includes programs and strategies supported by scientifically based research to improve student achievement.

JAIME ESCALANTE Middle School staff is committed to providing every child varied opportunities to be successful in meeting the State’s curriculum and assessment standards and to prepare our students for success in the college or career of their choice. To that end, the Site-Based Decision Making Committee (SBDM) reviews the school’s progress every year and adjusts/formulates its Campus Improvement Plan accordingly. This year’s comprehensive needs assessment as follows.

Domain I

STAAR Performance 2019

	Reading	Mathematics	Writing	Science	Social Studies
Approaches	65%	77%	59%	61%	53%
Meets	33%	43%	24%	33%	22%
Masters	15%	16%	10%	14%	9%

STAAR 2020 Goals

	Reading	Mathematics	Writing	Science	Social Studies
Approaches	65%	83%	65%	71%	60%
Meets	40%	48%	33%	40%	30%
Masters	30%	18%	15%	25%	20%

Jaime Escalante Middle School

2019-2020

Math STAAR Goals

	6th		7th		8th		Alg. 1		Math Department Goals		
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2020
All	72%	75%	57%	70%	75%	85%	100%	100%	65%	75%	83%
ELL	44%	70%	44%	65%	73%	80%	n/a	92 %	62%	72%	80%
SPED	41%	35%	41%	50%	37%	68%	n/a	n/a	25%	35%	43%
ECD	71%	70%	55%	65%	74%	65%	100%	92%	65%	75%	83%
Approaches	72%	75%	56%	70%	75%	85%	96%	100 %	65%	75%	83%
Meets	35%	45%	23%	45%	34%	45%	72 %	100 %	29%	40%	48 %
Masters	11%	15%	7%	20%	14%	20%	35 %	93%	9%	10%	18%

Jaime Escalante Middle School

2019-2020

Reading STAAR Goals

	6th		7th		8th		Reading Department Goals		2020
	2018	2019	2018	2019	2018	2019	2018	2019	
All	59%	62%	55%	69%	62%	74%	54 %	60%	65%
ELL	47%	48%	42%	50%	38%	60%	48 %	53%	58 %
SPED	24%	20%	23%	33%	26%	35%	4 %	10%	15 %
ECD	54%	62%	51%	69%	53%	70%	53%	58%	63 %
Approaches	59%	62%	55%	66%	62%	74%	54 %	60%	65%
Meets	28%	34%	27%	35%	31%	40%	27%	35%	40%
Masters	12%	15%	17%	20%	16%	30%	14 %	25%	30 %

Jaime Escalante Middle School

2019-2020

Writing STAAR Goals

	7th		ELA Department Goals		
	2019	2020	2018	2019	2020
All	60%	65%	50%	59%	65%
ELL	42%	56%	36%	51%	56%
SPED	23%	35%	18%	30%	35%
ECD	60%	65%	57%	60%	65%
Approaches	60%	65%	50%	59%	65%
Meets	33%	33%	23%	24%	33%
Masters	10%	15%	6%	10%	15%

Jaime Escalante Middle School

2019-2020

Science STAAR Goals

	6th (EOY)		7 th (EOY)		8th		Science Department Goals		2020
	2018	2019	2018	2019	2018	2019	2018	2019	
All	55%	65%	49%	60%	59%	71%	59%	70%	71%
ELL	46%	56%	34%	50%	52%	60%	52%	60%	60%
SPED	0%	15%	12%	15%	0%	60%	0%	60%	60%
ECD	53%	65%	48%	60%	57%	71%	57%	70%	71%
Approaches	55%	65%	49%	60%	59%	71%	59%	70%	71%
Meets	27%	40%	23%	35%	30%	40%	30%	40%	40%
Masters	10%	25%	9%	12%	14%	25%	14%	25%	25%

Jaime Escalante Middle School

2019-2020

Social Studies STAAR Goals

	6th (EOY)		7 th (EOY)		8th		Social Studies Department Goals		2020
	2018	2019	2018	2019	2018	2019	2018	2019	
All	72%	75%	58%	65%	58%	60%	56%	56%	60%
ELL	64%	65%	45%	61%	38%	50%	50%	50%	50%
SPED	6%	15%	11%	10%	32%	33%	24%	24%	33%
ECD	71%	70%	57%	65%	24%	60%	56%	56%	60%
Approaches	56%	75%	56%	65%	58%	60%	56%	56%	60%
Meets	22%	30%	22%	30%	25%	30%	22%	22%	30%
Masters	11%	20%	11%	25%	12%	20%	11%	11%	20%

STRATEGIES / ACTION STEPS	ALL STUDENTS %	LEP STUDENTS %	MIGRANT STUDENTS %	AT-RISK STUDENTS %	ECO. DISADV. STUDENTS %	SPECIAL NEEDS STUDENTS %
Work with students to bridge the gap between the campus percentage passing the state exam in Reading and the campus projection of 90%. Close the gap between each of the following subgroups and the ALL student groups.	6 th -59 7 th - 55 8 th - 62	6 th -47 7 th -42 8 th -38	6 th - 41 7 th - 42 8 th - 52	6 th -35 7 th -35 8 th -49	6 th - 54 7 th -51 8 th - 53	6 TH - 24 7 th - 23 8 TH - 26
Work with students to bridge the gap between the campus percentage passing the state exam in Math and the campus projection of 90%. Close the gap between each of the following subgroups and the ALL student group	6 th -72 7 th -56 8 th - 75	6 th -44 7 th -44 8 th -73	6 th -51 7 th -43 8 th -51	6 th -45 7 th -28 8 th -45	6 th -71 7 th -55 8 th -74	6 TH -41 7 TH -41 8 TH -37
Work with students to bridge the gap between the campus percentage passing the state exam in Writing and the campus projection of 90%. Close the gap between each of the following subgroups and the ALL student group	7 th -50	7 th -36	7 th -57	7 th -30	7 th - 57	7 TH - 18
Work with students to bridge the gap between the campus percentage passing the state exam in Social Studies and the campus projection of 90%. Close the gap between each of the following subgroups and the ALL student group	8 th -58	8 th -38	8 th -25	8 th -19	8 th - 24	8 TH -32
Work with students to bridge the gap between the campus percentage passing the state exam in Science and the campus projection of 90%. Close the gap between each of the following subgroups and the ALL student group	8 th -59	8 th - 52	8 th -42	8 th - 38	8 th - 57	8 TH -0

TELPAS YEARLY PROGRESS INDICATOR %				Key Findings	Recommendations for Improvement
COMPARISON SPRING 2017 TO SPRING 2018				<p><u>STAAR</u></p> <p>For state accountability, JAIME ESCALANTE received the accountability rating of: MET STANDARD. JAIME ESCALANTE met all four indices: Domain 1: Student Achievement Domain 2: School Progress Domain 3: Closing the Gaps Domain 4: Postsecondary Readiness</p> <p>In general, Reading, Math, Writing, SS, and Science STAAR scores at our campus are in need of improvement. We need to decrease the learning gap between all student group and the ELL group. We did not meet any of the safeguards for state and federal accountability for the Current and Monitored ELL sub group. The campus is highly at risk of being identified as a Priority school if the achievement gap is not decreased. JAIME ESCALANTE has been identified as a Focus school. The identification is based on the following:</p> <ul style="list-style-type: none"> • Title I school • Ranked by the widest gaps between reading and math performance of federal student groups, (federal student groups include African American, White, Hispanic, English Language Learners (ELL), Special education, Economically Disadvantage and All Student Group). <p>Another key finding is that we have a low number of students meeting Meets and Masters Levels on state assessments. It is evident that we need to make adjustments to the instruction we provide to our students. It is necessary to raise the level of performance of all students at JEMS.</p>	<p><u>Additional Support for Students</u></p> <ul style="list-style-type: none"> • Differentiated instruction for students at their appropriate instructional level • After school and in school tutorials and pullouts • ESL program for students who qualify • Home visits and parent contacts by phone • Counseling services • Gifted and Talented Program for students who qualify • Special Education Program (Inclusion) for students who qualify • Linguistic modifications for ELL's • UIL Academic competitions • Computer and Science Labs • Extended library hours • Reading, Math, Science classes for ELL's • Acceleration opportunities during Intervention Period • Clubs and organizations <p><u>Staff Development</u></p> <p>JEMS will continue to provide ongoing staff development on CIF, curriculum, planning collaboratively and intentionally, assessing frequently, and creating individual intervention plans for all students. We need to align between what is taught and what is tested by using Lead4Ward resources. All teachers will attend the Dana Center sessions to enhance knowledge of the depth and complexity of the TEKS. Teachers will integrate the ELPS, Sheltered Instruction, Differentiated Instruction and Data Driven Instruction strategies, processes and protocols.</p> <p><u>Data Driven Instruction</u></p> <p>Students who have been unsuccessful are identified early and provided targeted intervention opportunities. The campus uses DMAC to disaggregate the data. That data is used by classroom teachers, coordinators, strategists, and administrators to address the needs of individual students. Our teachers analyze all Assessments and student expectations at a deeper level, and plan instruction that aligns with data.</p> <p><u>CIF</u></p> <p>Internal strategist will continue to support our teachers through coaching and mentoring. Administration will monitor and evaluate all instructional programs. Administrations will make ten walkthroughs per week and provide timely feedback to teachers. Administration will continue to be the instructional leaders of the school.</p> <p><u>Texas Accountability Intervention System (TAIS)</u></p> <p>JJEMS is required to engage in the Texas Accountability Intervention System (TAIS) because of low performance in the state accountability system; not meeting any of the system safeguards for the ELL group. We have established a leadership team to develop, implement, and</p>
STAYED SAME	MOVED UP 1 LEVEL	MOVED UP 2 LEVELS	MOVED UP LEVELS 3		
6 th – 71	6 th – 29	6 th – 0	6 th – 0		
7 th – 44	7 th – 50	7 th – 6	7 th – 0		
8 th – 60	8 th – 39	8 th – 1	8 th – 0		

										monitor a targeted improvement plan. The team determined student interventions and support services and ways to monitor student performance.																																									
TELPAS COMPOSITE SCORES %					<u>TELPAS</u> Results indicate that a high percentage of our ELL students are not progressing; the students are staying at the same level. In 6 th grade, almost half of the students fall in the Advanced category; in 7 th grade, 40 % were rated Advanced and in 8 th grade 46% were Advanced. Nonetheless, considerable numbers of students are in the beginning and intermediate categories. In 6 th 71% of ELL's did not make progress, in 7 th grade 50% moved up one proficiency level, and in 8 th , 60% stayed the same.	<table border="1"> <thead> <tr> <th></th> <th>BEGINNING</th> <th>INTERMEDIATE</th> <th>ADVANCED</th> <th>ADVANCED HIGH</th> </tr> </thead> <tbody> <tr> <td>6TH</td> <td>7</td> <td>22</td> <td>41</td> <td>29</td> </tr> <tr> <td>7TH</td> <td>8</td> <td>26</td> <td>40</td> <td>24</td> </tr> <tr> <td>8TH</td> <td>5</td> <td>18</td> <td>46</td> <td>30</td> </tr> </tbody> </table>						BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH	6 TH	7	22	41	29	7 TH	8	26	40	24	8 TH	5	18	46	30	Teachers will review data, participate in training to enhance their abilities to develop students' language proficiency. Efforts will be monitored. Students rated in the Beginner and Intermediate categories will receive after school language development tutoring beginning in September 2017. ELL students will receive accelerated data driven instruction during and after school. Accelerated Reading Program will be implemented in all non-testing core and elective classrooms.																				
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2018 SYSTEM SAFEGUARDS					<u>SYSTEM SAFEGUARDS</u> Results show that JAIME ESCALANTE Middle School did not meet System Safeguards for All students, Hispanics, Econ Disadv, SPED and missed all safeguards for ELL's in the areas of Writing, Science and Social Studies for state accountability. For the federal accountability targets, JAIME ESCALANTE did not meet safeguards for All Students, Hispanics, Econ Disadv, and missed all safeguards for ELL's in the areas of Math and Reading. Overall, JAIME ESCALANTE met 16/32 system safeguards. Our campus is highly at risk of not meeting standard for this year.	<table border="1"> <thead> <tr> <th>Reading</th> <th>Math</th> <th>Writing</th> <th>Science</th> <th>Soc Studies</th> </tr> </thead> <tbody> <tr> <td>ELL 26%</td> <td>SpED 38%</td> <td>All Students 46%</td> <td>All Students 42%</td> <td>All Students 32%</td> </tr> <tr> <td></td> <td>ELL 34%</td> <td>Hispanic 46%</td> <td>Hispanic 36%</td> <td>Hispanic 28%</td> </tr> <tr> <td></td> <td></td> <td>ECD 45%</td> <td>ECD 41%</td> <td>ECD 31%</td> </tr> <tr> <td></td> <td></td> <td>ELL 17%</td> <td>ELL 25%</td> <td>ELL 10%</td> </tr> </tbody> </table>					Reading	Math	Writing	Science	Soc Studies	ELL 26%	SpED 38%	All Students 46%	All Students 42%	All Students 32%		ELL 34%	Hispanic 46%	Hispanic 36%	Hispanic 28%			ECD 45%	ECD 41%	ECD 31%			ELL 17%	ELL 25%	ELL 10%	Staff development and instruction will focus on meeting the needs of EL's to ensure that they meet the System Safeguards and make adequate progress towards Phase 1 goals. Campus staff will evaluate the expectations for student achievement so that 100% of students meet Phase in 1 for 2014-2015:															
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	ELA	MATH	WTG	SCI	SS																																														
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Highly Qualified Staff Survey					100% of the core subject teachers are highly qualified.	JAIME ESCALANTE Middle School will continue their efforts to hire highly qualified staff, provide quality staff development, and assist uncertified teachers to become certified. Our campus will provide varied Professional Development opportunities. The District provides academic coordinators / support specialists in the areas of Math, ELA, Science, and SS. Additionally, new hires are supported through the New Teacher Institute. Teachers share common planning times for departments and grade levels.																																													

Parental Involvement Survey	Results indicate that parents are highly interested in having the District provide computer literacy classes and classes regarding health issues. Parents prefer to meet in the morning. Results also indicate parents are interested in a variety of topics to include as part of the meetings. Survey response was minimal. There is a breakdown in communication with our parents. This is partly because there is an attempt to call parents but there is either no answer or the number is out of service.	JAIME ESCALANTE Middle School will encourage staff to find effective ways to communicate with parents and to increase parent participation in the educational process. JAIME ESCALANTE will offer parental involvement activities in our community, not just at school and will offer parent activities that involve students and the community. Staff will increase number of home visits and participate in a community walk. Parent educator will hold PAC meetings and continually strive to increase the number of parents actively participating in their son/daughter's education.
Facilities	Results indicate our campus is in great condition. Our facility has been in operation for three years.	Our school has been in operating in this new facility for three years. Our school is new and it is well maintained. Nonetheless, we strive to maintain and operate at optimal levels of efficiency. Our campus will benefit greatly from the purchase of scantrons, new copy machines, printers and IPADS, laptops, Promethean boards, and clickers to continue providing a quality education for all students.

Student Transportation (Buses)	The need for buses is met by the District annually	Continue the District's bus drivers training and competitive salary policy.
Staff Development	Staff development activities currently address all areas.	All training will be reviewed to determine which ones are having a positive impact on student achievement. Monitoring of teacher implementation of learned and coaching strategies should be monitored by the CIF coaches.
Site-Based Decision-Making Survey	Results indicate that school staff is satisfied with the site-based decision-making process on their campus, as well as with decisions being made regarding budget, curriculum and instruction, and staff development.	The District needs to emphasize the importance of participation in the decision-making process, and require campuses to train new staff members in the process.

**PHARR – SAN JUAN – ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN FOR
JAIME ESCALANTE MIDDLE SCHOOL
2019-2020**

GOAL AREA: ALL CONTENT AREAS

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR and TELPAS performance expectations in all tested areas.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased the necessary percentage points in ALL CONTENT AREAS for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
<p>All teachers will implement:</p> <ul style="list-style-type: none"> ● Sheltered Instruction ● Thinking Maps ● Common Instructional Framework ● Dual Language Strategies ● Differentiated Instruction ● TEKS/ELPS ● Collaborative planning ● Tutoring ● Data Driven Instruction ● AR Program ● Create targeted student lists for tutoring and pullouts ● Language and Content Objectives ● Build Academic Vocabulary ● Word Walls ● Daily Dictionary Use ● Technology 	Teachers	Administration		Staff Development Building Academic Vocabulary by Marzano Twelve Powerful Words DMAC Kegan	199 166 211	ELL's	August 2019 May 2020	Scores Classroom Observations Lesson Plans Student work
Administer frequent and multiple assessments to measure growth and inform instruction-adjust lesson plans accordingly	Administration Coordinators	Administration Coordinators		DMAC GradeCam	199 166	ELL's	Weekly	Scores Tracking forms

<p>Conduct frequent data- disaggregation to identify targets, set well defined measurable goals and customize lesson plans. Analyze performance by student expectations for ELL's, Sped's and All Student group.</p>	<p>Dept. Chairs Teachers</p> <p>Administration Coordinators Dept. Chairs Teachers</p>	<p>Administration Dept. Chairs CLL/CLFs</p>		<p>Common Planning Time Item Banks</p> <p>DMAC Lead4Ward</p>	<p>211</p> <p>199 166 211</p>	<p>Migrants Special Ed ELL's</p>	<p>After each assessment</p>	<p>Scores Item Analysis Lesson Plans Data Binders</p>
<p>Effective Data Driven Collaborative Planning inclusive of spiraling TEKS not mastered, aligned to TEKS/ELPS</p>	<p>Admin Dept. Chairs</p>	<p>Administration Dept. Chairs CLL/CLFs</p>		<p>Common Planning Time DMAC Lead4Ward Field Guides Curriculum Guides</p>	<p>199 166 211</p>	<p>All Students</p>	<p>Weekly meetings</p>	<p>Sign in Sheets Agendas Minutes Lesson Plans Classroom observations Assessment scores Timelines Curriculum maps</p>
<p>Pay for maintenance fees and supplies for printers, copiers,, poster maker, ID machine, scanners, digital cameras, IPADS, Newline, and tape recorders for Spanish AP course</p>	<p>Administration</p>	<p>Administration</p>		<p>Equipment</p>	<p>199 166 211</p>	<p>All students</p>	<p>As needed</p>	<p>Copies Pictures -website Posters ID's</p>

Special Groups (E= Economically Disadv. AA= African American; H= Hispanic; W= White; M= Migrant; LEP= Limited English Proficient;; SE= Special Education; GT= Gifted and Talented; and AR= At-Risk)

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2019-2020**

GOAL AREA: ALL CONTENT AREAS

FIVE YEAR GOAL: By May 2025, 90% of all students will achieve Masters Performance Standard having shown mastery of STAAR /TELPAS objectives and expectations in all content areas.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased the necessary percentage points in ALL CONTENT AREAS for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Develop, implement and monitor TAIS plan, blueprint and roadmap for professional development.	All Staff		Administration	Leadership Team	CLF's, CLL		TAIS Plan	199 166 211
Provide tutoring, computer-assisted instruction, STAAR Academies. Provide instructional supplies, materials, transportation, and snacks for students.	Teachers		Administration				Transportation for students Curriculum Resources	199 166 211
Promote the education of students with disabilities with their non-disabled peers in the general education environment providing services, accommodations, and modifications as per IEP.	Teachers		Administration	Co teachers			Strategies Modified and accommodated resources	199 166 211
Continue to implement 504 and RTI policies procedures and modifications	All Teachers	504 committee	Administration	Counselors	Diagnostician		IAP's	199 166 211

Integrate technology into all aspects of instruction to enhance student achievement and college readiness.(printers, copiers, data projectors, laptops, poster maker MIMEO's, IPAD 2's document readers.	Administration All Teachers I	Administration CIT CLL		Technological Tools	199 166 211
Offer Dual Language courses	Dual Language Teachers	Administration		Dual Language Curriculum and materials	199 166 211
Offer -AP courses in Spanish	AP Teachers	Administration		AP Curriculum- College Board	199 166 211
Provide opportunities for all staff to attend conferences and professional development sessions in order to build capacity, improve achievement, and keep abreast of changes in testing, curriculum and other educational research.	Teachers Administration CLF's CLL RDP Staff	Administration		Conference Dates	199 166 211
Sheltered Instruction Training-online 20 hours	Teachers Coordinators Administration	Bilingual Dept. Administration		Sept. – Oct 2019	

Implement STAAR Academies.	Teams	Administration Team Leaders		DMAC Released Tests	199 166 211	At risk ELL Migrant Failures	January 2020- April 2020	STAAR and TELPAS Scores
Reward students for passing benchmarks (prizes, pizza, movies) and posting accomplishments on school social media: Perfect Attendance, Honor Roll, Student of the Six Weeks etc.-follow our monthly calendar of activities and incentives	Teams	Administration Team Leaders		Incentives	Title I, Local	All Students	December 2019- May 2020	Honor Roll Lists Perfect Attendance
Incorporate Common Instructional Framework and continue with coaching and mentoring.	Teachers CLL, CLF	Dept. Chairs, Administration		Planning Time Staff development	Title 1 Local	ELLS M1,M2 Recent Immigrants Students reading below grade level		STAAR/TELPAS scores
Track student progress to improve performance.	All Teachers	Administration Dept. Chairs		Planning Time Staff development DMAC	Title 1 Local	At Risk Bottom 25%		STAAR/TELPAS Grades Data Binder
Inform parents of students' progress: Progress reports, report cards, emails, letters, parent phone calls, team conference meetings	Teachers Admin Counselors	Administration Team Leaders		Planning Time	Local Title 1	IPR Failures Report Card Failures		STAAR/TELPAS Grade Formative Benchmarks
Establish calendar that identifies when the ILT meetings will take place and honor these meetings with fidelity.	Admin Counselors CLL	Administration					Ongoing	Calendar

Administration will continue to measure progress and implementation of all interventions	Administration	Administration		CIP TAIS	199 166 211	ELL's		STAAR/ TELPAS scores
At the ILT meeting, data from major assessments will be analyzed and based on results an observation calendar will be created to prioritize feedback to teachers with lower student mastery	Admin	Admin					Ongoing	Assessment scores, data tracker
Identify Student Learning Objectives, administer pre and post assessment	All teachers	Administration CLF's CLL		DMAC Data Management System	199 166 211	All students		STAAR/TELPAS
Provide spiral activities on data driven instruction-3 focus SE's	All teachers	Administration		DMAC	199 166 211	ELL's		STAAR/TELPAS
Support struggling teachers	Admin CLL CLF's New Teacher Mentor New Teacher Center Content Coordinators	Administration		Curriculum	199 166 211	ELL's Sped		Observations Data Binder Lesson Plans
CLC's: Teachers showcase exemplar lesson plans in CLC's Teachers through CLC collaboration leads the use of data tracker for all assessments.	Teachers CLF CLL Admin	Admin CLL		Lesson plans Data Tracker				Lesson plans Data Tracker
Schedule inter classroom visitations	Teachers	Administration		Schedule		All students		Observations, LPs, scores

Special Groups (E= Economically Disadv.; AA= African American; H= Hispanic; W= White; M= Migrant; LEP= Limited English Proficient;; SE= Special Education; GT= Gifted and Talented; and AR= At-Risk)

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GOAL AREA: ENGLISH LANGUAGE ARTS

FIVE YEAR GOAL: By May 2025 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in English Language Arts.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased the necessary percentage points in ENGLISH LANGUAGE ARTS for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Disaggregation data from varied sources	Teachers	Administration		DMAC	199 166 211	ELL'S SPED	8/19 – 4/20	Data Binder Lesson plans
Provide spiral activities during intervention period. flexible grouping accelerated grouping peer tutoring corrective reading	Teachers	Administration		Read180, thinking maps, DMAC Focus SE's STAAR Prep materials SLO's sirius wkbk 6-8 novels Corrective Reading	199 166 211	ELL's	8/19 – 7/20	STAAR/TELPAS

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GOAL AREA: ENGLISH LANGUAGE ARTS

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in English Language Arts

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased the necessary percentage points in ENGLISH LANGUAGE ARTS for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Use STAAR data and benchmarks to evaluate student progress.	ELA Teachers	Administration		DMAC	199 166 211	All Students	Every three weeks	STAAR TELPAS Grades
Plan collaboratively	ELA Teachers	Administration		Lead4Ward Curriculum Guide Glencoe Read 180 goal chart	199 166 211	ELL's	Daily	STAAR TELPAS Lesson Plans

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GOAL AREA: ENGLISH LANGUAGE ARTS

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in English Language Arts

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in **ENGLISH LANGUAGE ARTS** for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Collaborate to articulate lessons which deliver differentiated instruction	Teachers Admin	Administration		Curriculum Student Work DMAC Lesson Plans	Title I SCE Local	Struggling readers and writers	8/19-5/20 Planning conferences	STAAR TELPAS Lesson Plans

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GOAL: ENGLISH LANGUAGE ARTS

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in English Language Arts

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in **ENGLISH LANGUAGE ARTS** for all student groups to Meet and Exceed Progress

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Use varied reading strategies Read 180	Teachers		Administration				Professional Dev ELPS, Sheltered Instruction student workbook	199 166 211
Conduct teacher/parent conferences to discuss-how to help the student meet standard	Teachers		Administration					199 166 211
Provide tutoring for targeted groups to meet system safeguards	Teachers		Administration				Appointments DMAC CSR's CLCs	199 166 211
Provide in-service opportunities for teachers on improving and strengthening teaching skills	Teachers		Administration				Student Lists TEA ratings ESC 1 Consultants District PD calendar	199 166 211

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GOAL AREA: MATH

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in MATH.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in **MATH** for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION	
	Implementation	Monitoring	FTE'S	Resources	Budget Source				
Lesson Plans including: Hands –on activities, Calculator activities, Manipulatives, and Real-life problem solving activities, differentiated instruction	Math Teachers	Administration		Calculators, Software, Connected Math, Teksing United Streaming, flashcards, Mini-Lessons, math glossary, Vasquez Dictionary, EM, SS, TTM, Agile minds		Title I SCE Local	All Subgroups	August 2019-2020	STAAR Benchmarks, weekly and unit assessments
Provide in-service opportunities for teachers on improving and strengthening teaching skills, strategies, building academic vocabulary, data driven instruction	Teachers Dept Chairs CLF's	Math Dept. Head Administration		Timeline, Lesson Plans, IPAD, Thesaurus, Libro de sinonimos ,CAMT,Math, Math Kit, Teksing, Region IV resources, Kamico, Green Apples,Measuring Up	199 166 211	“	ALL students	ongoing	STAAR Benchmarks, Report Cards

Share different math strategies and STAAR techniques during planning, make it purposeful and intentional.	Math Teachers	Dept. Head Administration		Lesson plans Curriculum guides Lead4Ward DMAC Clever	199 166 211	ELL, SPED	Daily collaboration	Observations Lesson Plans
Math tutoring program for targeted groups tutorials and pullouts	Teachers	Dept. Head Administration						Action Plans Lesson Plans

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GOAL AREA: MATH

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in MATH.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in **MATH** for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Implement new math TEKS, CIF, sheltered instruction & coordinate resources and materials	Math Teachers Math Core Team CLF, CLL	Dept. Head Administration		TEKsing, United Streaming Prentice Hall Region IV res.	Title I SCE Local	Subgroups in need	August 2019	Three and Six Weeks Exams Benchmarks
Emphasize all TEKS strands and student expectations grouped into units	Math Teachers	Administration		Region IV res.		All Subgroups	Daily	Lesson Plans
Review basics prior to beginning or ending lesson via: Drill and practice and creating word and multi-step problems to reinforce arithmetic concepts	Math Teachers	Administration Department Head		Enrich. STAAR materials, Computation Tests, STAAR Curriculum Mini-Lessons TT math	199 166 211	ELLS Migrants Spec. Ed AT risk GT	Warm Ups at beginning of period	STAAR/TELPAS EOC Algebra

Encourage all students to get involved with UIL Math, Destination. Imagination, Math Counts, and other competitions. And school related activities	Math Teachers	Administration		UIL Schedule 6 weeks exams	199 166 211	All Students	August –Sept 2019	Number of students participating
Vary teaching strategies: Journal Writings, Sheltered Instruction, Thinking Maps, ELPS, CIF, Differentiated Instruction, Accommodations	Math Teachers	Administration		ELPS Thinking Maps IEP's	199 166 211	ELL's SPED		
Offer Algebra I and Geometry for accelerated 7 th & 8 th students	Alg/Geometry Teacher	Administration		Curriculum	199 166 211	High Achieving students	All year	Algebra EOC scores Lesson Plans Observations
Migrant Tutoring	Migrant Math Teacher	Administration		GO Math	199 166 211	Migrants	Pullouts Daily	STAAR/TELPAS
Implement STEM class	STEM Teacher	Administration		STEM Curriculum	199 166 211	All Students	Semester course	STAAR/TELPAS

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GOAL AREA: SOCIAL STUDIES

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in SOCIAL STUDIES.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in SOCIAL STUDIES for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Implement Jarrett Book, Primary source reader, Primary Sources, History Alive, San Jacinto Museum of Texas curriculum guide, Reading Essentials, and educational field trips	Teachers	Coordinator Admin. Dept. Chair Dean		TEKS STAAR Blueprints Harriet Movie	199 166 211	All Students	August 2019- May 2020	STAAR/ TELPAS Lesson Plans Observations
Incorporate Thinking Maps, foldable, sheltered instruction, ELPS, and TEKS	SS Teachers	Admin		ELPS TM TEKS	199 166 211	ELL'S	Daily Instruction	Lesson plans observations
Incorporate CIF	SS Teachers	Admin.		CIF Protocol		All students	August 2019– May 2020	Lesson plans observations
Purchase supplemental reading materials for SS department <ul style="list-style-type: none"> ● Primary source readers ● Jarrett books ● Reading Essentials (6-7) 	SS Teachers	Admin.		Primary Source Readers newspaper, magazines	199 166 211	All Students	September 2019	Report cards Unit Tests scores BM scores

Using Interactive Student Notebooks	Teachers	Coordinators Admin.		Composition, book rings, glue stick, tag paper, color pencils, markers	T1	ELL's Sped	August 2019- May 2020	Istation Reports Formative Summative assessments
Provide afterschool and Saturday tutoring for targeted groups to meet system safeguards	Teachers	Admin Dept. Chair CLF's		Journals ISN's Primary source readers Istation Jarrett books	199 166 211	ELL's	January 2019- April 2020	Scores

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GOAL AREA: SOCIAL STUDIES

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in SOCIAL STUDIES.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in **SOCIAL STUDIES** for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Develop grade level assessments and Student Learning Objectives, pre assessment, and post assessment	Teachers	Coordinators Admin Dept. Chair CLL, CLF'S		DMAC District created assessments Data Management System	Title I SCE Local	All Students	Every 6 weeks	Lesson Plans Six weeks test scores
Seek Professional Development opportunities and attend conferences to improve quality of instruction <ul style="list-style-type: none"> ● Middle school conferences ● Social Studies conferences ● Region one conferences ● Technology conferences ● Local District training/conferences 	SS Teachers	Coordinators Admin, Dept. Chair, CLL, CLF		Conference information	199 166 211	ELL's	One conference per year	STAAR/TELPAS Lesson plans Report cards Observations
Integrate the use of IPAD 2's, Ignite, Brain Pop, Laptops, Videos: History Channels "America, the Story of Us," The Alamo; John Adams (HBO), Newline screen, Samsung Nooks	SS Teachers	Admin		Technological Tools CIT	Title I SCE Local	ALL students	August 2019– May 2020	STAAR/TELPAS SS Benchmarks Unit Tests Weekly tests

STAAR Academies focusing on targeted groups	Teachers	Admin		Released Tests Test Prep Materials DMAC	199 166 211	ELL's	January- April 2020	Lesson Plans STAAR/TELPAS Benchmarks
Provide Dual Language SS course	DL teachers	Admin		DL curriculum	199 166 211	Dual Lang. Cohort		Lesson Plans Observations

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GOAL AREA: SCIENCE

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in SCIENCE.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in SCIENCE for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Reinforce writing through lab reports, essays, academic journal prompts, Writing to Learn and the use of the interactive journal	Teachers	Admin Dept. Chair		CIF	Title I SCE Local	ELL's, SPED, Masters students	Daily	STAAR/TELPAS Benchmarks
Provide after school and Saturday tutoring for targeted groups to meet system safeguards	Teachers	Admin Dept. Chair		Released Tests Test Prep Materials Edusmart Motivation Sci Gateway	199 166 211	ELL's, SPED, Master students	weekly	Report Cards, CBA's, Benchmarks, STAAR, TELPAS
STAAR Academies focusing on targeted groups to meet system safeguards	Teachers	Admin Dept. Chair		Test Prep Materials	199 166 211	All Students	April-May 2020	STAAR/ TELPAS Benchmarks

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GOAL AREA: SCIENCE

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in SCIENCE.

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in SCIENCE for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Use practice materials correlated to TEKS, ELPS, and STAAR.	Teachers	Coordinators Admin Dept Chair		STAAR Coach Motivation Science Gateway Books (8 th)	Title I SCE Local	Students failing benchmarks	August 2019 – May 2020	Benchmarks, Report Cards, STAAR /TELPAS
Utilize technology through Internet, Virtual and hands-on labs, Science Fusion, document readers, wireless laptops and other technological tools, Kahoot, Plickers, Edusmart, Newline Screen, Summit K12, Clever Apps, Quizzlets	Science Teachers	Admin Dept Chair		Transportation Technology resources, Personal computers	Title I SCE Local	All students	May 2020	Lesson plans Report Cards, assessments , STAAR TELPAS

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GOAL AREA: SCIENCE

FIVE YEAR GOAL: By May 2025, 90% of all students will demonstrate mastery of STAAR/TELPAS performance expectations in Science

ONE YEAR OBJECTIVE: By May 2020, JEMS will have increased necessary percentage points in **SCIENCE** for all student groups to Meet and Exceed Progress.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Provide in-service opportunities for teachers: Estero Grande, Bentsen Park, Santa Ana, Nava Butterfly Garden World Birding Center Challenger Learning Center Beach Clean Up Coastal Lab HESTEC Valley Nature Center Frontera Audubon Regional Bio-Tech RGV Science Association Conference CAST conference	Science Teachers	Admin Dept Head		Assessments Timelines Region One	Title I SCE Local	ELL'S, SPED, master students	August 2019- May 2020	Report Cards, Six Weeks, assessments results, CBA results, STAAR, TELPAS

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GOAL AREA: **HIGHLY QUALIFIED TEACHERS**

FIVE YEAR GOAL AREA: By May 2025, 100% of teachers will be highly qualified and 100% of classes will be taught by a **Highly Qualified Teacher**

ONE YEAR OBJECTIVE: By May 2020, 100% of classes will be taught by highly qualified teachers.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Review current staff HQ certifications and discuss staff changes if needed to best address the needs of our students; Analyze certification data to ensure that all teachers meet highly qualified status as defined in ESSA.	Principal Teachers	Administration		Internet Access	199 166 211	Low achieving students	September 2019	SBEC
Actively recruit quality teachers who already meet HQ standards when positions become available.	PSJA ISD Human Resource Dept Principal	Central Office Administration		Advertisements	199 166 211	Unmotivated students	As vacancies arise	New hires are able to provide quality instruction and meet the needs of all learners
Conduct recruitment activities to ensure highly qualified personnel in all positions. Job fairs, postings in multiple sites/ organizations and maintain active website.	PSJA ISD Human Resource Dept Admin.	Central Office Administration		Internet Access Advertisements	199 166 211	All Students	Ongoing as vacancies are anticipated	Teachers hired

Establish teacher coaching/mentoring program ; provide teachers in need of assistance	CIF Strategist Admin NTI	Central Office Administration		District coaches and mentors	Grant	ELL's Migrant GT Spec Ed At Risk	August 2019	Observations Lesson Plans
Provide high quality staff development in areas of need. Classroom Management TEKS, ELPS, STAAR TELPAS (Whose do the Talking?) Sexual Harassment Bullying Campus Discipline Plan GT Certification ESL Certification (ELA, SLA) Common Instructional Framework, CIF Lesson Planning Sheltered Instruction Differentiated Instruction Language and Content Objectives Data Driven Instruction TAIS PD Blueprint and Roadmap Technology	PSJA ISD Region One Administration CLF'S , CLL	Administration		TOT Mentors Region One	211	ELL's Migrant GT Spec Ed At Risk	Ongoing September September August August/Sept ongoing	observations Student Work Lesson Plans Teacher conferences STAAR/TELPAS, 6 wks. tests Report Cards, IPR, Referrals

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GOAL AREA: POSITIVE SCHOOL CLIMATE

FIVE YEAR GOAL AREA: By May 2025, JEMS will promote and maintain a **POSITIVE SCHOOL CLIMATE** conducive to learning.

ONE YEAR OBJECTIVE: By May 2020, JEMS will increase school morale and establish a positive school climate through recognition, support, and respect for all.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Encourage, reward and celebrate student success: <ul style="list-style-type: none"> ● Schedule and organize recognition events for student’s good behavior, attendance and honor roll ● Recognize students with perfect attendance - dances, treats, movies ● Recognize students in all areas with an Annual Awards Assembly ● Reward students passing benchmarks –electronic days, pizza party ● Lock in 	Administration Teams, UIL sponsors, Counselors, Librarians	Administration		Food, Prizes, Field Trips, Certificates, Trophies	199 166 211	ELL’s Sped	August 2019- May 2020	Parent and Student surveys, Improved student achievement, attendance, Discipline Reports

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GOAL AREA: POSITIVE SCHOOL CLIMATE

FIVE YEAR GOAL AREA: By May 2025, JEMS will promote and maintain a **POSITIVE SCHOOL CLIMATE** conducive to learning.

ONE YEAR OBJECTIVE: By May 2020, JEMS will increase school morale and establish a positive school climate through recognition, support, and respect for all.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
<p>CAMPUS (Teacher Recognition) Support System through teaming</p> <ul style="list-style-type: none"> ● Celebrate special occasions for staff members; Teacher Appreciation. week, Para. Professional day, Support staff day, counselor's day, diagnostician's day, nurse's day, secretary's day, Christmas/ May luncheons, "Welcome Back" Breakfast ● Recognize teachers for years of service ● Recognize teachers who sponsor clubs/organizations ● Recognize content teachers(6 weeks), Team Leaders, Department Chairs ● Recognize Fine Arts in performances or galleries ● SLO incentive for high scoring teachers 	Administration Teachers Staff	Admin		Funds for Supp. Tokens of App., Certificates, Food, Service Awards, Stress Relief Activities Catalog It JEMS Certificates	District		August 2019 May 2020	Awards Retention of qualified Staff Observations McRel, STAAR Teacher attendance

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GOAL AREA: INSTRUCTIONAL TECHNOLOGY

FIVE YEAR GOAL AREA: By May 2025, JEMS will provide all students equitable access and the opportunity to acquire the technological knowledge and skills necessary to compete in a global economy through the effective implementation of **INSTRUCTIONAL TECHNOLOGY**.

ONE YEAR OBJECTIVE: By May 2020, JEMS students will apply a broad range of technologies to support college readiness and lifelong learning.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Integrate Technology TEKS at the 6 th – 8 th grade level	Teachers		Admin.				Technology TEKS	Title 1 SCE Local
Support computer assisted instruction in computer labs and distributed settings.	Teachers Lab Managers/CIT		Admin.				TEA Website software	199 166 211
Survey staff members to identify areas in need of improvement STAR Chart	Admin. Lab Manger/CIT And Texas STAR Chart		Admin.				Computer Survey Link	199 166 211
Purchase, maintain, and supervise support for: IPAD's Desktops Newline Screens Clickers Document Cameras Other necessary accessories such as headsets, mouse, monitors, etc.	Teachers Admin. Lab Manger/CIT		Admin.				Yearly	199 166 211

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GOAL AREA: INSTRUCTIONAL TECHNOLOGY

FIVE YEAR GOAL AREA: By May 2025, JEMS will provide all students equitable access and the opportunity to acquire the technological knowledge and skills necessary to compete in a global economy through the effective implementation of **INSTRUCTIONAL TECHNOLOGY.**

ONE YEAR OBJECTIVE: By May 2020, JEMS students will apply a broad range of technologies to support college readiness and lifelong learning.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Abide by school-approved policies, including policies concerning ethical, legal, and security issues.	All Staff	“		Policies	Title SCE Local	All Pops	Daily	Provide and enforce acceptable use policy
Maintain all software license information at a central location.	Technology Per CIT	Admin.		Storage Location	“	All Pops	August 2019- May 2020	Inventory and updates
Construct and maintain school home page	Staff CIT	Admin. CIT		Internet	199 166 211	All Pops	August 2019	Published school homepage
Develop and revise the Technology component of the campus plan	Dean CPOC	Admin.		Campus Plan		All Pops	October 2019 Revisit throughout year	Up to date campus plan
Utilize technology to improve instruction DMAC, MackinVia, Think Through Math, Learning.com	Admin. CIT Dept. Chairs	Admin		Training Log in		Struggling/u nmotivated Students At Risk	Beginning of year	Achievement assessment

Special Groups (E= Economically Disadv.; AA= African American; H= Hispanic; W= White; M= Migrant; LEP= Limited English Proficient;; SE= Special Education; GT= Gifted and Talented; and AR=At-Risk

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN
JAIME ESCALANTE Middle School
2019-2020**

GOAL AREA1: MIGRANT: STUDENT ACHIEVEMENT
FIVE YEAR GOAL: In 2025, JAIME ESCALANTE Middle School will have 90% of all students passing all STAAR tests.

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

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP &NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p><u>ELA Reading-Migrant</u> 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>	Migrant 6-8	Teachers College Tutor	Principal Asst. Principal Migrant Counselor		ELA Curriculum Materials TAKS review materials	T-I (District Migrant Funds)	Aug. 2018	May 2019	Formative Assessment/Benchmarks Teacher Made Tests Informal Walk-thru's IPR/Report Cards Attendance Reports
	Migrant 6-8	Migrant Counselor/Guidance Associate	Principal Asst. Principal			T-I (District Migrant Funds)	Sept. 2018	May 2019	Agenda Sign in Form

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 JAIME ESCALANTE Middle School
 2019-20**

GOAL AREA1: MIGRANT: STUDENT ACHIEVEMENT

FIVE YEAR GOAL: In 2025, JAIME ESCALANTE Middle School will have 80% of all students passing all STAAR tests.

OBJECTIVES: By May 2020, 90% of all migrant student grades 6-8 students will pass the Mathematics STAAR tests

STRATEGIES/ACTION Steps	STUDENT SUB GROUP &NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCES BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<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		Materials STAAR Computer Software
	Migrant 6-8	Teachers Guidance Associate	Principal Asst. Principal Migrant Counselor		Computer Software
	Migrant 6-8	Teachers	Principal Asst. Principal Migrant Counselor		Supplemental Pay and materials
	Migrant 6-8	Math Enrichment Teacher/ Migrant Counselor	Principal Asst. Principal Migrant Director Migrant Coordinator		

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: JAIME ESCALANTE Middle School**

GOAL AREA1: MIGRANT: STUDENT ACHIEVEMENT

FIVE YEAR GOAL: In 2025, JAIME ESCALANTE Middle School will have 80% of all students passing all STAAR tests.

OBJECTIVES: By May 2020, 90% of all migrant student grades 6-8 students will pass Social Studies STAAR test.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP &NEEDS	PERSON(S) IMPLEMENTATION	RESPONSIBLE MONITORING	RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<u>Social Studies-Migrant</u>									
Tutor will provide reinforcement skills and objectives before, during or afterschool in identified area of need.	Migrant 6-8	Teachers Guidance Associate	Principal Asst. Principal Migrant Counselor		Supplemental Pay and materials	T-I (District Migrant Funds)	Sept. 2018	May 2019	Teacher/Attendance Rosters
Hold teacher/parent conferences as needed.	Migrant 6-8	Teachers Migrant Counselor	Principal Asst. Principal Migrant Director Coordinator			T-I (District Migrant Funds)	Sept. 2018	May 2019	Parent Contact Logs

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GOAL AREA1: STUDENT ACHIEVEMENT

FIVE YEAR GOAL: In 2025, JAIME ESCALANTE Middle School will have 80% of all students passing all STAAR tests.

OBJECTIVES: By May 2020, 90% of all migrant student grades 6-8 students will pass Science STAAR test.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCES BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<p><u>Science-Migrant</u></p> <p>Tutor will provide reinforcement skills and objectives before, during or afterschool in identified area of need</p> <p>Provide additional computer time as needed.</p> <p>Hold teacher/parent conferences as needed.</p>	<p>Migrant 6-8</p> <p>Migrant 6-8</p> <p>Migrant 6-8</p>	<p>Teacher Guidance Associate</p> <p>Teachers</p> <p>Teachers Academic/ Migrant Counselor</p>	<p>Principal Asst. Principal Migrant Counselor</p> <p>Principal Asst. Principal Migrant Counselor</p> <p>Principal Asst. Principal Migrant Director Migrant Coordinator</p>		<p>Study Buddies Apex</p>

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
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JAIME ESCALANTE Middle School
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GOAL AREA: STUDENT ACHIEVEMENT THROUGH POSITIVE SCHOOL CLIMATE

FIVE YEAR GOAL: In 2025, JAIME ESCALANTE Middle School will enhance the school community making it conducive to learning.

OBJECTIVES: By the end of the 2020 JAIME ESCALANTE MS will continue to provide an environment which is safe, orderly and conducive to learning.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON(S) IMPLEMENTATION	RESPONSIBLE MONITORING	RESOURCES NEEDED			TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
Special Services for Migrant Students: Provide migrant students with instructional supplies and other items as needed.	Migrant 6-8	Migrant Counselor Guidance Associate	Principal Asst. Principal Migrant Director/ Coordinator			T-I (District Migrant Funds)	Aug. 2018	May 2019	Student Sign In Form
Recruit migrant students	Migrant 6-8	Migrant Counselor Guidance Associate	Principal Asst. Principal Migrant Director/ Coordinator			T-I (District Migrant Funds)	Aug. 2018	May 2019	COE forms Phone Contact Mail Outs Posters Entry/Withdrawal
Provide migrant students the opportunity to attend university and college fieldtrips.	Migrant 6-8	Migrant Counselor Guidance Associate	Principal Asst. Principal Migrant Director/ Coordinator			T-I (District Migrant Funds)	Sept. 2018	May 2019	Student Sign In Form
Provide migrant students the opportunity to attend educational fieldtrips.(Museums, HESTEC, etc.)	Migrant 6-8	Migrant Counselor Guidance Associate	Principal Asst. Principal Migrant Director/ Coordinator			T-I (District Migrant Funds)	Sept. 2018	May 2019	Student Sign In Form
Provide positive relationships, career awareness and study skills through the GJEMS Club.	Migrant 6-8	Migrant Counselor Guidance Associate	Principal Asst. Principal Migrant Director/ Coordinator			T-I (District Migrant Funds)	Sept. 2018	May 2019	Agenda Student Sign In Form

Provide student counseling opportunities including: EDGE and various motivational speakers	Migrant 6-8	Migrant Counselor	Principal Asst. Principal Migrant Director/ Coordinator			T-I (District Migrant Funds)	Sept. 2018	May 2019	Agenda Student Sign in Form
Provide training/staff development to middle school teachers and staff about the migrant program.	Migrant 6-8	Migrant Counselor	Principal Asst. Principal Migrant Director/ Coordinator			T-I (District Migrant Funds)	Sept. 2018	May 2019	Agenda Student Sign in Form
Provide monthly migrant parent meetings.	Migrant 6-8	Migrant Strategists/ Migrant Counselor	Principal Asst. Principal Migrant Director/ Coordinator			T-I (District Migrant Funds)	Sept 2018	May 2019	Agenda Student Sign in Form

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GOAL AREA: PARENTAL INVOLVEMENT

FIVE YEAR GOAL AREA: By May 2025, JEMS will have identified specific tasks and roles for effective parental involvement.

ONE YEAR OBJECTIVE: By May 2020, JEMS will increase number of parent volunteers on campus. The Parental Involvement program will also increase attendance at CPOC and parent meetings and in trainings in school and the community, JEMS will encourage all parents to work with their children at home to raise student achievement.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			All Sub Groups	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Schedule Parent's Night <ul style="list-style-type: none"> Provide parent/teacher conference by grade level; health updates, counselor services, curriculum, public service announcement. Hold meetings throughout the year to inform all parents about federal programs, state and federal accountability. Hold meetings for ELL parents. 	Administration Teachers, Parent Liaison	Administration		TEA accountability info, parent portal	211 166		October 2019	Agendas and Sign-in Sheets
Give teachers release time to make home visits (during planning period and conference time)	Teachers Att. Liaisons Administration	Administration		Addresses, Maps Telephone #'s	199 166 211		Sept. 2019 – May 2020	Documentation of home visits
Encourage parents to actively participate in their children's schools and education.	All Staff	Administration		Communication Phone Messenger Correspondence Conferences	199 166 211		Sept. 2019 May 2020	Sign in Sheets

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GOAL AREA: PARENTAL INVOLVEMENT

FIVE YEAR GOAL AREA: By May 2025, JJEMS will have identified specific tasks and roles for effective parental involvement

ONE YEAR OBJECTIVE: By May 2020, JEMS will increase number of parent volunteers on campus. The Parental Involvement program will also increase attendance at CPOC and parent meetings and in trainings in school and the community, JEMS will encourage all parents to work with their children at home to raise student achievement

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Invite parents to the CPOC, Computer Classes, Parenting Classes and other specific skills classes	Parent Educator	Administration	1	Computer Lab Parent Educator	SCE 211 166		August 2019- May 2020	Agendas, Sign-in sheets,
Distribute Home-School Compact (see appendix)	Teachers	Administration		Compact	199 166 211		September 2019	Increased Parental Involvement Contact Log Volunteer Log
.Encourage Parental Involvement ● Parent Meetings ● Home visits by Parent Educator ● Pre-registration ● Web	Parent Educator	Administration		Meeting Place Maps/Directions	199 166 211		August 2019- May 2020	

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GOAL AREA: GUIDANCE AND COUNSELING

FIVE YEAR GOAL AREA: By May 2025, JEMS Guidance Department will work with students and teachers to maximize each student's academic and personal development. Counselors will coordinate with teachers and parents to help students recognize their needs, and assist them in designing a plan of action to help students realize their full potential.

ONE YEAR OBJECTIVE: By May 2020, JEMS will promote and enhance a guidance and counseling program that will ultimately promote academic achievement for 100% of the students.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Provide Red Ribbon activities for drug awareness	Counselors	Administration		Speakers, Ribbons, Banners Community	199 211 Title 1	All Students	April 2020	Surveys
Schedule Texas Scholars presentations for 8 th graders	Counselors	Administration		Speakers	199 211 Title 1	All students	Every six weeks	Sign in
Conference with students and parents	Counselors	Administration		Counselors	199 211 Title 1	8 th grade students	Ongoing	Logs
Character Education through Group Counseling	Counselors	Administration		Curriculum Lessons	199 211 Title 1	Students who have referrals	Once a week	logs

Plan 6 th Grade Orientation show case	Counselors Clerk	Administration Counselors		Transportation	Title 1 199 211 Title 1	At risk students	March 2020	Surveys
Conduct LPAC sessions and compile all necessary documentation as per Manual	Counselors Counselors, counselor' clerk	Administration Counselors Bilingual Office Administration		Testing materials Training, calendar LPAC Manual Training	199 211 Title 1	ELL's Recent immigrants	LPAC Timelines and policies	Data-placement and testing
New entries – registration and scheduling	Counselors	Administration		Data All forms Master Schedule	199 211 Title 1	All students	Aug. 2019 – May 2020	Schedules
Hold individual and small group counseling sessions	Counselors	Administration		Lesson Plans Sign in sheets	199 211 Title 1	All students	Weekly	Reduced number of placements
High school's counselors preregister students on campus	Counselors			Pre-registration forms Scores	199 211 Title 1	8 th grade students	Once a week	Schedules
Visit feeder elementary campuses	Clubs, organizations Sponsors			Informational flyers Transportation Give away	199 211 Title 1	Incoming 6 th graders	May 2020	Calendar of events

Special Groups (E= Economically Disadv.; AA= African American; H= Hispanic; W= White; M= Migrant; LEP= Limited English Proficient;; SE= Special Education; GT= Gifted and Talented; and AR= At-Risk)

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GOAL AREA: VIOLENCE PREVENTION

FIVE YEAR GOAL AREA: By May 2025, JEMS will establish a **VIOLENCE PREVENTION/ SAFE SCHOOL ENVIRONMENT** which is safe, orderly, clean and conducive to learning.

ONE YEAR OBJECTIVE: By May 2020, JEMS will decrease the referrals to the office by promoting violence prevention and a safe school environment.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Training for all staff members in the following: bullying, crisis management, violence prevention, suicide intervention, sexual harassment definition & reporting, gender equity, child abuse, medical management, priority situations, CPI, health/safety, 504's, discipline	Administration Counselors	Administration		Crisis Intervention Binders, Board Policies	199	At risk	Ongoing	Agendas, Sign-in sheets
Inform parents of school-wide discipline plan through parent/ student handbook and parent meetings.	Principal/ Staff	Administration		Student Code of Conduct	199	At risk	August.-Sept. 2019	Discipline Referrals
Create smooth transition for elementary students by establishing clear rules and procedures and through the implementation of the Middle School Teaming Concept; this enables staff to mentor and shelter students both academically and socially.	Team Teachers	Administration Dept. Chairs		Presenters, Police officers and Drug Prevention	199 166 211	Incoming 6 th grade students	August 2019	Team Rosters

Provide 5 th grade orientation and tour of the campus	Counselors Electives	Administration		Students Teachers	199 166 211	Incoming 6 th grade students	March 2020	Agendas, Sign-in Logs
Hall sweeps during passing periods Morning, Lunch, and After School Duty for all Staff	Teachers Admin Security Guards	Administration		Duty Schedules	199 166 211	All Students	Daily	Observations
Uniforms per grade level	Teachers Admin	Administration		Uniforms	Purchased by parents or donated by ex students	6 th , 7 th , 8 th	Daily Mornings	Referrals
Attendance Committee <ul style="list-style-type: none"> ● Attendance report for first period ● Verification of absences ● Call home ● Home visits 	Members Teachers Liaison Admin Counselors	Administration		Attendance report	199 166 211	Absentees Students who skip class Student who come in late All Students	Daily First Period	Call logs Home visit log Meeting of attendance goal set by District
Create Campus Discipline Plan	Discipline Committee Counselors			Procedures Teacher Handbook	199 166 2	Behavior problems	October 2019	Sign in sheets Agenda

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GOAL AREA: DROPOUT PREVENTION

FIVE YEAR GOAL AREA: By May 2025, JEMS will have successfully implemented a **DROPOUT PREVENTION** process to maintain the dropout at zero percentage points.

ONE YEAR OBJECTIVE: By May 2020, JEMS will reduce its **DROPOUT RATE** to zero percentage points.

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Identify At-Risk students (potential dropouts) early in the year to determine what special services they need	Counselors Administrators Team Leaders Dept. Chairs Att. Liaisons	Admin.		Handbooks STAAR/TELPA S Reports Attendance Reports Report Cards Discipline Reports	Title I 199	All Students	August- September 2019	STAAR/TELPA S scores, Benchmarks, mini assessments, Report Card, Progress Reports
Redirect student misbehavior	Teacher Counselor Anger Management Consultant	Admin.		Teachers, Counselors	Title I 199	Disruptive students	Daily	Behavioral Plans
Inform parents/students of attendance requirements through parent/student information handbook, daily contact	Administration , Teachers, Att. Liaisons	CPOC Admin.		Classrooms Paraprofessional	Title I 199	Truant students	Daily	Attendance rates Attendance rate

<p>Countdown to Zero</p> <p>Highly qualified teachers who are able to create more personalized learning environments and increase student engagement</p> <p>Rigorous curriculum AP courses Dual Language Enrichment in Science, Math, Reading</p>	<p>All Staff</p> <p>Admin</p> <p>District Admin Teachers</p>	<p>Pupil Accounting Admin.</p> <p>Principal</p> <p>Admin</p>		<p>Folders</p> <p>Staff Development, differentiated instruction</p> <p>curriculum</p>	<p>Title I 199</p> <p>Title I 199</p> <p>Title I 199</p>	<p>Dropouts</p> <p>All students</p>	<p>September 2019</p> <p>Daily</p>	<p>STAAR TELPAS</p> <p>Scores</p> <p>Student Achievement Attendance %</p>
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Special Groups (E= Economically Disadv.; AA= African American; H= Hispanic; W= White; M= Migrant; LEP= Limited English Proficient;; SE= Special Education; GT= Gifted and Talented; and AR= At-Risk)

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GOAL AREA: DROPOUT PREVENTION

FIVE YEAR GOAL AREA: By May 2025, JEMS will have successfully implemented a **DROPOUT PREVENTION** process to maintain the dropout at zero percentage points.

ONE YEAR OBJECTIVE: By May 2020, JEMS will reduce its **DROPOUT RATE** to zero percentage points

STRATEGIES / ACTION STEPS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			SPECIAL POP(S)	TIMELINE	EVALUATION
	Implementation	Monitoring	FTE'S	Resources	Budget Source			
Monitor student attendance on a daily basis. Contact absent students by phone, communicate with parents, home visit, team meetings, report chronic absenteeism to attendance liaison	Teachers, Att. Liaison Para's., Admin.		Administration				Phone numbers	Title I 199
Truancy reports will be filed on every parent who fails in their responsibility to see that their child is in school. Principal will be notified of every truancy report filed.	Principal, Att. Liaison		Administration				Documentation	Title I 199

Special Groups (E= Economically Disadv.; AA= African American; H= Hispanic; W= White; M= Migrant; LEP= Limited English Proficient; SE= Special Education; GT= Gifted and Talented; and AR= At-Risk)

Addendum

2019-2020 Targeted Improvement Plan

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

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

Directions

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

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<p><i>Comprehensive list of responsibilities, including teachers assigned for supervision</i></p> <hr/> <p><i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i></p>	Organizational Chart, which list specific job descriptions including key duties. Year at a Glance McREL Evaluation Calender created in order to inform the teachers of their appraiser and so that Admin. can plan their pre-conference, formal observations and post conferences around this calendar. Campus Weekly Observation Calendar created by each Six Weeks based on Teacher Support needed(using District Observation/Feedback tool). Admin. Collaboration Walks are performed both during the school day and after school (Ghost Walks). Each member of the admin team is assigned a CLC to oversee, observe & participate in. Agendas & sign-ins for weekly TCLC & CLL/CLF meetings are archived. In-progress is creating a calendar of expectations for key Data Meetings.	Substantially in place and functioning
Performance expectations are clear, written, and measurable and they match job responsibilities	<p><i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i></p>	Professional Growth Goals are pre-determined and documented into the McREL performance evaluation system that both manager and direct report have access to at the beginning of the year.	Substantially in place and functioning
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<p><i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i></p>	Common PLC protocols across contents, Agendas& sign-ins for weekly TCLC & CLL/CLF and Admin. meetings, Weekly requirements for number of Feedback Observations with campus created tracking system. Weekly data meetings have not been established. Ongoing CLC feedback evaluations by Admin. not currently in place.	Work is underway

Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>	Weekly data meetings have not been established.	Not Yet Started
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>	Principal and Dean conduct weekly observations of Teacher Leader teams researching and preparing for teacher PLC's. Principal models best practices to admin. team at scheduled administrative meetings.	Substantially in place and functioning
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>	Principal shares and models best practices from the District Leadership team meetings/trainings with admin. team.	

Essential Action Reflection		
Describe your implementation of Essential Action 1.1 (<i>Campus instructional leadership with clear roles and responsibilities</i>) based on your evidence and analysis above.	<p style="text-align: center;">1 - Not Yet Started 2 3 4 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 23D.

Essential Action 2.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates	<i>Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships</i>	We have had much success when hiring elementary teachers who have largely been recommended by high-performing teachers, as these teachers are usually a good fit for 6th grade. We have not yet developed a plan or marketing tool for successful recruitment efforts.	Substantially in place and functioning
	<i>Uses referrals from current high-performing teachers in the recruitment and selection of staff</i>		
	<i>Develops and strategically deploys marketing materials that present the school as an attractive place to work</i>		
	<i>Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate</i>		
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	<i>Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop</i>	Campus interviewing leadership team continuously dialogue around the interviewing questions as well as pre-discussion on what answers to look for to be able to select high-performing teachers. We have asked the interviewee to teach a lesson and this has proven beneficial as they have to think on their feet when unexpected questions and behaviors arise.	Substantially in place and functioning
	<i>Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals</i>		
	<i>High-performing teachers are identified based on improving student outcomes and willingness to learn and develop</i>	We don't have an explicit definition of high performing teachers but the attributes we associate to this label are quality teaching, consistently demonstrates outcomes with student progress and growth, rates Accomplished or Distinguished on the McREL	
	<i>Individualized professional development plans are developed and implemented to support all staff</i>		

<p>Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.</p>	<p><i>Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward</i></p>	<p>appraisal instrument. Leadership roles occur through various means. Some teachers are selected by administrators, some teachers volunteer and some go through an interviewing process and get selected by a committee. Teachers create individual professional development plans through the teacher appraisal dashboard where they also have opportunity to reflect and create notes on their progress and input whether they met their goals or not.</p>	<p>Substantially in place and functioning</p>
<p>Teacher placements are strategic based on student need and teacher strengths</p>	<p><i>Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff</i></p>	<p>Teachers are placed in their specific teaching role based on consideration to the following: content certification, content knowledge, skill level, experience with the content and all student performance data available.</p>	<p>Substantially in place and functioning</p>
<p>Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.</p>	<p><i>Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills</i></p> <p><i>Targeted training includes adult facilitation and team dynamics</i></p> <p><i>Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching</i></p>	<p>Potential teacher leaders apply, interview and after being selected attend a TEEMS bootcamp. Teacher leaders then get trained in specific meeting formats and protocols during this summer training based around best practices and on how to lead and on how to best support their teacher groups through PLC's.</p>	<p>Substantially in place and functioning</p>
<p>Preferred substitutes are recruited and retained</p>	<p><i>Effective substitutes are identified and prioritized in short-term placement/deployment</i></p> <p><i>Ineffective substitutes are also identified and de-prioritized/prohibited</i></p>	<p>To create our preferential substitute data base, Teachers and Administrators identify the subs that were able to execute the lessons left for the students and those that show they have experience and success handling behavior problems. Teachers then pull from this first when needing a sub.</p>	<p>Substantially in place and functioning</p>

Essential Action Reflection

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

Directions

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

Essential Action 3.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values	<i>Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students</i>	Mission and Vision are 3 years old and surveyed stakeholders do not feel that revisions are needed at this time. There are plans to paint a Mural that will feature the Mission and Vision statements.	Substantially in place and functioning
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	<i>Practices and policies are captured in writing and consistently implemented with fidelity</i>	College penants are displayed around campus. College team shirts are worn by students and staff every Wednesday to promote the importance of higher education and the idea that it is never too early to dream big and select your UNIVERSITY of choice. Class rules, Escalante Pledge, Practices and policies for student expectations are written into the Student Handbook.	Substantially in place and functioning
	<i>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</i>		
	<i>Artifacts in the classrooms and hallways reference practices and policies</i>		
Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	<i>Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them</i>	If asked, staff knows where to find the Mission and Vision statement, but when there were random checks for understanding, many could not speak to what this would look like at our campus if we fulfilled these goals.	Work is underway
	<i>Artifacts in the classrooms and hallways reference the mission, vision, and values</i>	We plan on unpacking these statements so that all stakeholders can have a mutual understanding of what our ultimate goals are for our students in order for each one to thrive socially and emotionally as well as succeed academically.	
Regular campus climate surveys assess and measure progress on student and staff experiences.	<i>Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators</i>	Climate surveys are administered to staff around different topics but these are not done routinely.	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

Directions

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

Essential Action 4.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading.	<i>Aligned to the TEKS with an emphasis on readiness standards</i>	Scope and Sequence per grade level are aligned to readiness standards. Mini assessments, benchmarks, and EOY are aligned to units taught. Spiraled in during Do Nows (no set dates in place in curriculum)	Substantially in place and functioning
	<i>Structured in logically sequenced units of instruction backwards planned from assessments</i>		
	<i>Includes dedicated time for assessment and re-teaching</i>		
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.	<i>Frequent: administered at least 3-4 times per year, may be cumulative in nature</i>	CBA, BM1, BM2, and EOY administered throughout the year. Content District Coordinator along with curriculars create assessments aligned to the TEKS for all grade levels and contents. Mini assessments, CBA, and EOY assessments are created with test question bank provided by the district that are aligned to the TEKS. STAAR released exams are used for BM1 and BM2.	Substantially in place and functioning
	<i>Common: assessment designed with the intent to be delivered across all grade level/content classrooms</i>		
	<i>Aligned: Addresses the standards with the same prioritization and rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence AND Reflects the format and type of questions from the top-line assessment</i>		
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.	<i>Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area</i>	District adoptions and supplemental materials are in place in each classroom. Lesson plans are created using adoptions and supplemental materials. Lesson plans include instructional material (student work displayed). Supplemental materials - Leveled readers, PSR, NewsELA - are included in lesson plans as a way to differentiate instruction . Lesson plans reflect use of instructional materials and student work is displayed.	Substantially in place and functioning
	<i>Instructional materials are implemented with fidelity in all classrooms</i>		
	<i>Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners</i>		
	<i>Recommended instructional materials, including content-rich texts, are utilized during instruction and in the hands of students</i>		

<p>Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 12, in all core subjects.</p>	<p><i>Campus calendar indicates dedicated time for introductory and ongoing job-embedded professional development focused on curriculum and aligned instructional materials</i></p> <p><i>PLC agendas include time to make connections between data analysis, reteach plans, and appropriate instructional materials</i></p>	<p>District menu of services - need campus PD services. Curriculars pullout for curriculum writing. Administration remain in TCLC. TCLC agendas targets content specific strategies using data analysis.</p>	<p>Work is underway</p>
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Essential Action Reflection		
<p>Describe your implementation of Essential Action 4.1 (Curriculum and assessments aligned to TEKS with a year-long scope and sequence) based on your evidence and analysis above.</p>	<p>1 - Not Yet Started 2 3 4 5 - Fully Implemented</p>	<p>3</p>

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

Directions

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

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
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.	<i>Complete: includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response</i>	Lesson plans lack: differentiation, pacing, and formative assessment. Lesson plans turned in one week in advance. Content and Language Objective included and written on board - needs measurable outcome Teachers use curriculum to align lesson plans. Lessons and assessments are aligned to objective. Progress monitoring in ISN. Progress monitoring charts in classroom and hallways. Detailed lesson plans Walkthroughs with feedback - Administration Lesson plan feedback from Department Chair and CLF	Substantially in place and functioning
	<i>Curriculum-driven: aligned to the scope and sequence, daily objective is aligned to the standard and written as a measurable student learning output</i>		
	<i>Aligned: assessment and all learning activities are aligned to the objective</i>		
	<i>Data-driven: Informed by student data, includes frequent checks for understanding aligned to the objective</i>		
	<i>Detailed: includes enough detail that another teacher could pick up the plan and use it effectively</i>		
	<i>Aligned execution: executed in alignment with lesson plan</i>		
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	<i>Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor</i>	Content planning - Administration, CLF, Department Chair evaluates lesson using rubric. Department chair and CLF give feedback on Lesson plans. Department chair attends curriculum meeting and rolls out to department (evidence) CLF and Department chair review Lesson plan for feedback one week before to have ample time for corrections.	Work is underway
	<i>Precise and bite-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning.</i>		
	<i>Timely: Delivered to teacher with enough time to make recommended changes before lesson delivery</i>		

Essential Action Reflection

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

Directions

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

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>	In place, after each BM Assessment, CLC meeting focuses on data dives and progress monitoring targeting both teachers and student performance. Teachers revisit their pacing calendars and lesson plans and determine where and how to embed spiraled activities for TEKS that students need more instruction and practice with to achieve mastery. Teachers receive walkthrough feedback through the district online. Not in place: Campus Data Calendar that includes the dates for all data analysis sessions and other key targeted data target meetings. Structured and Data informed teacher coaching will get underway.	Work is underway
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
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	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>	Teachers unpack standards but the TEKS that have numerous specificities, sometimes lack the full understanding of what it really means to reach mastery. One of the biggest gaps we see are dealing with limited schema, language and literacy skill level. Not in place: Reteach exemplars need to be developed as well as utilizing resources effectively	Work is underway
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		

create plans to reteach.	<p><i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i></p> <p><i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i></p>	such as the Lead4ward Field Guides.	
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 meeting the needs of both struggling learners and learners needing acceleration.	<p><i>Master schedule includes at least one block weekly for teacher teams to meet</i></p> <p><i>Teacher team meeting agendas are developed utilizing a common protocol</i></p> <p><i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i></p>	CLC meeting agendas are developed by following a year long road map and meetings are facilitated by CLL and CLF's. Not in place:Common protocol to discuss data and instructional strategies for reteach.	Work is underway
Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.	<p><i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i></p> <p><i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i></p>	Some teachers have displayed in the classroom data charts, student goal setting profiles, and grade level charts based on comparison with other campuses. There are data tracking charts in the hallways.	Work is underway

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

Focus Area Identification Tool

Directions

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

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Essential Action Implementation Summary

EA 1.1	EA 2.1	EA 3.1	EA 4.1	EA 5.1	EA 5.3
3	5	3	3	2	2

Essential Action Gap Analysis

Not Yet Started				Fully Implemented
1	2	3	4	5
	EA 5.1	EA 1.1		EA 2.1
	EA 5.3	EA 3.1		
		EA 4.1		

Bigger Gap Approach

Smaller Gap Approach

Improvement Approach

Barrier Analysis

Directions

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

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

Focus Areas for Improvement Barrier Analysis

Focus Areas	Barriers to Proactively Plan to Address		
	<i>Behaviors</i>	<i>Mindsets</i>	<i>Resources</i>
Essential Action 1.1: Campus instructional leaders (principal/assistant principal/counselor/teacher leader) with clear roles and responsibilities	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to deprioritize time to meet as an admin team when issues arise.	The admin team should just know what to do at this point since we've each owned specific areas of responsibility. Administration needs to know how to prioritize.	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 how to effectively review lesson plans and given effective feedback.	The possible mindset of the teachers is that they are being pushed to far with lesson planning expectations. The possibility here is that they won't be receptive to our work with DDI because they might see this as an "add on" instead of just working towards improvement of something they are already doing.	Using the correct lesson plan format.
Essential Action 5.3: Data-driven instruction	Admin not committing to a structure with fidelity because of being driven to tackle the "To-Do" list.	Teachers know their students better than anyone therefore they will not spend the extra time looking over data when they feel they already know how to address the problems.	Resources are not a barrier to this area it is the mindset that data needs to drive instruction.

District Commitments Theory of Action

Directions

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

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

Table of Contents

Focus Areas for Improvement	District Commitments to Support the Implementation of Focus Areas for Improvement	Theory of Action		
Focus Areas for Improvement				
Campus Identified Focus Areas for Improvement	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 Lever 1	Prioritized Lever 2	Prioritized Lever 3	Prioritized Lever 4	Prioritized Lever 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.
				District policies and practices support effective instruction in schools.

District Commitment Theory of Action

If....	the principal supervisor provides coaching and feedback to the principal on the implementation of DDI and the principal's development of the instructional leadership team
And....	the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects
And....	the district commits to providing test results back to the campus within two days from the assessment
And....	
And....	
Then...	the campus will be able to establish strong data-driven instructional 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.

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 <i>(or at campus determined proficiency level if not a STAAR tested area)</i>	% of students with Expected or Accelerated Progress <i>(if applicable)</i>	Context/Notes
Flores, G.	6th	ELA	28%	15%	
Sandoval, D.	6th	ELA	27%	14%	
Sandoval, M.	6th	ELA			New teacher of record
Bacenas, M.	6th	Math	47%	32%	
Rodriguez, M.	6th	Math			New teacher of record
Villagomez, E.	6th	Math	37%	22%	
Garcia, S.	7th	ELA/Writing			New teacher of record
Hernandez, L.	7th	ELA/Writing	43%	61%	
Olivarez, L.	7th	ELA/Writing	31%	61%	
Sanchez-Vaca, R.	7th	Math	36%	61%	
Vela, M.	7th	Math	28%	46%	
Castillo, M.	8th	ELA	25%	66%	7th grade moved to 8th grade
Garcia, R.	8th	ELA	38%	71%	New Corrective Reading Teacher
Herebia, N.	8th	ELA	35%	66%	
Alaniz, A.	8th	Math	63%	57%	8th grade Math moved to ALG & Geo
Garza, J.	8th	Math	23%	82%	
Garza, J.	7th & 8th	EOC Alg.	100%	89%	Alg & Geo to 8th grade Math
Samaniego, A.	8th	Math	31%	79%	
Benavidez, J.	8th	Science			New teacher of record
Moore, J.	8th	Science	31%		
Worely, J.	8th	Science	31%		No longer on campus
Garza, V.	8th	Social Studies	21%		
Torres, M.	8th	Social Studies	20%		

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		38
Distance from 70		-32
Domain 1 Goal Scale Score		48
Resources:	Accountability Manual Chapter 2	A-F Estimator
		Student Achievement Accountability Data Tables

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

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

Level	2018 Values	New Value
Approaches	67	72
Meets	34	38
Masters	14	20

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

Component	2018 Values	New Value
CCMR Raw Score		
Graduation Rate Raw Score		

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 this biggest increase in the percent of students we can get to the Meets and Masters level. If we can achieve the goals above at each level, our Domain 2 score will also increase to a 87.

Domain 2 Reflection

Domain 2a Scale Score		63
Distance from 70		-7
Domain 2a Goal Scale Score		69
Domain 2b Scale Score		81
Distance from 70		17
Domain 2b Goal Scale Score		87

Resources: [Accountability Manual Chapter 3 & 5 \(relative performance look up table\)](#) [A-F Estimator](#) [School Progress Accountability Data Tables](#)

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

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

2018 Value	New Value
66	69

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
69	760	524.4

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

	Approximate value needed for this goal	Difference from current value
STAAR		
CCMR		

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 38 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?

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Domain 3 Reflection

Domain 3 Scale Score		53
Distance from 70		-17
Domain 3 Goal Scale Score		75
Resources:	Accountability Manual Chapter 4	A-F Estimator
		Closing the Gaps Status and Data Tables

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

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

Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal <i>(Use A-F Estimator to calculate)</i>
Academic Achievement Status (ELA/Reading)	ECD, EL	3
Academic Achievement Status (Math)	SpEd	1
Growth Status (ELA/Reading)	ECD, EL, SpEd	6
Growth Status (Math)	ECD, EL, SpEd	7
Graduation Rate Status	N/A	
English Language Proficiency Status	EL (0 out of 1)	1
Student Success Status	EL	7
School Quality Status		

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

We met 2 out of the 14 academic indicators.

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

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.

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

We met very few indicators, which tells us that our student outcomes are not where they should be across the board. If we improve in Domains 1 and 2, we should see an increase in the number of indicators we meet in Domain 3.

Campus Information							
District Name	P.S.J.A. ISD	Campus Name	Jaime Escalante Middle School	Superintendent	Jorge L. Arredondo	Principal	Raymundo Monrreal
District Number	108-909	Campus Number	000000704	District Coordinator of School Improvement (DCSI)		ESC Support	

Assurances		
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Iris Guajardo, September 27th
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Ryamudo Monrreal, September 27th
Board Approval Date		

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 48; Domain 2: 87; Domain 3: 75
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		2	
5.3 Data-driven Instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.

Rationale	Clear role descriptions and performance goals are in place, but need to establish weekly data meetings and ongoing CLC feedback evaluations that are better aligned with instructional best practices. This will help us effectively implement strong data driven practices and improve as a campus.	Although we have lesson plans in place, we have not established structures or criteria that keep effectively written lesson plans that when executed, exposes students to rigorous, engaging, and TEKS aligned building of skills. Knowing that lesson plans driven by data analysis are crucial, we need to develop a strong system for teachers to develop effective lesson plans.	After reflecting with this data analysis tool we recognized the need to develop stronger data practices on our campus. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - supervise leading CLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers	Teachers use recurring CLC meetings to collaboratively plan parts of lessons (content driven objectives, data driven spiraled TEKS) and ILT leading meetings give feedback in meetings to help improve lesson plans	CLCs are lead by ILT and follow DDI protocol after weekly common assessments, CBA, and benchmarks. Every six weeks ILT will analyze and problem solve past and current demographic data.
Barriers to Address During the Year	Two - 1) culturally getting teachers comfortable with data dives 2) getting to teachers to reflect on observation feedback in order to act on the best practice strategies thus getting out of default mode.	ILT's skill and confidence in giving feedback on lesson plans; ILT's ability to get into content-specific discussions; teacher receptivity to planning (and feedback)	ILTs ability to roll out DDI to teachers (both from an effective PD and teacher buy in standpoint); time management for ILT to ensure leader prep is done and high quality

District Commitment Theory of Action:	If the principal supervisor provides coaching and feedback to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instructional 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.
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ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
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Prioritized Focus Areas for Improvement	Capacity Builder

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.1.1 Develop campus instructional leaders with clear	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - supervise leading CLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers	Teachers use recurring CLC meetings to collaboratively plan parts of lessons (content driven objectives, data driven spiraled TEKS) and ILT leading meetings give feedback in meetings to help improve lesson plans	CLCs are lead by ILT and follow DDI protocol after weekly common assessments, CBA, and benchmarks. Every six weeks ILT will analyze and problem solve past and current demographic data.
Desired 90-day Outcome	Imbed in the ILT meeting data driven dialogue for data driven decision making. Begin the process of giving CLC feedback.	CLC prioritize content planning focus. Teachers will share out content objective exemplars and rewrite objectives that are missing any part of the component.	During CLC teachers will unpack assessment questions focusing on high priority misconceptions of TEKS and plan for the reteaching.
Barriers to Address During this Cycle	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to deprioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. The admin team hasn't set up expectations for how to effectively review lesson plans and given effective feedback.	The teacher not fully understanding test question expectations, TEKS and question misconceptions as a result of not fully unpacking the TEKS and Assessment.
District Actions for this Cycle			
District Commitments Theory of Action	If the principal supervisor provides coaching and feedback to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establish calendar that identifies when the ILT meetings will take place and honor these meetings with fidelity.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Oct. 4th	ILT calendar; agenda template, sign in	Mr. Monrreal	ILT calendar; agenda template, sign in	ongoing		
DDI training (DMAC)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Oct. 9th, 14th	none, Presenter will provide materials	Jessica Moore, Anna Samaniego, Joel Garza, Noemi Castillo, Mrs. Flores	PD agenda, presentation powerpoint, sign in	Oct. 14th		
Teachers and CLC leads the use of data tracker for all assessments	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Oct. 14th Oct - Nov.	none, Presenter will provide materials	Linda Rodriguez, Jacob Benavidez, Noemi Castillo. Mr. Leal	PD agenda, presentation powerpoint, sign in	Oct. 14th		
Content and Language Objective Campus Training	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Oct. 14th	none, Presenter will provide materials	Mark Sandoval, Claudia Ibarra, Luisana Garza, Noemi Castillo, Mr. Leal	PD agenda, presentation powerpoint, sign in	Oct. 14th		
Effective Data Driven Lesson planning inclusive of spiraling TEKS not mastered Training	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Oct. 14th	none, Presenter will provide materials	Ludy Hernandez, Sandra Garcia, Noemi Castillo, Mrs. Flores	PD agenda, presentation powerpoint, sign in	Oct. 14th		
Create lesson plan feedback form and begin giving feedback	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Oct. - Nov.	Lesson plan feedback rubric	Administration, Department Chairs, CLFs, CLL	Lesson plan feedback rubric	Oct. - Nov.		
Teachers showcase lesson plan in CLCs	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Nov. 6th	Lesson plan to be showcased; audience lesson plan feedback form	Teachers, CLL	Lesson plan to be showcased; audience lesson plan feedback form	Ongoing		
At the ILT meeting, data from major assessments will be analyzed and based on results an observation calendar will be created to prioritize feedback to teachers with lower student mastery	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Sept. - Nov.	Observation calendar, data	Mr. Monrreal, Ms. Gonzalez, Mrs. Flores, Mr. Leal, Mrs. Castillo	Observation calendar, data	Ongoing		

After every fourth CLC, ILT will give feedback	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Sept. - Nov.	Effective CLC rubric	Ms. Gonzalez	Completed Effective CLC rubric	Ongoing		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones				New Milestones			