



PSJA Collegiate High School Program Campus Improvement Plan 2020-2021



Board Approved:



Executive Summary

Campus Improvement Plan: School Year 2020-2021



Campus Name: PSJA Collegiate High School Program

Mission: PSJA Collegiate High School educators at the Dr. Daniel P. King PSJA College & University Center are engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all-through high school and their chosen career. As one PSJA Collegiate Family, we build on our PSJA legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Vision: Every PSJA Collegiate High School student at the Dr. Daniel P. King PSJA College & University Center is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Demographics Summary: The current enrollment of PSJA Collegiate High School Program as of October 2020 is 322 students in 9th, 10th and 11th grade. The student population at PSJA Collegiate High School Program consists of 100% Hispanic. Our students represent a low socio-economic status of approximately 85% with 4 migrant students. Approximately 8% of our student population receive special education services, while 5% receive accommodations under Section 504. Our Gifted and Talented population accounts for approximately 17% of our student population. The bilingual population is approximately 18% where most of the students' home language is Spanish. Our students are enrolled full time and are coded for accountability purposes to their zoned comprehensive high school.

Comprehensive Needs Assessment Summary: PSJA Collegiate High School Program attained an overall percentage of 93% at the approaches level, 77% at the meets level, and 32% at the masters level in the STAAR EOC subjects of English 1, Algebra 1 and Biology. In the Student Achievement domain, PSJA Collegiate High School Program earned a 67 overall score. In English I EOC, we scored an 87% at the approaches level, 73% at the meets level, and 18% at the masters level. In Algebra 1 EOC, we scored a 96% at the approaches level, 82% at the meets level, and 49% at the masters level. In Biology 1 EOC, we scored a 98% at the approaches level, 79% meets level, and 35% masters level.

Curriculum and Instruction and Assessment: PSJA Collegiate High School Program offers a rigorous curriculum with a highly qualified staff of high school, high school/dual credit, and college professors. All courses offered are Pre-AP, AP, and/or Dual Credit classes. All students have an opportunity to receive a high school diploma under the Distinguished Level of Achievement with Collegiate Honors graduation plan, complete the college core curriculum, obtain college certificates, earn an associate's degree, or at least 60 credit hours toward a Baccalaureate Degree during grades 9 – 12.

Students at PSJA Collegiate High School can participate in Fine Arts and Athletics at their zoned comprehensive high school. Students can also receive high school endorsements in Career Technical Education, Dual Language Bi-Literacy, and join the PSJA Institutes and PSJA Academies. We offer individualized student intervention plans for ongoing academic support for all students. Students needing academic support are offered tutoring before school, afterschool, and during Saturday Academies.

Summary of Goals: PSJA Collegiate High School Program will improve student mastery of grade level TEKS by utilizing TEKS-based, data-driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR EOC and by maintaining or increasing at least 5% in all subject areas and subgroups. In English I EOC, we will increase the percent of students reaching the masters level to at least 45% this school year. Close the achievement gap by reaching 90% of the ELL populations meeting the approaches level in English I EOC, English II EOC, Algebra 1 EOC and Biology EOC, US History EOC combined. 100% of parents will have the opportunity to participate in school events and engagement activities. PSJA Collegiate High School Program will continue to partner with community stakeholders to further establish the campus and ensure the success of all students.

Mari Saenz Principal

Reyna Torres Teacher Leader

Rosita Gomez Parent

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Rebecca Gonzales, *Executive Director for Budget and Finance*

CAMPUS LEADERSHIP TEAM (SBDM)

Mari Saenz, *Principal*

Mario Gonzalez, *Assistant Principal*

Iris Suarez, *Counselor*

Amy Marquez, *Librarian*

Reyna Torres, *Collaborative Learning Leader*

Michael Ramirez, *Campus Instructional Technologist*

Sonia Saldivar, *Special Education Teacher*

Alyssa Medrano, *Teacher*

Alejandro Garcia, *High School Dual Credit Teacher*

Claudia Heredia, *Nurse*

Jesus Delgado, *Head Custodian*

Rosita Gomez, *Parent*

Katrina Torres, *Business Partner*

Josue Cedillo, *Student*

**PSJA COLLEGIATE HIGH SCHOOL PROGRAM
MEETING TIMELINE**

DATES	STAFF	TOPIC
September 3	All Staff	Campus Improvement Plan: Campus Vision & Mission, Campus Needs Assessment
September 11	Campus Leadership Team	Campus Improvement Plan: Executive Summary & Goal Area 1
September 17	District Staff & Campus Administrators	Campus Improvement Plan Training
September 18	Campus Leadership Team	Campus Improvement Plan: Goal Area 2
September 23	Campus Leadership Team	Campus Improvement Plan: Goal Area 3
October 5	Campus Leadership Team	Campus Improvement Plan: Goal Area 4
October 6	Campus Leadership Team	Campus Improvement Plan: Final Steps
October 12	Executive Officer for High Schools & Campus Administrators	Campus Improvement Plan Review & Approval
October 13	SBDM Committee	Campus Improvement Plan Review: Final Approval

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

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

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

**Our Vision
& Mission**

Student performance

District and school climate

Our Goals

**Leadership
Growth**



**Effective Teaching
& Learning**



**Family &
Community
Empowerment**



**Student
Support**



**Our
Strategic
directions**

Technology & Communication

**Key enablers
for '20-'21**

Spirit of the PSJA Team

Spirit of the PSJA Student

One PSJA Family

**Our
Foundation**

PSJA COLLEGIATE HIGH SCHOOL PROGRAM

Mission Statement

PSJA Collegiate High School educators at the Dr. Daniel P. King College & University Center are engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all-through high school and their chosen career. As one PSJA Collegiate Family, we build on our PSJA legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Vision Statement

Every PSJA Collegiate High School student at the Dr. Daniel P. King PSJA College & University Center is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

What We Want to Accomplish

PSJA Collegiate High School Program will provide participating students an opportunity to receive a high school diploma under the Distinguished Level of Achievement graduation plan with Collegiate Honors, complete the college core curriculum, obtain college certificates, earn an associate's degree, or at least 60 credit hours toward a Baccalaureate Degree during 9th – 12th grade. Every student will graduate bi-literate, college ready, college connected, and college complete.





Pharr-San Juan-Alamo ISD

PSJA Collegiate High School Program School Profile



CEEB code: N/A

Main Office: 956.354.2290

Website: <https://www.psjaisd.us/collegiateHS>

Principal: Mrs. Mariza Saenz

Assistant Principal: Mr. Mario Gonzalez

School Counselor: Mrs. Iris Suarez

Community

Pharr-San Juan-Alamo ISD is a tri-city public school district offering pre-kindergarten through twelve-grade curriculum to over 32,000 students in Deep South Texas. The school district is located along the border with Mexico and is the second largest in Hidalgo County. Close to 99% of the student body is Hispanic, 89% Economically Disadvantaged and 41% Limited English Proficient. Despite the area demographics, PSJA ISD has rapidly become a state and national leader in creating more academic opportunities for all students. A model for dropout prevention strategies and working to connect all students to college through its Early College Initiative, the district is accomplishing its goal of graduating all students College Ready, College Connected and College Complete.

School

The staff of PSJA Collegiate High School Program shall provide advanced educational opportunities to all students, so that they may graduate, within a four-year period, with an associate degree or college credit; thus, instilling the immediate desire for further post secondary education to produce well rounded community leaders. Students have an opportunity to receive a high school diploma under the Distinguished Level of Achievement graduation plan with Collegiate Honors. With our higher education partners, South Texas College and The University of Texas Rio Grande Valley, students may also participate in the PSJA Academies to complete the college core curriculum, obtain college certificates, earn an associate's degree, or at least 60 credit hours toward a Baccalaureate Degree during 9th – 12th grade.

Curriculum

PSJA Collegiate High School Program provides an instructional atmosphere that promotes college readiness through an academic design. The side-by-side high school/college degree plan crosswalks will include the 42 credit hour academic core curriculum plus 18 credit hours in the specific fields of study (60 credit hours).

Programs/Courses offered for student success include:

- Associate Degrees from South Texas College: (Biology, Business Administration, Education, Graphic Arts, Mathematics, Computer Science and Interdisciplinary)
- Certificates from South Texas College: (Cybersecurity, Electrical Assistant, HVAC, Welding, and Culinary)
- Dual Enrollment/Concurrent (South Texas College & University of Texas RGV)
- 6 Pre AP Courses
- 14 AP Courses
- College Preparatory & Support Courses
- Foreign Language Courses
- Career and Technology Courses
- Fine Arts Courses
- Special Education Unit and Inclusion Program
- Common Instruction Framework (CIF) Model

- Enrichment & Advisory Period
- Summer Bridge Program
- College & Career/Go Center
- Parent/Student Connection Calendar
- Title I School-wide Program

Grading and Ranking Procedures

A 90-100 B 80-89 C 75-79 D 70-74 F below 70

Test Score Information

Student test data is included with the students' zoned comprehensive high school accountability report.

Extracurricular Opportunities

- National Honor Society
- Student Council
- Student Ambassadors
- Destination Imagination Team
- Business Professionals of America (BPA)
- Book Club
- Battle of the Book Team
- Library Advisory Board
- Fellowship of Student Athletes (FCA)
- Spanish Club
- Plant a Smile
- SKILLS USA
- PSJA Institutes

Students may participate in extracurricular activities with their zoned high school such as:

- UIL Competitive Events
- Folklorico Dance Group
- Drill Team
- Band / Color Guard
- Orchestra
- Mariachi
- Choir
- Theatre
- Athletics

Colleges Attended by Graduates

PSJA Collegiate High School Program currently has 9th, 10th, and 11th grade students.

First graduating class will be in the year 2022.

Graduation Plans Distinguished Level of Achievement with Collegiate Honors Program, Distinguished Level of Achievement Program, Foundations Program

2020-2021 Campus Goal Areas

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

Comprehensive Needs Assessment: Goal 1-4 Summary of Findings 2020-21

GOAL AREA	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<ul style="list-style-type: none"> • Algebra I STAAR EOC performed at 96% approaches, 82% meets, and 49% masters • English Language Arts I STAAR EOC performed at 87% approaches, 73% meets, 18% masters • Biology STAAR EOC performed at 98% approaches, 79% meets, and 35% masters • Overall Campus Percentages: ALG I, ELA I, and BIO are 93% approaches, 77% meets, and 32% masters • 81% of the students received 1pt or 0.5pt growth on Algebra 1 STAAR EOC • State-of-the-Art technology resources and equipment • All classrooms have TRUtouch Interactive boards that teachers use to deliver instruction. • Google Classroom/Campus Training • All staff have access to laptops and/or desktops. • Computer labs are available for teachers and students to deliver technology-rich lessons. • Mobile COWS (Computers on Wheels) are available for teachers to check out and use with students • Intentional Scheduling aimed at maximizing learning time • Master Schedule embedded with CLC/Planning period daily • Saturday Academies • Before and After School Tutorials • Student Intervention Plans 	<ul style="list-style-type: none"> • Student performance at STAAR EOC-Meets Standard/Masters Level - Tutorials/Academies based on student data disaggregation • Students meet Texas Success Initiative (TSI) Criteria in Reading/Writing/Mathematics –PSJA TSI Action Plan • Students enroll in Pre-AP or AP coursework to master Advanced Placement (AP) exams • Students enroll in 1 or 2 Dual Credit Courses –Fall 2020 and Spring 2021 • Students select an Industry-Based Certification or Associates Degree plan – Spring 2021 • Students will be on a graduation Plan with Collegiate Honors • Students will be on a graduation plan with a completed IEP and Workforce Readiness – Spring 2021 • Students enroll in CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications –Fall 2020 • Disaggregate EOC data to determine the level of students and to target the level of growth they need to achieve • Determine the target level that students need to achieve relative to districts or campuses with similar economically disadvantaged student percentages • Implementing Literacy across all content areas • Integration of technology in all instructional content areas to supplement lessons/activities • Campus level trainings by district personnel and CIT on the use of advanced technology equipment/resources i.e. Interactive Boards • Campus level trainings on educational computer software programs • Share best practices and modeled lessons on the effective use of technology • Bell to Bell Instruction • Advisory Enrichment Period • Tutorials • Academies • Summer Bridge Program • Enrichment Camp

Comprehensive Needs Assessment Continued: Goal 1-4 Summary of Findings 2020-2021

GOAL AREA	Area Reviewed	Summary of Strengths	Challenges
2	Closing the Gaps	N/A	<ul style="list-style-type: none"> • STAAR Performance Status at the Meets Grade Level or above standard • Four-year graduation rate • English Language Proficiency • College, Career, and Military Readiness (CCMR) Performance Status
3	Improve Safety, Public Support, Culture and Climate	<ul style="list-style-type: none"> • Located at the Dr. Daniel P. King College & University Center location • College Readiness & CTE collaboration • College for all culture established with college students from 5 sister high schools • No Bells • Excellent student attendance • High Quality Customer Service • Recruitment Expo for students, parents and community • Parent/Student Orientations • Campus Tours • Parental Involvement District Meeting • Community Events • Collegiate Roundtable • Counselors Café Meetings • Meet the Teacher • Open House 	<ul style="list-style-type: none"> • Promote a college-ready culture and climate by incorporating college success skills workshops for students • Implement the “6 Relationships that Characterize Great Schools” that will foster positive relationships (Student and Student, Adult and Student, Adult and Adult, School and Community, School and Home, Work in School and Work in the Adult World) • Written and Social Media Communication Plan for targeting parents, business partners, community members, higher education personnel • Brochures and marketing materials in Spanish and English • Advisory Board • Campus Level Parental meetings aligned to District parental involvement goals • Home Visits and Phone calls on a regular basis • Parental Involvement Center

Comprehensive Needs Assessment Continued: Goal 1-4 Summary of Findings 2020-2021

GOAL AREA	Area Reviewed	Summary of Strengths	Challenges
4	<p align="center">Increase Staff Quality Recruitment & Retention</p>	<ul style="list-style-type: none"> • Staff united toward student-center goals • Positive staff Morale • Highly qualified and motivated staff (high school/dual credit & college professors) • Collaborative Learning Communities with common planning periods • Professional Learning Communities 	<ul style="list-style-type: none"> • Employ highly qualified staff that believe in the PSJA Sprit of Leadership Model • Provide leadership and professional learning opportunities for growth and enhancement of effective delivery of instruction • Implementation of TEEM Model

Domain I					
STAAR Performance					
2019 Data					
	ELA 1	Mathematics	Science	ELA 2	
Approaches	87%	96%	98%	N/A	
Meets	73%	82%	79%		
Masters	18%	49%	35%		
2021 Goals					
Approaches	90%	98%	99%	90%	
Meets	80%	85%	85%	80%	
Masters	40%	50%	40%	40%	

Domain II	
Academic Growth	
Points from 1/2 Point	No Data
Points from 1 Point	No Data

Goal Area 1:	Student Achievement						
Annual Goal 1:	The percent of students who perform at meets grade level or above on STAAR EOC ELA 1 will increase by three percentage points and on STAAR EOC ELA 2 by six percentage points, by June 2021.						
Objective 1:	The percent of students performing at meets grade level or above on STAAR EOC ELA 1 will increase from 87% to 90% and ELA 2 84% to 90% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for ELAR/SLAR based on need's assessment using data and trends will be executed.	Chief Academic Officer Executive Officer for High Schools Content Coordinators Teachers Principal & Asst Principal	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	June 2020 – Aug. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1) Writing instruction will be provided for all students in grades 9- 12.							
2) Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.							
3) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, MyOn, Newsela, Accelerated Reader, Learning Ally, MackinVia and Systems 44.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Principals Assistant principals Teachers Executive Officer for High Schools Coordinators Strategists Directors Chief Academic Officer	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Sep. 2020– May 2021	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR/TELPAS ACT and SAT Texas Success Initiative	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs.	Chief Academic Officer Executive Officer for High Schools Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches Strategists Teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data	Sep. 2020- Aug. 2021	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing 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 1:	The percent of students who perform at meets grade level or above on STAAR EOC ELA 1 will increase by three percentage points and on STAAR EOC ELA 2 by six percentage points, by June 2021.						
Objective 2:	The percent of students performing at meets grade level or above on STAAR EOC ELA 1 will increase from 87% to 90% and ELA 2 84% to 90% through data-driven instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be followed to provide district-wide alignment of assessments.	Chief Academic Officer Assessment Director Executive Officer for High Schools Content Coordinators Campus Administrators Teachers	Assessment calendar Instructional timelines Assessed curriculum	Sep. 2020 – Aug. 2021	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on the STAAR, Domain III, TELPAS, Results Driven Accountability Report	Formative assessments CBAs, Benchmarks [BMs] STAAR TELPAS Results Driven Accountability (RDA) Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education & Bilingual Funds, Migrant 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 (ie. 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 BM1 to BM 2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officer for High Schools Teachers	STAAR and DMAC data reports Action Plans and Timelines Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not reading on grade level by the end of 2nd grade (fluency, comprehension).							
2) 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, Saturday or through enrichment periods.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District Review Sessions (DRSs) will be held to review CBA and Benchmark data with campus administrators and program related staff to identify areas of concern in order to plan next steps.	Chief Academic Officer Executive Officer for High Schools Campus Administrators Program Directors Coordinators Curriculum writers for all levels Teachers	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Agendas and sign-in sheets Data Analysis documents Campus Review[CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing 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 1:	The percent of students who perform at meets grade level or above on STAAR EOC ELA 1 and ELA 2 will increase by three percentage points by June 2021.						
Objective 3:	The percent of students performing at meets grade level or above on STAAR EOC ELA 1 will increase from 87% to 90% and ELA 2 84% to 90% through job-embedded instructional practices.						
Strategy 1		Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Oct. 2020 - April 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Focused mini sessions on effective reading strategies by high scoring teachers for other teachers across the district.							
3) Spiral Reviews (from Assessed Curriculum) will be created by ELAR/SLAR Coordinators and be provided to campuses based on areas of concern.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC State and federal accountability reports	Aug. 2020 - May 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR TELPAS	Title I Title II Title III Title IV
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources for ELA/SLAR.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators Instructional Coaches Teachers Campus Administrators Librarian	Title I Title II Local Funds	Aug. 2020 - March 2021	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR, TELPAS	CBAs BMs STAAR TELPAS	Title I, II, III
Action Steps							
1) Training on reading and writing development skills will be conducted for 9 th -11 th grade teachers by Region One ESC.							
2) Training for high school teachers on literacy by Librarian/Google Certified Educator and Region One ESC.							
3) Training for high school teachers on Kagan and S3s strategies							

Goal Area 1:	Student Achievement						
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR EOC ELA 1 and ELA 2 will increase by three percentage points by June 2021.						
Objective 1:	The percent of students performing at meets grade level or above on STAAR EOC ELA 1 will increase from 87% to 90% and ELA 2 84% to 87% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum writing initiatives with virtual and in-person learning for mathematics based on need's assessment using data and trends will be executed.	Chief Academic Officer Executive Officer for High Schools Content Coordinators Content teachers (high school)	TEKS resources Curriculum Templates Curriculum Calendar State and local student data	June 2020 – Aug. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention Results Driven Accountability Report	Formative assessments CBAs, Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
1) Gradual Release Math Lessons have been identified/created, included in the curriculum and introduced to teachers during math curriculum rollouts.							
2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Sharon Wells, Pearlized Math and Imagine Math							
3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District and Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Principals Assistant principals Executive Officer for High Schools Coordinators Strategists Directors Chief Academic Officer Teachers	Principals Assistant principals Executive Officers Coordinators Strategists Directors	Sep. 2020– May 2021	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	Chief Academic Officer Executive Officer Directors for Assessment, Dual Language and Special Education 504/Dyslexia Director Coordinators Coaches, Strategists Campus Administrators Teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at-a- Glance, Weekly Lessons State and Local Data	Sep. 2020- Aug. 2021	Agendas and sign-in sheets Collaborative Learning Communities Meetings	BM1 and BM2 scores show increases in student achievement and growth Increase performance of students at Meets & Master performance level on STAAR/EOC	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I , II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects including math.							
2) Support technology integration within the mathematics 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 math classes being taught.							

Goal Area 1:	Student Achievement						
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics EOC will increase two percentage points by June 2021.						
Objective 2:	The percent of students performing at meets grade level or above on STAAR Mathematics EOC will increase from 96% to 98% through data-driven instruction.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	Chief Academic Officer Assessment Director Executive Officer for High Schools Content Coordinators (high school)	Assessment calendar Instructional timelines Assessed curriculum	Sep. 2020 – Aug. 2021	Completed testing calendars and timelines Agendas and sign in sheets	Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	Title I, II, III Special Education Bilingual Funds Migrant 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 (ie. 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 BM1 to BM 2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Principal Campus Leadership Team Executive Officer for High Schools Teachers CLL	STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists Plan for each student group	Oct 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Student Progress Profiles, DMAC Reports, Campus Data Reports, Campus Performance Reviews [CPRs]	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress	Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE	Title I, II, III State Compensatory Funds, Migrant Funds, State Bilingual Funds, Local Funds
Action Steps							
1) Closely monitor and intervene when students are not performing on grade level.							
2) 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, Saturday or through enrichment periods.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District Review Sessions (DRSs) will be held to review CBA and Benchmark data with campus administrators and program related staff to identify areas of concern in order to plan next steps.	Chief Academic Officer Executive Officer for High Schools Program Directors Coordinators Curriculum writers for all levels Campus Administrators Teachers	District and Campus Benchmark Data Reports Plan for Interventions	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	Agendas and sign-in sheets Data Analysis documents Campus Review [CPRs] documents	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students at Meets & Masters performance levels	Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI)	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
1) Specialized personnel will support the academic needs of each area of need.							
2) Involve program directors and coordinators in DRSs so that collective efforts are coordinated with action plans on how each department will address areas of need.							
3) After each DRS, individual campuses will submit Campus Action Plans (Next Steps) to respective EOs for feedback on intervention activities.							

Goal Area 1:	Student Achievement						
Annual Goal 2:	The percent of students who perform at meets grade level or above on STAAR Mathematics EOC will increase two percentage points by June 2021.						
Objective 3:	The percent of students performing at meets grade level or above on STAAR Mathematics EOC will increase from 96% to 98% through job-embedded instructional practices.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Oct. 2020 - April 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV State Textbook Allotment
Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the district.							
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses based on areas of concern.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual lessons/instructional strategies (e.g. CIF) and data analysis.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Aug. 2020 - May 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR	Title I Title II Title III Title IV
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Mathematics teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators Instructional Coaches Teachers Campus Administration	Title I Title II Local Funds	Aug. 2020 - March 2021	Agenda Sign-in sheets	Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR	CBAs BMs STAAR	Title I, II, III
Action Steps							
1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks in order to understand level of complexity within the SEs.							
2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.							
3) Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.							

PSJA Collegiate High School Program currently has 9th-11th grade students, and does not have any 12th grade graduates. 95% of 11th graders will earn a CCMR point.

Goal Area 2:		Closing the Gaps					
Annual Goal 1:		All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2021.					
Objective 1:		All identified student groups in the Closing the Gaps domain will be monitored weekly to ensure that at least 90% of the indicators in the Academic Achievement component 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 assess data to monitor student progress weekly and drive interventions	Chief of Academics Executive Officer for High Schools Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator- Content Coordinators Principals Teachers	District Curriculum Systems 44 Read 180 STAAR Release Assessments (BM I & II) Accelerated Reader Program Newsela	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	Closing the achievement gap among student groups Increase academic performance of all student groups 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- a,b,c
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)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Use formative assessments results to establish priorities or alter distribution of resources for weekly progress monitoring	Campus Leadership Team Teachers Directors	TAPR Report Domain III Data Report Item Analysis Report Performance Level Descriptors Curriculum Documents Teacher Lessons	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Student Progress Profiles, DMAC Reports, Campus Data Reports, [CPRs] Campus Performance Review	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	Formative assessments CBAs Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS TPRI/TEJAS LEE	Title I, II,III State Compensatory Funds Migrant Funds State Bilingual Funds Local Funds
Action Steps							
1) Reestablish priorities based on data and identify student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resource on a timely manner to ensure student success							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
English Learners will be monitored to demonstrate academic progress in the area of reading.	Chief of Academics Executive Officer for High Schools Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals Teachers	District Curriculum Systems 44 STAAR Release Assessments (BM I & II)	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	Closing the achievement gap among student groups Increase academic performance of all student groups 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- a,b,c
Action Steps							
1) Analyze walkthrough observations data to collect information about system issues. (I.e. transitional grades- 9th)							

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2020.						
Objective 2:	All identified student groups in the Academic Achievement component will meet 90% of the indicators by being provided high-quality, research-based instruction throughout the 2020-2021 school year.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Prioritize high quality professional development directly tied to data analysis and identified student needs	Chief of Academics- Executive Officer for High Schools Executive Directors- District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator- Content Coordinators Principals Teachers	District Curriculum, Systems 44, STAAR Release Assessments (BM I & II), Criterion, Study Sync, NewsELA	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	Closing the achievement gap among English Learners 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)Disaggregate data from formal and informal assessments including STAAR & TELPAS							
2)Implement student intervention plans that target Reading, Writing, Listening, and Speaking skills for ELs							
3)Incorporate ELPS strategies in lessons and activities							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	Chief of Academics Executive Officer for High Schools Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals and Assist. Principals Teachers	District Curriculum Systems 44 -Criterion STAAR Release Assessments (BM I & II)	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Teacher survey results, program reports, End of Six Weeks Survey Results	Increase academic performance of English Learners 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 disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3)Conduct survey for English I End of Course teachers to inform further professional development opportunities of preference.							

Goal Area 2:	Closing the Gaps						
Annual Goal 1:	All identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component by June 2020.						
Objective 3:	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
Special Education students will be monitored to demonstrate academic progress in the area of reading	Chief of Academics Executive Officer for High Schools Executive Directors- District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals Teachers	District Curriculum, Systems 44, Read 180, STAAR Release Assessments (BM I & II), Criterion, Study Sync, NewsELA	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	-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)Special Education inclusion teacher and will collaborate to design lessons and include modifications and supplement aids to increase the reading level of the students.							
2)Collaborate with all content area teachers of the special education students to discuss effective literacy strategies and align support structures that are proven to work for the student.							
3)Monitor the implementation and use of literacy and reading comprehension aides as noted on IEP during instructional time.							
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	Chief of Academics Executive Officer for High Schools Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals and Assist. Principals	-District Curriculum -Systems 44 -Criterion -STAAR Release Assessments (BM I & II)	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR/EOC assessments	-Weekly Assessments -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 disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3)Conduct survey for English I End of Course teachers to inform further professional development opportunities of preference.							
4)Provide specific instructional training for co-teachers to best serve special education students remotely or in class.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	-Chief of Academics -Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Diagnosticians -Sp. Ed monitoring teacher - Principals and Assist. Principals	-District Curriculum -Systems 44 -STAAR Release Assessments (BM I & II)	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- a,b,c
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 2:		At least 90% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.					
Objective 1:		All students will demonstrate a 5% increase of academic progress 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
Monitor all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	-Chief of Academics -Executive Officer for High Schools -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -- Content Strategists -Principals -Teachers	-District Curriculum -Systems 44 -STAAR Release Assessments (BM I & II)	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 -Lesson Plans Application	-Closing the achievement gap among student groups -Increase of the number of students demonstrating academic growth of all student groups in all BM, STAAR/EOC tested subjects - An increase on our STAAR	-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)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
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 individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction,interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	-Chief of Academics -Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals -Teachers	-District Curriculum -Systems 44 -STAAR Release Assessments (BM I & II)	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	-Closing the achievement gap among student groups -Increase academic performance of all student groups 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- a,b,c
Action Steps							
1) Students assist in placing their 2019 STAAR data on designated data-growth wall so that they acknowledge their starting point and set their goals for the current school year.							
2) Students update data-growth walls after each CBA and Benchmark to acknowledge their growth, or lack of growth							
3) Teachers will keep track of their students' academic progress to be able to target specific student needs for growth							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	-Chief of Academics -Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals Teachers	-District Curriculum -Systems 44 -STAAR Release Assessments (BM I & II)	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	-Closing the achievement gap among student groups -Increase academic performance of all student groups 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- a,b,c
Action Steps							
1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.							
2) Teacher/administrator/counselor - student meetings to discuss student academic goals to achieve growth based on 2019 STAAR performance.							
3) Communicate student growth with parents after each Benchmark							

Goal Area 2:		Closing the Gaps					
Annual Goal 2:		At least 90% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.					
Objective 2:		All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The progress of special education students will be monitored and appropriate academic interventions will be provided.	District/Campus Administration Coordinators Directors Instructional Coaches Executive Officer for High Schools Teachers	DMAC Program Systems 44 Benchmarks Unique Benchmarks IEP Goal Progress	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
Action Steps							
1)Provide professional development in the areas of ELA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.							
2)Provide specialized materials and supplies as per students' IEP.							
3)Provide specialized equipment and assistive technology as per students' IEP.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Special education personnel will support the academic needs of students with disabilities.	Director of Special Education Special Education Coordinators Special Education Assessment Staff Related Service Providers Special Education Instructional Staff	Special education data management system EschoolPlus/COGNOS DMAC Systems 44 Unique	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports	Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TELPAS Systems 44 Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
Action Steps							
1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.							
2)Provide consultation to campus staff and parents to ensure student needs are met.							
3)Provide specialized materials and supplies as per students' IEP.							
4)Provide specialized equipment and assistive technology as per students' IEP.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	-Chief of Academics -Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals -Teachers	-District Curriculum -Systems 44 -STAAR Release Assessments (BM I & II)	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	-Closing the achievement gap among student groups -Increase academic performance of all student groups 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- a,b,c
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							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	-Chief of Academics -Executive Officer for High Schools -Executive Directors -District Directors (DL, SpEd, Migrant, 504/RTI) -Title I Coordinator -Content Coordinators -Principals	-District Curriculum -Systems 44 -STAAR Release Assessments (BM I & II)	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	-Closing the achievement gap among student groups -Increase academic performance of all student groups 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- a,b,c
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							

Goal Area 2:		Closing the Gaps					
Annual Goal 2:		At least 90% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.					
Objective 3:		All English Learners will demonstrate a 5% increase of academic progress 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
The progress of EL students academic growth in the areas of Reading and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	District/Campus Administration Coordinators Teachers,Directors Dual Language Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officer for High Schools	-District Curriculum Systems 44 -STAAR Release Assessments (BM I & II)	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	-Closing the achievement gap among student groups -Increase academic performance of all student groups 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- a,b,c
Action Steps							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II) and identify EL groups to address specific academic needs based on growth performance							
2)EL student group 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 EL students' individualized intervention/acceleration plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction,interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	District/Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officer for High Schools	District Curriculum Systems 44 STAAR Release Assessments (BM I & II)	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	Closing the achievement gap among student groups Increase academic performance of all student groups 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- a,b,c
Action Steps							
1)Identify specific areas in which students are not meeting academic progress to provide specialized professional development and coaching							
2)Provide specialized training on the ELPS to be able to support student needs based on academic progress needs							
3) Provide professional development on differentiated instruction to assist EL student groups in meeting academic progress.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Differentiate instruction for English Learners based on their individual academic growth needs.	District/Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officer for High Schools	District Curriculum Systems 44 STAAR Release Assessments (BM I & II)	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	Closing the achievement gap among student groups Increase academic performance of all student groups 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- a,b,c
Acrtion Steps							
1) Analyze student assessments (CBAs and Benchmarks) to identify specific areas of need for EL students.							
2) Provide targeted instruction based on EL group needs during intervention/accelerated time (small group, Extended day tutoring, Saturday tutoring)							
3) Schedule in intervention/accelerated instruction during school hours to target EL student groups that are unable to attend extended day/Saturday tutoring							

Goal Area 2: Closing the Gaps							
Annual Goal 3: English learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.							
Objective 1: By June 2021, the campus will effectively implement the adopted dual language programs in 9th to 11th grade.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the elementary level.	Chief Academic Officer Executive Officer for High Schools Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Teachers	DLTI Region One Chapter 89 ELPS	August 2020 - June 2021	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	TELPAS Practice Sets TELPAS Benchmark	State Bilingual
Action Steps							
Specialized personnel will offer multiple trainings throughout the year for teachers and administrators.							
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the secondary level.	Chief Academic Officer Executive Officer for High Schools Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Teachers	DLTI Region One Chapter 89 ELPS Texas Gateway	August 2020 - June 2021	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	TELPAS Practice TELPAS Benchmark	State Bilingual
Action Steps							
1)Specialized personnel will offer multiple trainings throughout the year for teachers and administrators.							
2)Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2021, the campus's positive culture and climate will increase from 95% to 98% based on teachers and staff perception of staff-student relationships.						
Objective 1:	By June 2021, student social and emotional learning knowledge and skills will increase by 3%.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	*Campus Administrators *Counselor *Teachers *Executive Officer for High Schools *Counselor Director *Campus Counselors	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Aug. 2020 – August 2021	*Attendance Reports *Walk Through/Observation Reports *Timelines * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (Beginning-of-Year, Middle-of-Year, and End-of-Year) *Increase in student participation *Increase in Student Achievement	*Panorama Surveys and Needs Assessments *SEL Skills Universal Screener *Participation *Performance *District Walk Through Software/Portal	Title I: #2, #9, #10
Action Steps							
1) Implement 9 through 11 comprehensive counseling and guidance curriculum during advisory period							
2) Deliver virtual Social Emotional Learning Student Academies							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	*Campus Administrators *Counselor *Teachers *Executive Officer for High Schools *Counselor Director *Campus Counselors	*District Training and Materials *Research-Based Best Practices *Structured and intentional Timelines *Survey Feedback *Optimal Learning Environment *Eight Executive Functions	Aug. 2020 – August 2021	*Walk Through and Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement	*Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener	Title I: #2 #9, #10
Action Steps							
1) Implement and address the following skills in lessons such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
2) Promote the five competencies in extra-curricular activities such as academic events, Enrichment Camps, clubs and organizations, etc.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2021, the campus's positive culture and climate will increase from 95% to 98% based on teachers and staff perception of staff-student relationships.						
Objective 2:	By June 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officer for High Schools *Campus Administrators *Instructional Coach *Campus Counselor	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness.	Aug. 2020 – August 2021	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10
Action Steps							
1) Utilize the Counselor Café workshops for staff, students, and parents which provide social emotional learning topics							
2) Train teachers and staff on the counseling and guidance lessons and resources							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will implement and integrate social emotional learning activities with their students	*Assistant Superintendent for Student Services *Director of Counseling & Guidance *Executive Officer for High Schools *Campus Administrators *Campus Counselor *Teachers *Instructional Coach	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Aug. 2020 – May 2021	*Walk Through and Observation Reports *Completed Teacher Surveys *Lesson Plans	*Increase in student participation and performance	*Side by side data analysis	*Title I: #4, #10
Action Steps							
1) Utilize social emotional activities such as reflective writing, artwork, positive affirmations, nurturing a climate of kindness, etc. in all classrooms							
2) Implement restorative practices and de-escalation techniques							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 2:	By June 2021, the students' perception for their physical and psychological school safety will improve from 95% to 100%.						
Objective 1:	By June 2021, 100% of the campus will implement safety and violence prevention protocols that will increase school safety.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for staff, security on safety procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police *Campus Administrators *Instructional Coach	*Training equipment *PowerPoint Presentation *Security cameras *Security/Safety audits	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*Beginning-of-Year, Middle-of-Year, and End-of-Year security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Train on lockdown procedures and active threat situations							
2) Conduct daily security/safety audits at all campuses							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide staff development for teachers, staff, and security on violence prevention procedures to increase school safety	*Assistant Superintendent for Student Services *Director of Student Management Services *Director for Security and Safety Department *Chief of Police *Campus Administration	*Training materials *PowerPoint Presentation *Safe2SpeakUp App *Student Surveys	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms, ISS, OSS and DAEP(Buell) *Improved students' perception of school safety	* Beginning-of-Year, Middle-of-Year, and End-of-Year student surveys *Six Weeks Behavior Intervention Reports	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices							
2) Conduct and collect student surveys to evaluate the students' physical and psychological school safety							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 3:	By June 2021, family involvement and their interaction with our school will increase from 80% to 85%.						
Objective 1:	By June 2021, At least 80% of parents will participate in informational and training sessions.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host campus information and training sessions on a variety of relevant topics using flexible scheduling, different days and times	*Parental Director *Parental Coordinator *Site Managers *Parental Educators *Community Engagement Recruiters *School Staff *South Texas College Coordinator	*Region 16 and State Conference Parent Materials *Research-Based Best Practices *District/Campus Policy Handbook *Texas Education Agency Material *Reading Material and Technology Programs	August 2020 – August 2021	*Agendas *Invites *Minutes *Sign-In Sheets *PowerPoints presentations *Photos of Meetings *Attendance Reports	*Parent Surveys *Meeting Chats *Number of Parents at Meetings	*Assessment Results *Participation *Performance	*Title I-#2, #4
Action Steps							
1) Promote PSJA's weekly Virtual and face to face Family Learning Academies							
2) Provide one on one campus sessions on multiple topics such as Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.							
3) Schedule literacy and entrepreneurship sessions to support families							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component

Facilitate parental sessions for parents through collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Campus Administrators *Parental Director *Counselor Director *Parental Coordinator *Parental Educators *Site Managers *Campus Counselors	*District/Campus Social Media *Monthly Calendar *Parent Surveys *Parent Questions through Social Media and Campus Webpage *Parent Conferences	August 2020 – August 2021	*Sign-in Sheets *Invites *Agendas *Minutes *Brochure/Pamphlets *PowerPoint presentations *Calendar Planning Dates *Counselor's Café Calendar *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	*State/Local Assessments such as STAAR-EOC, TELPAS, etc. *Participation *Performance *Campus and District Assessments Reports	*Title I-#2, #4
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Action Steps

- 1) Campus PR representative attends monthly meetings with Executive Officer of Communications and Staff on ways to engage more parents to information and training sessions
- 2) Utilize tools such as school messenger, district/campus webpage, and social media outlets to promote parent participation
- 3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 3:	By June 2021, family involvement and their interaction with our school will increase from 80% to 85%.
Objective 2:	By June 2021, At least 50% of our parents will be connected with community partners and resources.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Host a variation of campus sessions which may include community partners and volunteer instructors	*Parental Director *Parental Coordinator *Parent Educators *Site Managers *Region One *South Texas College *District Recruiters	*District Registration Page *Literacy Center Calendars *Technology Designated Classrooms *Community Pamphlets and Brochures	August 2020 – August 2021	*Community Service Projects *Sign-In Sheets *Program Data Charts *Parent Feedback	*District Master Schedule Dashboard *Parent Created Projects *Mastery Rate Reports provided by Region One and South Texas College	*Accountability Reports provided by Collaborative Partners	*Title I- #6

Action Steps

- 1) Partner with Region One and South Texas College to offer parent literacy classes
- 2) Recruit volunteer presenters to teach literacy and entrepreneurship sessions

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Meet with community partners periodically to address goals and expectations	*Parental Director *Parental Coordinator *Administrator *Parental Educators *Community Partners	*Memorandum of Understanding *Parent Survey Results *Program Needs Assessment	August 2020 – August 2021	*Meeting Notes *Mastery Rate Reports	*Program Participation *Program Artifacts such as parent projects	*Increase participation in community service projects	*Title I- #6

Action Steps

- 1) Analyze grant specifications and/or community program key points addressing goals and expectations
- 2) Create community service projects based on parent needs/feedback/surveys

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 1:		All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.					
Objective 1:		Update the Instructional Focus Walkthrough form to align to McREL Teacher Evaluation System by December 2020.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Leadership committee will review the current Instructional Walk-Through Focus tool and the alignment to McREL evaluation system.	Executive Officer for High Schools, Curriculum coordinators, Asst Supt of Talent Development Director, NTS Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	Instructional Focus Walk-Through Form McREL Evaluation tool	Complete by Fall 2020	Development of revised Instructional Walk-through focus tool. Collect and review data. District will provide training and workshop before Dec 2020 to all evaluators on Observation Form Alignment.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Improvement of teachers' quality and Instructional effectiveness	Review walk-through focus tool mid-year and end of year. Provide feedback sessions for administrators to share their preliminary observations using the aligned observational tool.	Local funds
Action Steps							
1) Retrieve the current walk-through from form for programmers.							
2) Compare the current walk through form to the McREL teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.							
3) Create a running draft accessed by New Teacher Support							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Utilize the Instructional Focus Walk-Through Form	Executive Officer for High Schools Curriculum coordinators, Asst Supt of Talent Development Director, NTS Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	Instructional Focus Walk-Through form McREL Evaluation tool	Complete by Fall 2020	Development of revised Instructional Walk-through focus tool. Collect and review data.	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Administrator's observational feedback is implemented by teachers by next walkthrough.	Review walk-through focus tool mid-year and end of year. Provide feedback sessions for administrators to share their preliminary observations using the aligned observational tool and the effects on teacher instruction.	Local Funds
Action Steps							
1) Leadership committee will ask for feedback from teachers and campus leadership team							
2) Revise/Update Walk-Through Form							
3) Train district staff on new Instructional Focus Walk-through Form							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor and review data from the new Instructional Focus Walk-Through Form and the impact on highly effective instructional delivery. Calibration of new observational tool among administrators and stakeholders.	Executive Officer for High Schools, Curriculum coordinators, Asst Supt of Talent Development Director, NTI Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	Instructional Focus walk-through form McREL Evaluation tool	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings. Teachers have opportunities to observe the interconnectedness of the observational tool and McREL rubric in CLC and PD sessions	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment. Teachers utilize the common language reflected in the Observational Rubric. Instruction moves towards distinguished level.	Review walk-through focus tool mid-year and end of year. Provide feedback sessions for administrators to share their preliminary observations using the aligned observational tool and the effects on teacher instruction. Create a cohort of administrators and teachers to report out preliminary observations using the observation tool	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Collect input from teachers and teacher evaluators.							
2) Use feedback to revise and update form to meet district needs.							
3) Admin, CLL and teachers create a cohort of administrators and teachers to report preliminary observations using the observation tool.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 2:	Use walk-through data to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Campus administrators, District leaders, Curriculum coordinators, Directors	Instructional walk-through focus tool. Feedback form & Focus on Campus Initiatives I.e.) CIF, managing Behavior	Aug. 2020 - May 2021	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction. Increase in Student achievement scores, evidence of common language reflected in observation form.	Professional growth and high-quality teaching. Teachers demonstrate their understanding and knowledge of teaching Joy factor students more engaged, scores improve evidence of critical thinking WTL, CT, Q, SC, CGW, LT	Weekly walk-through data Trend data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
1) Create campus walk-through schedule 2) Complete 5-10 walk-throughs per week. 3) Review walk-through data and address areas of need among Leadership team to be addressed in campus roadmap and campus initiatives. 4.) Provide Feedback and coaching conversations							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators, and Collaborative Learning Leader	Campus administrators district leaders curriculum coordinators directors Collaborative Learning Leader.	Instructional walk-through focus tool aligned to McREL	Aug. 2020 - May 2021	CLC agendas Admin / teacher conferences	Professional growth and high-quality teaching. Increase in student academic achievement	Weekly walk-through data Teachers modify Implement instructional strategies Implementing formative assessment Classroom Climate	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need per coaching conversation 2) Provide learning opportunities, i.e., peer observations to observed effective strategies based on areas of need 3) Monitor and follow up with next steps							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement backwards design lesson plans. Goal-Assessment-Plan, & Gradual Release of Responsibility (Goal: Content & Language Objectives Assessment: Formative assessments during and end of learning – Evidence of learning. Plan: Lesson plan)	Campus Administrators CLL Teachers Content Coordinators Executive Officer for High Schools	Backwards design lesson Plan template. Fisher and Frey: Gradual Release of Responsibility	Aug. 2020 - May 2021	CLC and PD aligned and reflected in CLC blueprint and roadmap Teachers submit lesson plans at least 1 week in advance Students' engagement increases Coaching focused on instructional planning and engagement	Teachers planning together. Student academic achievement increases Student engagement increases	Teachers' lesson plans Walk throughs	Local funds / NA
Action Steps							
1)Provide training on Lesson planning (Backwards design) 2)Provide training on the Gradual Release model (Fisher and Frey) 3)Campus implements a uniform lesson plan template							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 3:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators District leaders Curriculum coordinators Directors CLL	Dashboard Instructional walk-through focus tool McREL observations SLO data Professional Learning Communities	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Walk-Through Data Walk-Through schedule CLC agenda and sign in sheets Admin/teacher conferences	Increased quality instructional time Implementation of best practices	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Campus leadership will review walk-through data and identify areas of need.							
2) Campus leadership will identify staff instructional needs and develop an action plan for teacher implementation.							
3) Monitor and revise action plan.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify areas of need by teacher (not demonstrating, proficient, accomplished, distinguished)	Campus Administrators District leaders Curriculum coordinators Directors CLL	Dashboard Instructional walk-through focus tool McREL observations SLO data Professional Learning Communities	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Walk-Through Data Walk-Through schedule CLC agenda and sign in sheets Admin/teacher conferences Teacher SLO goals CLL observation folders	Increased quality instructional time implementation of best practices	Walk-Through Data Reviews	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
Action Steps							
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.							
2) Provide professional development opportunities for staff							
3) Review and monitor achievement of professional development goals.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional development for new teachers – Coaching. Including inter-classroom visitations.	Principal Asst. Principal CLL Teachers	Backwards design lesson Plan template Fisher and Frey: Gradual Release of Responsibility	July 2020- August 2021	Sign in sheets Coaching logs and schedules Classroom visitations Teacher Calibration Reflection sessions	Increase student achievement Refinement of instruction increasing teacher quality	CBA's Benchmarks STAAR TELPAS SLO's ProfessionalDevelopment Goals Weekly progress checks on focus areas: i.e., Check for understanding, Learning strategies (CIF)	Title 1 #3 & 5
Action Steps							
1. Provide training on Lesson planning (Backwards design) & Provide training on the Gradual Release model (Fisher and Frey)							
2. Common Instruction Framework (CIF)							
3. Campus implements a uniform lesson plan template							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
Objective 1:	Develop the skills in teacher and teacher evaluators needed to complete fair, valid teacher evaluations.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all district teachers based on their professional development goals.	Executive Officer for High Schools Curriculum coordinators Asst. Supt of Talent Development Director NTS Director Professional Development Director Principals Assistant Principals CLL	Funding professional development needs data Professional development trainers TEEMS McREL	Fall and Spring semester	More alignment of teacher evaluations between evaluators teacher evaluation a true reflection of teacher performance	Improved student performance higher teacher retention rate Higher Teacher Ratings	Progress monitoring CBA STAAR SLO's McREL CLL Coaching Cycles	T1 #3,#5
Action Steps							
1) Collect evidence of teacher PD needs.							
2) Review academic reports for district and campus needs							
3) Plan, schedule and hold trainings.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all district teacher evaluators based on professional development goals.	Executive Officer for High Schools Curriculum coordinators Asst. Supt of Talent Development Director NTS Director Professional Development Director Principals Assistant Principals CLL	Funding professional development needs data professional development trainers calibration trainings opportunities District Instructional Coaches	Quarterly	More alignment of teacher evaluations between evaluators teacher evaluation a true reflection of teacher performance	Data showing increase alignment between teacher evaluation and student performance	McREL evaluation data Student performance data	T1 #3,#5
Action Steps							
1) Schedule quarterly meetings for teacher evaluation Calibrations							
2) Hold quarterly principal and assistant principal team walk-through and evaluation talks.							
3) Review by campus teacher evaluations and compare to student performance.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development for all district teacher evaluators based on professional development goals.	Executive Officer for High Schools Curriculum coordinators, Asst. Supt of Talent Development Director, NTS Director, Director Professional Development Director, Assistant Principals Principals Assistant Principals CLL	Funding professional development needs data Professional development trainers calibration trainings opportunities District Instructional Coaches Professional Development Director, Principals, Assistant Principals	Quarterly	More alignment of teacher evaluations between evaluators teacher evaluation a true reflection of teacher performance calibration trainings opportunities Professional Development Director, Principals, Assistant Principals	Data showing increase alignment between teacher evaluation and student performance calibration trainings opportunities Professional Development Director, Principals, Assistant Principals	McREL evaluation data Student performance data Professional Development Director, Principals, Assistant Principals	T1 #3,#5
Action Steps							
1.) Implement Coaching Cycles Quarterly							
2. Teachers will be provided valuable feedback for High leverage instruction							
3) CLL identifies which teachers are progressing towards their goals and which require additional coaching cycles.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
Objective 2:	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using McREL evaluation system twice per year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All campus administrators will use a high-quality evaluation system (McREL) to increase staff quality,	Executive Officer for High Schools Campus principal Assistant principal CLL	McRel Evaluation Tool Materials New aligned walkthrough Form	August 2020 - May 2021	McREL evaluations ERO Numbers Sign-in sheets Coaching logs Coaching schedules	Increase student achievement Higher teacher retention Higher School report card based on TAPR	McREL Evaluations	Local
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	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Continued annual McREL calibration certification training and updated TxCEE trainings for Administrators provide with Exemplars of teachers ranking Accomplished and Distinguished	TxCEE, HR Dept. and Executive Officer for High Schools Principals Assist. Principals CLLs Teachers	McRel Evaluation Tool	August 2020 - May 2021	McREL evaluations ERO Numbers Calibration increase percentage of campus administrators passing	Continue providing annual McREL calibration certification training Admin percentage of McREL passing will increase the first time. Teachers will receive valid and reliable feedback. Students scores will increase.	TxCEE HR Dept Executive Officers Observations Walk through	McRel Evaluation Tool , Materials
Action Steps							
1) Create opportunities for collaborative instructional review, i.e. Instructional Rounds.							
2) Monitor and evaluate data gather during instructional rounds.							
3) Provide support in areas of need.							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
Objective 3:	Complete Spirit of PSJA Evaluations twice a year of all staff not evaluated by a McREL evaluation tool.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	Asst. Supt of Talent Development NTS Director Professional Development Director Data Director PR Director	Spirit of PSJA training materials	Fall, Spring Monthly	Use of the Evaluation tool two evaluations entered per staff member	Improved customer service Increased efficiency and happier employees	Spirit of PSJA Evaluation tool	Local T1 #3, #5
Action Steps							
1) Schedule the fall training							
2) Monitor and review professional development goals to create training based on needs and goals							
3) Schedule Spirit of PSJA Categories and behaviors trainings							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Staff will create clear professional development goals and expectations.	Employees being evaluated Campus Administrators CLL	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service Increased efficiency and happier employees Culture and climate Optimal Working Environment	Goals entered into evaluation system	Local T1 #3#5
Action Steps							
1) Train staff on evaluation tool							
2) Give staff timeline to complete the self-evaluation and goal setting							
3) Offer growth opportunities to staff							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
On campus monthly per selection dates and showcase how instruction is impacted.	Principal AP CLL	Power-Points Ballots Student selections per teacher/ per grade level	monthly	Use of the Evaluation tool, two evaluations entered per staff member And students/ ie. Student of the month per teacher.	Increase culture & climate on campus	Shared criteria in Advisory periods	Local N/A
Action Steps							
1)PD on Spirit of PSJA for teachers and staff to roll out in advisory							
2)Have criteria for student and teacher selection							
3)Showcase & celebrate on school website							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
Objective 4:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept. NTS Dept. Executive Officer for High Schools Director	PD funds	Quarterly	Professional development offered	Improved staff moral Increase in customer service	PD surveys	T1, #3, #5
Action Steps							
1) Conduct PD goals survey							
2) Work with staff to create trainings							
3) Schedule and hold training							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development Professional Development NTS	Funds Time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff moral customer service increase retention rate	PD feedback survey	T1 #3, #5
Action Steps							
1) Conduct survey to identify areas of interest							
2) Create trainings based on data collected							
3) Conduct trainings and evaluate results							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Allow teachers to share best practices in teacher created PD regarding their scores and implementing Tuning protocols	Principal AP CLL Teacher Leaders	McREL New aligned form	Bi-weekly	Teachers will share tuning protocols with each other Scheduled Review of student learning	Ownership and increase in teacher and student achievement	Inter-visitations Learning walks Professional Learning Communities	Local N/A
Action Steps							
1. Teachers will participate in PLCs							
2. Teachers will take the lead and present to other teachers / Analyzing student learning, Tuning protocols							
3. Learning walks							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2021.						
Objective 1:	All Secondary ESL ELA teachers will be certified by May 2021						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Identify areas of need and provide support to complete certification	Principals Human Resources Executive Officer for High Schools Chief of Staff Chief of Instructions ACTRGV Dual Language Director	Staffing Reports Certification records SBEC Funding	August 2020 - May 2021	All teachers certified ACT-RGV program certifications increase	Content Certified teacher in every classroom	Certification Exam	Title I: #3 and #5
Action Steps							
1) Meet with staff pending certification to find out needs							
2) Provide training to prepare for testing.							
2) Collect passing testing results to reimburse testing cost.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Schedule professional development opportunities in areas of need to improve quality of teaching	Office of Curriculum and Instruction ACTRGV Dual Language Dept.	TEA test preparation materials	August 2020 - May 2021	100% ESL or bilingual teachers complete certification	Teachers have knowledge to support the bilingual students and student's achievement increases	Certification Exam	Title I: #3 and #5
Action Steps							
1) Reimbursement for testing fees.							
2) Evaluate PD feedback to ensure it meets needs							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2021.						
Objective 2:	All Secondary ESL teachers will be certified by May 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
New teachers sign a Need to complete certification letter when signing contract	Human Resources Dual Lang. Dept	Letter	During Onboarding	Letter on file	All bilingual teacher certified	Complete Fed/State requirement	Title I: #3 and #5
1) Advertise the vacancy requesting the bilingual certification							
2) Monitor testing opportunities for success							
3) Staff that complete testing may be considered for continued employment							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional development opportunities to improve ESL lesson delivery and instruction.	Talent Development Dual Lang. Dept. Professional Development Dept. NTS Dept.	Funding materials for PD delivery PD preparation time	Fall, Spring	Meeting the bilingual students academic needs Total Physical Response (TPR)	Improved scores for the bilingual students	STAAR	Title I: #3 and #5
Action Steps							
1) Review student performance data to determine areas needing support							
2) Develop trainings and schedule the PD for teachers							
3) Monitor and adjust as needed to support the teachers							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 3:	All teachers will be certified for teaching assignment by May 2021.						
Objective 3:	District will recruit certified teachers for hard to staff, dual credit teaching assignments.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Financial incentives are offer to recruit and retain staff in hard to staff dual credit teaching assignments	College Readiness Human Resources Campus Administrators Executive Officer for High Schools	Funding, Job Fairs Recruitment efforts ACT-RGV Staff morale survey	Early Spring	Hard to staff DC classes taught by certified district teacher Teachers advance from regular classes to teaching AP/ DC classes	District certified DC teacher numbers increase	Increase in students certifications and college hours earned	Title I: #3 and #5
Action Steps 1) Meet with appropriate HS staff to identify needs 2) Target recruit based on needs 3 Teacher performance Base compensation							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide professional opportunities for hard to staff and dual credit teachers and issue staff morale survey.	College Readiness Human Resources Executive Officer for High Schools Talent Development Professional Development Director	Funding, Job Fairs Recruitment efforts ACT-RGV	Fall, Spring, Summer	Retention of high DC need teachers	District certified DC teacher	Increase in students' certifications and college hours earned	Title-I #3, #5
Action Steps 1) Survey to identify needs for growth trainings 2) Develop trainings 3) Holds the trainings							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Hire University Student Interns that have demonstrated excellence in the classroom	Campus Administrators HR student interns	UTRGV ACT-RGV Job postings Websites Best talent recruitment and Spaniard Collaboration	As needed	High quality human capital Increase retention of quality teachers Less parental and community complaints Better social Media presence	Teacher quality and Instruction increases Higher student academic achievement Better adjustment for new teachers	Walkthroughs Formal Evaluations	Title #3 & 5
Action Steps 1)Robust hiring initiative including all stakeholders (Teacher Candidates, Students, HR, Hiring Committee) 2)Hiring protocols 3)Monthly check-ins with new staff							

**PSJA Collegiate High School Program
Professional Development Template 1**

PD Dates	PD Format	PD Topic	Resources	CIP Goal Alignment
Aug. 17	Virtual Whole Group-District	Pharr-San Juan-Alamo Convocation Campus Procedures Campus Plan	Laptops Campus Handbook Campus Improvement Plan	Goal Areas 1-4
Aug. 18	Campus – All Departments	Teambuilding; curriculum planning Data analysis	2018-19, 2019-2020 Data Reports Curr. Doc	Goal 1, Strategy 1-3
Aug. 18	Campus – All Depts.	Social Emotional Learning	Presenter Powerpoint	Goal 3, Strategy 1
Aug. 19	Campus – All Departments	Curriculum Rollouts Year-at- a -Glance Doc. Six Weeks Pacing Guide Weekly Lesson	2020-2021 District Curriculum Rollouts Content Coordinators	Goal Area 1, Strategy 1-3

Aug. 20	Campus-Based Professional Development- All Departments	Data Driven Plans Strategize for the Monitoring of Academic Growth	Data Document Domain II, III Campus Goals	Goal Area 1, 2 Strategy 1-3
Aug. 21	Campus Workday	Setting the Virtual Classroom	Laptops Student Rosters, Teacher Schedule	Goal Area 3 Goal Area 4

**PSJA Collegiate High School Program
Professional Development Plan Template 2**

PD Monthly Focus	PD Format	PD Topic	Resources	CIP Goal Alignment
November 6, 2020	Camus Based-All departments	Campus Based Assessment 1 Data Analysis Evaluation of the implemented Academic Strategies Modifications to Campus Academic Plan	CBA 1 Data Reports Campus Improvement Plan Document Guiding documents; c urriculum guide documents; ppt;	Goal Area1.1a- 3a Goal 3.1
February 26, 2020	Campus Based-All Departments all Grades Levels Grade Level Chairs/Dept. Chairs Leads	Special Populations: All Students, Special education, EL, Eco Dis.,.... Benchmark 1 Data reports	Benchmark 1 Data Reports –specific attention to special education, EL students	Goal 1.1a-3a
March 26, 2021	Campus Based-All Departments all Grades Levels Grade Level Chairs/Dept. Chairs Leads	Benchmark II Data Analysis Data Driven Instruction Evaluation of Implemented Strategies	Benchmark II Data Reports Building of the Prescriptive Academic Count Down to STAAR Calendar	Goal 2.1a-2b

April 23, 2021	Campus-Based Professional Development -Special Education Teachers, Content Areas	Data Driven Instructional Calendar Reading and Mathematics Strategic Routines	Curr. Guide documents; ppt; Presenters Readings and Mathematics Department Chairs/Grade Level Chairs	Goal 1 & 2
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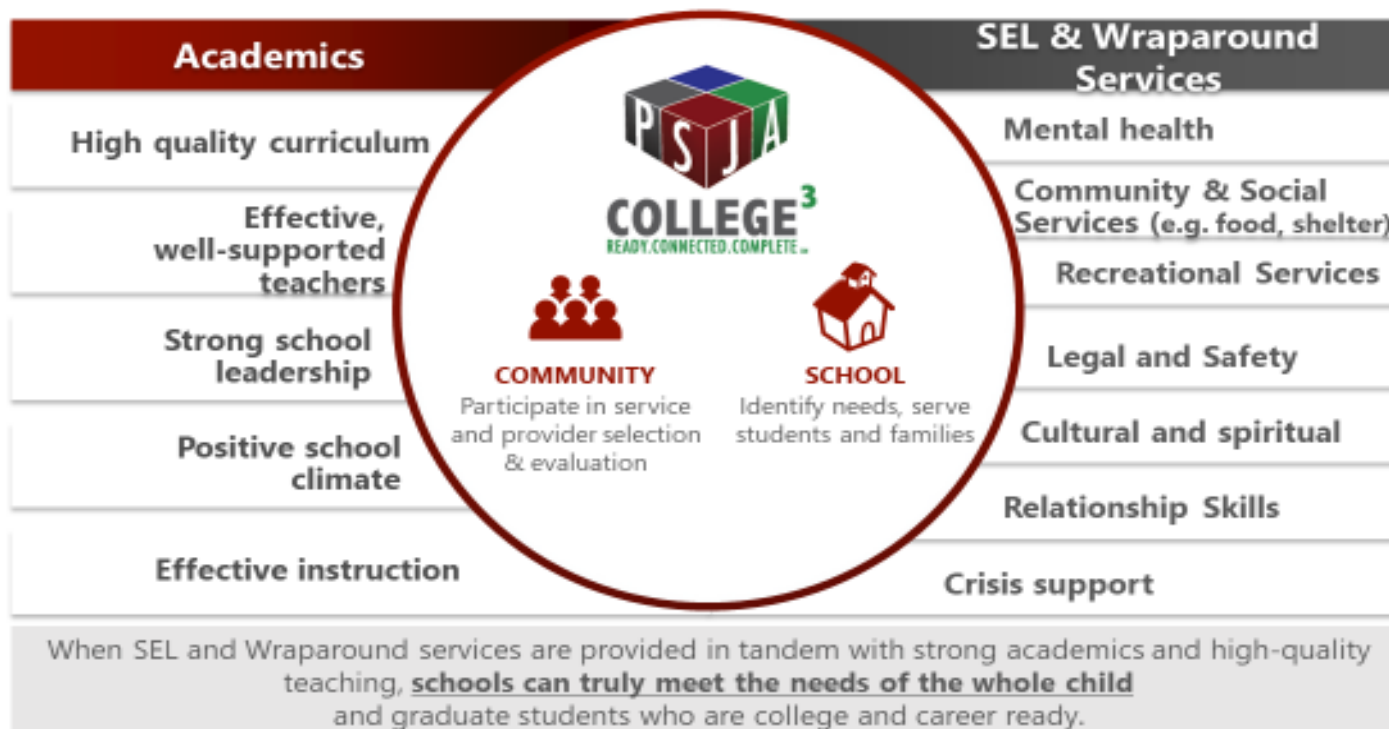
High School Virtual Learning Bell Schedule



Tentative Schedule

1st Period	8:30 AM	9:10 AM	40 min
2nd Period	9:10 AM	9:55 AM	40 min
Student Break	9:55 AM	10:25AM	30 min
3rd Period	10:25 AM	11:05 AM	40 min
4th Period	11:10 AM	11:50 AM	40 min
Lunch	11:50 AM	12:50 PM	60 min
5th Period	12:50 PM	1:30 PM	40 min
6th Period	1:35 PM	2:15 PM	40 min
Break	2:15 PM	2:25 PM	10 min
Advisory/Enrichment	2:25 PM	2:45 PM	20 min
7th Period	2:45 PM	3:25 PM	40 min
8th Period	3:30 PM	4:10 PM	40 min

PSJA ISD believes that a coordinated SEL and Wraparound Services Model complements academics to improve outcomes by addressing challenges.



10 Components of a Title I, Part A Schoolwide

1. Comprehensive Needs Assessment

- a. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
- b. Required: Use data to create a campus profile that drives the Campus Improvement Plan
- c. Best practice: Involve total school staff in identifying campus needs

2. Reform strategies

- a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research
- b. Best practice: Identify how each activity strengthens the core academic program
- c. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time

3. Instruction by Highly Qualified Teachers

- a. Required: Highly Qualified Paraprofessionals are still required under NCLB for 2016-2017
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require “effective teachers,” and teachers must be state certified
- c. Best practice: Provide opportunities for teachers to observe master teachers in action

4. 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
- c. Best practice: Rearrange the school day to provide a block of time for collaborative planning

5. Strategies to Attract Highly Qualified Teachers

- a. Required: For 2016-2017, paraprofessionals must still be Highly Qualified under NCLB
- b. Best practice: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require “effective teachers,” and teachers must be state certified
- c. Best practice: Job fairs, multiple site job postings, mentoring, stipends for hard to staff positions

6. Strategies to Increase Parental Involvement

- a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact)
- b. Required: Include parents in developing the parental involvement policy and school-parent compact
- c. Required: Help parents understand the state's academic content and achievement standards
- d. Best practice: Provide a family literacy program

7. Transition (BEGINNING 2017-2018, APPLIES TO MIDDLE AND HIGH SCHOOL TRANSITIONS.)

- a. Best practice: Arrange guided site visits to high school for middle school students

8. Teacher Decision-Making Regarding Assessments

- a. Required: Include teachers in the decisions and planning regarding use of assessments
- b. Best practice: Provide opportunities for teachers to work together to develop student assessments (Examples: benchmarks, performance assessments, student inventories)
- c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments

9. Effective and Timely Assistance to Students Experiencing Difficulty

- a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it
- b. Best practice: Provide individualized and small group learning sessions
- c. Best practice: Incorporate computer assisted instruction, modifications, and accommodations for curriculum activities

10. Coordination and integration of Federal, State, and Local Services, Programs, and Funds

- a. Required: Use the flexibility to integrate services and programs to upgrade the entire educational program, thus helping all students reach proficient and advanced levels of achievement
- b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure
- c. Best practice: List Federal, State and Local services and programs that have common requirements (professional development, parent involvement, etc.) and determine where coordination and integration can occur based on program intent and purpose, and document coordination of program funds in CIP

For more information, please contact your Regional ESC NCLB contact or Anita Villarreal, TEA Division of Federal and State Policy.

nclb@tea.texas.gov

<http://www.tinyurl.com/TEA-NCLB>

<http://tinyurl.com/10Components>

PHARR-SAN JUAN-ALAMO ISD

CAMPUS IMPROVEMENT PLAN CHECKLIST

Campus: Collegiate

Date Reviewed: 10/12/2020

Reviewer: Nora J. Cantu

Principal: Mareya Saens
Mario Gonzalez

Title I, Part A: School-wide Campus Targeted Support & Improvement Assistance Campus

General Requirements

- **Each school year**, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs.
 - The principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.
 - Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.
-
- All campuses receiving federal funds must meet or exceed the **Every Student Succeeds Act** student group targets:
 - Focus Area 1: All students will reach high standards, at a minimum attaining Meets Grade Level or above standard in English language arts/reading, mathematics, science and social studies on STAAR and End of Course Exams.
 - Focus Area 2: All students will meet or exceed academic growth in reading and mathematics.
 - Focus Area 3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum progressing one or more level on TELPAS Domains in speaking, listening, reading and writing.
 - Focus Area 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
 - Focus Area 5: All students will graduate prepared for post-secondary education.

<p>Needs Assessment:</p> <ul style="list-style-type: none"> • Each CIP include a comprehensive needs assessment addressing campus student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs. • Schoolwide programs must include a comprehensive needs assessment of the entire school based on student performance data related to state content standards (TEKS) and performance standards (State Assessment) • Targeted Assistance programs must include a comprehensive needs assessment for the students served through Title I, Part A programs. • The results must be disaggregated with respect to the performance of all student groups served, including the following categories: <ul style="list-style-type: none"> - ethnicity - socioeconomic status - gender - populations served by special programs, including students in special education programs. • Each campus-level planning and decision-making committee for a middle, or high school campus shall analyze information related to dropout prevention 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p> <p><i>CNA is thorough</i></p>
<p>Long Range Goals/Campus Performance Objectives:</p> <ul style="list-style-type: none"> • The board of trustees shall annually approve the goals and campus performance objectives and shall ensure that campus improvement plans, at a minimum, support the state goals (TEKS) and objectives. • The CIP should include measurable performance objectives for all appropriate student achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs' assessment. • The CIP must include goals and methods for violence prevention and intervention on campus. • If the campus is an elementary, middle, or high school, set goals and objectives based on: <ol style="list-style-type: none"> a) student academic growth b) student academic performance data; c) student attendance rates; d) the percentage of students who are educationally disadvantaged; e) continuously enrolled students f) non-continuously enrolled students g) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and h) current and monitored English Learners (monitored students through year 4). 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>

<p>Performance Objectives:</p> <ul style="list-style-type: none"> • Each CIP must set the campus performance objectives based on the Texas Academic Performance Reports (TAPR), including objectives for special needs students (special populations) (include dropout and attendance). • Performance objectives are included for at-risk students served through the State Compensatory Education program. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>
<p>Strategies and Activities:</p> <ul style="list-style-type: none"> • Each CIP must <ul style="list-style-type: none"> a) identify how the campus goals will be met for each student and student group; b) identify staff needed to implement the plan; c) identify the materials/resources; d) identify evidence of implementation; e) identify evidence of impact; f) identify formative and summative assessments to measure progress; and g) set timelines for reaching the goal. • The CIP must also include strategies for improvement of student performance that include: <ul style="list-style-type: none"> a) instructional methods for addressing the needs of student groups not achieving their full potential; b) methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs; c) dropout reduction; d) integration of technology in instructional and administrative programs; e) discipline management; f) staff development for professional staff; g) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and h) accelerated education. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>
<p>Each CIP should include strategies that:</p> <ul style="list-style-type: none"> • provide opportunities for all students to meet the state performance standards (State Assessments) • are based on effective means of improving student achievement and use instructional strategies that <ul style="list-style-type: none"> a) increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs) b) provide enriched and accelerated curriculum c) include strategies for meeting the needs of historically underserved populations, including the incorporation of gender equitable methods and practices, and d) address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school-wide program; and e) the integration of vocational and technical education programs. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>

<ul style="list-style-type: none"> • 10 School-wide Components Included, if a Title I, Part A Schoolwide Campus <ul style="list-style-type: none"> a) Comprehensive needs assessment b) Reform Strategies - Effective instructional strategies designed to increase student performance and are scientifically based c) Instruction by Highly Qualified Teachers d) High quality and ongoing professional development for teachers, principals, and paraprofessionals e) Strategies to attract highly qualified f) Strategies to increase parental involvement g) Transition to different grade levels and schools (preschool in statute) h) Effective and timely assistance to students (monitor student mastery) i) Coordination and integration of federal, state and local services and programs 	
<ul style="list-style-type: none"> • Instruction by Highly Qualified Teachers and Strategies to Attract High-Quality Qualified Teachers to High-Need Schools, Especially for High-Need Schools. • Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers. 	<input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:
<p>Activities to Ensure Additional Assistance to Students Who Experience Difficulty Mastering Content and Performance Standards (TEKS/STAAR). Activities should include:</p> <ul style="list-style-type: none"> • measure to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance • staff development for teachers related to identification of learning and academic difficulties • teacher/parent conferences to discuss <ul style="list-style-type: none"> a) what the school will do to help the student meet the standards b) what the parents can do to help the student's performance, and c) additional assistance at the school or elsewhere in the community. 	<input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:

Strategies to attract highly qualified staff are utilized

<p>Staff Development: The SBDM committee must decide approve staff development.</p> <p>Professional Development: Each schoolwide campus must provide high-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.</p>	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>
<p>Resource Allocation:</p> <ul style="list-style-type: none"> • Each CIP must determine the resources needed to implement the plan. • The school-wide CIP must list all federal, state, and local programs that are included in the school-wide program and describe how the school will use resources from Title I with other resources to implement all the CIP components. <p>Coordination and Integration of Federal, State, and Local Services and Programs:</p> <ul style="list-style-type: none"> • Each CIP must identify how programs and services are integrated at the campus. • For SCE, add funding amounts and FTEs, where appropriate. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> • Each CIP must measure progress toward the performance objectives periodically to ensure that the information included in the CIP is resulting in academic improvement. Each CIP must provide for formative and summative evaluation measures. • Student assessment in at least reading and mathematics must be included. This assessment will be the primary means of determining the yearly performance of each campus. • The schoolwide CIP must address how the school will determine if student needs have been met. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>

Notes / Other Considerations:

- The Title I School-wide Plan should reflect all fund sources combined in the implementation of this plan, e.g., State Compensatory Education funds and other eligible funds.
- If the campus is combining State Compensatory Funds (SB 702), the plan must reflect:
 - The intent to combine the fund sources;
 - The size and scope of the SCE budget; and
 - FTEs funded from SCE.The information may be provided either in the “Resource” column or via a preface or an appendix page.
- The Title I School-wide Plan should reflect all fund sources combined in the implementation of this plan, e.g., State Compensatory Education funds and other eligible funds.
- Program Coordination – Campus improvement plans should reflect coordinated/integrated professional development activities, e.g., Title II, Part A and Title II, Part D, Career and Technical Education, Gifted and Talented, etc.
- Title II, Part A (Teacher and Principal Training and Recruiting Fund) program activities for recruiting and retaining staff, providing professional development, improving the quality of the work force, and reducing class size should be included in the plan, as appropriate.
- Title III, Part A includes strategies/activities to address progress for recent immigrants and English Learners. Ideally, this should include coordination with the Bilingual/ESL program.
- Title IV (Safe and Drug Free Schools) fund expenditures for allowable activities should be noted in the CIP, when appropriate, including progress toward reducing violence and illegal drug use.
- Drug and Violence Prevention Requirements:
 - Suicide Prevention
 - Conflict Resolution
 - Discipline Management/Program
 - Violence Prevention and Intervention
 - Harassment and Dating Violence Beginning at 6th Grade
- Special Education –Include strategies/activities for addressing training for SB1196 (Texas Behavior Support Initiative) and SB1727 (support for general education teachers who provide instruction for special education students).
- Migrant Project Districts must include the following areas of focus:
 - Identification and Recruitment
 - New Generation System (NGS)
 - Early Childhood Education
 - Parental Involvement
 - Graduation Enhancement
 - Secondary Credit Exchange and Accrual
 - Migrant Services Coordination

These areas should be included within the plan, where appropriate, with an obvious connection to the Migrant Education Program. Disaggregation of Migrant student data must be available at the district level, and the DIP must clearly address the instructional interventions designed specifically for MEP students as a result of the data analysis.