Ballew CCTA P-TECH
Campus Improvement Plan
2020-2021

Board Approved:

Mission Statement

PSJA Elvis J. Ballew CCTA mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society.

What We Believe In

Guiding Principles

- Commitment to Greatness

- Passion for our Work

- Accountability

What We Want to Accomplish

Every student will graduate ready to become civic-minded students in a global society.

Campus Performance Objective Council

Ruben Garcia, Jr., Principal
Rose Hernandez, Dean of Instruction
Dr. Lucy Gutierrez, TTIPS Project Shepard
Maria Rodriguez, Counselor

Daniel Chavez, Business Representative
Aaron Escamilla, Business Representative
_____, Community Member
Donnie Quintanilla, Community Member
Ana Torres, Parent
Araceli Campos, Parent

Dalia Garcia, Teacher
Alexander Hernandez, ELA Teacher
Crystal Seawell, ELA Teacher
Daniel Ibarra, Social Studies Teacher
Clay Alvarez, Social Studies Teacher
Grace Abesamis, Science Teacher
Josephine Demerre, Science Teacher
Liza Garcia, CTE Teacher
Raul Garza, CTE Teacher
Natividad Moreno, CTE Teacher
Linda Moncivais, CTE Teacher
Ana Perez, Special Education Teacher
Chloe Villarreal, Collaborative Learning Leader

Executive Summary

Campus Improvement Plan: School Year 2020-2021

Mission: PSJA Ballew College, Career and Technology Academy PTECH mission is to create a school culture in partnership with parents and community members, that supports the academic, social emotional and physical development of students who have not succeeded in traditional schools. Ballew CCCTA PTECH will provide an environment where students can develop the skills and character necessary to become active citizens and responsible stewards of our diverse and global community. Our campus will connect all students with innovative instruction, social-emotional support, while developing 21st century skills necessary to compete in a global society.

Demographics Summary: The current enrollment of Ballew CCTA PTECH as of October 2020 is 185 students. The student population consists of 99% Hispanic, .50% White and Asian, of which 98.3% are economically disadvantaged and 4% migrant students. Approximately 30% of our student population receive special education services, 9% receive accommodations under 504. Our Gifted and Talented population accounts for approximately .60% and English Learners is approximately 41% where most of the students' home language is Spanish. The attendance rate for the campus has been maintained at roughly 86%.

Comprehensive Needs Assessment Summary: In the A-F Accountability Rating, Ballew CCTA received an overall C Rating. In domain I, our campus received a 78 for student achievement, a 26 for CCMR (AEA converts to 90-A), and a scale score of 75 (83%) for graduation rate. In Domain II Part A, our campus received a component score of 20 (converts to a 45) converted to F. As an AEA campus, the Relative Performance (part B) is not an option. In Domain III, Closing the Gaps, our received an overall rating of D. Additionally, in 2020, our campus graduated 140 students, 40% students had college hours and 30 students earned an industry-based certification.

Curriculum and Instruction and Assessment: Teachers in all core areas utilize district created curriculum which are tightly aligned to the Texas Essential Knowledge and Skills (TEKS). Common Instructional Framework (CIF) strategies are integrated in lesson planning and instruction to prepare students for college, career, and military readiness. In addition, teachers provide student-centered instruction which affords customization for all students. Data-analysis is a integral for targeted, prescriptive lesson development through teacher collaborative learning community (TCLC). In order to support our English Learners, teachers attend professional development in Sheltered Instructional Observation Protocol (SIOP) Model and continue to acquire support through mentoring and coaching from a certified SIOP coach. Administrators will monitor implementation of SIOP by conducting classroom visits and support developing teachers.

Summary of Goals:

Domain I: Student Achievement

Our campus will work towards a scaled score of 70 for all subject areas. (50% in Approaches Level and 7% in Meets Level). All subjects will work towards an average increase of 7% in Approaches Level compared to 2019 Accountability result. Students scoring in meets and masters level for Algebra, Biology, and US History will increase at least 10%. Attendance and CCMR will increase by 5% and graduation rate will improve at least 3%.

Domain II – Student Growth Part A

Students taking English II and Algebra (1st time test takers) will receive 1 point to meet excepted growth. Our campus will meet at least 3 out of the 12 indicators in academic achievement (Math 40% in Hispanic, ECD and ELs).

Domain III- Closing the Gaps.

Thirty-six percent of students assessed in Texas English Language Proficiency (TELPAS) shall increase by at least one performance level descriptor.

Ruben Garcia, Jr., Principal

Ballew CCTA Demographics 2020-2021 (As of October 1, 2020)

	All	Male	Female	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	187	113	78	68	73	0	1	6	176	0	159
Percent		60%	40%	31%	40%	0.0%	0.5%	3.2%	94.1%	0%	85%

	ALL	HISPANIC	ASIAN	BLACK	WHITE
Number	187	185	1	0	1
Percent		98.9%	0.5%	0%	0.5%

Accountability Summary 2019

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating
Ballew ECHS	78 - C	45 - F	65 - D	74 C

Domain I – Student Achievement

Student Achievement	Approaches	Meets	Masters
2019 Accountability	45%	7%	1%
Campus Goal 2021	50%	7%	5%

	CCMR	Graduation
2019 Accountability	26%	83.4%
Campus Goal 2021	47- 50%	86.4%

Domain II – School Progress Part A only

	Student Progress – Part A
2019 Accountability	20 (F) Scaled Score
Campus Goal 2021	49 (Component Score) = 71 (C) Scaled Score

Domain III – Closing the Gaps

	Academic Achievement	Graduation Status	ELP Status	School Quality Status
2019 Accountability	0/12 met	0/5 met	0/1 met	1/6 met
Campus Goal 2021	3/12 met	5/5 met	1/1 met	4/6 met

2019-2020 Campus Focus Areas

- Focus Goal Area 1 - Student Achievement
- Focus Goal Area 2 – Closing the Gaps
- Focus Goal Area 3 – Improve Safety, Public Support, Culture, Climate
- Focus Goal Area 4 – Increase Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessments 1-4

Focus	Area Reviewed	Strengths	Challenges
1	**Student Achievement** **Domain I** Student Achievement STAAR CCMR Graduation Rate *note addressing the use of quality data to drive instruction	• Math 73% • Social Studies 67% • CCMR 26% • 12 % dual credit	• English 22% passing • Attendance 86% • Graduation 83% • Increase students at meets and masters level for all content areas.
1	**Student Achievement** **Domain II** School Progress Academic Growth Relative Performance	• Identification of 1st time testers for Algebra 1 and ELA II.	• Calculate required progress measure for 1st time testers • Attendance

Comprehensive Needs Assessments 1-4 continued

Focus	Area Reviewed	Strengths	Challenges
2	**Closing the Gaps** **Domain III** Closing the Achievement Gaps	• Met CCMR indicator 26% by enrolling students in post secondary courses • 27% TELPAS	• Increase ELPS Status (TELPAS) to 36% • Meet at least 3 indicators out 12 in student achievement (Math Hispanic, ECD, Els) • School Quality Success (4/6).
3	**Improve Safety, Public Support, Culture and Climate**	• Increased opportunities for parental involvement (welding classes, feast of sharing, and VITA). • Address special needs • Credit recovery • Student incentives • Modified schedules • Men's Monday • Women's Wednesday • Health Fair • RAM bucks • TSI Labs • Flex schedule • Tutorials	• Secondary parent involvement is low • Low average of parents with high school diplomas and/or postsecondary education • Incentives for parental involvement • Increase student attendance • Student accountability

Comprehensive Needs Assessments 1-4 continued

Focus	Area Reviewed	Strengths	Challenges
4	**<u>Increase Staff Quality, Recruitment and Retention</u>**	• 100% Highly qualified staff • 100 %New teacher institute • Best practice during CLCs (build capacity) • Mentor Teacher • Campus Data Team • Availability or resources for students , teachers, and staff (TTIPS)	• Scheduled data review meetings once per grading period to do "Action Research" method. • Professional development opportunities with teacher input

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at approaches or above on all STAAR EOC assessments will increase by 2 percentage points by June 2021.
Objective 1:	The percent of student performing at approaches or above on all STAAR EOC assessments will increase from 45% to 47% by having access to a standards -aligned guaranteed and viable curriculum addressing individual needs.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Strategic master schedule (4-9 weeks) development ensuring all students are scheduled in appropriate courses and are afforded with quality learning time through extended learning and credit recovery to ensure success.	Principal Dean of Instruction Teachers Counselors Special Education Teacher	District Curriculum DMAC Data (local assessments) Individual STAAR Data Individual Graduation Plan TEKS LMS (Google Classroom, Google Classroom, MyOn, NEWSELA)	July 2020 Aug. 2020 Sept. 2020 Dec. 2020 Jan. 2021 April 2021 June 2021	Master Schedule Individual Student Schedule Individual Teacher Schedule Individual Student Graduation Plan Cognos Master Schedule Report	Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments CBA I BM I & II STAAR/EOC	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1. Complete needs assessment of campus instructional courses.							
2. Create master schedule based upon campus needs.							
3. Schedule students based upon individual needs.							
4. Strategic placement of students in before and after school tutoring, academies, extended school year, and summer programs by teachers and campus leadership team							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus leadership teams will monitor the implementation of the curriculum through teamed-up walkthroughs (virtual and in-person).	Principal Dean of Instruction Collaborative Learning Leader Department Chairs	District Curriculum District Curriculum Calendar NewsELA Myon TEKS Lead4ward	Aug. 2020- May 2021	Walk-through documentation	BM 1 and BM 2 scores show increase in student achievement and student performance growth	Formative Assessments CBA I BM I & II STAAR/EOC Texas Success Initiative	-Title I Funds b -State Compensatory Education Funds -Local Funds

Action Steps							
1. Observe and provide feedback to teachers on effective and rigors instructional reading strategies							
2. Ensure appropriate pacing of the curriculum based on the timelines							
3. Team walks, occasional EO and campus administration walks, to calibrate and provide growth opportunities for teachers.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of district curriculum through CLCs.	Principal Dean of Instruction Collaborative Learning Leader Department Chairs	Pacing Guide Training Material Training Agenda Year-At-A-Glance Weekly Lesson Plans TEKS LMS (Google Classroom, Google Classroom, MyOn, NEWSELA)	Sept. 2020- May 2021	-Agendas and sign-in sheets -Collaborative Learning Communities Meetings	BM 1 and BM 2 scores show increase in student achievement and student performance growth Increase performance of students at Meets and Masters performance level on EOC	Formative Assessments CBA I BM I & II STAAR/EOC Texas Success Initiative	-Title I Funds b, d -State Compensatory Education Funds -Local Funds -TTIPS Funds

Acrion Steps							
1. Teachers will be provided support in the implementation of reading across all subjects.							
2. Support technology integration with the district curriculum to enhance the virtual learning lessons.							
3. CLL will allow for lesson planning during CLCs in order to create consistency among classes being taught.							

Goal Area 1:	Student Achievement
Annual Goal 1:	The percent of students who perform at approaches or above on all STAAR EOC assessments will increase by 2 percentage points by June 2021.
Objective 2:	The percent of student performing at approaches or above on all STAAR EOC assessments will increase from 45% to 47% through data-driven instruction.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Adherence to district testing calendar to ensure alignment of assessments	Principal Dean of Instruction Teachers Counselors Special Education Teacher	Assessment calendar Instructional timelines Assessed curriculum LMS (Google Classroom, Google Classroom, MyOn, NEWSELA) TEKS Lead4ward SMART board	August 2020-June 2021	Campus Calendar Lesson Plans Walk-through feedback	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report	Weekly Assessments CBA I BM I & II STAAR/EOC Student Learning Objectives (SLOs)	-Title I h, II, III Funds -Bilingual Funds, -Local Funds

Action Steps
1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
2) Utilize DMAC reports (i.e.. Distractor analysis, item analysis, SE tutorials, quintile charts etc.,) to identify areas of concern in order to prescribe appropriate resources for intervention.
3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM 1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Data Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principals Dean of Instruction CLL Department Chairs Special Education Teacher Teachers	Action Plans DMAC Reports Tutorial Curriculum Tutorial Schedule Individual Student Plan TEKS Lead4ward SMART board	Aug. 2020 - June 2021	DMAC Campus Summary DMAC Subject Breakdown DMAC Student Profile Student Progress Monitoring	Student achievement gains Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	-Title I h, II, III, IV Funds -State Bilingual Funds -State Compensatory Education Funds -Local Funds -TTIPS Funds

Action Steps
1. Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school,
2. Schedule academic meetings with students following district benchmarks to inform them of students' results, progress and available interventions.
3. Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for Approaches and Meets level on the STAAR/EOC assessment.
4. Teacher/parent conferences to discuss what the school will do to help the students meet the standards, what the parents can do to help the student's performance, and provide information on any additional assistance at the school or elsewhere in the community.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-District Review Sessions (DRSs) will be held to review CBA and Benchmark data with department chairs, dean of instruction and related staff to identify areas of concern in order to plan next steps	Principal Dean of Instruction CLL Department Chairs, Migrant, 504/RTI) Special Education Teacher Teachers SMART board	Campus BM Data Reports Plan for Interventions TEKS	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	District Review Sessions (DRS) PPTs Agenda Sign-In Log Data Analysis Document Walk-through feedback Student Progress Monitoring	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested BM 1&2 Scores	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	-Title I Funds b, h -State Compensatory Funds -Local Funds -TTIPS Funds

Action Steps
1) Teachers will be provided support in the implementation of reading across all subjects.
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.

Goal Area 1:	Student Achievement
Annual Goal 2:	The percentage of graduates who are CCMR ready will increase from 47-50% by June 2021.
Objective 1:	The percent of graduates who earn an industry certification will increase from 21% to 42%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry based certification in their chosen career pathway.	Principal Dean of Instruction Teachers Counselors Special Education Teacher CLL	TEKS Components of Industry Certification Computers Specialized Software and Equipment	June- July 2021	Sign-in sheets Agendas Curriculum developed in SharePoint Student Progress Monitoring	Certification results	Teacher created Benchmarks Certification Exam	#2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically-based research - Title I Funds b, c -CTE Funds -TTIPS Funds

Action Steps							
1. Teachers create curriculum to include activities that simulate requirements to be successful on certification exam.							
2. Teachers create an aligned curriculum imbedding activities necessary to meet all components of the certification exam.							
3. Teachers will embed practice exam questions to scaffold previously taught content material.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Ongoing Professional Development training will be provided for support staff, teachers and administrators to ensure all components of certifications are understood and part of instruction.	Principal Dean of Instruction Teachers Counselors Special Education Teacher CLL	Certifying entity SMART board	August 2020 December 2020	Sign-in sheets Agendas ERO Certificates	Certifying entity		#4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate -Title I Funds b, c, d -State Compensatory Education Funds -Local Funds -TTIPS Funds

Action Steps							
1) Schedule professional development training.							
2)Identify teachers who need professional development							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student data for industry certifications will be reviewed three time a year in the Fall, Spring, and Summer.	Principal Dean of Instruction Teachers Counselors PEIMS Clerk	Student reports by name by certifying entity	October 2020- August 2021	Student reports by name by certifying entity Student Progress Monitoring	Increased certification awards Teacher submitted reports match eSchool submitted reports	Monitor and review District Dashboard	#1a Comprehensive Needs Assessment. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform -CTE Funds -Title I Funds d, h -TTIPS Funds

Acrion Steps							
1) Provide professional development on data entry for industry certificates							
2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator							
3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool							

Goal Area 1:	Student Achievement
Annual Goal 2:	The percentage of graduates who are CCMR ready will increase from 47-50% by June 2021.
Objective 2:	The percent of graduates who earn 3 hours of dual credit (ELAR/Mathematics) or 9 hours in any subject (including technical) will increase from 9% to 12%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
TSI tutorials - TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.	High School Administration ELA and Math Content Coordinators Assigned TSI Teachers Early College Director	TSI District Curriculum AP Curriculum Pre-AP Curriculum SMART board	September 2020- May 2021	Cohort Tutorials Cohort Attendance Curriculum Usage Student	An increase in the number of students who pass the TSI assessment	TSI Reading, Writing, and Math Assessment Reports	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time -Title I Funds b, h -TTIPS Funds

Action Steps							
1) TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.							
2) Teacher TSI tutoring schedule							
3) TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Review of all EOC data to ensure student unsuccessful on TSI are given the opportunity to register in Math 1414 or ENG 1301	Principal Dean of Instruction Teachers Counselors Special Education Teacher CLL	DMAC EOC Data TEKS SMART board	Aug. 2020 Nov. 2020 Dec. 2021	Sign-in sheets ERO Certificates Agendas Lesson Plans	Increased number of students successful completion of Pre-AP course Improved AP enrollment		#4a High-Quality and Ongoing Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate -Title I Funds h -TTIPS Funds

Action Steps							
1) Counselors and dean of instruction will review EOC data 3 times per year to identify students with EOC scores qualifying for Math 1414 or Eng. 1301.							
2) Counselors will meet with identified students to ensure option of DC courses is afforded to them.							
3) Identified students will complete Apply Texas and enroll in DC course.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing recruitment campaign for CTE college certificate programs.	Principal Dean of Instruction Teachers Counselors Campus PR	Sample Degree Plan PSJA District Dashboard Career Pathway Videos Campus Social Media Fliers Virtual Reality Googles SMART board	October 2020 - May 2021	Sign-in sheets Agendas Sign-in to district portal Fliers	Increase student enrollment in PSJA Academies. Increase interest in non traditional program concentration. Increased number of completed college certificates	Quarterly data reviews on number of students enrolled in PSJA Academies. Degree audits (Fall, Spring, Summer)	#2c Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time -CTE Funds -TTIPS Funds

Acrion Steps							
1) Schedule classroom presentations for CTE college certificates offered.							
2) Conduct informational workshops CTE college certificates.							
3) Students will sign-up into to their selected PSJA Academy utilizing the district portal.							

Goal Area 1	Student Achievement
Annual Goal 2:	The percentage of graduates who are CCMR ready will increase from 47-50% by June 2021.
Objective 3:	The percent of students earning a score of 3 or higher on any subject AP exam will increase from 4% to 8%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional Development on Pre-AP an AP curriculum.	Principal Dean of Instruction Teachers Counselors	AP Summer Institutes	June - July 2021	Sign-In sheets ERO Certificates Agendas Curriculum developed in SharePoint	AP Exam score increase	Benchmarks AP Exams	#4a/b High-Quality and Ongoing Professional Development. a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers -Title I Funds d -TTIPS Funds

Action Steps
1) Professional Development identified for Pre-AP and AP teachers
2) AP teachers attend Professional Development sessions

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
AP curriculum will be aligned to embed the knowledge and skills for students success.	Principal Dean of Instruction Teachers Counselors	College Board AP Teacher Summer Institutes Lesson Plans District Curriculum SMART board	2020-2021 School year	Sign-In sheets Agendas Curriculum developed in SharePoint	Increased number of students prepared for AP Classes and improved AP Scores	College Board AP Exams AP Benchmarks AP Exam Scores AP Practice Exams	#2a Reform Strategy. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research - Title I Funds b

Action Steps
1) AP teacher will ensure lesson plan reflects the skills necessary to provide students the opportunity to pass AP Exam
2) AP teacher will ensure all students registered through college board.
3) Teachers implement AP Curriculum

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Tutorials for students taking AP Exams.	Principal Dean of Instruction Teachers Counselors	AP Curriculum District created curriculum SMART board	September 2020 - May 2021	Student Sign-in sheets Teacher Sign-in sheets Agendas Lesson Plans	AP Exam score increase	Benchmarks AP Exams	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time -Title I Funds b, h -High School Allotment Funds -TTIPS Funds

Acrion Steps
1) AP Lead/ Content Coordinator planning of lessons
2) AP teacehrs will create calendar for tutorial session created
3) AP teachers wil recruit students for Saturday tutorials

Goal Area 2:	Closing the Gaps
Annual Goal 1:	English learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.
Objective 1:	By June 2021, progress in second language acquisition will occur through embedded supports in the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development on Sheltered Instruction Observation Protocol (SIOP) Model and ELPS training through Gateway	Principal Dean of Instruction Campus Leadership Team and Teachers	Title I and Bilingual Funds Dual Language Coordinators SMART board	August 2020- May 2021	Certificates Agenda sign in sheet, minutes	increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds c, d -TTIPS Funds
Action Steps							
1. Intentional scheduling of professional development							
2.Include SIOP protocols within lesson plans.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide school wide daily practice (activities) on listening, speaking, reading, and writing.	Principal Dean of Instruction Campus Leadership Team and Teachers	State and federal accountability results DMAC Reports Dual Language Coordinators Researched based strategies for Els Weekly lessons Gateway Lead4ward TELPAS released test SAMRT board	August 2020- May 2021	CLC Agenda and sign in sheets Lesson Plans Walk-through documentation	increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds b
Action Steps							
1. Ongoing support for the implementation of research based practices through CLCs.							
2. Teachers will be provided support in implementation of daily practice on listening, speaking, reading, and writing across content areas.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrators will monitor implementation of SIOP and school wide daily practice (activities) on listening, speaking, reading, and writing.	Principal Dean of Instruction Dual Language Coordinators Campus Leadership Team and Teachers	Weekly Lesson plans ELPS TEKS	August 2020- May 2021	Walk-through documentation	increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds c
Action Steps							
1. Conduct classroom visits and provide feedback to teachers.							
2. Administrators will provide support to developing teachers.							

Goal Area 2:	Closing the Gaps							
Annual Goal 1:	English learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.							
Objective 2:	By June 2021, Ballew CCTA will have at least 36% in English Language Proficiency.							
Strategy 1	**Persons Responsible/Title**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative Assessment**	**Title-I School- wide Component**	
Identification of students taking TELPAS and individual conferencing to discuss previous TELPAS ratings	Principal Dean of Instruction Campus Leadership Team and Teachers	PEIMS report DMAC Gateway Dual Language Coordinators SMART board	August 2020-May 2021	EL Instructional & Accommodation Checklist	increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds b, h	
Action Steps								
1. Administrators will provide teachers updated EL rosters monthly.								
2. Teachers will complete EL Instructional and Accommodations Checklist (BOY, MOY, and EOY).								
Strategy 2	**Persons Responsible/Title**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative Assessment**	**Title-I School- wide Component**	
Teacher familiarize with student TELPAS PLDs	Principal Dean of Instruction Campus Leadership Team and Teachers	State and federal accountability results DMAC Gateway Dual Language Coordinators TELPAS released test SMART board	August 2020-May 2021	CLC Agenda and sign in sheets Lesson Plans TELPAS PLDs	increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds c, d	
Action Steps								
1. Teacher will unpack TELPAS Proficiency Level Descriptors during CLCs.								
2. Teachers will review rubric for listening, speaking, reading and writing component.								
Strategy 3	**Persons Responsible/Title**	**Resources**	**Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Formative/ Summative Assessment**	**Title-I School- wide Component**	
Purposeful student grouping for tutorials and test setting	Principal Dean of Instruction Campus Leadership Team and Teachers	State and federal accountability results DMAC Gateway Dual Language Coordinators	August 2020-May 2021	Student Profile Sheet EL Instructional & Accommodation Checklist	Increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I Funds b	
Action Steps								
1. CTC along with teachers will develop a plan in ensuring that students will test according to their composite rating.								
2. Campus Leadership team and teachers will develop a plan for "TELPAS for Tamales" to provide information to students about TELPAS and increase the number of participants in TELPAS testing.								

Goal Area 2:	Closing the Gaps
Annual Goal 2:	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.
Objective 1:	Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the English/Math teacher adhering to IEPs of each individual student in preparation for EOCs	Principal Dean of Instruction Counselors Campus Leadership Team and Teachers Special Education Teacher	District Curriculum Success Maker STAAR Release Assessments (BM I & II) Criterion Study Sync NewsELA MyOn	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application Student IEPs	Closing the achievement gap among Special Education students and the all student group	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps
1) ARDs are completed in timely manner
2) Teachers are provided IEPs on a timely manner
3) Ensure teachers are utilizing online tools during class instruction in preparation for EOC assessments.

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

Action Steps
1)Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
2)Teacher will take End of Course assessment and desegregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
4)Provide teachers PD survey and specific instructional training for co-teachers to best serve special education students remotely or in class.

Strategy 3	Persons	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/	Title-I School- wide
Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	Principal Dean of Instruction Counselors Campus Leadership Team and Teachers	District Curriculum Study Sinc Criterion STAAR Released Assessments (BM I & II) NEWSELA MyOn	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans ARD notes -Virtual and In-class walk-throughs	Closing the achievement gap among special education students and all student group Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps
1)Special Education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students
2)Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.
3)Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.

Goal Area 2:	Closing the Gaps
Annual Goal 3:	All student groups will meet 90% of the indicators in the four components evaluated in the Closing the GAPS domain by June 2021.
Objective 1:	All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met 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 asses data to monitor student progress and drive interventions.	Principal Dean of Instruction Counselors	District Curriculum Success Maker STAAR Release Assessments (BM I & BM2) District Directors (SpEd, Migrant, 504/RTI) Title I Coordinator	July 2020 Aug. 2020 Sept. 2020 Dec. 2020 Jan. 2021 April 2021 June 2021	District Review Sessions DMAC data reports Campus Performance Reviews Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plan Language Acquistion Monitoring Application	Closing the achievement gap among student groups. Increase academic performance of all student groups in all M, STAAR/EOC tested subjects.	Weekly Assessments CBA I BM I & II STAAR/ EOC TELPAS	-Title I Funds b, h -TTIPS Funds

Action Steps							
1. Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I & II, Practice Listening & Speaking Sets)							
2. Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above.							
3. Use assessment data to drive intervention plans and build intervention time into the day at every level							
4. Provide instruction and interventions that are directly related to students needs as demonstrated by data (e.g. enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	Positivity Climate overall will increase from 82- 90% in students and staff
Objective 1:	By June 2021, Ballew CCTA will increase the number of school/community activities.

Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
The campus will acknowledge staff members contribution to the school and community monthly by selecting a staff member of the month.	Principal Dean of Instruction Counselors All staff	Google form	August 2020-May 2021	Google form	Google form response	side by side data analysis	-Title I Funds a,e -TTIPS Funds
Action Steps							
1. Google Form nominations							
2. Staff members will have the opportunity to select an individual that deserves recognition for the exemplary work they have displayed in the current month.							

Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Teacher lead committees to advocate and voice concerns and plan activates for students and staff.	Principal Dean of Instruction Assistant Principal All staff	Skills USA Business Professional of America Intramural Sports Year book club Robotics Community Guest Speakers Student	August 2020-May 2021	Sign in sheet agendas Meeting minutes	Student Participation	side by side data analysis	-Title I Funds a, e -TTIPS Funds
Action Steps							
1. Students will participate in extracurricular opportunities such as: Robotics, Skills USA, BPA, School Ambassadors, National Honor Society, Photography Club, Intramural Sports, Student Council.							
2. Men's Monday and Woman's Wednesday will provide opportunities to students to interact with successful individuals from similar backgrounds from their community.							
3. Hosting an annual Health Fair for the students will provide them with opportunities to participate in learning a variety of occupations and services offered.							
4. RAM bucks (student incentives) will be distributed to students based on attendance, participation, digital citizenship, grades, progress, and MyON participation.							

Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
JFF grant will provide opportunities to our students to partake in internships amongst the community.	Academic Persistent Officer	JFF grant funds Technical Assistance Workplan template Virtual Reality Googles SMART board	August 2020-May 2021	Technical Assistance Work plan Rubric Student Conference Logs	Job Retention Records of student/parent community contracts.	side by side data analysis	-JFF Grant Funds
Action Steps							
1. Improve professional competence through professional development.							
2. Identity local business that are willing to provide our students with internships							
3. Gather data and turn around trainings for students on identified deficiencies.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	By June 2021, family involvement and their interaction with their child's school will increase from 5% to 50%
Objective 1:	By June 2021, 94 parents will participate in informational training and sessions.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Quarterly virtual town hall meetings will provide the community stakeholders with important information regarding, community events, such as testing, social emotional services, school involvement.	Principal Dean of Instruction Counselors Campus Leadership Team Teachers Parental Educator	Google Meets Facebook Live Fliers Registration Forms Technology equipment SMART board Parental Director	August 2020 - May 2021	Meeting agenda and sign in sheet	Attendance TTIPS Documentation	Increase STAAR Participation and Performance	-Title I Funds a, f -TTIPS Funds

Action Steps
1. School PR representative will create a flier and post on school's social media account.
2. Dr. L. Gutierrez along with the campus leadership team and parent educator will maintain parent participation data and create strategies to promote parental involvement.
3. Parents unable to attend meeting will get phone call from administration.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Parent café with the counselors will be held once a month to provide teaching opportunities for all community members.	Principal Dean of Instruction Counselors Campus Leadership Team Teachers Parental Educator	Fliers Registration Forms Technology equipment SMART board	August 2020 - May 2021	Meeting agenda and sign in sheet	Attendance TTIPS Documentation Feedback from parents.	increase STAAR Participation and Performance	-Title I Funds a, f -TTIPS Funds

Action Steps
1. Counselors in collaboration with campus leadership team and parent educator will set calendar dates and topics to be disseminated through social media and
2. School PR will create a flier and post on school's social media account.
3. Regular scheduled meetings to address student performance, and providing additional assistance as needed.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
The campus will conduct a yearly business fair to provide parents and students opportunities about the workforce.	Principal Dean of Instruction Counselors Campus Leadership Team Teachers Current Business Partners Parental Educator	Fliers Registration Forms Technology equipment SMART board	August 2020 - April 2021	Sign in Sheet	Attendance TTIPS Documentation increase school business partners	side by side data analysis	-Title I Funds a, f -TTIPS Funds -JFF Grant Funds

Action Steps
1. Campus leadership team along with the parent educator will invite business within the community to participate.
2. Teachers will develop a lesson plan incorporating important information about the community businesses that will participate (what they do and what skills are needed to work there).

Goal Area 3:	Improve Safety, Public Support, Culture and Climate							
Annual Goal 3:	By June 2021, the student's perception for their physical and psychological school safety will improve from 82% to 90%.							
Objective 1:	By June 2021, campus 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
Proactive Identification and monitoring of students and integration of districts SEL program.	Principal Assistant Principal Dean of Instruction Counselors District LPCs	Counselors District LPCs Emergency Procedure Manual Campus nurse	August 2020-June 2021	Assistance provided to students as needed	health and socio emotional needs met	Side by side data analysis	-Title I Funds h -TTIPS Funds
Action Steps							
1. Weekly counselor sessions with teachers							
2. Counselor and student counseling session (individual or group).							
3. If needed, counselor referral to district LPC.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for campus staff on student behavior interventions, conflict resolution, restorative discipline student sexual abuse, bullying, and suicide.	Principal Assistant Principal Dean of Instruction Counselors District LPCs	Counselors District LPCs Emergency Procedure Manual Campus Nurse District Support Services for Students SMART board	August 2020-June 2021	Agenda and sign in sheets Training for all staff ERO number	successful use of actual implemented emergencies	Side by side data analysis	-Title I Funds d -TTIPS Funds
Action Steps							
1. Schedule PD tailored to campus needs and teacher focus areas.							
2. PBIS and restorative discipline strategies during CLC or PLC will be incorporated into daily routines and procdeures							
3. Training on Case management system (district created) will be offered to all staff to ensure proper use.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate							
Annual Goal 4:	Monitor school attendance and drop out initiatives to ensure student success.							
Objective 1:	By June 2021, campus attendance will increase by 2% and dropout rate will decrease by 2%							

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.	Principal Dean of Instruction Counselors TTIPs Shepard School Liaison PEIMS Clerk Attendance Clerk Staff	Pupil Accounting Student Services School Community Liaisons	August 2020-June 2021	Assistance provided to students as needed District Expo Student Recovery Initiatives Pre- Countdown to Zero PEIMS/Leaver Training from District Countdown to Zero Customer Service Training	District Dashboard Data eSchool Cognos Reports Preliminary Enrollment Counts Sign In Sheets Public Relations/PEIMS District Increased Enrollment	Ongoing data validation leaver reviews Semi-annual and yearly comparison reports	-Title I Funds a, b, h

Action Steps							
•Collaborate with Student Data Center to improve On-line Registration.							
•Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented.	Principal Dean of Instruction Counselors TTIPs Shepard School Liaison PEIMS Clerk Attendance Clerk Staff	Pupil Accounting Student Services School Community Liaisons	August 2020-June 2021	Correspondence Emails TEA Letter PEIMS update annual training Implementation and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy	Data analysis review Update through corrective measures	-Title I Funds a, b, h

Action Steps							
1. Parent notices will be sent out and utilization of eSchool messenger.							
2. Ensure implementation and follow-up with attendance improvement timeline set by campus leadership team.							

Strategy 3	Persons	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/	Title-I School- wide
Ensure implementation of Attendance and Dropout Prevention Recovery Strategies on campus.	Principal Dean of Instruction Counselors TTIPs Shepard School Liaison PEIMS Clerk Attendance Clerk Staff	Pupil Accounting Student Services School Community Liaisons	August 2020-June 2021	Correspondence Emails TEA Letter PEIMS update annual training Implementation and Dropout System Application Review of attendance, attendance recovery participants, minutes, completion	Maintain attendance accountability in compliance with State Student Attendance Accounting statutes. Maintain dropout accountability measures in compliance with NCES Federal Accountability.	Ongoing data validation, District attendance (daily, six weeks, yearly reports) Annual report card Ongoing review and monitoring of student leavers and withdrawal compliance	-Title I Funds a, b, h

Action Steps							
1. Campus Attendance Committe will examine every week the list of students with attendance issues to ensure that each student receives appropriate supports and also review drop out leaver to create a plan to recover and reconnect							
2. Campus Attendance Committe will look other data (grades, test scores, behavioral referrals, health issues, etc.) to develop a full picture of what is happening in a student's life, especially for those with more severe attendance							
3. Campus Attendance Committe will use data on attendance and chronic absence to determine the nature and intensity of supports. Supports can range from a call home or truancy letter to a more intense intervention and case							
4. Review outcomes of prior interventions to determine if supports were effective.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	Use evaluation systems to increase staff quality, recruitment and retention.
Objective 1:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Using the highly- effective evaluation system (McRel) to increase staff quality.	Principal Dean of Instruction Assistant Principal CLL	McRel Evaluation tool Materials	August 2020- May 2021	McRel evaluations Sign- In sheets Coaching logs, and schedules	Increase student achievement higher teacher retention higher school report card based on TAPR	McRel evaluations	-Local Funds

Action Steps							
1. Professional development for teachers and campus ;leadership is provided at the beginning of the school year and continue as needed.							
2. Identify areas of need and provide professional development.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will continue providing annual McRel calibration certification training	Principal Dean of Instruction Assistant Principal CLL	McRel Evaluation tool Materials	August 2020- May 2021	McRel evaluations Sign- In sheets Coaching logs, and schedules	Continue providing annual McRel calibration certification training	TxCEE McRel Evaluations	McRel Evaluation Tool, Materials -Local Funds

Action Steps							
1. Adminstrators will create opportunities for collaborative instruction review, i.e. Instructional Rounds							
2. Adminstrators will Mmnitor and evaluate data gather during instructional rounds							
3. Adminstrators will provides support in areas of need.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	Use evaluation systems to increase staff quality, recruitment and retention.
Objective 2:	Recruit, develop and retain 100% highly effective staff.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The recruitment of highly effective staff will occur in coordination with HR.	Principal Dean of Instruction HR Department New Hire Committee	HR Department Social Media District Website	August 20202- May 2021	HR postings (Talented) Social Media Postings Committee Questionnaire Documentation	Hiring of highly qualified staff	Increase of Applicants	-Local Funds

Action Steps							
1. Talent Ed job postings will occur in a timely manner.							
2. In collaboration with HR, we will ensure all applicants are highly effective.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher selection based on: Bilingual/ ESL Certified Special Education Certified Core area certifications Master's degree CTE certified Advanced placement training	Principal Dean of Instruction HRS Admin Bilingual/SPED/CTE Directors	Google Forms Staffing needs projection	August 20202- May 2021	Excel sheet that is exported from google form. Increase number of certified teachers	Teachers will be teaching their certified content area. All classrooms have a highly effective teacher	Screen applicants for best candidates	Title I funds c, e -Local Funds

Action Steps							
1. Keeping staffing needs as a priority.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Instructional coaching support will be provided, to retain and develop highly effective teachers.	Principal Dean of Instruction CLL TXCEE Support	CLL Roadmap Lead4ward SMART board Virtual Reality Googles	August 20202- May 2021	Sign in Sheets CLC Roadmap	All classrooms have a highly effective teacher	Higher retention rate of new teachers	Title I Funds c, e -Local Funds

Acrion Steps							
1. CLL will provide and facilite that all teachers instructional needs are being maintained, and developed through the academic year.							
2. During CLC teachers will use District Curriculm and Lead4ward resources to directly align their instruction.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention
Annual Goal 1:	Use evaluation systems to increase staff quality, recruitment and retention.
Objective 3:	We will provide all new teachers with a teacher mentor.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
School administration will assign the new teacher a mentor.	District NTI personnel CLL Department Head for additional support	District aligned curriculum	August 2020- May 2021	Retention of teacher staff	Improvement in instruction delivery Increase student achievement	staff retention reports	Title 1 Funds c, e -Local Funds

Action Steps
1. Providing the new teacher a check list with targeted focus areas to aid the teacher
2. Administrators in coordiniation with department chairs will develop new lesson plan.
3. Administrators will assist and provide teachers strategies to improve the delivery of content.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
New to district and first year teachers will attend the annual McRel training offered by TxCEE.	Principal Dean of Instruction Teachers Department Heads CLL TxCEE	McRel training	August 2020- May 2021	ERO number Agenda and sign in sheets Staff retention	Improvement in instruction delivery Increase student achievement	higher retention rate of new teachers	Title 1 Funds c, e -Local Funds

Action Steps
1. McRel new to district and new teacher training.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
New teachers will attend the New Teacher institute	Principal Dean of Instruction Teachers Department Heads CLL	ACT-RGV NTI	August 2020- May 2021	NTI ERO number	Meeting with mentor teacher Approval of Probationary Certification	McRel evaluation system Walk-throughs	-Local Funds

Acrion Steps
1. New teacher and mentor teacher attend NTI together
2. New teacher and mentor teache bring back the information to make it applicable in the classroom.

Campus Professional Development

Date	Topic
August 17, 2020	• Campus Expectations/Procedures • Employee Handbook • PSJA Employee Handbook Link • Bullying, Cyberbullying (David's Law), Sexual Harassment, & Social Media • Conflict Resolution • Texas Title I Priority Schools (TTIPS) • Teacher Profile
August 18, 2020	• Best Practices Virtual Learning • Copyright • Online Resources for Students and Teachers • Campus Data Review (2019 Accountability, Fall 2019 EOC, Retesters, Bonus Points) • Develop Action Plan by department using the planning guide provided
August 24, 2020	• McRel / SLOs Review • Communication Tools • Interactive Learning Tools • Customizing and Making Your Google Classroom Fun

Campus Professional Development

Date	Topic
August 27, 2020	• Campus Expectations/ 1st Day Procedures (Attendance, Enrichment Camp, Lesson Plan, Contact Log) • Counselor: I'll Be There for You (Special Population Procedures: LPAC/504/RTI/SPED Accommodations, Graduation Requirements, Communication Processes with Counselors)
September 24, 2020	• Literacy Groups Part 1
September 28, 2020	• Literacy Groups Part 2
October 5-15, 2020	TCLC: SLO Roadmap • Assessment Blueprint • Determine Critical and Challenging Standards for possible SLOs • Develop Objective Statement and Rationale • Item Analysis of Assessment to Ensure Reliability and Validity

Park Crest MS

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Planning for Implementation	Some Progress
	3		3.1	3 - Beginning Implementation	Significant Progress
	4		4.1	4 - Partial Implementation	Met
	5		5.1	5 - Full Implementation	
	6		5.3		
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2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency
(LEA) meets one or more of the following criteria:

• the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
• a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
• a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
• the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DSCI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
PSJA Elvis J. Ballew HS	Dr. Nora Cantu, Executive Officer for High Schools
Campus Number:	Superintendent Name:
108909006	Dr. Jorge L. Arredondo
Date:	

Texas Education Agency

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Pharr-San Juan-Alamo ISD	Campus Name	PSJA Elvis J. Ballew HS	Superintendent	Dr. Jorge L. Arredondo	Principal	Ruben Garcia
District Number	108909	Campus Number	108909006	District Coordinator of School Improvement (DCSI)	Dr. Nora Cantu	ESC Number	1
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Ruben Degollado

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

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

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.   https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions

What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 1: For the 2020-2021 school year, the campus will increase the Domain 1: Student Achievement component score from a 78 to an 81 by increasing percent Approaches to 50%, Meets to 7% and Masters to 5%. This will support our campus in achieving an overall B rating for 2021.
Rationale: All students (retesters and first-time testers) should have 50% attain the accomplished level which would allocate 3 bonus points with 50% of all retesters at Approaches level or above. Additionally, the campus will focus on CCMR which correlates with Domain 1 and Domain 3 for school quality success (possible 6/6 if 50% CCMR is attained).

Domain 2: For the 2020-2021 school year, the campus will increase the Domain 2: School Progress component scaled score from a 45 to a 49 by focusing on our economically disadvantaged students.
Rationale: We have an Economically Disadvantaged percentage of 94.1%. The focus is to ensure students achieve at a similar or higher level compared to other campuses with similar demographics.

Domain 3: For the 2020-2021 school year, the campus will increase the Domain 3: Closing the Gaps component score from a 65 to an 80 by increasing the School Quality score from a 1 to a possible 6/6.
Rationale: The campus will have intentional focus on the CCMR component for this domain as well as student achievement.

What changes in student group and subject performance are included in these goals?	**Domain 1:** The campus needs to focus on the ELA courses. The data is particularly low in this area and is impacting student outcomes. Additionally, the campus needs to prioritize moving more students to the Meets and Masters level across all courses. **Domain 2:** The campus is prioritizing the Economically Disadvantaged student population and their achievement across the board for Domain 2. **Domain 3:** The campus will focus on the CCMR component for this domain as well as student achievement.
If applicable, what goals has your campus set for CCMR and Graduation Rate?	**CCMR:** For the 2020-2021 school year, the campus will increase the CCMR score from a 26 to a 50 by examining data and creating target lists to provide students opportunities to obtain the credit. **Graduation Rate:** For the 2020-2021 school year, the campus will increase the graduation rate from 83.4 to 85.4 by providing students opportunities for credit recovery.

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3

Rationale	The vision, mission, goals and values are essential for a positive school cultrue that leads to student success.	Objective-driven daily lesson plans ensure all students have rigorous learning experiences that meet their needs.	Data-driven instruction will review available data that is necessary for teachers to reflect, adjust and deliver the instructional plan that meets all students need.
How will the campus build capacity in this area? Who will you partner with?	Campus will build capacity in this area by ensuring all stakeholders are involved in the revision of the vision, mission, goals and values. These will be posted throughout campus, on the campus website and reviewed with students, parents and community members regularly.	Campus will build capacity in this area by providing coaching and feedback.	Campus will build capacity in this area by providing planning time for staff to review data, set goals and align instructional plan accordingly.
Barriers to Address throughout this year	A possible barrier is staff mindset, comfort level, and possible resistance to change from some. The principal will work to change these mindsets and secure buy-in and ownership from all staff members.	Lack of a campus lesson plan format was a barrier in the past, which my lead to staff members needing time to get accustomed to it and the lesson plan feedback cycle.	Most recent STAAR data is from Fall 2019 and adapting to checkpoints set in place to ensure accountability for staff.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	The priorities will be communicated via the activity itself, posted on the walls and reviewed regularly. Participation of all stakeholders will create buy-in.	All teachers will be required to submit lesoon plans of a weekly basis. The new administrator created a lesson plan fomr that contains required components that are successful research based practices. Instructional leaders will provide feedback to teachers on lesson plan.	Campus leaders will review disaggregated data to track and monitor progress of all students. Teachers will be provided time to meet regularly to review data, instructional strategies and make possible adjustments to the instructional plan and lessons.
Desired Annual Outcome	All staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	All teachers create and submit daily lesson plans that include clear objectives, a clearly defined curricular goal and formative assessments.	Campus leaders will review disaggregated data to track and monitor progress of all students. Teachers will be provided time to meet regularly to review data, instructional strategies and make possible adjustments to the instructional plan and lessons.
District Commitment Theory of Action	If district policies and practices align with campus policies and practices then a positive school culture will be promoted.	If district policies and practices support effective instruction in schools then achievement goals will be reached or exceeded.	If the district ensures that schools receive detailed reports within two instructional days of the district assessments then, campus staff can utilize data to plan instruction and interventions.

Action Plan

Action Steps	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step (May be requested by Specialist)	Evidence Collection Date
Plan process for developing vision, mission, goals and values.	3.1	Summer 2020	District vision and mission	R. Garcia	Plan for beginning of the year.	Sept. 2020
Develop lesson plan template.	5.1	Summer 2020	Curriculum, sample lesson plans, feedback from instructional leaders and department heads.	R. Garcia, R. Hernandez, L. Gutierrez	Lesson plan format	August 2020
Develop formative assessment sheet.	5.1	Summer 2020	Formative Assessment shet samples, feedback	R. Garcia, R. Hernandez, L. Gutierrez	Formative Assessment Sheet	August 2020
Develop campus data presentation.	5.3	Summer 2020	Powerpoint presentation, data reports	R. Garcia, R. Hernandez	Data presentation	August 2020

Reflection and Planning for Next 90-Day Cycle

	Carryover Action Steps	New Action Steps

Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Revisit campus vision, mission, goals and values.	Utilize data to develop action plans including tutorials and target areas of concern for the All student group and subgroups.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments													2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3				
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	22%					Benchmark 1	25%		STAAR	26%			
		All	All	Reading	Meets	STAAR	5%					Benchmark 1	3%		STAAR	6%			
		All	All	Reading	Masters	STAAR	0%					Benchmark 1	1%		STAAR	5%			
		All	All	Mathematics	Approaches	STAAR	73%					Benchmark 1	75%		STAAR	80%			
		All	All	Mathematics	Meets	STAAR	11%					Benchmark 1	15%		STAAR	40%			
		All	All	Mathematics	Masters	STAAR	8%					Benchmark 1	10%		STAAR	31%			
		All	All	Science	Approaches	STAAR	51%					Benchmark 1	55%		STAAR	61%			
		All	All	Science	Meets	STAAR	8%					Benchmark 1	9%		STAAR	10%			
		All	All	Science	Masters	STAAR	0%					Benchmark 1	2%		STAAR	4%			
		All	All	Social Studies	Approaches	STAAR	67%					Benchmark 1	70%		STAAR	75%			
		All	All	Social Studies	Meets	STAAR	8%					Benchmark 1	8%		STAAR	9%			
		All	All	Social Studies	Masters	STAAR	2%					Benchmark 1	4%		STAAR	8%			
		All	All	Writing	Approaches	STAAR													
		All	All	Writing	Meets	STAAR													
		All	All	Writing	Masters	STAAR													
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Economically Disadvantaged	Reading	Approaches	STAAR	22%					Benchmark 1	25%		STAAR	26%			
		All	EL	Reading	Approaches	STAAR	19%					Benchmark 1	20%		STAAR	23%			
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Economically Disadvantaged	Mathematics	Approaches	STAAR	73%					Benchmark 1	75%		STAAR	80%			
		All	EL	Mathematics	Approaches	STAAR	65%					Benchmark 1	68%		STAAR	70%			
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	27%					TELPAS Benchmark	30%		TELPAS	36%			

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	All staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	All teachers create and submit daily lesson plans that include clear objectives, a clearly defined curricular goal and formative assessments.	Campus leaders will review disagregated data to track and monitor progress of all students. Teachers will be provided time to meet regularly to review data, instructional strategies and make possible adjustments to the instructional plan and lessons.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If district policies and practices align with campus policies and practices then a positive school culture will be promoted.	If district policies and practices support effective instruction in schools then achievement goals will be reached or exceeded.	If the district ensures that schools receive detailed reports within two instructional days of the district assessments then, campus staff can utilize data to plan instruction and interventions.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?		

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	All staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	All teachers create and submit daily lesson plans that include clear objectives, a clearly defined curricular goal and formative assessments.	Campus leaders will review disaggregated data to track and monitor progress of all students. Teachers will be provided time to meet regularly to review data, instructional strategies and make possible adjustments to the instructional plan and lessons.
Desired 90-day Outcome	100% of staff members will share a common understanding of the mission, vision, and values and will be able to articulate them.	100% of teachers create and submit daily lesson plans with clear written objectives and be provided feedback.	100% of teachers will utilize data to create determine areas of strength and weakness and develop an action plan.
Barriers to Address During this Cycle	A possible barrier is staff mindset, comfort level, and possible resistance to change from some. The principal will work to change these mindsets and secure buy-in and ownership from all staff members.	Lack of a campus lesson plan format was a barrier in the past, which may lead to staff members needing time to get accustomed to it and the lesson plan feedback cycle.	Time for the staff to adjust to new leadership expectations in addition to adapting to the checkpoints set in place to ensure everyone is accountable.
District Actions for this Cycle	District administration will promote the mission and vision to all stakeholders: staff, students, parents and community members.	District administration will assist with curriculum with clearly defined objectives.	District administration will ensure data is available to campus staff in a timely manner.
District Commitment Theory of Action	If district policies and practices align with campus policies and practices then a positive school culture will be promoted.	If district policies and practices support effective instruction in schools then achievement goals will be reached or exceeded.	If the district ensures that schools receive detailed reports within two instructional days of the district assessments then, campus staff can utilize data to plan instruction and interventions.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Revisit campus vision, mission, goals and values.	3.1	Dec.	Campus vision, mission, goals and values.	R. Garcia, R. Hernandez	Agenda and Sign In	Dec. 9, 2020		
Post campus vision, mission, goals and values on visible locations including campus website.	3.1	Dec. - Feb.	Campus vision, mission, goals and values.	R. Garcia, N. Moreno	Posters, Pictures, Website screenshot	Feb. 17, 2021		
Review the process for submitting lesson plans and receiving feedback.	5.1	Dec. - Jan.	Lesson plan submission plan	R. Garcia, R. Hernandez	Agenda and Sign In	Jan. 4, 2021		
Review lesson plans to provide feedback on clearly written objectives.	5.1	Dec. - Feb.	Lesson plan, Feedback	R. Garcia, R. Hernandez	Lesson plan with feedback	Feb. 17, 2021		
Utilize data to develop action plans including target areas of concern for the All student group and subgroups.	5.3	Dec. - Jan.	Data, Action plan	R. Garcia, R. Hernandez, Dept. Heads	Action Plans	Jan. 15, 2021		
Departments will meet to review data and plan for areas of concern.	5.3	Dec. - Feb.	Data, Agenda, Sign In Sheet	Dept. Heads	Agenda and Sign In	Feb. 19, 2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	**New Action Steps**
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	All staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	All teachers create and submit daily lesson plans that include clear objectives, a clearly defined curricular goal and formative assessments.	Campus leaders will review disaggregated data to track and monitor progress of all students. Teachers will be provided time to meet regularly to review data, instructional strategies and make possible adjustments to the instructional plan and lessons.
Desired 90-day Outcome	100% of staff members share a common understanding of the mission, vision, and values in practice and can explain them.	100% of teachers create and submit daily lesson plans with clear written objectives, a reflection and inclusion of CIF strategies.	100% of teachers will utilize data to create design action plan for tutorials.
Barriers to Address During this Cycle	A possible barrier is comfort level, and possible resistance to change from some staff members. The principal will work to change these mindsets and secure buy-in and ownership from all staff members.	Lack of a consistency with lesson plan submission was a barrier in the past, which may lead to staff members needing time to get accustomed to it.	Time for the staff to adjust to new leadership expectations in addition to adapting to the checkpoints set in place to ensure everyone is accountable.
District Actions for this Cycle	District administration will promote the mission and vision to all stakeholders: staff, students, parents and community members.	District administration will assist with curriculum with clearly defined objectives and CIF strategies.	District administration will ensure data is available to campus staff in a timely manner.
District Commitment Theory of Action	If district policies and practices align with campus policies and practices then a positive school culture will be promoted.	If district policies and practices support effective instruction in schools then achievement goals will be reached or exceeded.	If the district ensures that schools receive detailed reports within two instructional days of the district assessments then, campus staff can utilize data to plan instruction and interventions.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Review of CIF strategies during CLCs.	5.1	Mar.	CIF Protocol presentation	C. Villarreal, R. Hernandez	Agenda, Sign In, Presentation	Mar. 12, 2021		
Review lesson plans to provide feedback on clearly written objectives, reflection and integration of CIF strategies.	5.1	Mar. - May	Lesson Plan	R. Garcia, R. Hernandez	Lesson plan with feedback	May 5, 2021		
Utilize data to develop action plans for tutorials including target areas of concern and develop tutorial calendar.	5.3	Mar.	Data, Action Plan	Dept. Heads	Tutoring Action Plan and Calendar	Mar. 12, 2021		
Departments will meet to review data and develop instructional action plan for areas of concern.	5.3	Mar. - May	Data, Action Plan	Dept. Heads	Instructional Action Plan, Agenda, Sign In	May 5, 2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

	Carryover Action Steps	New Action Steps
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	All staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	All teachers create and submit daily lesson plans that include clear objectives, a clearly defined curricular goal and formative assessments.	Campus leaders will review disaggregated data to track and monitor progress of all students. Teachers will be provided time to meet regularly to review data, instructional strategies and make possible adjustments to the instructional plan and lessons.
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.
Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here:https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here:
https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Rationale	The vision, mission, goals and values are essential for a positive school cultrue that leads to student success.	Objective-driven daily lesson plans ensure all students have rigorous learning experiences that meet their needs.	Data-driven instruction will review available data that is necessary for teachers to reflect, adjust and deliver the instructional plan that meets all students need.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	These will be posted throughout campus, on the campus website and reviewed with students, parents and community members regularly.	All teachers will be required to submit lesson plans of a weekly basis. The new administrator created a lesson plan form that contains required components that are successful research based practices. Instructional leaders will provide feedback to teachers on lesson plan.	Campus leaders will review disaggregated data to track and monitor progress of all students. Teachers will be provided time to meet regularly to review data, instructional strategies and make possible adjustments to the instructional plan and lessons. Campus leaders will monitor and provide feedback.
Desired Annual Outcome	All staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	All teachers create and submit daily lesson plans that include clear objectives, a clearly defined curricular goal and formative assessments.	Campus leaders will review disaggregated data to track and monitor progress of all students. Teachers will be provided time to meet regularly to review data, instructional strategies and make possible adjustments to the instructional plan and lessons.
Desired 90-Day Outcome	100% of staff members will share a common understanding of how the mission and vision align to the campus goals.	100% of teachers will review daily lesson plan format to ensure it includes clear objectives, a clearly defined curricular goal, formative assessment and reflection.	100% of teachers willreview 2020-2021 data to utilize for instructional plan for the 2021-2022 school year.

How will the campus build capacity in this area? Who will you partner with?	Campus will build capacity in this area by ensuring all stakeholders are involved in the revision of the vision, mission, goals and values.	Campus will build capacity in this area by providing coaching and feedback.	Campus will build capacity in this area by providing planning time for staff to review data, set goals and align instructional plan accordingly.
Barriers to Address throughout the year	A possible barrier is staff mindset, comfort level, and possible resistance to change from some. The principal will work to change these mindsets and secure buy-in and ownership from all staff members.	Lack of a campus lesson plan format and submission consistency was a barrier in the past, which my lead to staff members needing time to get accustomed to it and the lesson plan feedback cycle.	Time for the staff to adjust to new leadership expectations in addition to adapting to the checkpoints set in place to ensure everyone is accountable.
District Actions for this Cycle	District administration will promote the mission and vision to all stakeholders: staff, students, parents and community members.	District administration will assist with curriculum with clearly defined objectives, formative assessment and CIF strategies.	District administration will ensure data is available to campus staff in a timely manner.
District Commitment Theory of Action	If district policies and practices align with campus policies and practices then a positive school culture will be promoted.	If district policies and practices support effective instruction in schools then achievement goals will be reached or exceeded.	If the district ensures that schools receive detailed reports within two instructional days of the district assessments then, campus staff can utilize data to plan instruction and interventions.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Align campus goals for the 2021-2022 school year to the campus vision and mission.	3.1	June - Aug.	Mission, Vision	R. Garcia, R. Hernandez	Agenda, Campus Goals	Aug. 12, 2021		
Revisit and revise lesson plan format for the 2021-2022 school year.	5.1	Aug.	Lesson Plan Format	R. Garcia, R. Hernandez	Lesson Plan Format	Aug. 12, 2021		
Utilize data to create the 2021-2022 master schedule.	5.3	June - Aug.	Data and Master Schedule	R. Garcia, R. Hernandez	Master Schedule	Aug. 12, 2021		