



**Liberty Middle School
Campus Improvement Plan
2020-2021**



Campus Name: Liberty Middle School

Mission: At Liberty Middle School, we envision our students as principled, knowledgeable, well-rounded members of society who continue to be life-long learners. It is our mission to provide our students a safe and healthy community that fosters a well-balanced, multicultural experience and prepares students with the 21st century skills required to succeed globally.

Demographics Summary: The current enrollment of Liberty Middle School as of September 2020 is 848 students. Liberty’s student population is 98% Hispanic, 1% White and 1% Asian. Our student population is largely economically disadvantaged (92.8%) and serve 2.7% of our students as migrants. Over 11% of our student population receives special education services, an additional 10% receive accommodations under 504 and 6% of our population is serviced through RTI. Our gifted and talented population accounts for approximately 4% of our student population. We serve an English Learner population of 52% with an additional 6.5 of our students being monitored for English language proficiency. For 2019-2020, the attendance rate for the campus was consistently maintained between 96.8% and 98.2%, pre COVID-19. Currently, for virtual learning, our attendance rate is hovering at 95.13%. Most of our students live in the surrounding areas of the school community; however, 347 (47.3%) students choose to attend our school from other zones in the community and from outside of the District.

Comprehensive Needs Assessment Summary: Based on 2019 accountability, Liberty Middle School received an overall grade of 75 (C Rating) in the three domains. In the Student Achievement domain, which is based on performance on the STAAR, Liberty’s scaled score was 72. In the School Progress domain which measures student improvement from year to year and performance relative to similar campuses, Liberty’s score was an 83 due to the Relative Performance component (59 for Academic Growth) and in the Closing the Gaps domain which measures student groups against annual targets, Liberty’s scaled score was a 56. Liberty earned 5 distinctions: ELA/R, Mathematics, Science, Social Studies and Post-Secondary Readiness.

Curriculum and Instruction and Assessment: Liberty Middle School is an authorized International Baccalaureate World School promoting a well-rounded education and the ten attributes of the Learner Profile. IB learners strive to be balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, reflective, risk takers, and thinkers. Teachers are encouraged to write and implement units of study that make natural connections within and among the content areas. Liberty boasts a strong commitment to the District’s Dual Language Enrichment and Academic UIL Programs as well as participation in athletics and the arts. In order to address achievement gaps in ELA/R and mathematics, all 6th and 7th graders and a carefully selected cohort of 8th graders (about 75%) have been scheduled to 90-minute blocks. Enrichment classes in 8th grade science and social studies have been created to serve English Learners and an intentional 8th grade cohort of students respectively. Liberty follows the District curriculum for the content areas and assesses regularly to monitor the performance and progress of students. Assessment data is used to determine direction in instruction and in planning appropriate interventions.

Summary of Goals: In our pursuit of excellence and student success, Liberty Middle School has identified the following three areas for improvement this year: to promote literacy across the content areas by engaging students in the receptive (listening and reading) and productive (speaking and writing) language domains consistently; to refine lesson planning to include details and specificity for engaging, rigorous and relevant instruction; to enrich our data analysis by consistent, continual progress monitoring by students, teachers, and administration and by appropriate responses to the data with interventions providing the necessary supports to students so they can be successful. In addition, our goal for Student Achievement is to have at least 75% of our students at the “approaches” level, 50% at the “meets” level and 25% at the “masters” level on STAAR. With regard to School Progress, our goal is to have at least 75% of our students show expected or accelerated progress on STAAR. We believe that if we are successful in attaining the prescribed goals, we will be successful in Closing the Gaps.

 Principal Signature  Member Signature  Parent Signature

Vision

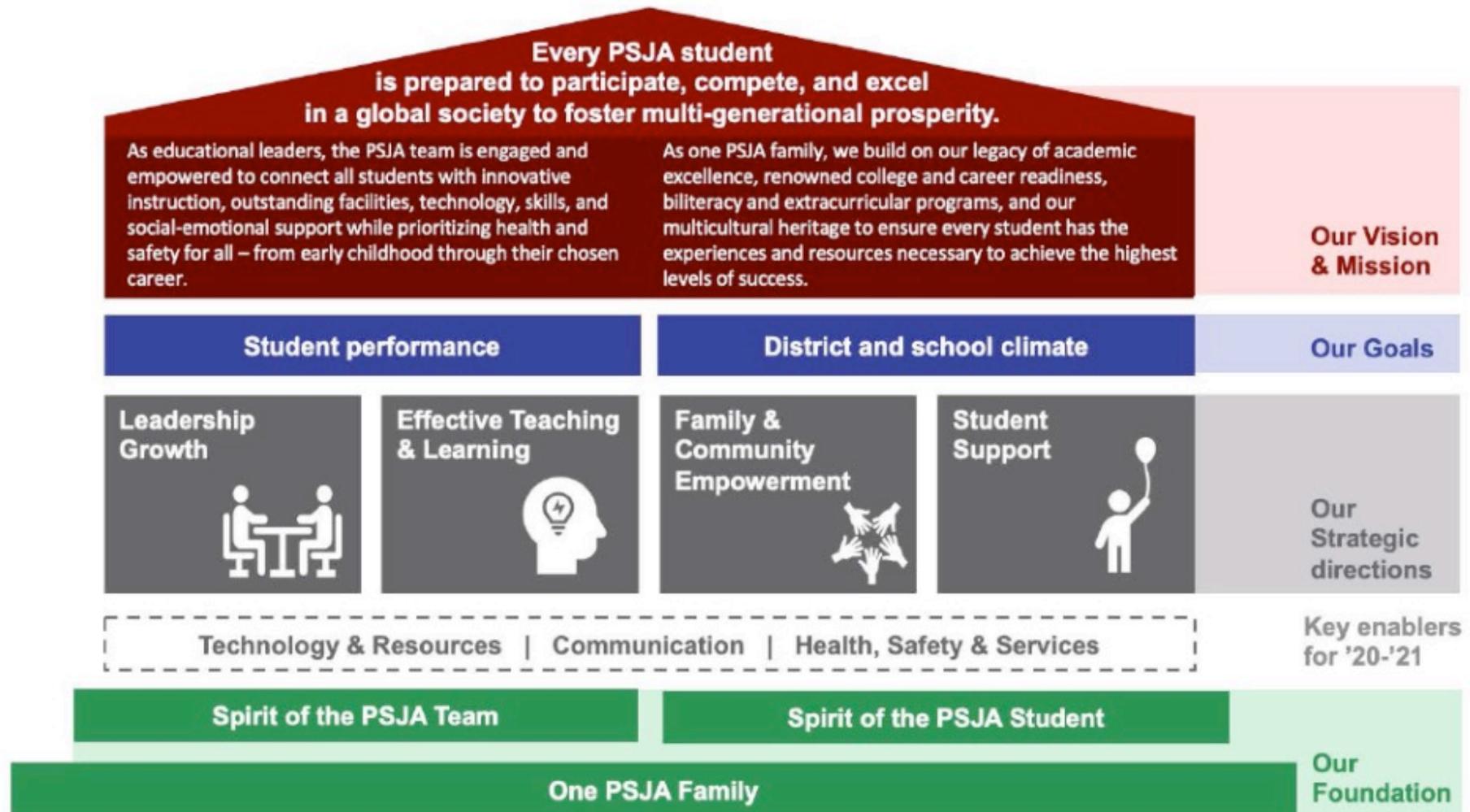
Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

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

2020-2021 STRATEGIC DIRECTION





LIBERTY MIDDLE SCHOOL
An International Baccalaureate Campus

VISION

LMS students are principled, knowledgeable, well-rounded members of society who continue to be life-long learners.

MISSION

Our mission at LMS is to provide a safe and healthy community that fosters a well-balanced, multicultural experience and to prepare students with the 21st century skills required to succeed globally.



What We Believe In Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

School Profile-Demographics

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	839	447	392	95	434	0	41	23	767	37
Percent	100%	53.28%	46.73%	11.3%	51.7%	0%	4.9%	2.7%	91.4%	4.4%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	839	820	3	3	13	0
Percent	100%	97.7%	0.4%	0.4%	1.5%	0

School Profile:

Liberty Middle School

Liberty Middle School is an IB: International Baccalaureate campus, located in Pharr, Texas. The campus participates in a Title I program. Student enrollment is 839. Student demographics consist of 51.7% LEP, 91.4% Economically Disadvantaged, 97.7% Hispanic/Latino, 0.4% Asian, 0.4% Black and 1.5% White. The current rating for the school is Met Standard.

School Profile

2019 Accountability Summary



Student Achievement Summary 2019

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

- ★ Distinction Designation in ELA/Reading
- ★ Distinction Designation in Science
- ★ Distinction Designation in Social Studies
- ★ Distinction Designation in Math
- ★ Distinction Designation in Postsecondary Readiness

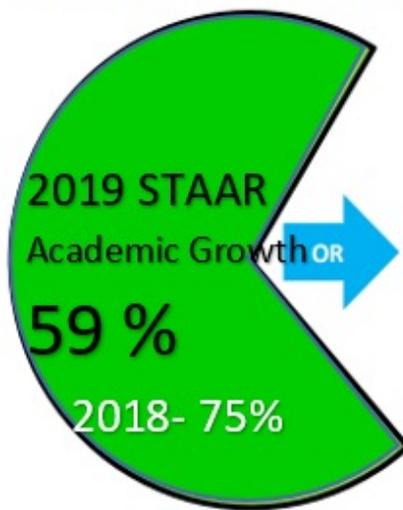
PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

Liberty Middle School / 2018-2019 Data

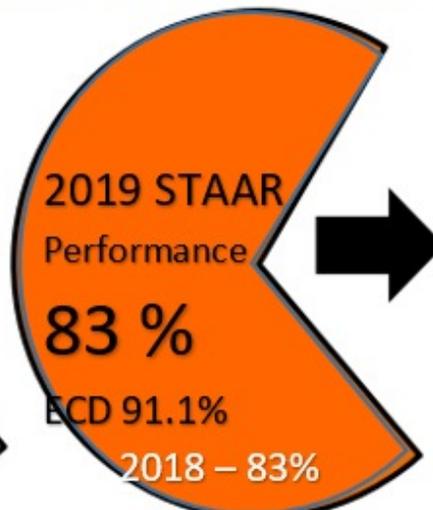
Elementary and Middle Schools* (%ages shown indicate the relative weights of the applicable components in calculating the Domain or Area score)



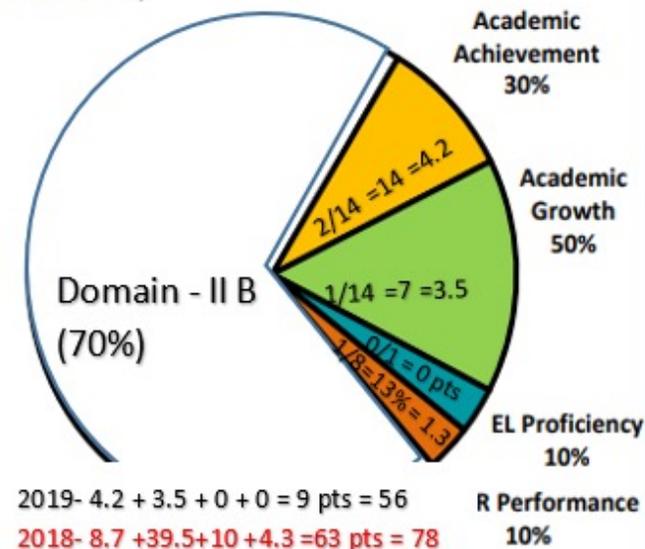
Domain I: Student Achievement



Domain II-A: Academic Growth



Domain II-B: Relative Performance
(evaluated based on %EcoDis at campus)



Domain III: Closing the Gaps**

Domain	Scaled Score	Better of School Progress A or B	Better of Student Achievement or School Progress	Weight	Pts.
I - Student Achievement	73				
II - School Progress Part A	75	83	83	70%	58.1
II- Relative Performance Part B	83				
III- Closing the Gaps	78			30%	23.4

2018

81.5 (82) = B

Domain	Scaled Score	Better of School Progress A or B	Better of Student Achievement or School Progress	Weight	Pts.
I - Student Achievement	72				
II - School Progress Part A	59	83	83	70%	58.1
II- Relative Performance Part B	83				
III- Closing the Gaps	56			30%	16.8

2019

74.9 (75) = C

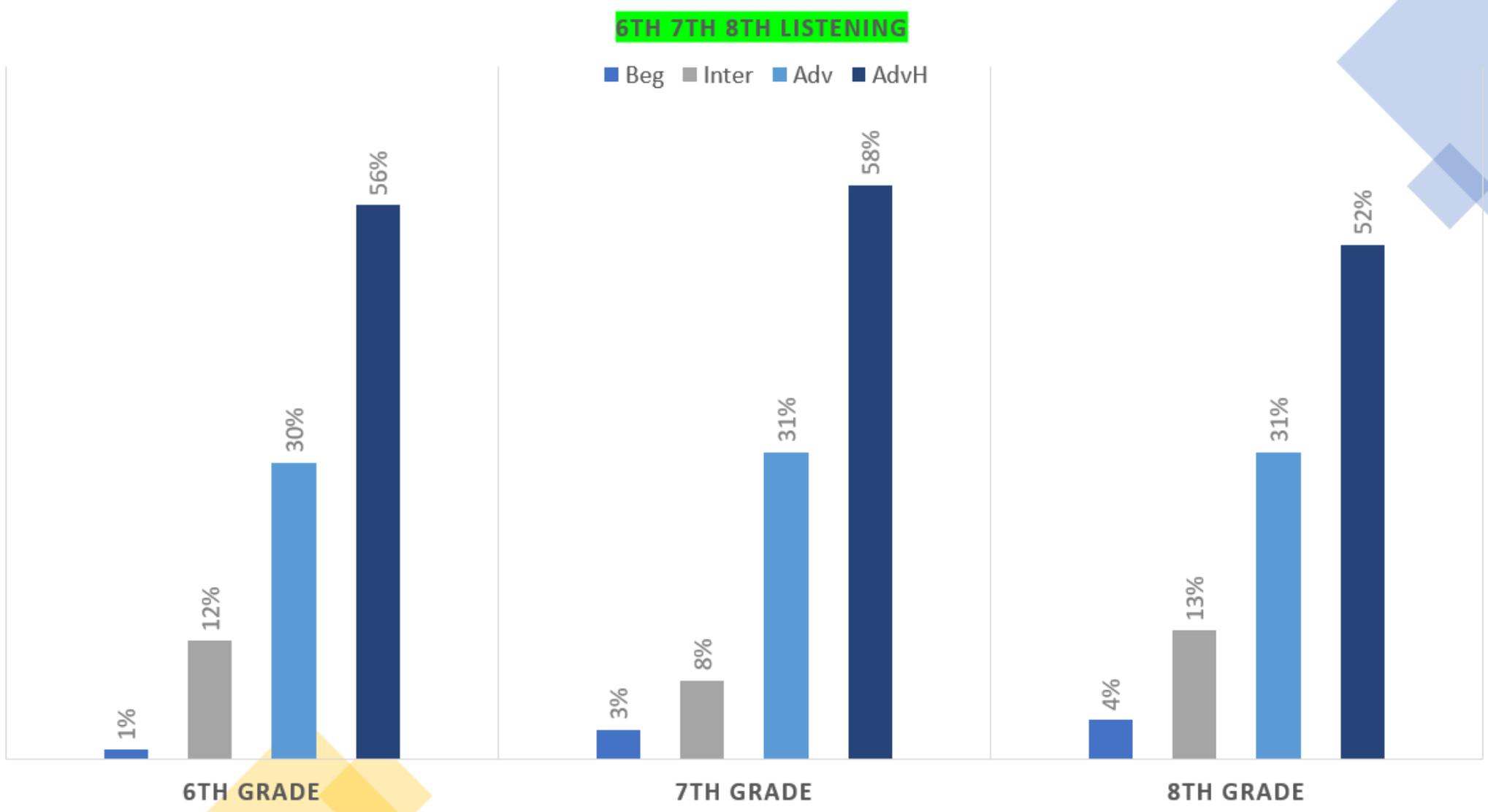
Liberty Middle School

TELPAS Data

Liberty MS	Listening		Speaking		Reading		Writing		Yearly Progress Composite Rating	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
6 th	82/178=46%	104/142=73%	24/178=13%	32/142=23%	43/178=24%	66/142=46%	71/177=40%		33/170=19%	
7 th	49/101=49%	112/146=77%	9/101=9%	56/146=38%	47/101=47%	102/146=70%	65/100=65%		26/92=28%	
8 th	45/101=45%	58/83=70%	10/101=10%	27/83=33%	30/101=30%	44/83=53%	41/98=42%		24/89=26%	
OVERALL	176/380=46%	274/371=74%	43/380=11%	115/371=31%	120/380=32%	212/371=57%	177/375=47%		83/351=24%	

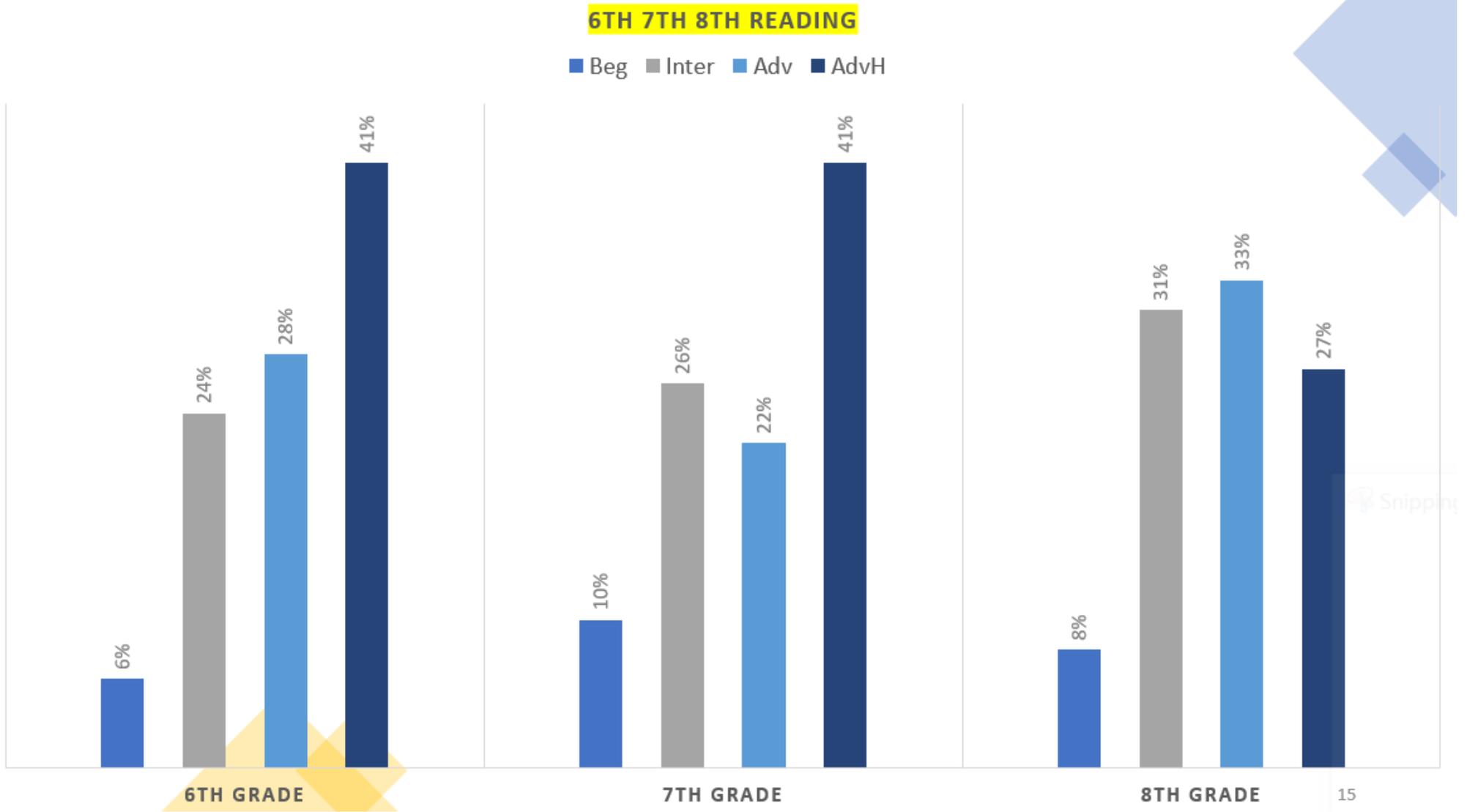
Liberty Middle School

TELPAS Data



Liberty Middle School

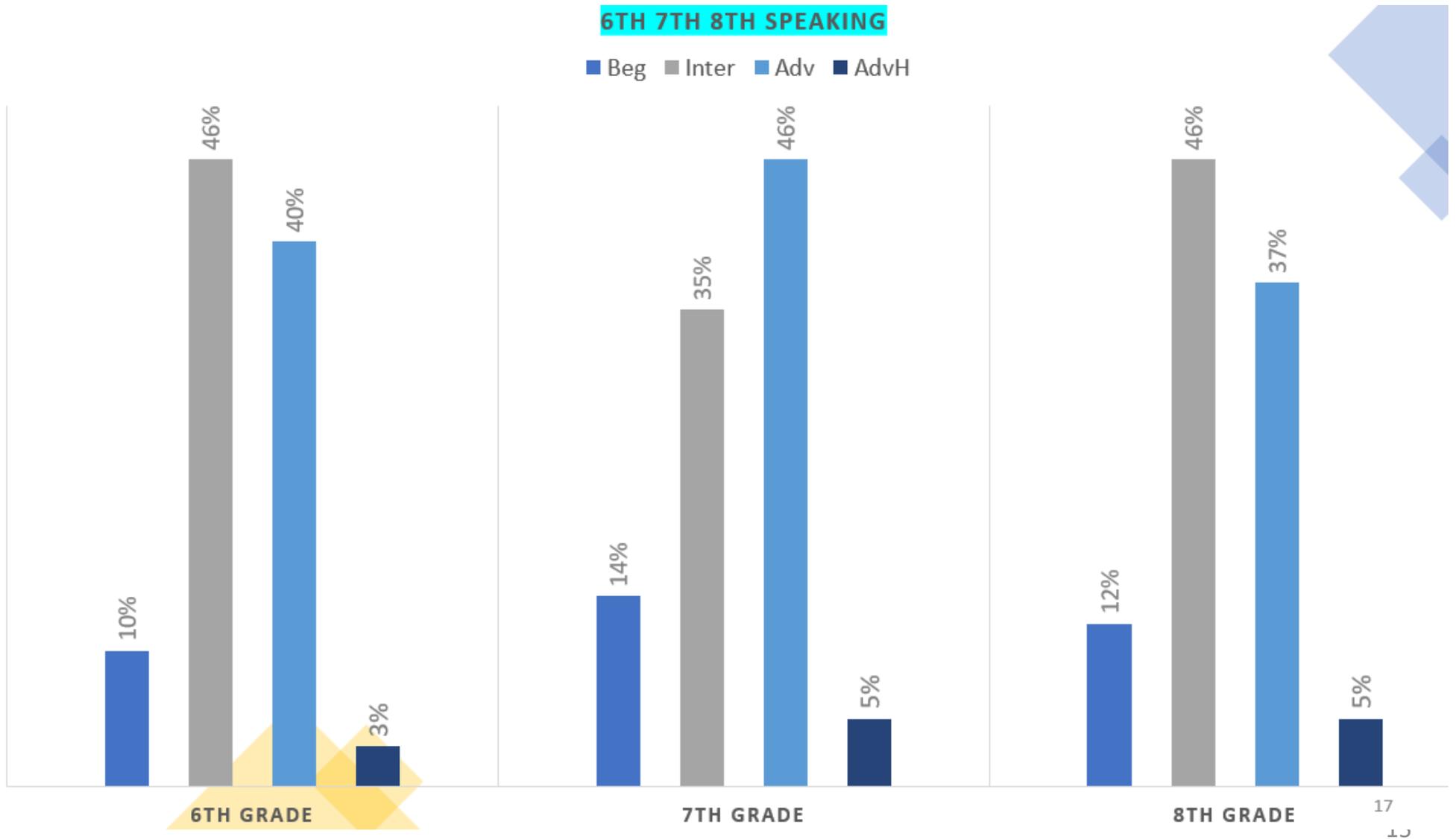
TELPAS Data



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Liberty Middle School

TELPAS Data



2020-2021

Campus Leadership Team:

SBDM:

Site Based Decision Making

MEMBERS:

ROLE	NAME
Principal:	Alfredo Carrillo
Dean of Instruction	Julia Mason
Asst. Principal 6th	Norma Rocha
Asst. Principal 7th	Karla Rodriguez
Asst. Principal 8th	Miguel Salinas
Counselor	Sonia Arce
Students	Emily Badillo 7th
	Jonathan Alamilla 7th
SPED Teacher:	Alfonso Garza
Instructional Aides:	Maria Garcia
Head Custodian:	Luis Adame
Parent of Enrolled Student:	Karla Iturrubiates
Business & Industry REP:	Samuel Avila
Community Member:	Maurice Parrao

2020-2021

Campus Leadership Team:

SBDM:

Site Based Decision Making

MEMBERS:

ROLE	NAME
At-Large Teachers	Lorenzo Rivera
	David Granadoz
ESL Teacher	Maria Velasco
CLL	Juanita Balderaz
Librarian	Linda Martinez
Department Chairs	
SPED	Tiffani Garza
Mathematics	Martin Chavez
Language Arts	Laura Salinas
Social Studies	Alfredo Espinoza
Science	Dalia Lopez
Electives	Audrey Quintero
6th Grade Teacher	Brenda Galvan
	Cynthia De la Rosa
7th Grade Teachers	Yvonne Corpus
	Cynthia Parrao
8th Grade Teachers	Nicole Cavazos
	Arnold Salinas
Elective Teachers	Roxanne Rodriguez
	Steven Rios
	Maria Martinez
	Gerardo Monrreal

SBDM Quarterly Meetings:

Month	Date
1 st Quarter	October 15th, 2021
2 nd Quarter	December 11th, 2020
3 rd Quarter	March 5th, 2021
4 th Quarter	May 21st, 2021

** Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.*

Campus Leadership Team

Alfredo Carrillo- **Principal**

Julia Mason- **Dean of Instruction**

Norma Rocha- **6th Grade Administrator**

Karla Rodriguez - **7th Grade Administrator**

Miguel Salinas - **8th Grade Administrator**

Juanita Balderaz- **Collaborative Learning Leader**

Sonia Arce- **Counselor**

Annabelle Jaime- **Counselor**

Liberty Middle School

Comprehensive Needs Assessment 2020-2021

Based on 2019 accountability, Liberty Middle School received an overall grade of 75 (C Rating) in the three domains. In the Student Achievement domain, which is based on performance on the STAAR, Liberty's scaled score was 72. In the School Progress domain which measures student improvement from year to year and performance relative to similar campuses, Liberty's score was an 83 due to the Relative Performance component (59 for Academic Growth) and in the Closing the Gaps domain which measures student groups against annual targets, Liberty's scaled score was a 56. Liberty earned 5 distinctions: ELA/R, Mathematics, Science, Social Studies and Post-Secondary Readiness.

Liberty Middle School Comprehensive Needs Assessment 2020-2021

(Data from 2018-2019)

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p style="text-align: center;">Domain 1: Student Achievement</p>	<p>Campus exceeded 2018-2019-year scores by 1 % (67% to 68%).</p> <ul style="list-style-type: none"> • Algebra continues to perform at 100%. • Mathematics improved from 73% to 76%. • Writing improved from 56% to 66%. 	<ul style="list-style-type: none"> • Reading achievement decreased from 65% to 61%. • 6th Grade Reading achievement from Fall to 48%. 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • Reading • Promote literacy across the contents
<p style="text-align: center;">Domain 2: Student Progress</p>	<ul style="list-style-type: none"> • 8th Grade Math: 84% of eligible growth points earned. • 8th Grade Reading: 73% of eligible growth points earned. • 7th Grade Reading: 75% of eligible growth points earned. • Algebra I: 88% of eligible growth points earned. 	<ul style="list-style-type: none"> • 40% of eligible growth points in Mathematics were not earned. • 39% of eligible growth points in Reading were not earned. • 6th Grade Math: only 37.6% eligible growth points earned. • 6th Grade Reading: only 27.7% of eligible growth points earned. 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2019-2020 in Reading and Mathematics • Campuswide use of consistent progress monitoring tool. • Increasing instructional time in Reading and mathematics from 45 mins to 90 min block.

Liberty Middle School Comprehensive Needs Assessment 2020-2021

(Data from 2018-2019)

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities																																																																																							
<p style="text-align: center;">Domain 3: Closing the Achievement Gap</p>	<p>Met Targets:</p> <p><u>Academic Achievement Status:</u> Math – ECD from 39% to target of 36%. Math – Hispanics from 42% to target of 40%</p> <p><u>Growth Status:</u> ELA/Reading – Non continuously Enrolled 68% to target of 67%</p>	<ul style="list-style-type: none"> Did not Meet targets: Academic Achievement Status: Did not Meet Targets <table border="0"> <tr> <td>ELA/Reading:</td> <td style="text-align: center;"><u>Meets or Above</u></td> <td style="text-align: center;"><u>Target</u></td> </tr> <tr> <td style="padding-left: 20px;">All Students</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">44%</td> </tr> <tr> <td style="padding-left: 20px;">Hispanic</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">37%</td> </tr> <tr> <td style="padding-left: 20px;">ECD</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">33%</td> </tr> <tr> <td style="padding-left: 20px;">EL</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="padding-left: 20px;">Sp. 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Enrolled	59%	66%	Math:	<u>Meets or Above</u>	<u>Target</u>	All Students	60%	71%	Hispanic	61%	69%	ECD	59%	68%	EL	56%	68%	Sp. Ed.	51%	61%	Cont. Enrolled	61%	71%	Non-Cont. Enrolled	59%	70%	<p>EL, and Specia Ed. population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies. Set and monitor goals for achievement provide interventions.(approache s, meets, masters) Intentional interventions for Els for listening speaking, reading, and writing.</p>
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Liberty Middle School Comprehensive Needs Assessment 2020-2021

(Data from 2018-2019)

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p style="text-align: center;">Distinctions</p>	<p>Campus Distinctions (5)</p> <ul style="list-style-type: none"> • ELA/Reading • Math • Science • Social Studies • Postsecondary Readiness 	<p><u>Not Earned (2)</u></p> <ul style="list-style-type: none"> • Comparative Academic Growth. • Comparative Closing the Gaps. 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their content. • Utilize strategies of the Common Instructional Framework • Assess and Monitor frequently through common formative assessments • Consistent progress monitoring

Liberty Middle School Comprehensive Needs Assessment 2020-2021

(Data from 2018-2019)

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> • Communication in both English and Spanish • Parent Liaison campus level • Parent Volunteers • Business Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Create opportunities for parents to attend and become involved with the Parent Advisory Council (PAC)
<p>Technology</p>	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and update the infrastructure, increase the use of student technology for instructional rigor. 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Safe and Civil Schools Initiative • ARP- Attendance Recovery Program (37% recovery) 	<ul style="list-style-type: none"> • Student attendance • Chronic Absences • PD • Culture Survey • Revisit Vision statement 	<ul style="list-style-type: none"> • Build public relations • Improve student retention • Use Attendance Recovery Program • Mentor students with high absenteeism • Increase Social Media presence • Celebrating student progress, achievement, and attendance
<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> • Highly Qualified Staff • McRel Evaluation Tool • High retention rate 		

Liberty Middle School Timeline

Date	Event
June 2020	Leadership TEAM convenes to address strategies/interventions to continue, modify, or discontinue.
August 2020	Leadership TEAM convenes to review 2020 TELPAS data and revisit Needs Assessment based on 2019 STAAR data.
August 13, 2020	Principal and Dean attend District CIP Training meeting.
September 17, 2020	Principal and Dean attend District CIP Training meeting.
September-October 2020	Leadership TEAM identifies Goal Areas and Objectives and accompanying Action Steps.
September-October 2020	Discussions are held and notes made to address Goal Areas and Objectives in CIP.
October 2020	Leadership TEAM inputs narrative into CIP template.
October 9, 2020	CIP draft is submitted to Executive Officer for review.
October 13, 2020	Executive Officer meets with Principal and Dean to discuss the CIP.
October 13-14, 2020	Leadership TEAM makes edits to CIP draft.
October 14, 2020	Leadership TEAM submits edited CIP to Executive Officer for Board approval.

Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement						
Annual Goal 1:	By June 2021, Liberty Middle School will improve to the following levels on STAAR Reading at least 70% at Approaches, 45% at Meets, 25% at Masters.						
Objective:1	By June 2021, all students will improve Reading performance in grades 6th, 7th, and 8th by implementing an effective systemic literacy plan across the content areas.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus CLCs will serve as a vehicle to implement a systemic literacy plan.	Classroom Teachers AVID Teacher CLL/Department Chairs Librarian Administrators	Library and Collection STAR Reading Program/Data MyON/Accelerated Reader Data: STAAR 2019 and TELPAS 2020 Benchmark Data - 2020 AVID Strategies Literacy Committee Planning/Meeting Times PearDeck, Google Classroom /Meets	August 2020 through June 2021	Literacy Committee Documentation (Agendas/Attendance/Minutes) Literacy Plan CLC Agendas/Attendance Documentation Individualized Student Plans Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: AR Tests Gains: Class Performance Gains: STAR Reading Level	*Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR AR Tests Lexiles	Title I - 4: High-Quality and Ongoing Professional Development a. Required: select professional development to meet the needs of teachers b. Best Practice: utilize professional learning communities to meet the needs and schedules of teachers. c. Best Practice: Rearrange the school day to provide a block of time for collaborative planning. Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Assemble a literacy committee for program implementation and development.							
Analyze the results of the 2020 Reading STAR diagnostic assessment, STAAR 2019, TELPAS 2020, and 2020 benchmark data to personalize the instructional needs of all students.							
Develop a plan to implement and monitor literacy (reading and writing) practices across all contents.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Targeted interventions will be implemented and monitored based on identified areas of concern synchronously and asynchronously virtually and or face to face.	Classroom Teachers AVID Teacher CLL/Department Chairs Administrators Tutors	Planning Time Summit K12 Read 180/Systems 44 Istation Google Classroom/Meet AVID Strategies Time/Schedule for Tutorials (before, during, or after school; Saturdays) Technology: computers,	October 2020 through June 2021	Intervention Lists (appr/meets/masters) Attendance Lists for Tutorials Home Contact Logs Completion of Assignments/Lessons Reports (READ 180, Systems 44, Summit K12, Istation) Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR Lexiles	Title I - 9: Effectively and Timely Assistance to Students Experiencing Difficulty a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it. b. and c. Best Practices: Provide individualized and small group learning sessions; incorporate computer-assisted instruction Title I,II,III
Action Steps							
Conduct campus review sessions through CLCs to identify and immediately address areas of concern.							
Use a blended learning approach for targeted interventions (Istation, Systems 44, READ 180, Summit K12).							
Use small group instruction to provide additional support to students in need (by classroom teachers, SE teachers, retired ELA/R teachers, university students).							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Close reading activities will be implemented across all contents virtually using PearDeck online platform and or face to face.	Classroom Teachers AVID Teacher CLL/Department Chairs Administrators Tutors	PLORE Class Posters Newsela Subscription Newsela Passages by Content Questions (STAAR Format) Writing Prompts for Passages AVID Strategies PearDeck Google Classroom /Meet	October 2020 through June 2021	Lesson Plans Newsela Binders by Content Student Work/Annotations Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades Newsela Activity Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR	Title I - 2: Reform Strategies a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. c. Best Practice: Identify scientifically-based research programs that increase the amount and quality of learning time. Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Align close reading passages from Newsela to content area timelines.							
Monitor the implementation of close reading.							
Implement PLORE reading strategies across the disciplines.							

Goal Area 1:	Student Achievement						
Annual Goal 2:	By June 2021, all Liberty Middle School students will improve in WRITING to the following levels: at least 70% at the Approaches level; 45% at the Meets level; and 15% at the Masters level.						
Objective: 1	By June 2021, all students will improve in WRITING at every performance level by implementing differentiated data-driven instruction to meet the needs of all students.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A plan will be developed to implement and monitor best practices in writing.	Literacy Committee Members ELA/R Teachers AVID Teacher Language Support Teachers CLL/Department Chairs Content Administrator	DMAC Access/Reports TELPAS Data - 2020 STAAR Data - 2019 Mini-Assessment Data Benchmark Data Google Classroom /Meet	October 2020 through June 2021	Literacy Plan CLC Agendas/Attendance Review Session Agendas/Findings Classroom Observations Walkthrough Documentation Use of AVID Strategies	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR	Title I - 8: Teacher Decision-Making Regarding Assessments a. Required: Include teachers in the decisions and planning regarding use of assessments. c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assignments.
Action Steps							
A literacy committee will be assembled to for program implementation and development.							
Teachers will analyze data from TELPAS 2020, STAAR 2019 to identify areas of concern; teachers will use mini-assessment and benchmark data (2020) to drive instructional practice in writing.							
The campus will conduct a review session bi-weekly and at the end of the Six Weeks to identify areas of concern in: written composition; revising; editing.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Writing exercises/activities will be implemented across the contents.	Classroom Teachers AVID Teacher CLL/Department Chairs Administrators	Lesson Plans Writing Prompts by Content AVID Strategies Designated Planning Time	August 2020 through June 2021	Lesson Plans/Annotations Student Work Use of AVID Strategies Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades Newsela Activity Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR	Title I - 2: Reform Strategies a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. c. Best Practice: Identify scientifically-based research programs that increase the amount and quality of learning time. Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Write-to-Learn exercises/activities will be incorporated into lessons across the contents.							
Teachers will produce evidence of writing in their respective classes.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Targeted interventions will be implemented and monitored based on identified areas of concern synchronously and asynchronously virtually and or face to face.	ELA/R Teachers AVID Teacher CLL/Department Chairs Language Support Teachers Tutors Content Administrator	Planning Time Summit K12/Istation Read 180/Systems 44 AVID Strategies Google Classroom/Meet/TEAMS Time/Schedule for Tutorials (before, during, or after school; Saturdays) Technology: computers, document readers, slates, etc.	October 2020 through June 2021	Intervention Lists (appr/meets/masters) Attendance Lists for Tutorials Home Contact Logs Completion of Assignments/Lessons Reports (READ 180, Systems 44, Summit K12, Istation) Use of AVID Strategies Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR	Title I - 9: Effectively and Timely Assistance to Students Experiencing Difficulty a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it. b. and c. Best Practices: Provide individualized and small group learning sessions; incorporate computer-assisted instruction Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Teachers will analyze classroom and assessment data to identify areas of concern.							
Teachers will provide small group instruction to students within and beyond the class period synchronously and asynchronously virtually and or face to face.							
Tutors (retired ELA/R teachers and university students) will provide additional support to students within and beyond the class period.							

Goal Area 2:	Closing the Gap						
Annual Goal 1:	By June 2021, 75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet the STAAR performance targets in Reading and Math.						
Objective 1:	All identified student groups in the Academic Achievement component will be monitored to ensure that at least 80% of the indicators are met in Reading and Math 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 (all subgroup) student data to monitor the progress of weekly assessments by using "meets" level stanadard in reading and math. (Reg Ed, RTI,504,SPED,GT Migrants, EL's, EP)	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44/Read180 District Curriculum	August 2020 - August 2021	Progress Monitoring Data Assessments McREL Walkthroughs Student Work Sample	Weekly -Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS	Weekly Assessments BM1 & 2 STAAR TELPAS Reading Lexile measures	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Meet with Grade Level once a week to discuss progress monitoring.							
2. Use ongoing district created formative assessments to track data.							
3. Use data to drive instructional decisions and provide interventions related to students needs. Provide opportunities for small group instruction.							
4. Provide diffirintiated instruction, accommodations, and intervention plans based on students IEPs.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Implement action plans to ensure (all subgroup) students meet Reading and Math Meets Standards on district local assessments	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum	August 2020 - August 2021	Classroom Tracking Chart Progress Monitoring Data Assessments McREL Walkthroughs Student Work Sample Lesson Plans	Weekly Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments BM1 & 2 STAAR TELPAS	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Create an intervention plan that targets specific groups for skill and performance level targets.							
2. Track student progress,by identifying current levels in STAAR assessments and set goals to show progress/growth.							
3. Teachers hold conferences with student to identify, set goals and track progress virtually and or face to face.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Monitor and evaluate the implementaiton of action plans to ensure that (all subgroups)students are progressing to meets standards in both reading and math.	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum	August 2020 - August 2021	Classroom Tracking Chart Progress Monitoring Data Assessments McREL Walkthroughs Student Work Sample Lesson Plans	Weekly -Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS	Progress Monitoring Tool, Action Plan, Weekly Assessments BM1 & 2 STAAR TELPAS	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Acrion Steps							
1. Meet with CLF's and leadership team to evaluate the use of resources for specific target groups.							
2. Review lesson plans, discuss instructions and stratagies to target specific students needs.							
3. Provide teachers with quality intentional planning during their confrence periods and TCLO's.							

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gap						
Annual Goal 1:	By June 2021, 75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet the STAAR performance targets in Reading and Math.						
Objective 1:	All identified student groups in the Academic Achievement component will be monitored to ensure that at least 80% of the indicators are met in Reading and Math 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 (all subgroup) student data to monitor the progress of weekly assessments by using "meets" level stanadard in reading and math. (Reg Ed, RTI,504,SPED,GT Migrants, EL's, EP)	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44/Read180 District Curriculum	August 2020 - August 2021	Progress Monitoring Data Assessments McREL Walkthroughs Student Work Sample	Weekly -Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS	Weekly Assessments BM1 & 2 STAAR TELPAS Reading Lexile measures	*Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Meet with Grade Level once a week to discuss progress monitoring.							
2. Use ongoing district created formative assessments to track data.							
3. Use data to drive instructional decisions and provide interventions related to students needs. Provide opportunities for small group instruction.							
4. Provide diffirintiated instruction, accommodations, and intervention plans based on students IEPs.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement action plans to ensure (all subgroup) students meet Reading and Math Meets Standards on district local assessments	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum	August 2020 - August 2021	Classroom Tracking Chart Progress Monitoring Data Assessments McREL Walkthroughs Student Work Sample Lesson Plans	Weekly Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments BM1 & 2 STAAR TELPAS	*Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Create an intervention plan that targets specific groups for skill and performance level targets.							
2. Track student progress,by identifying current levels in STAAR assessments and set goals to show progress/growth.							
3. Teachers hold conferences with student to identify, set goals and track progress virtually and or face to face.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and evaluate the implementaiton of action plans to ensure that (all subgroups)students are progressing to meets standards in both reading and math.	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Systems 44 District Curriculum	August 2020 - August 2021	Classroom Tracking Chart Progress Monitoring Data Assessments McREL Walkthroughs Student Work Sample Lesson Plans	Weekly -Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS	Progress Monitoring Tool, Action Plan, Weekly Assessments BM1 & 2 STAAR TELPAS	*Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Meet with CLF's and leadership team to evaluate the use of resources for specific target groups.							
2. Review lesson plans, discuss instructions and stratagies to target specific students needs.							
3. Provide teachers with quality intentional planning during their confrence periods and TCLC's.							

Goal Area 2:	Closing the Gap						
Annual Goal 1:	By June 2021, 75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet the STAAR performance targets in Reading and Math.						
Objective 2:	All student groups will increase in the Growth component by at least 10 percentage points in Reading and Math performance level. In Reading from 31% to 41% and from 42% to 52% in Math.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Identify all students in STAAR 2019 assessment who can potentially meet expected growth.	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoring Tool STAAR Release Data iStation Reading Imagine Math Systems 44 District Curriculum	August 2020 - August 2021	STAAR Data 2019 Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Samples	-Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Schedule opportunities for blended learning (iStation, Imagine Math, AR, Systems 44, Read 180)							
2. Students will monitor/track their progress towards Meets or exceeds expected growth.							
3. Campus will employ intentional flexible scheduling.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Create and develop a plan to ensure all teachers are delivering high-quality, best practice close reading activities during their instructional time.	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoring Tool STAAR Release Data iStation Reading Imagine Math Systems 44 District Curriculum	August 2020 - August 2021	STAAR Data 2019 Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Samples	-Student Growth - -Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Scheduled advance courses to provide more rigorous curriculum and instruction.							
2. Provide "close reading" professional development to engage the rigor of instruction at the meets and masters level.							
3. Implement and monitor instruction through walkthroughs and effective feedback.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Provide STAAR intervention block to teachers for Monitoring and evaluating student progress as well as reflecting on instructional time to ensure high quality best practices are being delivered to the assigned "meets" and "masters" level groups of students.	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Counselor	Progress Monitoring Tool STAAR Release Data iStation Reading Imagine Math Systems 44 District Curriculum Lesson Plans Scheduling	August 2020 - August 2021	STAAR Data 2019 Progress Monitoring Data Weekly Assessments McREL Walkthroughs Student Work Samples	-Student Growth - -Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Implement STAAR aligned resources for whole group instructions for targeted intervention groups and tutoring.							
2. Develop an action plan and the identification of who, when and what skill is being targeted.							
3. Implement Close reading, informal/ formal assessments, STAAR released question stems, and open ended questions to track student progress.							

Goal Area 2:	Closing the Gap						
Annual Goal 3:	By June 2021, 55% of English Learners will advance by at least one proficiency level of the composite rating from June 2019 to June 2021 in the TELPAS state assessment.						
Objective 1:	In grades 6th-8th grade student will increase at least one proficiency level or maintain Adv High in the areas of Listening by at least 75%, in Speaking by at least 40% and in Reading by at least 60%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop, implement, and monitor a plan so all identified EL students can practice TELPAS Listening activities in their classroom	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Spanish Teachers	Summit K-12 TELPAS Data IStation Reading Imagine Math Test Practice Items District Curriculum Scheduled Lab Time	August 2020 - August 2021	TELPAS Data 2019 Weekly Assessment McREL Walkthroughs Student Work Sample/ Sets	Closing the achievement Gaps Summit K-12 TELPAS Practice Sets Domian III Walkthorughs Classroom Student engagement/participation	Practice Sets Data Summit K-12 Reports Classroom Listening Activites CIF Protocols	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,III State Compensatory Fund State Bilingual
Action Steps							
1. Provide professional development for all teachers on effective TELPAS listening activities that can be implemented across all subjects							
2. Provide students with lab time to practice Listening activities using Summit K-12 program twice a week during spanish classes.							
3. Incorporate CIF protocols, such as cold calling, to give students the opportunity to discuss in class.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop, implement, and monitor a plan so all identified EL students can practice TELPAS Speaking activities throughout their classroom.	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Spanish Teachers	Summit K-12 TELPAS Data IStation Reading Imagine Math Test Practice Items District Curriculum Scheduled Lab Time	August 2020 - August 2021	TELPAS Data 2019 Weekly Assessment McREL Walkthroughs Student Work Sample/ Sets	Closing the achievement Gaps Summit K-12 TELPAS Practice Sets Domian III Walkthorughs Classroom Student engagement/participation	Practice Sets Data 12 Summit Reports Classroom Speaking Activites CIF Protocols	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,III State Compensatory Fund State Bilingual
Action Steps							
1. Provide professional development for all teachers on effective TELPAS Speaking activities that can be implemented across all subjects							
2. Provide students with lab time to practice Speaking activities using Summit K-12 program twice a week during spanish classes.							
3. Incorporate CIF protocols, such as Think, Pair, Share to give students opportunities to speak in class discussions.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop, implement, and monitor a plan so all identified EL students can practice TELPAS Reading activities throughout their classroom.	Principal Dean of Instruction Asst. Principals CLL Department GL Chairs Teachers Spanish Teachers	Summit K-12 TELPAS Data IStation Reading Imagine Math Test Practice Items District Curriculum Scheduled Lab Time	August 2020 - August 2021	TELPAS Data 2019 Weekly Assessment McREL Walkthroughs Student Work Sample/ Sets	Closing the achievement Gaps Summit K-12 TELPAS Practice Sets Domian III Walkthorughs Classroom Student engagement/participation	Practice Sets Data 12 Summit Reports Classroom Reading Activites Close Reading Strategy CIF Protocols	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,III State Compensatory Fund State Bilingual
Action Steps							
1. Close reading strategies routinely used across the contents.							
2. Provide student tutors for individualized reading interventions.							
3. Train teachers on TELPAS Reading rubric							
4. Provide students with lab time to practice Reading activities using Summit K-12 program twice a week during spanish classes.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	To meet our annual goal of 97.5% attendance rate by June 2021						
Objective 1:	To monitor daily student attendance to ensure students are in school actively learning daily						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Increase student attendance.	Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	Attendance Rosters Grade level incentive (snacks/prizes). Trophies Banners Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery	August 2020 - August 2021	Attendance Reports PowerPoints Shared by District Student Profiles Completed Logs Teacher Logs Attendance Recovery Program (ARP)	Increase of student attendance Culture and Climate Survey Increase in Student Achievement	Weekly district attendance District six weeks attendance Attendance Recovery Participation (ARP) Certificates Sign-in/out sheets Yearly Attendance Rate of 97.5%	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A 10 C Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Make daily parent contact for students who are absent.							
Disseminate policy awareness presentation/ information handouts to parents.							
Require and enforce student sign-in at: front office, ccounselors, nurse							
Require students to turn in written excuses for being absent to the attendance office/School Attendance Specialist.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Enforce district/state attendance policies.	Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	Non-Attendance Referral forms Warning letters. Telephone contact. Meeting date Hearing dates. Warning dates. Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery	August 2020 - August 2021	Attendance Reports at the Campus Weekly District Attendance PowerPoints Shared by District Student Profiles Completed Logs Teacher Logs Attendance Recovery Attendance	Increase of student attendance Culture and Climate Survey Increase in Student Achievement	Non-attendance referral forms Attendance logs Warning letter copies Parent conference dates on file Hearing dates on file Attendance Action Plan	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A 10 C
Action Steps							
Provide attendance clerk with rosters of planned activities.							
Encourage teachers to submit non-attendance referral forms after three unexcused absences							
Issue warning letters to parent/guardian. Give verbal reprimands.							
Make contact with students and parents after three unexcused absences.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Enforce an Attendance Action Plan	Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	District/TEA attendance rate. Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery	August 2020 - August 2021	Attendance Reports at the Campus Attendance Rate comparison with State PowerPoints Shared by District Student Profiles Attendance Recovery Application	Committee Input Culture and Climate Survey Increase in Student Achievement/Attendance	Campus Meeting Sign In Measured Goals	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A 10 C
Action Steps							
Create an Attendance Action Plan with: attendance procedures for parents, helpful tips for parents, automated phone system calls to parents to inform them about Attendance Recovery Program (ARP)							

**Goal Area 3: Improve Safety, Public Support, Culture
& Climate**

Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal 1: To meet our annual goal of 97.5% attendance rate by June 2021							
Objective 1: To monitor daily student attendance to ensure students are in school actively learning daily							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Increase student attendance.	Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	Attendance Rosters Grade level incentive (snacks/prizes). Trophies Banners Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery	August 2020 - August 2021	Attendance Reports PowerPoints Shared by District Student Profiles Completed Logs Teacher Logs Attendance Recovery Program (ARP)	Increase of student attendance Culture and Climate Survey Increase in Student Achievement	Weekly district attendance District six weeks attendance Attendance Recovery Participation (ARP) Certificates Sign-in/out sheets Yearly Attendance Rate of 97.5%	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A 10 C Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Make daily parent contact for students who are absent.							
Disseminate policy awareness presentation/ information handouts to parents.							
Require and enforce student sign-in at: front office, ccounselors, nurse							
Require students to turn in written excuses for being absent to the attendance office/School Attendance Specialist.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Enforce district/state attendance policies.	Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	Non-Attendance Referral forms Warning letters. Telephone contact. Meeting date Hearing dates. Warning dates. Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery	August 2020 - August 2021	Attendance Reports at the Campus Weekly District Attendance PowerPoints Shared by District Student Profiles Completed Logs Teacher Logs Attendance Recovery Attendance	Increase of student attendance Culture and Climate Survey Increase in Student Achievement	Non-attendance referral forms Attendance logs Warning letter copies Parent conference dates on file Hearing dates on file Attendance Action Plan	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A 10 C
Action Steps							
Provide attendance clerk with rosters of planned activities.							
Encourage teachers to submit non-attendance referral forms after three unexcused absences							
Issue warning letters to parent/guardian. Give verbal reprimands.							
Make contact with students and parents after three unexcused absences.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Enforce an Attendance Action Plan	Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	District/TEA attendance rate. Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery	August 2020 - August 2021	Attendance Reports at the Campus Attendance Rate comparison with State PowerPoints Shared by District Student Profiles Attendance Recovery Application	Committee Input Culture and Climate Survey Increase in Student Achievement/Attendance	Campus Meeting Sign In Measured Goals	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A 10 C
Action Steps							
Create an Attendance Action Plan with: attendance procedures for parents, helpful tips for parents, automated phone system calls to parents to inform them about Attendance Recovery Program (ARP)							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 2:	By June 2021, student and staff perception for their physical and psychological safety will improve by 10%						
Objective 1:	By June 2021, student social and emotional learning knowledge and skills will increase by 10%						
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 emotional development of the student.	Principal Assistant Principals Counselors Teachers Security Guards School Liason	District Curriculum for Advisory Counseling and Guidance Curriculum Feedback Surveys District Training Materials Professional Development District LPC	August 2020 - June 2021	Walk Through Reports Lesson Plans Student SEL (Social Emotional Learning) profile Student Guidance Lessons Ongoing assistance of emotional needs	Culture and Climate Survey Increase in student attendance Increase in student achievement	Benchmarks STAAR/EOC Campus Climate Survey Walk Through	Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A
Action Steps							
Schedule presentation of lessons in the classroom by counselors.							
Contact appropriate personnel and schedule presentations.							
Distribute pertinent information related to Social Emotional Learning for students and parents.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
All students and staff will be provided with information on various topics such as cyberbullying, bullying, social media, and emotional abuse.	Principal Assistant Principals Counselors Safety Committee Security Guards School Liason	District Wraparound Services District LPC Safe2SpeakUp Application PowerPoint Presentation Student Survey Training Material	August 2020 - June 2021	Agendas Counselor Sign In Sheet PEIMS Discipline Data Student Survey Data	Decrease in behavior intervention forms Student perception of school safety improved Increase in student attendance and academics	Survey Safety Audits Six Week Behavior Reports	Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A
Action Steps							
Provide teachers and students training on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices							
Conduct and collect student surveys to evaluate the student's perception on physical and psychological school safety							
Implement the five social emotional learning competencies into lessons: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Increase student career awareness and promote college readiness/connection	Counselors Principal High School Principal Guidance and Counseling Department	PowerPoint Presentation School Pamphlets University Visual Packets (Website) High School pathway brochures/pamphlets avid	August 2020 - June 2021	University Visits High School Visits Student Career inventory Career Pathway Survey University Shirts Campus Website pictures of visits Agendas	Increase interest in college Increase in academic achievement Completion of career pathways	Participation Sheets Student Survey High School Graduation Data	Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C
Action Steps							
Contact appropriate personnel to schedule presentations and/or visitations to high schools/university -(Virtual or in person)							
Schedule Career Pathway surveys and provide parents information of selections/interest							
Invite community speakers to provide career awareness to students such as bankers, managers, police officers, etc.							
Promote college ready initiatives throughout all contents and grade levels. (Friday Spirit Day)							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 2:		By June 2021, student and staff perception for their physical and psychological safety will improve by 10%					
Objective 2:		By June 2021, 100% of the district will implement safety and violence prevention protocols that 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 staff and students on safety procedures	Principal Assistant Principals Counselors Teachers Security Guards School Liason	Training Equipment Security Cameras Security and Safety Audits Feedback Surveys District Training Materials Professional Development Crisis Managemen Plan	August 2020 - June 2021	Agendas Sign In Sheets Security Safety Audits School Lockdown Documentation Fire Drills Report District Crisis Audits	Increase in student safety perception Results of audits Increase in sffaff survey results	Safety Audits Drill Reports Survey on Students Staff Survey	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C
Action Steps							
Schedule presentation for staff, practice drills with students, and become familiar with the crisis mangament plan.							
Contact appropriate personnel and schedule presentations.							
Distribute pertinent information related to school safety.							
Conduct daily security/safety audits							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Promote school safety and train all staff in restorative practices.	Principal Assistant Principals Teachers Support Staff Counselors Safety Committee Security Guards School Liason Parental Involvement	Student Code of Conduct District Behavior Application Cameras Safety Audits Professional Development Community Speakers	August 2020 - June 2021	Agendas Sign In Sheets Security Safety Audits District Six Week Reports Counselor classroom presentations on drug prevention Red Ribbon Week	Reduce disciplinary assignments Reduce hearing for placement Drug Prevention Material	District Six Week Reports Documented Referrals Behavior Management plan in place Sign In Sheets Student Survey	Reform Strategies 2A 2C
Action Steps							
Invite community speakers and provide information on drug awareness.							
Follow policies outlined by the distrct and in the student code of conduct manual.							
Hold team conferences with students and parents, as needed.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Ensure that all COVID 19 protocols and systems are established and followed to provide a safe and healthy environment for all stakeholders for the entire 2020-2021 school year.	Principal Nurse District Risk Management District Dierector for Health Services Assistant Principal Security Guards Custodial Staff Cafeteria Personnel Transportation Department	Center for Disease and Control Guidelines and Website District COVID 19 Resources Personal Protective Equipment Technology Visuals Cameras	August 2020 - June 2021	Visuals on campus indicating safety standards and practices Classroom Structures Agendas Sign In Sheets PowerPoint TEA Guidelines COVID 19 Team (Campus)	Mandating face coverings and social distancing Accessibility to hand sanitizer and other personal protective equipment	District Audits COVID 19 Team Audits	Reform Strategies 2A 2C High Quality and ONgoing Professional Development 4A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C. Title I,II,III State Compensatory Fund
Action Steps							
Train staff, parents, and students on protocols and procedures at different phases of COVID 19 school openings							
Conduct daily screening on all personnel and students on campus							
Create a COVID 19 team that will ensure that all procedures, guidelines and safety standards are being followed							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 3:		By June 2021, 100% of our staff, students, and parents will engage and interact with the child's school					
Objective 1:		Encourage and collaborate with all stakeholders to increase parental involvement and interactions with school community.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host campus information and training sessions on varying topics using different days and times	Parental Director Parental Educator Principal Assistant Principals Counselors School Liason Nurse Teachers	Research Based Best Practices District and Campus Policy Handbook Student Code of Conduct Handbook ESL/GED Brochures School Messenger Reading Materials District Public Relations Department	August 2020 - June 2021	Agendas Meetings Invites Campus Website Sign In Sheets PowerPoints Photos Facebook	Parent Survey Results Increase Parental Involvement Increase Student Attendance Increase Student Achievement	Participation Counts Event Performances Benchmark STAAR Attendance Comparison in District	Strategies to Increase Parental Involvement 6A, 6B, 6C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Provide campus sessions on multiple topics (Title I, Campus Policy and Student Handbook, Home-School Compacts, Attendance, and State Assessments) and Have district public relations (KTRI) provide essential information.							
Send letters home, provide updated information on the campus website and Facebook asking parents to participate.							
Provide certificates and acknowledgements to parental volunteers on campus (Marquee and Bulletin Boards).							
Continually recruit parents to join parental program and equip parental involvement center with needed appliances and materials.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Invite parents and community members to participate in school activities and events.	Parental Director Parental Educator Principal Assistant Principals Counselors School Liason Nurse Teachers	Research Based Best Practices District and Campus Policy Handbook Student Code of Conduct Handbook UIL School Messenger Reading Materials District Public Relations Department	August 2020 - June 2021	Parental Participation at events Invites Campus Website Sign In Sheets PowerPoints Photos Facebook	Parent Survey Results Increase Parental Involvement Increase Student Attendance Increase Student Achievement Decrease in Disciplinary Actions	Participation Counts Event Performances Benchmark STAAR Attendance District Behavior Reports Attendance Reports in District	Strategies to Increase Parental Involvement 6A, 6B, 6C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C
Action Steps							
Develop a monthly calendar with reminders, activities, and celebrations to have buy in from all stake holders							
Sponsors will coordinate with administration and librarian to promote and effectively schedule all events taking place. Recognize parental support at the events.							
Utilize all means of communications to promote and inform community of events (marquee, Liberty website and Facebook page, District Public Relations)							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Action Steps							

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

Goal Area 4:	Increase staff quality, recruitment and retention						
Annual Goal 1:	All teachers will be provided with resources and will be trained to deliver engaging and high-quality lessons to increase staff quality.						
Objective 1:	Professional development will be offered to target research-based strategies for teachers to integrate in their classrooms.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Integrate and provide effective professional development to implement research based strategies to enhance student learning.	Principal Assistant Principals CLL Dept. Heads Teachers	TCLC's Weekly Content Planning Grade Level Meetings	August 2020-2021	Staff integrates research based strategies that are shared with them during TCLC's Teachers analyze student work.	Integration within lesson plans Observed in classroom walkthroughs Increase in student academic achievement through weekly progress monitoring tool.	Weekly Walkthroughs Observations	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Will utilize campus and grade level data to identify area of needs and provide/address effective professional development opportunities.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Intentional professional development will be afforded based on data collected in the evaluation system to show growth.	Principal Assistant Principals CLL Department Heads Teachers	TCLC's Weekly Content Grade Level Meetings McRel	August 2020-2021	Walk-through data review Agendas Data Reports	Professional growth and high quality teaching implementation of best practices Improved student performance.	Weekly walkthroughs Observations Data Student progress	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. All new teachers will be provided with a teacher mentor.							
2. Collaborative instructional practices will be reviewed among staff. (e.g., instructional rounds, walkthroughs, observations, feedback)							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Action Steps							

Goal Area 4:	Increase staff quality, recruitment and retention						
Annual Goal 2:	By June 2021, all teachers will show growth in McREL's Performance Evaluation Report by one level to improve student achievement. B						
Objective 1	Based on 2019-2020 McREL's Performance Evaluation Reports, by the end of the 2020-2021 school year, two of the developing rating teachers will improve to effective, and 20% of the 50 teachers at effective rating will increase to highly effective by providing intentional professional development to all staff						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide instructional coaching support for developing and proficient staff.	Principal Assistant Principals CLL Department Heads	-Teachers complete their McREL Self-Assessments and submit their PD goals by September 30th Analyze data to create, assess, and monitor Student Learning Objectives -Provide effective feedback based on walkthroughs and observations to identify	August 2020 to June 2021	Mentor/Coaching logs Sign-in sheets CLC's Walkthroughs Analyzing student work	-Increase in teacher satisfaction and moral improvement in student performance; better adjustments for new and all teacher personnel McREL Teacher Evaluation Proficiency level increase Increase in scores, academic achievement and closing the	Weekly Walkthroughs Observations McREL Student Academic Performance Rigor/Relevance Rubric	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Teachers participate in weekly TCLCs and job-embedded professional development on best practices.							
2. Provide teacher with feedback through classroom walkthroughs.							
3. Conduct at least 1 learning walk per teacher each semester.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement and monitor staff PD goals for growth throughout the 2021 school year.	Principal Assistant Principal Department Heads Teachers	McREL Guide Book/Rubric Evaluation Tool District Instructional Focus Walkthrough Form TEEMS	August 2020 to June 2021	Mentor/Coaching logs Sign-in sheets CLC's Walkthroughs Analyzing evidence in transformation from TCLC's student work.	Teacher growth in EOY McREL ratings Student achievement Application	BOY, MOY, and EOY Conferences Walkthroughs and Effective Feedback	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Teachers complete their McREL Self-Assessments and submit their PD goals by September 30th.							
2. Provide effective teacher feedback based on classroom walkthroughs and observations to identify teachers' areas of need.							
3. Analyze data to create, assess, and monitor Student Learning Objectives.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
New teacher professional development and coaching support for those who need to improve delivery of classroom instruction.	Principal Assistant Principals CLL Department Heads	Coaching Cycle McREL Rubric Walkthroughs and Effective Feedback TCLC	August 2020 to June 2021	Mentor/coaching logs Sign-in sheets CLCs Walkthroughs Analyzing student work	Teacher growth in EOY McREL ratings Student achievement Application	BOY, MOY, and EOY Conferences Walkthroughs and Effective Feedback	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Teachers participate in weekly TCLCs and job-embedded professional development on best practices.							
2. Provide effective teacher feedback based on classroom walkthroughs and observations to identify teachers' areas of needs.							
3. Conduct at least 1 Learning walk per teacher each semester.							

Goal Area 4:		Increase staff quality, recruitment and retention					
Annual Goal 3:		By June 2021, all teachers will be highly qualified to teach their current assignment.					
Objective 2		Campus recruitment and retention of highly qualified and certified teachers in all assignments by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote strategies for attracting/retaining highly qualified staff.	-Principal -Dean of Instruction -Content Administrator	-Survey forms -Surveys -Staff Development Plan	August 2020 to June 2021	-Highly qualified teachers resulting in a stronger learning environment and student achievement.	-Professional growth -High level teaching	- Survey results - Staff Development Plan - Teacher Evaluations of presentations - Effective trainings in higher STAAR scores	- Title I-4 - High Quality and Ongoing Professional Development - a. required- select professional development to meet th eneeds of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Distribute staff development needs surveys.							
2. Review survey findings and target exact areas of staff development needs.							
3. Progress staff development plan SBDM Committee.							
4. Coordinate quality on-going professional development.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Seek reasearch-based professional development opportunities for all staff members.	-Principal -Dean of Instruction -Content Administrator -CLL -Department Heads	Professional Development -Research Based Strategies	August 2020 to June 2021	Sign-in logs - Registration documents on file - ERO Printout Sheets	-Professional growth and -high level teaching	Registration documents on file -ERO Print-outs - Master Schedule - Highly qualified Staff resulting in a stronger learning environment -Walkthroughs	Title I-4 - High Quality and Ongoing Professional Development - c. Best Practices rearrange the school day to provide a block of tiem for collaboration planning.
Action Steps							
1. Register for training in their content areas.							
2. Allow common planning periods for teachers to share strategies learned.							
3. Conduct vibrant TCLCs for all teachers.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide new teacher professional development and coaching support for those who need to pass certification exams	Principal, Assistant Principal, CLL, Grade level chairs, ACP	McREL Rubric, Provide effective feedback based on walkthroughs and observations to identify teachers' areas of needs. Use walkthroughs and observations evaluations to provide effective coaching and professional development for all teachers.	August 2020 to June 2021	Mentor/Coaching logs, Sign-in sheets, CLCs,walkthroughs, Analyzing student work	Increase in Teacher Performance and McREL Teacher Evaluation Proficiency level, Increase in Student Achievement and Closing the Gaps.	Weekly walkthroughs, Observations, McREL Student Academic Performance Rigor/Relevance Rubric	Title I-4 - High Quality and Ongoing Professional Development - a. required- select professional development to meet th eneeds of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Schedule McREL trainings for all new teachers.							
2. Provide coaching support for all new teachers							
3. Provide meaningful opportunities for professional development to all new teachers							

Goal Area 4:	Increase staff quality, recruitment and retention						
Annual Goal 3:	By June 2021, all teachers will be highly qualified to teach their current assignment.						
Objective 2	Campus recruitment and retention of highly qualified and certified teachers in all assignments by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote strategies for attracting/retaining highly qualified staff.	-Principal Dean of Instruction Content Administrator	-Survey forms -Surveys -Staff Development Plan	August 2020 to June 2021	-Highly qualified teachers resulting in a stronger learning environment and student achievement.	-Professional growth High level teaching	Survey results Staff Development Plan Teacher Evaluations of presentations Effective trainings in higher STAAR scores	- Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Distribute staff development needs surveys.							
2. Review survey findings and target exact areas of staff development needs.							
3. Progress staff development plan SBDM Committee.							
4. Coordinate quality on-going professional development.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Seek research-based professional development opportunities for all staff members.	-Principal -Dean of Instruction -Content Administrator -CLL Department Heads	Professional Development -Research Based Strategies	August 2020 to June 2021	Sign-in logs Registration documents on file ERO Printout Sheets	- Professional growth and high level teaching	Registration documents on file -ERO Print-outs Master Schedule Highly qualified Staff resulting in a stronger learning environment -Walkthroughs	Title I-4 High Quality and Ongoing Professional Development c. Best Practices rearrange the school day to provide a block of time for collaboration planning.
Action Steps							
1. Register for training in their content areas.							
2. Allow common planning periods for teachers to share strategies learned.							
3. Conduct vibrant TCLCs for all teachers.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide new teacher professional development and coaching support for those who need to pass certification exams	Principal, Assistant Principal, CLL, Grade level chairs, ACP	McREL Rubric, Provide effective feedback based on walkthroughs and observations to identify teachers' areas of needs. Use walkthroughs and observations evaluations to provide effective coaching and professional development for all teachers.	August 2020 to June 2021	Mentor/Coaching logs, Sign-in sheets, CLCs, walkthroughs, Analyzing student work	Increase in Teacher Performance and McREL Teacher Evaluation Proficiency level, Increase in Student Achievement and Closing the Gaps.	Weekly walkthroughs, Observations, McREL Student Academic Performance Rigor/Relevance Rubric	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Schedule McREL trainings for all new teachers.							
2. Provide coaching support for all new teachers							
3. Provide meaningful opportunities for professional development to all new teachers							

**PROFESSIONAL DEVELOPMENT PLAN
2020-2021**

Session	Audience	Date/Time	Note(s)
TxCEE Training	Administrative TEAM Collaborative Learning Leader Collaborative Learning Facilitators	July 27, 2020	High Quality Assessments Critical Conversations
TASB Training	Administrative TEAM	July 28 and 30, 2020	Hiring Effective Teachers and Keeping Them
Principal's Residency	Administrative TEAM	August 4, 2020	Handling Investigations Synchronous/Asynchronous Instruction Instructional Schedules Attestations...
Guidance for Reopening	All Staff	August 3-8, 2020	Hoonuit
Public Health Training	All Staff	August 4-16, 2020	Hoonuit
AVID Digital XP	AVID Team	August 11-13, 2020	
CIP Training	Principal/Dean of Inst.	August 13, 2020 September 17, 2020	
Virtual Learning Pathways	Teachers and Inst. Aides	August 17-27, 2020	Hoonuit
PSJA Stronger Together	All Staff	August 17, 2020	Back to School Convocation
Mandates	All Staff	August 17, 2020	Bullying/Cyberbullying/McRel Social Emotional Learning-Advisory
TELPAS/Curriculum Rollout	All Staff	August 18, 2020	The Four Language Domains
Accountability Curriculum Rollout	All Staff	August 19, 2020	Student Achievement Progress Closing the Gaps
IB® MYP	All Staff	August 20, 2020	<i>From Principles into Practice</i> Learner Profile The Unit Planner and Natural Connections The Design Cycle
McRel Calibration	Administrative TEAM	September 12, 2020	TxCEE Staff
SEL Wraparound Services	Administrative TEAM	September 24, 2020	Student Services/Dr. Noyola

Session	Audience	Date/Time	Note(s)
Pre-AP Training	AP Coordinator/Pre-AP Staff	September 24-October 30, 2020	Self-Paced Modules
TELPAS Speaking	Administrative TEAM	October 5, 2020	Sherry Vargas
AVID Training	AVID Team	October 13/November 11	Harnessing Rigor! Using Literacy to Connect Content
AVID Implementation	AVID Team	October 23, 2020	Workshop/Goal Setting
AVID Training	AVID Team	October 29, 2020	Critical Elements Workshop
Data and Interventions	All Staff	January 4, 2021	Based on BM 1 Data