



**COLLEGE**<sup>3</sup>  
READY.CONNECTED.COMPLETE™



# Lyndon B. Johnson

## Middle School

Pharr-San Juan-Alamo Independent School District  
Lyndon B. Johnson Middle School

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2020 Campus Improvement Plan



# Executive Summary

## Campus Improvement Plan: School Year 2020-2021

**Campus Name: Lyndon B. Johnson Middle School**

### Mission:

It is our philosophy that education is a **combined effort** of parents, classroom teachers, special service personnel and administrators, each observing the students from a different point of view. Through this partnering, we will become a world class middle school whereby **all students**...

- will walk out of each classroom with an uplifted **self-esteem and their dignity intact**.
- will be academically challenged using state of the art technologies, resources and carefully designed engaging lessons that will create a **strong desire to learn**.
- will use their natural talents and gifts on a daily basis for personal success in **academics, athletics, and the performing arts**.
- demonstrate the attributes of **strong moral character** through honesty, respect, integrity, compassion, loyalty, trust and caring.
- will be provided with a **safe environment** that promotes health and well-being.
- will find his/her **voice** and become a leader in their generation.
- will be **College Ready and College Connected** by means of a well-balanced and challenging curriculum and campus activities that promote a college going culture.

### Demographics Summary:

The current enrollment of LBJ Middle School as of September 2020 is 1,112 students. The student population consists of 99% Hispanic, 0.6% White, 0.08% Black. Our students represent low socio-economic status of approximately 83.5% with 1.3% migrant students. Approximately 8.7% of our student population receive special education services, while 7.9% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 7.3% of our student population. The bilingual population is approximately 38.4% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-96%. Most of our students live in North Pharr area and the neighborhoods which encircle our campus. We currently have 103 students who transfer into LBJ from various zones out of district.

### Comprehensive Needs Assessment Summary:

LBJ Middle School received an overall grade of 78 out of 100 based on performance in three different areas, or domains on the 2019 Accountability Report. In the Student Achievement domain, our campus earned 74, which shows how much students know and can do at the end of the school year. The School Progress domain, 85 for LBJ, shows how students perform over time and how that growth compares to similar schools. LBJ scored 60 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

### Curriculum/ Instruction and Assessment:

The core instructional and monitoring strategies included in our action plans are:

- Curriculum and instruction are aligned to district and state standards that include college- and career-readiness.
- Participating in District Curriculum Roll outs to increase achievement and proficiency rates.
- Using research-based strategies and instructional resources in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols, Cold Calling);
- Reviewing student work samples as part of our instructional rounds and PLCs as a periodic "rigor" check.
- Using results of formative assessments, to monitor students' progress and plan for personalized instruction for students who have not achieved content mastery and for underperforming students.

### Summary of Goals:

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 or Masters level on STAAR by 5% in all subject areas and subgroups. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 6% increase in Domains I, II, and a 10% increase in Domain III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the special education and EL populations. 100% of parents will have the opportunity to participate in school events and engagement activities. LBJ will continue to partner with community stakeholders to ensure student/campus success.

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**Linda Soto, Principal**

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**America Arreguin, Teacher Leader**

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**Yulisa Chapa, Parent**

# CAMPUS SITE BASED DECISION MAKING COMMITTEE MEMBERS 2020-2021

Linda G. Soto- Principal

Gina Saenz- Dean of Instruction

Jorge Castilleja- Assistant Principal

Erica Rodriguez- Assistant Principal

Luciano Lopez- Assistant Principal

Teachers	Non-Teaching Professionals	
Herlinda Yerena	Belinda Lizcano	
Ayissa Salinas	Karin Cervantes	
Cristian Perez	Gloria Cardona	
Yomara Garcia	Annie Duran	
Jennifer Worley		
Marcos Cortez	Parents	
Audra Benavides	Lizeth Alicia Garcia	Isabel Méndez
America Arreguin *Secretary	Yulisa Chapa	Rosa Sanchez
Amelia Garcia		
Graciela Hernandez	Community Member	
Gabriela Garibay	Guadalupe (Icela) Garcia	
Denisse Rodriguez Chavez		
Patricia Lopez	Business Member	
Yadira Pena	Cynthia Rodriguez	



# 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.

*Adopted June 22, 2020 by the PSJA School Board of Trustees*

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

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

**Inspire** our students to be academically inquisitive and embrace a lifetime of educational growth.

**Educate** our students to be problem solvers who can communicate logically, creatively, and independently.

**Encourage** our students to have pride, respect, values, goals, and traditions for themselves, their school, and their community.

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

## **CAMPUS VISION FOR EXCELLENCE**

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

# 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/Campus Assessments- EOY

## Prioritized Needs

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

## Goal Area 1: Reading Language Arts

### Goal Area 1: Student Achievement

**Annual Goal:** Students achieving at Meets level or above in Grade 6 reading will increase from 25% to 30% as measured by May 2021 STAAR Reading assessment.

**Objective 1:** The percent of 6<sup>th</sup> grade students reading at meets level will increase by 4% by mid-year, December 2020 in their BM 1 Assessment.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement collaborative strategic reading and Accelerated Reading fluency with fidelity throughout the school year.	Reading Teachers Accelerated Literacy / ESL teacher Librarian Administrators	Library Books Classroom Libraries Accelerated Reading/ MyON Program Implementation of CIF protocols MackinVia Online books IStation StudySync Scholastic Magazine Electronic Devices	October 9, 2020 November 6, 2020 December 8, 2020 February 19, 2021 April 16, 2021 June 4, 2021 Benchmark 1 December 16, 2020	Lesson Plans Walk-throughs Virtual Online Book Library Reports (STAR) Fluency/ Comprehension Reports (AR/ STAR) Graphic Organizers/ Thinking Maps	Walk-through feedback notes Library running reports (STAR) Fluency / Comprehension screeners (AR / STAR) Weekly Studysync Reports	Weekly StudySync Reports Informal Quizzes/Tests SLO Assessments District Benchmarks Accelerated Reader Assessments BOY / MOY TELPAS State Assessment	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Student identification using DMAC STAAR data and goal setting to achieve the Meets level.
- Gathering necessary instructional resources including professional development.
- Implement reading strategies in the classroom, monitor, and evaluate.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	Principal Dean of Instruction CLL	-District Curriculum -Istation Reading - Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II) -AR/MyOn	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
- Teacher will take EOY assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
- Conduct survey for teachers to inform further professional development opportunities of preference.
- Provide specific instructional training for co-teachers to best serve special education students remotely or in class.

## Goal Area 1: Mathematics

### Goal Area 1: Student Achievement

**Annual Goal:** Students achieving at meets level or above in Mathematics grades 6 through 8 will increase from 45% to 50% as measured by 2021 STAAR Math Assessment. (60% by 2023)

**Objective 2:** The percent of students at the meets level will increase by 2% (from 45%) every Benchmark throughout the 2020 – 2021 school year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement Individualized Plans with fidelity	Assistant Principal Teachers Co-Teachers	DMAC STAAR Formatted resources Admin/Dept. Head	October 9, 2020 November 6, 2020 December 8, 2020 February 19, 2021 April 16, 2021 June 4, 2021 Benchmark 1 December 16, 2020	Walkthroughs DMAC reports	Walkthrough feedback notes Student Data	Weekly Assessments Benchmarks STAAR	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Time for teachers to disaggregate data and to develop individualized plans.
- Intentional grouping (in class and in tutoring).
- Communicate effectively to students and parents about our expectations.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	Principal Dean of Instruction CLL	-District Curriculum -Istation Reading - Study Sync -Systems 44 - Criterion -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
- Teacher will take EOY assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
- Conduct survey for teachers to inform further professional development opportunities of preference.
- Provide specific instructional training for co-teachers to best serve special education students remotely or in class.

## Goal Area 1: Science

### Goal Area 1: Student Achievement

**Annual Goal:** Students achieving at meets level or above in Grade 8 Science will increase from 46% to a 51% as measured by 2021 STAAR Science Assessment.

**Objective 3:** Percent of students mastering middle school science concepts on the state assessment at meet standard will increase by 5% by the end of 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement intentional grouping and targeted interventions by monitoring students' progress	Classroom Teacher Assistant Principal Co-Teacher	Fusion Textbook Edusmart Google Class/Slide MackinVIA Summit K-12 DMAC District Curriculum	October 9, 2020 November 6, 2020 December 8, 2020 Benchmark 1 December 16, 2020 February 19, 2021 April 16, 2021 June 4, 2021	Walkthroughs DMAC reports Department meeting agendas	Walk-throughs feedback notes DMAC reports	Weekly Exams Unit Exams Benchmarks STAAR	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Schedule professional development for Teachers and Special Education Co-teacher
- Analyze data to provide more prescribed tutoring
- Created targeted students list for intentional support
- Monitor students' progress weekly and implement a multitude of online resources to create a fluid teaching environment for remote learning.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	Principal Dean of Instruction CLL	-District Curriculum -Istation Reading -Study Sync -Systems 44 - Criterion -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
- Teacher will take EOY assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
- Conduct survey for teachers to inform further professional development opportunities of preference.
- Provide specific instructional training for co-teachers to best serve special education students remotely or in class.



## Goal Area 1: Social Studies

### Goal Area 1: Student Achievement

**Annual Goal:** Students achieving at meets level in the Grade 8 Social Studies will increase from 28% to 33% as measured by the 2021 STAAR Assessment.

**Objective 4:** The percent of students achieving at or above meets level in Grade 8 Social Studies will increase by 5%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Implement Interactive Spiral Notebook (6-8 <sup>th</sup> grade- Vertically Aligned)	Assistant Principal Teachers Co-Teachers	District Curriculum Lead 4 Ward Field guide Curriculum vocabulary cards	October 9, 2020 November 6, 2020 December 8, 2020 Benchmark 1 December 16, 2020 February 19, 2021 April 16, 2021 June 4, 2021	Interactive Spiral Notebook Department meeting agendas Walk throughs	Formal/ Informal Assessments Student presentations Peer assessment	Weekly Assessment Benchmarks STAAR exam	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Create a vertically aligned vocabulary target list
- Timeline alignment by grade level
- Share interactive spiral notebook ideas
- Schedule professional development to implement research-based strategies to create effective Social Studies interactive notebooks
- Schedule check points

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	Principal Dean of Instruction CLL	-District Curriculum -Istation Reading - Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	-Weekly Assessments -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
- Teacher will take EOY assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
- Conduct survey for teachers to inform further professional development opportunities of preference.
- Provide specific instructional training for co-teachers to best serve special education students remotely or in class.

## Goal Area 2: English Language Learners

### Goal Area 2: Closing the Gaps

**Annual Goal:** The percentage of EL students in 6th grade at meet level on STAAR Reading will increase from 21% to 26% by May 2021.

**Objective 1:** The percent of 6th grade EL Students reading at meet level on 2021 STAAR Reading will increase by 5% percent by June 2021.

Strategies 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Increase the use of dictionaries for vocabulary acquisition.	Administration Classroom Teacher Librarian ESL Teachers	Language Acquisition Software MyON MackinVIA Newsela Bilingual Reading resources Istation	October 9, 2020 November 6, 2020 December 8, 2020 Benchmark 1 December 16, 2020 February 19, 2021 April 16, 2021 June 4, 2021	-Walk-through (virtual) -Library -Reports -Online -Reading -Platform -Reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/tests Unit Exam Benchmarks DMAC Data TELPAS Reports	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Assess enough e books in all genres for literacy circles to focus EL student engagement.
- School librarian provides virtual sessions on Accelerated Reader / Improve educational opportunities
- Schedule PD for leadership team on implementation of ELPS vocabulary strategies (Hoonuit-ELL Pathway).

Strategies 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
EL online programs for reading: fluency/ comprehension/ vocabulary.	Administration Classroom Teacher Librarian ESL Teachers	Language Acquisition Software MyON MackinVIA Newsela Bilingual Reading resources Istation	October 9, 2020 November 6, 2020 December 8, 2020 Benchmark 1 December 16, 2020 February 19, 2021 April 16, 2021 June 4, 2021	-Walk-through (virtual) -Library -Reports -Online -Reading -Platform -Reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/tests Unit Exam Benchmarks DMAC Data TELPAS Reports	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Schedule PD for teachers on how to implement language acquisition practice programs.
- Develop school programs to increase EL student participation and motivation.

Strategies 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement Individualized AR plans with fidelity to reinforce vocabulary.	Administration Classroom Teacher Librarian ESL Teachers	Language Acquisition Software MyON MackinVIA Newsela Bilingual Reading resources Istation	October 9, 2020 November 6, 2020 December 8, 2020 Benchmark 1 December 16, 2020 February 19, 2021 April 16, 2021 June 4, 2021	-Walk-through (virtual) -Library -Reports -Online -Reading -Platform -Reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/tests Unit Exam Benchmarks DMAC Data TELPAS Reports	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps:**

- Assess enough e books in all genres for literacy circles to focus EL student engagement.
- School librarian provides virtual sessions on Accelerated Reader / Improve educational opportunities
- Develop school programs to increase EL student participation and motivation as well as incentive programs.

Strategies 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Intentional Tutoring for EL to reinforce areas of need such as vocabulary and fluency	Administration Classroom Teacher Librarian ESL Teachers	Language Acquisition Software MyON MackinVIA Newsela Bilingual Reading resources Istation	October 9, 2020 November 6, 2020 December 8, 2020 Benchmark 1 December 16, 2020 February 19, 2021 April 16, 2021 June 4, 2021	-Walk-through (virtual) -Library -Reports -Online -Reading -Platform -Reports	-Walk-through feedback notes -Progress and grade reports -Teacher observation -Library running reports -Fluency screeners	Weekly quizzes/tests Unit Exam Benchmarks DMAC Data TELPAS Reports	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps:**

- Schedule PD for teachers on how to implement ELPS (TELPAS PD, ELPS at District Level).
- Schedule PD for leadership team on implementation of ELPS strategies (Hoonuit ELL Pathway).
- Develop school programs to increase EL student participation and motivation as well as incentive programs.

## Goal Area 2: Special Education

### Goal Area 2: Closing the Gaps

**Annual Goal:** Special education students achieving at meets level or above in grade 7 reading will increase from 7% to 12% as measured by 2021 STAAR Reading Assessment.

**Objective 2:** The percent of special education students reading at meets on the 2021 STAAR will increase by 5% by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-Wide Component
Implement various strategies to develop reading comprehension and fluency.	Assistant Principal Classroom Teacher Special Education Teacher Librarian Diagnostician Paraprofessionals	Library Books Google Classroom Library AR DMAC Read/Write McKeniva MyOn StudySync System 44 Unique	October 9, 2020 November 6, 2020 December 8, 2020 Benchmark 1 December 16, 2020 February 19, 2021 April 16, 2021 June 4, 2021	Walk-through Library Reports  Fluency Reports  <u>System 44:</u> Reading Inventory Phonics Inventory	Walk-through feedback notes Library Reports <u>System 44:</u> Reading Inventory Phonics Inventory Individualized Reports	Weekly Tests/Quizzes Unit Assessments Benchmarks STAR AR Test <u>System 44:</u> Reading Inventory Phonics Inventory	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Assess inventory of books and audio books in all genres for reading strategies
- Schedule professional development for teachers on how to implement virtual platforms and reading strategies virtually
- School librarian provides virtual sessions on Accelerated Reader and Lexile ready books

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-Wide Component
The following strategies will be emphasized to achieve our goal: Peer Tutoring Chunking Expert Groups Cloze Reading Literacy Groups Choral Reading Voice to Text	Assistant Principal Classroom Teacher Special Education Teacher Librarian Diagnostician Paraprofessionals	DMAC System 44 Unique	October 9, 2020 November 6, 2020 December 8, 2020 Benchmark 1 December 16, 2020 February 19, 2021 April 16, 2021 June 4, 2021	Walk-through Library Reports  Fluency Reports  <u>System 44:</u> Reading Inventory Phonics Inventory	Walk-through feedback notes Library Reports <u>System 44:</u> Reading Inventory Phonics Inventory Individualized Reports	Weekly Tests/Quizzes Unit Assessments Benchmarks STAR AR Test <u>System 44:</u> Reading Inventory Phonics Inventory	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

#### Action Steps:

- Schedule PD for teachers on how to effectively implement differentiating instruction strategies.
- Develop school programs to increase Special Education students' participation and motivation.

**Goal Area 3: Improve Safety, Public Support, Culture and Climate – including Safety & Violence Prevention**

**Goal Area 3:** Improve Safety, Public Support, Culture and Climate – including Safety & Violence Prevention

**Annual Goal:** By Spring of 2021, students at LBJ Middle School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe School Climate as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys.

**Objective 1:** The desired outcome is a 10% reduction in discipline referrals and student suspensions and an increase of 0.5% in student attendance and school connectedness.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
More cohesive faculty and staff, improved campus culture and climate for staff and students, which should result in staff retention and increased student achievement.	Administration Counselors Teachers Parent Educator School Nurse Custodial Staff	Student Code of Conduct Dress Code Classroom Rules/Procedures Health Codes District Policies Incentives for Positive Student Reinforcement	October 9, 2020 November 6, 2020 December 8, 2020 February 19, 2021 April 16, 2021 June 4, 2021	Maintained a Safe School Community Maintained Clean Environment Maintained Landscaping Maintained Clean School Community Access to Health Services	Maintained a Safe School Community Maintained Clean Environment Maintained Landscaping Maintained Clean School Community Access to Health Services	Improved academic performance on campus-based assessments Attendance Reports Monthly counselor session rosters and agendas	Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps:**

- Foster an environment conducive to collaboration
- Develop school programs to increase teacher professional growth

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide class instruction, individual, and group counseling sessions to improve academic performance, self-awareness, and social awareness	Administration Counselors Teachers Parent Educator School Nurse Custodial Staff	Student Code of Conduct Dress Code Classroom Rules/Procedures Health Codes District Policies Incentives for Positive Student Reinforcement	October 9, 2020 November 6, 2020 December 8, 2020 February 19, 2021 April 16, 2021 June 4, 2021	Maintained a Safe School Community Maintained Clean Environment Maintained Landscaping Maintained Clean School Community Access to Health Services	Maintained a Safe School Community Maintained Clean Environment Maintained Landscaping Maintained Clean School Community Access to Health Services	Improved academic performance on campus-based assessments Attendance Reports Monthly counselor session rosters and agendas	Comprehensive Needs Assessment- a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- ab

**Action Steps:**

- Foster an Environment Conducive to Learning
- Create counseling sessions to improve academic performance, self-awareness, and social awareness
- Increase home visits for students with chronic absences or tardiness and create attendance incentives program

**Goal Area 4: Increase Staff Quality, Recruitment and Retention**

**Goal Area 4: Increase Staff Quality, Recruitment and Retention**

Annual Goal: By Spring 2021, LBJ Middle School will have implemented a systemic process to employ and retain only qualified and certified personnel through recruitment, retention, and professional growth of qualified personnel.

**Objective 1:** Maintain the teacher retention rate (less district-initiated transitions) above 95%

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Support and assist new teachers to foster retention by: <ul style="list-style-type: none"> <li>- Assigning mentor teachers</li> <li>- Providing staff development</li> <li>- Obtaining feedback on needs (resources and professional development)</li> </ul>	Principal Administrators CLL Teacher Mentors	Instructional resources to improve classroom effectiveness Professional Development Training Modules	October 9, 2020 November 6, 2020 December 8, 2020 February 19, 2021 April 16, 2021 June 4, 2021	Campus mentors' list Professional development agendas and sign in sheets Lesson plans	DMAC Reports Walk-through and feedback notes feedback notes PD Sign-in Sheets Training Modules Lesson plans	DMAC Reports Walk-through and feedback notes PD Sign-in Sheets Training Modules Lesson plans	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments- a,b,c -Effective & Timely - Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

**Action Steps:**

- Recommend employment of highly qualified staff based on credentials and certification after two rounds of interviews with selected committee
- Assign mentor teachers to all new teachers
- Master Schedule set up to provide PLC time for meaningful professional development and collaboration
- Implement an ongoing professional development course of study based on identified staff and student needs to ensure all teachers are highly qualified.

## Professional Development Plan

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
August 17-20 and 24-27, 2020	Campus Based-All departments District Based- All departments	Campus Needs Assessment Campus Goal Setting Evaluation System Remote Learning Tools Training District Curriculum Roll Out	TAPR Report Accountability Reports SWOT Analysis Tool McREL Evaluation Rubric District Content Coordinators	Goal 1.1a-3a Goal 3.1
November 6, 2020 Early Release Day	Campus Based-All departments	Weekly/Units/Six Weeks Exams Data Analysis Evaluation of the implemented Academic Strategies Modifications to Campus Academic Plan Staff SEL Training	Weekly/Units Exams Reports Campus Improvement Plan Document Guiding documents Curriculum guide documents SEL District Resources	Goal 1.1a-3a Goal 3.1
January 4, 2021	Campus Based-All departments	Differentiation Instruction for Special Population- ELs and Special Education	Instructional Strategies for Diverse Learners Virtual Training	Goal 1.1a-3a Goal 3.1
February 26, 2021 Early Release Day	Campus Based-All Departments all Grades Levels Grade Level Chairs/Dept. Chairs Leads	Special Populations: All Students, Special education, EL, Eco Disadvantage. Benchmark I Data reports Staff SEL Training	Benchmark I Data Reports – specific attention to special education and EL students  SEL District Resources	Goal 1.1a-3a
March 26, 2021 Early Release Day	Campus Based-All Departments all Grades Levels Grade Level Chairs/Dept. Chairs Leads	Benchmark II Data Analysis Data Driven Instruction Evaluation of Implemented Strategies Staff SEL Training	Benchmark II Data Reports Building of the Prescriptive Academic Count Down to STAAR Calendar SEL District Resources	Goal 2.1a-2b
April 23, 2021 Early Release Day	Campus-Based Professional Development	Data Driven Instructional Calendar All Content Strategic Routines	Curriculum Guide documents Presenters Department Chairs/Grade Level Chairs	Goal 1 & 2