



Sonia M. Sotomayor PTECH Campus Improvement Plan 2020-2021



Sonia M. Sotomayor PTECH

Mission Statement

- *PSJA Sonia M. Sotomayor PTECH High School is committed to the success of teen mothers by providing an opportunity to acquire a high school diploma, industry certificates, and opportunities to acquire college hours. We are prepared as educational leaders 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. This will be accomplished through our actions regarding an open line of communication with all stakeholders to ensure all students and teachers are held accountable for their goals.*

What We Believe In

Guiding Principles

- Social-Emotional Support
- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- Accountability

What We Want to Accomplish

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

PSJA Sonia M. Sotomayor P-TECH

Executive Summary



Principal: Mrs. Rosa M. Rakay rosa.rakay@psjaisd.us

School

The staff of PSJA Sonia M. Sotomayor P-TECH provides recovery and accelerated opportunities with an emphasis on high level certificates, college credit and associate degrees so that they may graduate within a four-to-six-year period. PSJA Sonia M. Sotomayor P-TECH provides an instructional atmosphere that promotes college readiness through an academic design with degree plans and pathways.

Students

This special purpose campus is especially designed to support teenage moms or moms-to-be as they continue in furthering their education in high school and early college experience through our P-TECH designation. We provide supports such as daycare services, an Early Head start Center, transportation, and a medical clinic. We have 100% at risk and more than ½ of the student population is in year 5 or above of high school.

Community

As a tri-city public school district offering a pre-kindergarten through twelfth-grade curriculum, PSJA caters to a 32,000-student body and is focused on preparing every student to participate, compete, and excel in a global society to foster multi-generational prosperity. 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, 93% 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. 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.

Areas in Need of Improvement

Based on our 2018-2019 TEA accountability our school's overall accountability rating for 2019 was a B. In Domain I, Student Achievement, we managed to get a B, Domain II, School Progress: Academic Growth, we got a C, and in Domain III, closing the Gaps, we got a D. STAAR component in Domain I (Student Achievement) was at 79% which included 38% in ELA and 67% in Algebra. The CCMR component in Domain I was at 91%, but in 2017-2018 it was at 31% and even though we have improved, it is an area that needs to be addressed to avoid regression and continue improving to achieve our goal of 94%.

Summary of Goals:

Domain I: Student Achievement

Our campus will work on increasing the STAAR performance from 79% to 82%, our meets grade level or above for ELA and Algebra to 20%, and all subjects will increase 4% Meets Level or above compared to 2019 accountability result. CCMR will increase from 29% to 47% and graduation rate will improve at least 5%.

Domain III- Closing the Gaps

Twenty percent of students assessed in Texas English Language Proficiency (TELPAS) shall increase by at least one performance level descriptor. ELA will increase from 17% to 44% and algebra will increase from 13% to 44% in meets or above.

All students will participate in PBIS and socio emotional district initiative. All parents will have the opportunity to participate in school function and are encouraged to partake in an active role in their child's education.

Sonia M. Sotomayor P-TECH will continue to partner with community stakeholders to ensure student/campus success.

ROSA M. RAKAY

Rosa M. Rakay, Principal

*Sonia M. Sotomayor Early College High School
2020-2021
Campus Performance Plan Council Members*

Committee	Name	Position	Signature
Administration-Principal	Rosa Rakay	Member	
Assistant Principal	Lorena Ramos	Member	
Administration-Counselor	Cynthia Martinez	Member	
Collaborative Learning Leader	Lisa Gonzalez	Member	
Classroom Teacher	Efrain Rodriguez	Member	
CLF Teacher	Teshawn Leslie	Member	
Classroom Teacher	Benjamin Rios	Member	
Non-classroom Professional	Haydee Lopez	Member	
Community Representative	Dora Gonzalez	Member	
Parent	Irma Yolanda Coronado	Member	
Student	Briana Caro	Member	

Accountability Summary

School Year 2018-2019	Domain I Student Achievement	Domain II A Academic Growth	Domain III Closing the Gaps	Overall Rating
Sonia M. Sotomayor PTECH	85 B	78 C	66 D	84 B

2019 Identification of Targeted Support and Improvement

Data Resources Reviewed

1. 2018-2019 STAAR Campus Summary Report
2. 2019-2020 Attendance
3. 2019-2020 CCMR
4. 2019-2020 Graduation
5. PEIMS
6. 2018-2019 TELPAS

2020-2021 Campus Focus Goals

- Focus Area 1 – Student Achievement, STAAR, CCMR, Graduation, Technology, Increased Learning Time
- Focus Area 2 – Closing the Achievement Gaps/Student Progress, Academic Growth, Relative Performance, Technology, Increased Learning Time
- Focus Area 3 – School Culture and Climate, Family and Community Involvement
- Focus Area 4 – Staff Quality, Recruitment, and Retention, Technology

2020-2021 Campus DEMOGRAPHICS



	ALL	FEMALE	SPED	LEP	M1	M2	M3	M4	M5	MIGRANT	ECD	GT	CTE
Number	70	70	3	28	0	1	2	0	4	3	70	1	36
Percent	100%	100%	4.3%	40%	0%	1.4%	2.8%	0%	5.7%	4.3%	100%	1.4	51.4%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	70	70	0	0	0	0
Percent	100%	100%	0	0	0	0

2020-2021 Target Goals

Domain I				
STAAR Performance				
	ELA I & II	Algebra	Biology	US History
Approaches	38	67	79	100
Meets	17	13	7	62
Masters	0	0	0	8
CCMR (College, Career, and Military Readiness) 91				
Graduation Rate 94				
2021 Goals				
Approaches	55	77	83	100
Meets	20	20	20	70
Masters	10	10	10	18
CCMR (College, Career, and Military Readiness) 94				
Graduation Rate 94.5				

2020-2021 Target Goals

Academic Achievement (Percentage at Meets Grade Level or Above)								
	All	African American	Hispanic	White	Asian	Econ. Disadv.	ELs(current through M4)	Special Ed (Current)
ELA/Reading	17	-	17	-	-	17	19/N	-
Targets	44	32	37	60	74	33	29	19
2021 Goals	44	-	37	-	-	33	29	-
Math	13	-	-	-	-	-	-	-
Targets	46	31	40	59	82	36	40	23
2021 Goals	46	-	40	-	-	36	40	23

2020-2021 Target Goals

Graduation Rate (Federal Graduation Rate) 4Yr only

	All	African American	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	Els (current through M4)
2020 Grad. Rate	71	-	71	-	-	-	71	-
Targets	90	90	90	90	90	90	90	90
2021 Goals	90	-	90	-	-	-	90	-

2020-2021 Target Goals

School Quality (College, Career, Military Readiness Performance)

	All	African American	Hispanic	White	Asian	Econ. Disadv.	Els (current through M4)	Special Ed (Current)
CCMR	91	-	91	-	-	91	32	-
Targets	47	31	41	58	76	39	30	27
2021 Goals	94		94			94	40	

2020-2021 Target Goals

English Language Proficiency

	ELs
TELPAS	7
Targets	36
2021 Goals	36

Focus Goal Area: 1	Student Achievement						
Annual Goal:1	The percent of students who perform at approaches grade level or above on STAAR EOC will increase by three percentage points by the end of 2021 testing cycle.						
Objective:1	The percent of students performing at approaches grade level or above on STAAR EOC will increase from 79% to 82% by having access to a standards-aligned guaranteed and viable curriculum.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Review information provided by STAAR DMAC reports to identify and address areas of weakness and students in need of remediation. Assessment results will drive instruction.	Principal, Assistant Principal, CLL, CLF, and teachers	TEKS resources, district curriculum template, curriculum calendars, state and local student data	June 2020-Aug. 2021	Curriculum documents, Lesson Plans, CLL agendas, and walkthroughs	Student Achievement gains on the STAAR Teacher retention, TELPAS, Results driven accountability report	Formative Assessments, CBAs, Benchmarks, STAAR, TELPAS, Result Driven, Accountability,	Title I, migrant funds
Action Steps							
1.) Teachers will create student profile to include previous testing information and set goals with students for the new school year.							
2) Teachers will identify retester students who missed it by 1-10 questions to form target group.							
3) Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will schedule at-risk students into tutorial/academies before and after school (including night school), and on weekends to reinforce critical skills to support student areas of need based on data.	Principal, Assistant Principal, CLL, CLF and teachers	virtual lessons, walkthrough forms, YAG, 2021	Sep. 2020-May 2021	Walkthrough documentation, immediate feedback	BM1 and BM2 scores will show increases in student achievement and student performance growth	Formative assessments, CBAs, STAAR, TELPAS,	Title I and state comp.
Action Steps							
1) Teachers will teach test taking strategies to ensure students are properly prepared for success on the STAAR test.							
2) Reteach will be provided to address areas not mastered during instruction.							
3) Using benchmark data, student targets will be addressed during tutoring.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure Program Principals, Asst. Principal, Counselor, and Teachers have the resources to effectively carry out program objectives (ex: purchasing items, copiers, copy paper, supplies ,materials. etc.)	campus administration and secretary	District curriculum, YAG,	Sep. 2020-May 2021	TCLCs agendas and sign-in sheets, CLCs agendas and sign-in sheet	BM1 and BM2 scores will show increases in student achievement and student performance growth on EOC	Formative assessments, CBAs, STAAR, TELPAS,	Title I and state comp.
Acrtion Steps							
1) Teachers will use resources to diffrinciate instruction.							
2) Purchase manipulatives, supplemental aides, and instructional resources to support student learning.							

Focus Goal Area: 1		Student Achievement					
Annual Goal:2		The percent of students who perform at meets grade level or above on ELA, Algebra, and all subjects STAAR EOC will increase by three percentage points by the end of 2021 testing cycle.					
Objective: 1		The percent of students performing at meets grade level or above on ELA STAAR EOC will increase from 17% to 20% by having access to a standards-aligned guaranteed and viable curriculum.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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.	Principal, Assistant Principal, CLL, CLF, and department heads	TEKS resources, district curriculum template, curriculum calendars, state and local student data	June 2020-Aug. 2021	Curriculum documents, Lesson Plans, CLL agendas, and walkthroughs	Student Achievement gains on the STAAR Teacher retention, TELPAS, Results driven accountability report	Formative Assessments, CBAs, Benchmarks, STAAR, TELPAS, Result Driven, Accountability, Student Learning Objectives (SLOs) Pre-Post Test	Title I, migrant funds
Action Steps							
1.) Writing across all content will be implemented							
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, MackinVia and Systems 44.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus leadership teams will monitor the implementation of the curriculum in each classroom through teamed-up walkthroughs (virtual and in person)	Principal, Assistant Principal, CLL, CLF	virtual lessons, walkthrough forms, YAG,	Sep. 2020-May 2021	Walkthrough documentation, immediate feedback	BM1 and BM2 scores will show increas in student achievement and studednt performance growth	Formative assessments, CBAs, STAAR, TELPAS,	Title I and 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the ELAR curriculum through CLCs	CLL, administration	District curriculum, YAG, CLC Agendas, CLC sign in	Sep. 2020-May 2021	TCLCs agendas and sign-in sheets, CLCs agendas and sign-in sheet	BM1 and BM2 scores will show increas in student achievement and studednt performance growth increase performance of students at meets and master performance level on STAAR EOC	Formative assessments, CBAs, STAAR, TELPAS,	Title I and state comp.
Acron 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 ELA lesson planning during CLCs in order to create consistency among the reading classes being taught.							

Focus Goal Area: 1		Student Achievement					
Annual Goal:2		The percent of students who perform at meets grade level or above on ELA, Algebra, and all subjects STAAR EOC will increase by three percentage points by the end of 2021 testing cycle.					
Objective: 2		The percent of students performing at meets grade level or above on Algebra STAAR EOC will increase from 13% to 20% by having access to a standards-aligned guaranteed and viable curriculum.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Curriculum writing initiatives with virtual and in-person learning for algebra based on need's assessment using data and trends will be executed.	Principal, Assistant Principal, CLL, CLF, and department heads	TEKS resources, district curriculum template, curriculum calendars, state and local student data	June 2020-Aug. 2021	Curriculum documents, Lesson Plans, CLL agendas, and walkthroughs	Student Achievement gains on the STAAR Teacher retention, TELPAS, Results driven accountability report	Formative Assessments, CBAs, Benchmarks, STAAR, TELPAS, Result Driven, Accountability, Student Learning Objectives (SLOs) Pre-Post Test	Title I, migrant funds
Action Steps							
1.) Writing across all content will be implemented							
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, MackinVia and Systems 44.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus leadership teams will monitor the implementation of the algebra curriculum in each classroom through teamed-up walkthroughs (virtual and in person)	Principal, Assistant Principal, CLL, CLF	virtual lessons, walkthrough forms, YAG,	Sep. 2020-May 2021	Walkthrough documentation, immediate feedback	BM1 and BM2 scores will show increas in student achievement and studednt performance growth	Formative assessments, CBAs, STAAR, TELPAS,	Title I and state comp.
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional math 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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the math curriculum through CLCs	CLL, administration	District curriculum, YAG, CLC Agendas, CLC sign in	Sep. 2020-May 2021	TCLCs agendas and sign-in sheets, CLCs agendas and sign-in sheet	BM1 and BM2 scores will show increas in student achievement and studednt performance growth increase performance of students at meets and master performance level on STAAR EOC	Formative assessments, CBAs, STAAR, TELPAS,	Title I and state comp.
Acron Steps							
1) Teachers will be provided support in the implementation of writing across all subjects.							
2) Support technology integration within the algebra 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.							

Focus Goal Area: 1		Student Achievement					
Annual Goal:2		The percent of students who perform at meets grade level or above on ELA, Algebra, and all subjects STAAR EOC will increase by three percentage points by the end of 2021 testing cycle.					
Objective: 3		The percent of students performing at meets grade level or above on all subjects STAAR EOC will increase from 27% to 31% through data-driven instruction.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student progress and drive interventions	-Principals, assistant principal, district content coordinators, teachers	-District Curriculum Systems 44 -STAAR Release Assessments (BM I & II)	-Aug. 2020 through June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Report	-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
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
Campus Performance Review sessions (CPRs) will be held for each content within 48 hours following the district level CBA or Benchmark.	-Content Coordinators -Principal and assistant principal, CLL, and C5+C5teachers	-District Curriculum -STAAR Release Assessments (BM I & II) DMAC reports	Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports	performance of all student groups in all BM, STAAR/EOC	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- a,b,c --Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
Action Steps							
1) Train teachers on data analysis using DMAC reports.							
2) 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.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions. (Possible virtual)							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Campus review sessions will be held to review CBA and Benchmark data with staff to identify areas of concern in order to plan next steps. B19	Principal, Assistant principal, CLL, Teachers	Campus data reports Plan for interventions	-Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports	-Increase the percent of students at Meets or above level on STAAR EOC	-Weekly Assessments -CBA Goal1_Obj2!J19 -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment-a,b,c, -Reform Strategies- 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
Acron Steps							
1)Identify the students that are 1-5 questions away from meets or above to spiral in daily lessons targeting the areas that would help achieve improvement.							
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 1:	Student Achievement						
Annual Goal :2	The percent of students who perform at meets grade level or above on ELA, Algebra, and all subjects STAAR EOC will increase by three percentage points by the end of 2021 testing cycle.						
Objective : 4	The percent of students performing at meets grade level or above on STAAR EOC will increase from 27% to 31% through job-embedded instructional practices.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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.	-Content Coordinators -Principals, Assistant Principal, CLL	-District Curriculum Systems 44 -STAAR Release Assessments (BM I & D5 II)	-Aug. 2020 through June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-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	Title I
Action Steps							
1)Initial and ongoing training on the changes in the Texas accountability system by 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 content coordinators and be provided to campus based on areas of concern							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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.	-Content Coordinators -Principals, Assistant Principal, CLL	Region 1 DMAC state and federal accountability reports	-Aug. 2020-May2021	Agenda, Sign in sheets, data reports, presentations	Student achievement gains closing achievement gaps increase in the percent of students at the meets and masters levels on STAAR and increased students' progress	-CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1
Action Steps							
1)Opportunities to participate in online technology professional development will be offered to address time constraint issues.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3)CIT will provide training in various areas of technology and online resources for all content.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Core teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	-Content Coordinators -Principals, assistant principal, CLL	Title 1 and local funds blooms and norman web depth of knowledge theory	-Aug. 2020 through March 2021	Agendas and sign in sheets	Increased student progress for all student to include sub populations as measured on CBAs, BMs, STAAR, TELPAS	-CBA I -BM I & II -STAAR/EOC -TELPAS	Title 1
Acron Steps							
1)Training on TEKS analysis for all EOC content teachers will be provided by campus leadership team.							
2)Train teachers on the difference between level 1, level2, and level3 questions on EOC							
3)Training on depth of knowledge							

Focus Goal Area 1:		Student Achievement					
Annual Goal:3		The percent of graduates who are CCMR ready will increase from 29% to 47% by June 2021.					
Objective : 1		The percent of graduates who earn an STC/industry certification will increase from 22% to 80% by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Integrate career readiness and course of study pathways in place to measure progress towards the goal aligning high school, college level courses, and industry/business training.	Academy coach, counselor, principal, and AP College readiness department	STC career and employer services, career inventory test, different pathways offered at district level through STC,	-Aug. 2020 through June 2021	Career awareness and exploration days Career building skills academies sign in agendas	Certification results	certification exams	#2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically-based research
Action Steps							
1) Have students do a career aptitude exam.							
2) Guide students on creating a college and career focus plan with a progress measure checklist towards obtaining their certificate.							
3) Expose students to different career opportunities, work based learning experiences, field trips, guest speakers, and career days.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing Professional Development training will be provided for teachers and administrators to ensure all components of certifications are understood and part of instruction.	Academy coach, counselor, principal, and AP College readiness department	STC career and employer services, career inventory test, different pathways offered at district level through STC,	-Aug. 2020 through June 2021	Career awareness and exploration days Career building skills academies sign in agendas	Certification results		#4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers,
Action Steps							
1) Have scheduled professional development trainings							
2) Identify teachers who need professional development							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student data for industry certifications will be reviewed three times a year in the Fall, Spring, and Summer.	Academy coach, counselor, principal, and AP College readiness department	STC career and employer services, career inventory test, different pathways offered at district level through STC,	-Aug. 2020 through June 2021	Career awareness and exploration days Career building skills academies sign in agendas	Certification results		#1a Comprehensive Needs Assessment. Required: Establish a planning team of educators, parents, community members, and business
Action Steps							
1) Use checkpoints to review student progress checklist to get percentage of on track to completion.							
2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator							
3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool							

Focus Goal Area 2:		Closing the Gaps						
Annual Goal 1:		36% of all English learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.						
Objective :		By June 2021, the campus will effectively implement ELPS strategies across all contents to improve english language proficiency status from 7% to 36%.						
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 and ELPS strategies for all content.	Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist Principal, AP, and CLL	DLTI Region One Chapter 89 ELPS	August 2020 - June 2021	Sign in Sheets PowerPoint Presentations Walkthroughs	Agendas District Curriculum	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
CLL, librarian, and administration will pull out EL students during eagle time to practice listening, speaking, reading, and writing TELPAS release test questions and practice tests.	CLL, librarian, administration	TELPAS online resources, benchmarks, and SUMMIT program	October 2020- Feb. 2021	PowerPoint Presentations Curriculum	Distrct Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	TELPAS Practice 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. Create an ESL class (Reading) to include all current EIs for targeted intervention.						
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation		Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide the students opportunities to record themselves and give teacher feedback.	Teachers with CLL and CLF support	recording app, computer lab, IT department	October 2020- Feb. 2021	progress chart		Students will improve at least one level in the listening and speaking domains	recordings,	state bilingual
Action Steps		Create progress chart to be used to monitor the recordings of the EL students. Make sure every student has a device to be used virtually. CLL collect progress chart to share findings with staff.						

Focus Goal Area 2:		Closing the Gap					
Annual Goal 2:		We will increase 3% meets or above for all students in the ELA and 7% in Algebra.					
Objective :		We will increase from 17% to a 20% in ELA and from a 13% to 20% in Algebra.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Maintain a data tracking system to monitor student progress towards meets or above in both ELA and Algebra I using weekly and monthly assessments as well as benchmarks.	ELA and Algebra teachers Principal, AP, CLL,	- Office 365 -STAAR Release Assessments (BM I & II) Progress monitoring sheet Lead4ward	-Aug. 2020 through June 2021	-District Review Session (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC	-Weekly and monthly Assessments -BM I & II -STAAR/EOC -TELPAS	-Integration of Fed., State, & Local Services, Programs and B3Funds- a,b,c
Action Steps							
1)Use ongoing district built formative and summative assessments (e.g., weekly, unit, CBA, BM I&II) /Create and display data-growth walls(files) in the areas of reading and mathematics in a centralized location.							
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)Train teachers to effectively use DMAC							
4)Have data review sessions during TCLC by department							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teach for mastery on level 2 and 3 highly tested questions using district PLDs curriculum and released sample questions for ELA and Mathematics.	ELA and Algebra teachers Principal, AP, CLL,	-District PLDs Curriculum Targeted instruction -STAAR Release Assessments (BM I & II) Lead4ward E12	-Aug. 2020 through June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports	-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	-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 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)							
2)Use assessment data to drive intervention plans and build intervention time into the day at every level							
3)Teachers will become familiar with level 2 and 3 questions and integrate them into their daily lessons.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will effectively implement data driven instruction and provide opportunities for targeted interventions to address differentiation among student groups.	ELA and Algebra teachers Principal, AP, CLL,	-District PLDs Curriculum Targeted instruction -STAAR Release Assessments (BM I & II) Lead4ward E12 supplemental resources	-Aug. 2020 through June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC	-Comprehensive Needs Assessment-a,b,c -Reform Strategies- a,b,c -Teacher Decision Making Regarding Asses.-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
Acron Steps							
1)Group students according to their level using previous STAAR results, benchmarks, classroom assessments. (Approaches, Meets, Masters Group)							
2) Intentionally group students according to level of mastery.							
3) Teachers will adapt curriculum to student needs and monitor student growth							

Focus Goal Area 3:		Improve Safety, Public Support, culture and Climate					
Annual Goal 1:		By June 2021, the campus percentage attendance will increase 10%.					
Objective 1:		By June 2021, the campus will implement strategies to increase our yearly average from 58.6% to 68%					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
The campus will ensure the development of each student as a whole person by: -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship.	Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers	- SpEd 162, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers	Aug. 2020 through June 2021	Assistance provided to students as needed	Health needs met	Side by side data analysis	Reform Strategies- a,b,c
Action Steps							
1) Coordinate with social services agencies and provide referrals							
2)Encourage the participation rate in extracurricular activities.							
3)Strenghtening personal growth, self-esteem, responsible behavior, youth development and citizenship.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers Principals academic coach counselor Counselor Director	*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 through June 2021	*Attendance Reports *Walk Through/Observation Reports *Timelines * Powerpoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey (BOY, MOY & EOY) *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 : #2, #9, #10
Action Steps							
1) Implement comprehensive counseling and guidance curriculum during advisory period.							
2) Deliver virtual social emotional learning student academies.							
3)Analyze data collected from Panoram SEL skills surveys and needs assesments							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented.	Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers	-SCE and T1, SpEd 162, School based clinic NCVD,	-Aug. 2020 through June 2021	Decreased percentage of student without a medical home	Health needs met	Side by side data analysis	Reform Strategies- a,b,c
Action Steps							
1) Attendance Recovery Program monitoring weekly.							
2) Develop Student Attendance Behavior Intervention Plans							

Focus Goal Area 3:		Improve Safety, public support, culture and climate					
Annual Goal 2:		Campus' positive culture and climate will increase based on teachers and staff perception of staff-student relationships.					
Objective 1:		By June 2021, 100% of teachers and staff will participate in Social Emotional Learning PD and implement strategies to increase staff-student relationships					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationship.	Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers	-SCE and T1, SpEd 162, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers	-Aug. 2020 through June 2021	-increase positive staff-student relationships	Increase in student participation and performance	side by side data comparison	Title I: #4, #10
Action Steps							
1) Utilize the Counselor Café workshops for teachers and staff which provide social emotional learning topics							
2) Train teachers and staff on the counseling and guidance lessons and resources							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will implement and integrate social emotional learning activities with their students	Counselor, Principal, Asst. Principal and Teachers	social emotional district counseling curriculum	-Aug. 2020 through June 2021	-increase positive staff-student relationships	Increase in student participation and performance	side by side data comparison	Title I: #4, #10
Action Steps							
1)Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms							
2)Use restorative practices and de-escalation techniques							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra curricular activities	-Teachers Principals academic coach counselor Counselor Directors	District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback	-Aug. 2020 through June 2021	Walk Through /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
Acron Steps							
1) Implement and address the following skills in their 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 cheerleading, football, UIL academic events, Enrichment Camps, etc.e							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							

Focus Goal Area 3:		Improve safety, public support, culture and climate					
Annual Goal3:		By June 2020, family involvement and their interaction with their child's school will increase from 5% to 10%..					
Objective 1:		By June 2020, 50% of parents will participate in informational and training sessions.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host district information and training sessions on a variation of topics using flexible scheduling, different days and times	*Parental Director *Parental Coordinator *Site Managers *Parental Educators *Community Engagement Recruiters *District Staff *South Texas College Coordinator	Region 16 and State Conference Parent Materials *Research Based Best Practices *District Policy Handbook *Texas Education Agency Material *ESL/GED *Reading Material and Technology Programs	-Aug. 2020 through June 2021	Meeting *Invites *Agendas*Minutes *Sign-In Sheets*Power Points*Photos of Meetings*District Master Course Scheduler *Attendance Reports	Parent Surveys *Meeting Chats *Number of Parents at Meetings *Course Statistics using District Dashboard	*Participation *Performance	Title I-f #2,#4
Action Steps							
1)Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis							
2)Provide one to one campus sessions on multiple topics (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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals *Parental Director *Counselor Director *Administrators *Parental Coordinator *Parental Educators *Site Managers *Campus Counselors	*District Social Media *Weekly Calendar *Parent Surveys *Parent Questions on Chat and One on One Meetings	-Aug. 2020 through June 2021	*Sign-in Sheets, *Invites *Agendas*Minutes *Brochure*Power-Point *Calendar Planning Dates *Counselor's Café *Video Recordings of Meetings	*Parent Surveys *Public Relations Data *Parent Feedback based on Chat and One on One Meetings *Accountability Report	Participation	*Title I-f #2,#4
Action Steps							
1)Conduct weekly meetings with Staff on ways to engage more parents to information and training sessions.							
2) Utilize tools such as school messenger and social media outlets to promote parent participation.							
3) Analyze data on parent participation and feedback provided by parents through verbal feedback at meetings.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Maintain parent participation and use data to create strategies to promote parental engagement.	Principal, Asst. Principal and Teachers Parental Educators	Make and take sessions	-Aug. 2020 through June 2021	Sign-in Sheets	Monthly Reports	STAAR Participation and Performance	Local Funds, Title I Funds f
Acron Steps							
1) Host more than one parent meeting per month.							
2)Collaboration amongst parent educators and site managers to increase parental engagement and participation							
3)A college awareness orientation for parents will be held at community centers and all high schools.							

Focus 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:		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 Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	Instructional Focus Walk-Through Form	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.	Review walk-through focus tool mid year and end of year.	Local funds
Action Steps							
1) Retrieve the current walk-through 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.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Update the Instructional Focus Walk-Through Form	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTS Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	Instructional Focus Walk-Through form McREL Evaluation	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.	Review walk-through focus tool mid-year and end of year.	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.	Executive Officers, Curriculum coordinators, Assit. Supt of Talent Development Director, NTI Director, Professional Development Director, Director of Employee Relations, Principals, Assistant Principals	Instructional Focus walk-through form	Weekly Reviews	Walk-through Data Reports, Feedback on teacher/admin meetings	Student engagement. Closing the achievement gap. Student centered classrooms. Positive classroom environment.	Review walk-through focus tool mid-year and end of year.	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.							

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

Annual Goal 2: By the end of the year, educator evaluations will increase distinguished composite score by 10%.

Objective: By the end of the school year, teacher distinguished composite evaluations will increase from 60% to 70%.

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	Aug. 2020 - May 2021	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds

- 1) Create campus walk-through schedule
- 2) Complete 10 walk-throughs per week.
- 3) Review walk-through data and address areas of need.

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.	Campus Administrators, district leaders, curriculum coordinators, directors	Instructional walk-through focus tool	Aug. 2020 - May 2021	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds

Action Steps

- 1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.
- 2) Provide learning opportunities, ie... peer observations to observed effective strategies based on areas of need.
- 3) Monitor and follow up with next steps to improve

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	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities.	Aug. 2020 - May 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
- 3) Monitor and revise action plan.

Sonia M. Sotomayor P-TECH Professional Development Plan

Monday, August 17, 2020	District Convocation/ Campus Procedures ERO #157090 • Welcome/ Staff Introductions	All Staff	Principal/ AP	District Professional Development	8:30a.m– 10:30a.m.
August 17,2020	<ul style="list-style-type: none"> Teacher Handbook Student Handbook/Discipline procedures Student & Adult Sexual Harassment PPT Teacher Evaluation (McREL) Bullying, Cyberbullying (David's Law) Conflict Resolution Technology Special Education/ ARDs/ IEPs/ 504 Accommodation CLC Procedures Assistant Principal Assignments 	All Staff	Rosa M. Rakay Lorena Ramos	Campus Professional Development	1:00 – 4:00
August 18, 2020	Data Driven Academic Goals Campus Plan	All Teachers	Lorena Ramos	Campus Professional Development	8:00 – 4:00
Wednesday, August 19, 2020	SIOF	V. Cruz C. Gomez J. Cortes B. Rios		TBA	8:00a.m.-11:30a.m.
Thursday, August 20, 2020	English AP	English AP Teachers	Marisol Gonzalez	Virtual	9:15a.m.-9:40a.m.

Sonia M. Sotomayor P-TECH Professional Development Plan (Cont.)

Thursday, August 20, 2020	English AP	English AP Teachers	Marisol Gonzalez	Virtual	9:15a.m.-9:40a.m.
Thursday, August 20, 2020	ELA Resource Training	V. Cruz A. Molina D. Cavazos	McGraw Hill-Ed Holguin	Virtual	9:50-11:30a.m.
Thursday, August 20, 2020	Mathematics Curriculum Rollout	E. Rodriguez C. Gomez	Math Content Coordinator/APs/Teachers	Virtual	8:00-9:40
Thursday, August 20, 2020	Science Curriculum Rollout	J. Cortes	Science Content Coordinator/APs/Teachers	Virtual	8:00 a.m.– 9:40a.m.
Thursday, August 20, 2020	Social Studies Curriculum Rollout	B. Rios R. Ramos	Social Studies Content Coordinator/APs/Teachers	Virtual	8:00a.m.- 9:40 a.m.
Thursday, August 20, 2020	Google Classrooms	V. Cruz A. Molina D. Cavazos E. Rodriguez C. Gomez	Librarian-D. Cavazos	Virtual	12:30p.m.-2:20p.m.
Thursday, August 20, 2020	SEL	B. Rios R. Ramos J. Cortes	Cynthia Martinez	Virtual	12:30p.m.-2:20p.m.
Thursday, August 20, 2020	Google Classrooms	B. Rios R. Ramos J. Cortes	Librarian-D. Cavazos	Virtual	2:30p.m.-4:10p.m.
Monday, August 24, 2020	Training by nurse	All Teachers and Staff	Nurse at Campus	Campus	(4 hour training)

Campus Improvement Plan Timeline

- **August 13-Met with staff to discuss the forms that Nora Rivas sent in an email “CIP Guidance and Resource Manual”**
- **August 14-Teachers were divided according to Focus Goals and to review the previous campus plan to make revisions**
- **August 18-Teachers turned their work with the Focus Goals and the recommendation strategies/ideas**
- **August 25-Nora Rivas send the CIP Template and AP & I began to work from the teacher’s information and district’s**
- **September 9-Received the 2020 Campus Improvement Plan Revised Timeline**
- **September 17-Meeting with Nora Rivas on TEAMS for finalization of campus plan; Corina Ramirez presented at our Principal’s Meeting to give us additional information and to discuss any questions we had**
- **September 24-AP & I met to work on the Focus Goals; objectives and strategies**
- **September 29-Lorena Ramos AP presented the work that we had done up until now and received feedback from teachers; AP & I met to work on campus plan on TEAMS**
- **October 5-Presented a draft of the Campus Plan to CPOC**
- **October 7-we were sent a campus plan checklist before turning in to our Executive Officer; AP and I worked on campus plan on TEAMS**
- **October 8-AP & administration team met to review what we had**
- **October 9-sent a draft to Dr. Cantu**
- **October 12-Met with Dr. Cantu and Mr. Ruben Garcia to give us guidance on campus plan**
- **October 13-Met with Dr. Cantu again but this time for our campus plan for guidance and to follow the checklist; revisions were taken care of**
- **October 15-Sent final draft to Dr. Cantu**

PHARR-SAN JUAN-ALAMO ISD

CAMPUS IMPROVEMENT PLAN CHECKLIST

Campus: Sotomayor

Date Reviewed: 10/13/2020

Reviewer: Nora J. Cantu

Principal: Rosa Rakay
Lorena Ramos

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:
 - Component 1: All students will reach high standards, at a minimum attaining Meets Grade Level or above standard in English language arts/reading, and mathematics on STAAR and End of Course Exams.
 - Component 2: All students will meet or exceed academic growth in reading and mathematics.
 - Component 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.
 - Component 4: All students will perform at the Approaches grade level or above, Meets grade level or above, Masters grade level standards in all tested areas (elementary & middle schools), and CCMR indicators and graduation rate (high schools).

Needs Assessment:

- 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:
 - 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.

Clearly Evident

Somewhat Evident

Not Evident

Comments/Recommendations:

Long Range Goals/Campus Performance Objectives:

- 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, data points to set annual goals and objectives (if applicable) based on:
 - 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).

Clearly Evident

Somewhat Evident

Not Evident

Comments/Recommendations:

<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 student groups (special populations), include dropout and attendance. • Performance objectives are included for at-risk students served through the State Compensatory Education program. 	<p><input type="checkbox"/> Clearly Evident</p> <p><input checked="" type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>
<p>Strategies and Action Steps:</p> <ul style="list-style-type: none"> • Each CIP must <ul style="list-style-type: none"> a) identify how the campus annual 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 annual goals. • The CIP must also include strategies and actions 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</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>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</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>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 • 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"> • measures 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 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:

<p>Professional Development:</p> <ul style="list-style-type: none"> Each schoolwide campus must provide high-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning. 	<p> <input type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident </p> <p>Comments/Recommendations: <i>Embedded -- in</i> </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 </p> <p>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. Assessments in the tested subjects 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 </p> <p>Comments/Recommendations:</p>

Executive Summary:

The Executive Summary gives a one-page brief description of the school's culture and ongoing developments by condensing the more detailed content in the CIP. It is a separate document.

The following information must be included:

- Campus name and principal's name
- A brief description of the school, students, and community
- A description of the areas in need of improvement (based on data analysis in the needs assessment) that will be addressed in the CIP
- A list of measurable objectives, which correlate to those presented in Part 2 of the CIP; and
- A brief description of the major initiatives or strategies that will be implemented
- Principal, Lead SBDM Member and parent signatures

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.