Campus Improvement Plan

Stephen F. Austin Middle School

2020-2021

Board Approved:

District Vision
Every PSJA student is prepared to participate, compete and excel in a global society to foster multi-generational prosperity.

District Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Campus Mission Statement

Stephen F. Austin Middle School will provide opportunities to all students to successfully meet the challenges of high school, college and beyond. We will align the curriculum to college readiness standards and implement a common instructional framework, assisting all students to access rigorous content while simultaneously building lifelong skills.

At Stephen F. Austin Middle School, we believe in the following core values:

Our students come first.

Continuous learning is essential to prepare for high school, college and career opportunities.

Each student's success is the shared responsibility of students, families, schools and communities.

Learning is influenced by environment.

Campus Vision Statement

Stephen F. Austin Middle School will cultivate leaders with excellence, where each member is valued. We work to assure that each student is prepared to meet the challenges of high school and beyond through a rigorous, college ready curriculum.

STEPHEN F. AUSTIN MIDDLE SCHOOL 2020 – 2021 SBDM COMMITTEE MEMBERS

Erica Vecchio, Principal

Ofelia Peña	Dean of Instruction	Manuel Alejandre	Paraprofessional
Samuel Borrego	6th Grade Assistant Principal	Jesus Castillo	Security
Guadalupe Garza	7th Grade Assistant Principal	Daniel Lopez	Head Custodian
Jose Lopez	8th Grade Assistant Principal	Virginia Bueno	Parent
San Juanita Garcia	Collaborative Learning Leader (CLL)	Ricardo Fernandez	Community/Business Member
Noemi Davila	ELA Department Head		
Rafael Chico-Rodriguez	Math Department Head		
Juana Leal	Science Department Head		
Selina Garza	Social Studies Department Head		
Arnoldo Serna-Nieto	Special Education Department Head		
Oscar Reyes	Spanish Department Head		
Gabriela Ortiz	Electives Department Head		

2020-2021 Stephen F. Austin Middle School Campus Demographics

	ALL	MALE	FEMALE	SPED	EL	M1	M2	M3	M4	SPED/LEP	MIGR	ECD	GT	CTE	AT RISK
#	1077	543	534	95	276	88	88	42	19	26	12	843	152	180	545
%	100	51	49	9	26	8	8	4	2	2	1	78	14	16	55

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1077	1060	2	4	11	0
Percent	100	98.4	0.2	0.4	1	0

2018 ACCOUNTABILTY RATINGS OVERALL SUMMARY

	Domain I Student Achievement	DOMAIN II SCHOOL PROGRESS	DOMAIN III CLOSING THE GAPS	OVERALL RATING	LETTER GRADE
STEPHEN F. AUSTIN MIDDLE SCHOOL	**77**	**89**	**74**	**85**	**B**

Comprehensive Needs Assessment

Data Sources Examined

2019 STAAR Results
2019 TELPAS Results
2019 Accountability Summary Reports
2019 System Safeguards
PEIMS Data
Attendance Records
Discipline Records
Grades
District Assessments

Prioritized Needs

Needs	Data Source
Increase performance of meets and masters level of all 6th graders in math and reading	2019 STAAR Results, 2019 Accountability Summary Reports, 2019 System Safeguards, PEIMS Data, District Assessments
Increase performance of meets and masters level of all students in all tested content areas	2019 STAAR Results, 2019 Accountability Summary Reports, 2019 System Safeguards, PEIMS Data, District Assessments
Increase the academic progress in reading and math of our Special Education population and English learners	2019 STAAR Results, 2019 TELPAS Results, 2019 Accountability Summary Reports, 2019 System Safeguards, PEIMS Data, District Assessments, IEPs, EL accommodations, attendance records, discipline records and grade reports.
Increase the TELPAS composite rating by at least one level of all English learners.	2019 STAAR Results, 2019 TELPAS Result, 2019 Accountability Summary Report, 2019 System Safeguards, PEIMS Data, District Assessment, EL Accommodations, attendance records, discipline records and grade reports

Goal Area 1:	Student Achievment
Annual Goal 1:	The percent of 6th grade students who perform at meets grade level or above on STAAR Reading will increase from 36% to 41% by June 2021
Objective 1:	All 6th Grade students will be monitored in reading to ensure there is a 5% increase in the Meets level or above by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Cooperatively develop/plan inquiry based instruction to develop critical thinking skills, and Reading fluency based on state TEKS and district curriculum, to best cultivate student academic gains throughout the school year	*All Teachers *Department Head *Librarian *CLL *Administrators	Library/ Online Books, Classroom LIbraries, MackinVIA, MyON, IStation, StudySync, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Curriculum based workbooks and software, STAAR based workbooks and software, Constultants and fees, Copier/fees/toner/ink, General supplies, subscriptions, Bright Summer Readers, Accelerated Reading Program, AVID	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Library Reports (STAR) *Fluency/Comprehension Reports *Graphic Organizers/ Thinking Maps *Accelerated Reading Reports *STAR Reports	*Walk-Through feedback notes *DMAC Reports *Library running reports (STAR) *Weekly Studysync Reports *MyON Lexile Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments *MyON Lexile Assessment *Accelerated Reading Exams	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Students will be identified by using DMAC STAAR data and then set goals to achieve the Meets and above levels.
2) Gather necessary instrucitonal resources which also will include professional development.
3) Implement Reading strategies in the classrooms, monitor the use of the Reading strategies and then evaluate.
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide tutoring and other academic interventions for all students throughout the school year.	*All Teachers *Department Head *Librarian *CLL *Administrators	Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *STAR *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Offer afterschool, Saturday, in-school tutoring and academies.
2) Use research-based interventions when planning for tutoring sessions.
3) Plan accordingly for extended optional year program, summer school and enrichment camps.

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Professional Development Opportunities for all content area teachers through attendance at the following conferences and/or Professional Development sessions: Just Read Conference, Texas Literacy Conference, Region One conferences, Model Schools Conference, AIE, MSMI, Assessment Conference, Learning Forward, Technology Conference, Dr. Lewis Conference, Consultants	*All Teachers *Department Head *CLL *Administrators *Consultants	Fees for hotels, food, travel (vehicle and air fare), registration fees, parking, luggage fees, SCE, session fees, consultant fees, per diem and travel	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	Student Achievement gains each reporting period and in every assessment for all students and in each subgroup, Building Leadership capacity	*STAAR *TELPAS *STAR *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Attend professional development trainings/conferences that are pertinent and aligned to the district and school goals.
2) Bring back and present, share/ implement strategies learned at professional development trainings/conferences.
3) Monitor/ evaluate the PD strategies implemented and make any adjustments if/when needed.

Goal Area 1:	Student Achievment
Annual Goal 2:	The percent of 6th, 7th and 8th grade students who perform at meets grade level or above on STAAR Math will increase from 47% to 50% by June 2021
Objective 1:	All 6th through 8th grade students will be monitored in Math to ensure there is a 3% increase in the Meets level or above by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Cooperatively develop/plan/implement with fidelity inquiry based instruction to develop critical thinking skills based on state TEKS and district curriculum to best cultivate student academic gains throughout the school year	*All Teachers *Department Head *CLL *Administrators	Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, subscriptions, copier and fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, motivation math, staar master, calculators and calculator accessories, AVID	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Walk-Through feedback notes *DMAC Reports *Weekly Imagine Math Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Students will be identified by using DMAC STAAR data and then set goals to achieve the Meets and above levels.
2) Gather necessary instrucitonal resources which also will include professional development.
3) Implement Math strategies in the classrooms, monitor the use of the math strategies and then evaluate.
4) While monitoring and evaluating, make any adjustments and revise wherever necessary.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide tutoring and other academic interventions for all students throughout the school year.	*All Teachers *Department Head *CLL *Administrators	Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Offer afterschool, Saturday, in-school tutoring and academies.
2) Use research-based interventions when planning for tutoring sessions.
3) Plan accordingly for extended optional year program, summer school and enrichment camps.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Professional Development Opportunities for all content area teachers through attendance at the following conferences: Advanced Placement Summer Institutes, Region One conferences, Model Schools Conference, Assessment Conference, Technology Conference, Inclusion Works of Mathematics Teaching, RGVCTM, HESTEC, NCTM	*All Teachers *Department Head *CLL *Administrators *Consultants	Fees for hotels, food, travel (vehicle and air fare), registration fees, parking, luggage fees, SCE, session fees, consultant fees, per diem and travel	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	Student Achievement gains each reporting period and in every assessment for all students and in each subgroup, Building Leadership capacity	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Attend professional development trainings/conferences that are pertinent and aligned to the district and school goals.
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.
3) Monitor/evaluate the PD strategies implemented and make any adjustments if/when needed.

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Goal Area 1:	Student Achievment
Annual Goal 3:	The percent of 8th grade students who perform at meets grade level or above on STAAR Science will increase from 49% to 54% by June 2021
Objective 1:	All 8th Grade students will be monitored in Science to ensure there is a 5% increase in the Meets level or above by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Cooperatively develop/plan inquiry based instruction to develop critical thinking skills, and accelerated Reading fluency based on state TEKS and district curriculum, to best cultivate student academic gains throughout the school year	*All Teachers *Department Head *CLL *Administrators	*Fusion Textbook *Edusmart *MackinVIA *Google Classroom Slides *Summit K-12 *Curriculum based workbooks and software *STAAR based workbooks and software *Consultants and fees *Copier/fees / toner/ink *General supplies *Subscriptions *Calculators and calculator accessories *Brainpop	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Graphic Organizers/ Thinking Maps *Science Journals	*Walk-Through feedback notes *Student achievment gains each reporting period and in every assessment, CBA, Benchmark, mini assessments	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments *Weekly/Unit Exams	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Students will be identified by using DMAC STAAR data and then set goals to achieve the Meets and above levels.							
2) Gather necessary instrucitonal resources which also will include professional development.							
3) Implement Science strategies in the classrooms, monitor the use of the Science strategies and then evaluate.							
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide tutoring and other academic interventions for all students throughout the school year.	*All Teachers *Department Head *CLL *Administrators	Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Offer afterschool, Saturday, in-school tutoring and academies.							
2) Use research-based interventions when planning for tutoring sessions.							
3) Plan accordingly for extended optional year program, summer school and enrichment camps.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Professional Development Opportunities for all content area teachers through attendance at the following conferences: Region One conferences, Model Schools Conference, Assessment Conference, Technology Conference, HESTEC, CAST, CAMPT,	*All Teachers *Department Head *CLL *Administrators	Fees for hotels, food, travel (vehicle and air fare), registration fees, parking, luggage fees, SCE, session fees, consultant fees, per diem and travel	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	Student Achievement gains each reporting period and in every assessment for all students and in each subgroup, Building Leadership capacity	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Attend professional development trainings/conferences that are pertinent and aligned to the district and school goals.							
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.							
3) Monitor/evaluate the PD strategies implemented and make any adjustments if/when needed.							

Goal Area 1:	Student Achievment
Annual Goal 4:	The percent of 8th grade students who perform at meets grade level or above on STAAR Social Studies will increase from 31% to 36% by June 2021
Objective 1:	All 8th Grade students will be monitored in Social Studies to ensure there is a 5% increase in the Meets level or above by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Cooperatively develop/plan inquiry based instruction to develop critical thinking skills, and accelerated Reading fluency based on state TEKS and district curriculum, to best cultivate student academic gains throughout the school year	*All Teachers *Department Head *CLL *Administrators	*District Curriculum *Lead 4 Ward Field Guide *Curriculum Vocabulary Cards *Electronic Devices *Curriculum based workbooks and software *STAAR based workbooks and software *Consultants and their fees *Copier/fees/Toner/ink *General supplies *Subscriptions *Brainpop *Jarrett Resources	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Graphic Organizers/ Thinking Maps *Interactive Spiral Notebook	*Walk-Through feedback notes *Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Students will be identified by using DMAC STAAR data and then set goals to achieve the Meets and above levels.
2) Gather necessary instrucitonal resources which also will include professional development.
3) Implement Social Studies strategies in the classrooms, monitor the use of the Social Studies strategies and then evaluate.
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide tutoring and other academic interventions for all students throughout the school year.	*All Teachers *Department Head *CLL *Administrators	Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Student achievment gains each reporting period and in every assessment, CBA, Benchmark	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Offer afterschool, Saturday, in-school tutoring and academies.
2) Use research-based interventions when planning for tutoring sessions.
3) Plan accordingly for extended optional year program, summer school and enrichment camps.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide Professional Development Opportunities for all content area teachers through attendance at the following conferences: Region One conferences, Model Schools Conference, , Assessment Conference, Technology Conference, National Council of Social Studies, Social Studies Conference	*All Teachers *Department Head *CLL *Administrators	Fees for hotels, food, travel (vehicle and air fare), registration fees, parking, luggage fees, SCE, session fees, consultant fees, per diem and travel	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	Student Achievement gains each reporting period and in every assessment for all students and in each subgroup, Building Leadership capacity	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Attend professional development trainings/conferences that are pertinent and aligned to the district and school goals.
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.
3) Monitor/evaluate the PD strategies implemented and make any adjustments if/when needed.

Goal Area 2:	Closing the Gaps
Annual Goal 1:	All 6th grade students will demonstrate a 5% increase of academic progress in the area of reading and mathematics by June 2021.
Objective 1:	All 6th grade students will be monitored in reading and math to ensure there is a 5% increase of academic progress by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Collect and assess data to monitor student progress and drive interventions	*All Teachers *Department Head *Librarian *CLL *Administrators	Library/Online Books, Classroom Libraries, Accelerated Reading Program, MackinVIA, IStation, StudySync, Motivation Math, STAAR Master, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Curriculum based workbooks and software, STAAR based workbooks and software, *Consultants and fees,	September 2020 - August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Library Reports (STAR) *Fluency/Comprehension Reports (AR/STAR) *Graphic Organizers / Thinking Maps *Imagine Math Reports *IStation Reports	*Walk-Through feedback notes *DMAC Reports *Library running roports (STAR) *Fluency/Comprehension screeners (AR/STAR) *Weekly Studysync Reports *Imagine Math Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark *IStation Reports	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Students will be identified by using DMAC STAAR data and then set goals to achieve the 5% increase of academic progress in the area of Reading and Mathematics.							
2) Gather necessary instructional resources which also will include professional development.							
3) Implement Reading and Math strategies in the classrooms, monitor the use of the Reading and Math strategies and then evaluate.							
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide tutoring and other academic interventions for all 6th grade students throughout the school year.	*All Teachers *Department Head *Librarian *CLL *Administrators	Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2020 - August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Closing the achievement gap among 6th grade *Increase academic performance of all student groups in all Math and Reading BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Offer afterschool, Saturday, in-school tutoring and academies.							
2) Use research-based interventions when planning for tutoring sessions.							
3) Plan accordingly for extended optional year program, summer school and enrichment camps.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers will receive Professional Development training on data analysis and the implementation of strategies that will help improve student achievement.	*All Teachers *Department Head *Librarian *CLL *Administrators *Consultants	Assessment Data, copier and its fees, white copy paper, toner and ink, general supplies, computer and laptop, printers, consultant fees, per dium and travel	September 2020 - August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	Student Achievement gains each reporting period and in every assessment for all students and in each subgroup, Building Leadership capacity	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Acrion Steps							
1) Attend professional development trainings/conferences that are pertinent and aligned to the district and school goals.							
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.							
3) Monitor/evaluate the Professional Development strategies implemented and make any adjustments if/when needed.							

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Goal Area 2:	Closing the Gap
Annual Goal 2:	All Special Education students will demonstrate a 2% increase of academic progress in the areas of Reading and Math by June 2021. .
Objective 1:	All special education students will be monitored in Reading and Math to ensure there is a 2% increase of academic progress by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Collect and assess data to monitor student progress and drive interventions	*All Teachers *Department Head *Librarian *CLL *Administrators	Systems 44, Learning Ally, Library/Online Books, Classroom Libraries, Accelerated Reading Program, MackinVIA, IStation, StudySync, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Curriculum based workbooks and software, STAAR based workbooks and software, *Consultants and fees,	September 2020 - August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Library Reports (STAR) *Fluency/Comprehension Reports (AR/STAR) *Graphic Organizers / Thinking Maps *Systems 44 Reports	*Walk-Through feedback notes *DMAC Reports *Library running reports (STAR) *Fluency/Comprehension screeners (AR/STAR) *Weekly Studysync Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark *Systems 44 Reports	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Special Education students will be identified by using DMAC STAAR data and then set goals to achieve the increase of academic progress in the areas of Reading and Mathematics.
2) Gather necessary instructional resources which also will include professional development.
3) Implement Reading and Math strategies in the classrooms, monitor the use of the strategies and then evaluate.
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide tutoring and other academic interventions for all EL students throughout the school year.	*All Teachers *Department Head *Librarian *CLL *Administrators	Curriculum based workbooks and software, STAAR based workbooks and software, including research-based websites, copier and its fees, white copy paper, laminating film, toner and ink, general supplies, computer and laptop, snacks, transportation, fees for extra duty pay for professionals and paraprofessionals, fees for university tutors	September 2020 - August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Closing the achievement gap among EL students *Increase academic performance of all EL student groups in Reading BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps
1) Offer afterschool, Saturday, in-school tutoring and academies.
2) Use research-based interventions when planning for tutoring sessions.
3) Plan accordingly for extended optional year program, summer school and enrichment camps.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers will receive Professional Development training on data analysis and the implementation of strategies that will help improve EL student achievement.	*All Teachers *Department Head *Librarian *CLL *Administrators *Consultants	Assessment Data, copier and its fees, white copy paper, toner and ink, general supplies, computer and laptop, printers, consultant fees, per dium and travel	September 2020 - August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	EL Student Achievement gains each reporting period and in every assessment for all EL students, Building Leadership capacity	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Acrion Steps
1) Attend Special Education/Differentiated Instruction professional development trainings/conferences that are pertinent and aligned to the district and school goals.
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.
3) Monitor/evaluate the strategies implemented and make any adjustments if/when needed.

Goal Area 2:	Closing the Gap
Annual Goal 3:	English learners will advance by at least one level of TELPAS composite rating by June 2021.
Objective 1:	English learners will be monitored in reading to ensure they advance by at lease one level of TELPAS composite rating by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Collect and assess data to monitor student progress and drive interventions	*All Teachers *Department Head *Librarian *CLL *Administrators *TELPAS Mentors	Library/Online Books, Classroom Libraries, Accelerated Reading Program, MackinVIA, IStation, StudySync, STAAR Master, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Summit K-12 , Accelerated Literacy Class, Curriculum based workbooks and software, STAAR based workbooks and software, *Consultants and fees, Copier fees/toner/ink, General Supplies,	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles *Library Reports (STAR) *Fluency/Comprehension Reports (AR/STAR) *Graphic Organizers / Thinking Maps	*Walk-Through feedback notes *DMAC Reports *Library running reports (STAR) *Fluency/Comprehension screeners (AR/STAR) *Weekly Studysync Reports *Student achievment gains each reporting period and in every assessment, CBA, Benchmark	–Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) English learners will be identified by using DMAC TELPAS/STAAR data and then set goals to achieve the advancement of one composite rating.							
2) Gather necessary instrucitonal resources which also will include professional development.							
3) Implement English learner Reading strategies in the classrooms, monitor the use of the English learner Reading strategies and then evaluate.							
4) While monitoring and evaluating, make any adjustements and revise wherever necessary.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide tutoring and other academic interventions for all English learners throughout the school year.	*All Teachers *Department Head *Librarian *CLL *Administrators	Library/Online Books, Classroom Libraries, Accelerated Reading Program, MackinVIA, IStation, StudySync, STAAR Master, Scholastic Magazine, Summit K-12, Flocabulary, Electronic Devices, Summit K-12 , Accelerated Literacy Class, Curriculum based workbooks and software, STAAR based workbooks and software, *Consultants and fees, Copier fees/toner/ink, General Supplies,	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	*Closing the achievement gap among EL students *Increase academic performance of all EL student groups in Reading BM, STAAR/EOC tested subjects, TELPAS	–Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 4a, 4b, 4c, 6a, 6c, 6d, 8a, 8b, 8c, 9a, 9b, 9c

Action Steps							
1) Offer afterschool, Saturday, in-school tutoring and academies.							
2) Use English learner research-based interventions when planning for tutoring sessions.							
3) Plan accordingly for extended optional year program, summer school and enrichment camps.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All teachers will receive Professional Development training on data analysis and the implementation of strategies that will help improve English learners' achievement.	*All Teachers *Department Head *Librarian *CLL *Administrators	Assessment Data, copier and its fees, white copy paper, toner and ink, general supplies, computer and laptop, printers, consultant fees, per dium and travel	September 2020 – August 2021	*Lesson Plans *Walk-Throughs *CLC Agendas *Sign-In Sheets *Student Work *Student Learning Profiles	English learners' achievement gains each reporting period and in every assessment for all English learners, Building Leadership capacity	–Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1: 2a, 2b, 2c, 3b, 3c, 4a, 4b, 4c, 5b, 5c, 8a, 8b, 8c, 9a, 9b, 9c

Acrion Steps							
1) Attend English learner/differenciated instruction professional development trainings/conferences that are pertinent and aligned to the district and school goals.							
2) Bring back and present, share/implement strategies learned at professional development trainings/conferences.							
3) Monitor/evaluate the professional development strategies implemented and make any adjustments if/when needed.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	We will increase our students' social and emotional learning knowledge by June 2021
Objective 1:	By June 2021, our students' social and emotional learning knowledge will be increased,

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students will be provided guidance lessons that build on the social emortional development of the student.	*Teachers *Administration *Counselors *CLL *Nurse *LPC	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and Intentional Timelines *Survey Feeback Social Emocianal Learning Curriculum (SEL) *Licenced Professional Counselor (LPC) *Wraparound services	September 2020 - August 2021	*Attendance Reports *Walk through/Observation Reports *Timelines *PowerPoint Presentations *Student SEL Reports *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *Increase student particiapation *Increase in Student Achievement	*Panorama Surveys and Needs Assessments Results *SEL Skills Universal Screener *Participation *Perfonance *Walk Through Software/Portal	Title - 1 #4, #9, #10

Action Steps							
1)Implement Pre K through 12 comprehensive counseling and guidance curriculum during advisory period							
2)Deliver virtual Social Emotional Learning Student Academies							
3)Use data from Panorama SEL skills surveys and needs assessments to drive intervention plans							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed the five social emotional learning competencies *(self-awareness, self management, social awareness, relationship skills,and responsible decision-making)* during their content areas and extra curricular activities	*Teachers *Administration *Counselors *CLL *Nurse	*District Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and Intentional Timelines *Survey Feeback	September 2020 - August 2021	*Walk through/Observation Reports *Timelines *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase student particiapation *Increase in Student Achievement	*Panorama Climate Surveys *Participation *Perfonance *SEL Skills Universal Screener	Title - 1 #4, #9, #10

Action Steps							
1)Counselors will offer PD and help teachers Implement and address the following skills in their lessons: self-awareness, self management, social awareness, relationship skills,and responsible decision-making.							
2)Promote the five comptentcies in extra curricular activities such as cheerleading, sports, UIL academic events, Enrichment camps, etc.							
3)Use data from Panorama SEL skills surveys and needs assessments to drive intervention plans.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate							
Annual Goal 2:	By June 2021, Teachers and staff will participate in Social Emotional Learning professional development/lessons and implement strategies to increase staff-student relationships.							
Objective 1:	We will monitor that the teachers and staff participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships by June 2021.							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student realationships	*Teachers *Administration *Counselors *CLL *Nurse *LPC *Employee Wellness Counselor	*Powerpoint Presentations *Timelines *Tools and resources to monitor its effectiveness *Licenced Professional Counselor (LPC) *Wraparound services	September 2020 - August 2021	*Agendas *Sign In Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	Title - 1 #4, #9, #10
Action Steps							
1)Utilize the Counselor Café workshops for teachers and staff which provide social emortional learning topics							
2)Train teachers and staff on the counseling and guidance lessons and resources.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will implement and integrate social emotional learning activities with their students.	*Teachers *Administration *Counselors *CLL *Nurse	*Lessons on SEL interventions *Curriculum Timeline *Tools and resrouces to monitor its effectiveness	September 2020 - August 2021	*Walk Through Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	Title - 1 #4, #9, #10
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms.							
2)Use restorative practices and de-escalation techniques.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 3:	By June 2021, the students' perception for their physical and psychological school saftey will improve.
Objective 1:	By June 2021, we will implement safety and violence prevention protocols which will increase school safety.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for campus administrators, counselors, nurses, teachers and security guards on safety procedures to increase school safety.	*Administration *All Staff *Counselors *Nurse *Campus COVID Team *Emergency Response Team	*Powerpoint Presentations *Training Materials *Safe2SpeakUp App *Student Surveys *Student Services Dept. *CDC *County Health Department *District COVID Team *PSJA Police Dept. *Health Services Director	September 2020 - August 2021	*Agendas *Sign In Sheets *Security/Safety audit reports *School lockddown/fire drill documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	Title - 1 #4, #9, #10
Action Steps							
1)Train campus staff on security and safety procedures to increase school safety. (Ex.: Lockdown/Fire drill procedures, COVID Screenings)							
2)Conduct and collect staff/student surveys to evaluate the staff/student's physical and psychological school safety.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for campus administrators, counselors, nurses, teachers and security guards on violence prevention procedures to increase school safety.	*All Staff *Administration *Counselors *Nurse	*Powerpoint Presentations *Training Materials *Safe2SpeakUp App *Student Surveys *Student Services Dept. *PSJA Police Dept.	September 2020 - August 2021	*Agendas *Sign In Sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, Lunch Detention, OSS and DAEP (Buell) *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	Title - 1 #4, #9, #10
Action Steps							
1)Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restoration practices.							
2)Conduct and collect staff/student surveys to evaluate the staff/student's physical and psychological school safety.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 4:	By June 2021, we will reinforce the lines of communication between school, home, and our community.
Objective 1:	We will monitor and ensure that the lines of communication between the school, home, and our community are reinforced by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will form a Parental Advisory Committee (PAC). The Parent Educator will schedule monthly meetings to distribute pertinent Information at school and outreach locations and offer services for any social emotional needs any family and communitu member may have.	*Parent Educator *Administration *Counselors *Librarian *CLL *Teachers *Nurse *Community Liaison	*PSJA ISD Parental Involvement Handbook *Parent Education Dept. *Code of Conduct *Campus Handbook *Campus Improvement Plan *Guest Speakers *Social Worker *Social Media *Home Access Center *Snacks, Food, Drinks	September 2020 - August 2021	*Invites to the meeting *Meeting Agenda *Parent Sign In Sheets *Phone Logs *Minutes *PowerPoints *Photos of Meetings	*Increased Parental Involvement *Agenda Sign in Sheets *Activity Evaluation *Improved student achievement	*Parent Survey *Increased parental involvement *Increased student attendance	Title 1: #1, #4, #6, #10
Action Steps							
1)Address the following topics: Title I Programs, Special Education, Gifted and Talented, Migrant Program, EL Awareness, Afterschool Programs, Monitoring Student Work, STAAR Testing							
2)Analyze any community program key points addressing goals and expectations							
3)Address the social and emotional needs of students, families and the community							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing instrutional time and student achievement.
Objective 1:	All teachers will use research-based strategies in their daily lessons to increase student engagement and be provided professional development to ensure staff quality.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide continuous opportunities to refine and perfect teachers' skills in all given areas using different kinds of professional development - peer to peer, district, Region One or consultants.	*Central Office Administration *Campus Administration *Counselors *Librarian *Collaborative Learning Leader (CLL) *Teachers *Department Heads *Nurse *Content Coordinators *Consultants	*District Improvement Plan *Executive Officers *District Curriculum *Campus Administrators *(Collaborative Learning Leader) CLL *Teachers *Region One *Supplemental Materials *Resource Materials *Consultants *TXCEE resources *AVID	September 2020 - August 2021	*Quality Instruction *Teacher Enthusiasm *Walk Throughs *Formal Evaluations *Student Growth and Achievement *Improved Learning *McRel results	*Quality Instruction *Teacher Enthusiasm *Student Achievement *Improved Learning *Building Leadership Capacity	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments *Progress Reports *Report Cards	Title 1: #3, #4, #5, #8, #10

Action Steps							
1)Provide professional development in the following areas: TEKS understanding/unpacking, STAAR strategies, holistic scoring, AP strategies, effective writing strategies, learning styles, CIF, special population groups like GT,							
2)Use CLC planning period to provide professional development and specic planning to meet the school's and students' needs							
3)Provide mentors to first year teachers and monitor them throughout the school year.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be thoroughly trained on (McRel) Teacher Evaluation Sytem and Rubric, the purpose and Importance of the McRel Self Assessment, Professional Development Plan	*Central Office Administration *Campus Administration *CLL *Teachers *Department Heads *TXCEE Support Staff	*District Improvement Plan *Human Resources Dept. *Executive Officers *Campus Administrators *CLL *TXCEE resources	September 2020 - August 2021	*Quality Instruction *Teacher Enthusiasm *Classroom Walk Throughs *Formal Evaluations *Student Achievement *Improved Learning *McRel results	*Quality Instruction *Teacher Enthusiasm *Student Achievement *Improved Learing *Building Leadership Capacity	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments *Progress Reports *Report Cards	Title 1: #3, #4, #5, #8, #10

Action Steps							
1)Teachers wil be trained on the McRel Teacher Evaluation System through the CLC Planning Periods.							
2)Classroom walk-through data will be used to monitor and support teacher effectiveness.							
3)Meet one on one with first year teachers to review, discuss, and answer any questions or clarify any misunderstandings with the McRel evaluation system.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	We will recruitment and retain highly qualified personnel.
Objective 1:	We will monitor and offer professional growth opportunities to recruit and retain highly qualified personnel.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
We will continue to attract, employ, and retain highly qualified teachers and staff for our school community.	*Human Resources *Campus Administration *Counselors *Teachers *Department Heads *Mentor Teacher	*District Human Resources *ACTRGV Teacher *New Teacher Institute Certification Program *Region 1ESC *UTRGV Student Teaching Program *Campus Administrators *CLL *Teachers *Mentors *Instructional Coaches	September 2020 - August 2021	*McRel Teacher Evaluation Data *Walk Through Data *Student Achievement *Coaching/Mentor logs and schedules	*Quality Instruction *Teacher Enthusiasm *Student Achievement *Improved Learning *Building Leadership Capacity	*STAAR *TELPAS *CBAs *Benchmarks *Mini Assessments *Progress Reports *Report Cards	Title 1: #3, #4, #5, #8, #10

Action Steps							
1)Promote our school's accomplishments and accolades through scocial media networks.							
2)Provide support systems to all teachers and provide quality mentors to first year teachers.							
3)Maintain a positive campus culture by providing celebrations, recognitions and incentives.							
4)Continue to use interview and evaluation systems							

Executive Summary
Campus Improvement Plan 2020-2021
Stephen F. Austin Middle School

Core Values:

At Stephen F. Austin Middle School, we believe:

- ❖ **Our students come first.**
- ❖ **Continuous learning is essential to prepare for high school, college and career opportunities.**
- ❖ **Each student's success is the shared responsibility of students, families, schools and communities.**
- ❖ **Learning is influenced by environment.**

Demographic Summary:

The current enrollment of Stephen F. Austin Middle School is 1,077 as of October 2020. The student population is made up of 98.4% Hispanic, 1% White and 0.4% Black. Our students represent a low socio-economic status of approximately 78% with 1% migrant students. Approximately 9% of our student population receives special education services and our gifted and talented population is made up of approximately 14% of our students. The bilingual population is approximately 26% and where most of the students' language at home is Spanish. The attendance rate for the campus has consistently maintained between 95-96%. Most of our students live in south San Juan area. We currently have over 100 students that have transferred to Stephen F. Austin Middle School with special permission from within the district and surrounding cities outside the PSJA Independent School District.

Comprehensive Needs Assessment Summary:

Stephen F. Austin Middle School received an overall rating of 85 out of 100 based on three domains on the 2019 Accountability Report. In Domain I, Student Achievement, we earned a 77 which shows us how much students learned and know by the end of the school year. In Domain II, School Progress, we earned an 89 and shows how our students performed over time and compares us to other schools that are like our population. In Domain III, Closing the Gaps, we scored a 74 and shows how the different groups in our school performed overall.

Curriculum and Instruction and Assessment:

Stephen F. Austin Middle School offers a rigorous curriculum with a highly qualified staff. We offer all types of content courses from regular to college preparatory math and reading, high school credit classes like algebra, geometry Spanish 2, Spanish 3 and Spanish 3 AP. Students at Stephen F. Austin Middle School can participate in Fine Arts and Athletics classes. 8th grade students can take Art for high school credit and are required to take a TSI and Computer Applications class to prepare them for the TSI college entrance exam. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support are offered tutoring before school, afterschool, and during school day/Saturday Academies.

Summary of Goals:

Stephen F. Austin Middle School will improve student mastery of grade level TEKS by utilizing TEKS-based, data-driven instruction to increase the number of all students scoring at the Meets and Maters level on STAAR and by increasing at least 3% to 5% in all subject areas and subgroups. We will provide rigorous instructions and remediation to help close the gaps with our 6th graders, special education and English learner populations. Together with our district, we will improve safety, public support, culture and climate by offering social and emotional support to our students, staff, parents and community. We will maintain staff quality, retention and retention on our campus by supporting them with professional growth, monitoring them and providing feedback.

Erica Vecchio, Principal

Professional Development Plan

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
August 17-20 & 24-27, 2020	Campus and District Based - All Departments	District Convocation, Campus Procedures, Campus Plan, Team Building, Curriculum Planning, Google Classroom Training, Data Analysis, Social Emotional Learning, Curriculum Rollouts, Data Driven Plans, Strategize for the Monitoring of Academic Growth, Data Driven Instructional Calendar for all contents and strategic routines	Laptops, Teacher Handbook, Campus Improvement Plan, 2018 – 2020 Data Reports, Presenters, PowerPoints, District Curriculum Rollouts, Content Coordinators, Data, Campus Goals, Curriculum Guide Documents and Strategies, Student Rosters, Teacher Schedules	Goal 1, 2, 3, 4
November 6, 2020	Campus Based – All Departments	Campus Based Assessment Data Analysis, Evaluation of the Implemented, Academic Strategies, Modifications to Campus Academic Plan	Assessment Data Reports, Campus Improvement Plan Document, Guiding documents; curriculum guide documents; PowerPoints	Goal 1, 2, 4
January 4, 2021	Campus Based – All Departments, All Grade Levels, All Department Chairs	Benchmark 1 Data Student Analysis Profiles Adjust for 4th 6 Weeks Plan for Benchmark 2 Social Emotional Topics	Benchmark 1 Data Student Analysis Profiles Content Curriculum Guides Instructional Strategies Social Emotional Topics	Goal 1, 2, 3, 4
February 26, 2021	Campus Based – All Departments, All Grade Levels, All Grade Level Chairs, All Department Chairs	Special Populations: All students, Special Education, EL, Eco. Dis., …. Benchmark I Data Reports	Benchmark 1 Data Specific attention to special education, EL students	Goal 1, 2, 4
March 26, 2021	Campus Based – All Departments, All Grade Levels, All Grade Level Chairs, All Department Chairs	Benchmark 2 Data Analysis, Data Driven Instruction, Evaluation of Implemented Strategies	Benchmark 2 Data Reports, Building of the Prescriptive Academic Count Down to STAAR Calendar	Goal 1, 2, 4
April 23, 2021	Campus Based – Special Education Teachers, Content Teachers	Data Driven Instructional Calendar, Reading, Math, Science & Social Studies Strategic Routines	Curriculum Guide Documents, PowerPoints, Presenters for Reading, Math, Science & Social Studies Department Chairs	Goal 1, 2, 4