

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



# Campus Improvement Plan 2020-2021

Board Approved:





## Executive Summary

### Campus Improvement Plan: School Year 2020-2021

#### PSJA Memorial Early College High School

**Mission:** As educational leaders, the PSJA Memorial ECHS 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.

**Demographics Summary:** The current enrollment at PSJA Memorial Early College High School as of September 2020 is 1750 students. The student population at PSJA Memorial ECHS consists of 99.4% Hispanic, 0.3% White, 0.2% Black, and 0.1% Asian. Our students represent economically disadvantaged status of approximately 91.4 % with 4.6 % migrant students and a negligible percentage of mobility. Approximately 9.5 % of our student population receive special education services which includes 504 designated students. Our Gifted and Talented population accounts for approximately 8.7 % of our student population and 75.5 % of students are enrolled in CTE classes. The LEP population is approximately 31.2%. The attendance rate for the campus has consistently averaged 95.7%.

**Comprehensive Needs Assessment Summary:** PSJA Memorial Early College High School received an overall grade of 85 out of 100 based on performance in three different areas, or domains. In the Student Achievement Domain, we earned 85, which shows how much students know and can do at the end of the school year. The School Progress Domain II, 87, shows how students perform over time and how that growth compares to similar schools. We scored 80 in Closing Achievement Gaps Domain III, the domain which shows how well different student groups within a school are performing.

**Curriculum and instruction and Assessment:** Teachers utilize CIF, SIOP strategies, and AP strategies within their instruction to maximize academic success, with a special focus on English Language Arts and Reading. Our campus has also adopted district-based initiatives for students scheduled in ENG I and ENG II classes. All students participate in Wolverine Time, a thematic based reading and writing program. This program also includes the opportunity for constant classroom discussion which in turn helps increase TELPAS scores. Furthermore, Wolverine Time includes Social Emotional Learning—the process of developing self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. The mission for our campus is to increase overall STAAR EOC scores in English I and II. A targeted focus is given to re-testers in order to boost Domain II, school progress, as 40% of our students did not meet progress measure. Tutoring sessions are also provided after school and Saturdays to improve TSI scores which will increase STC dual enrollment and students graduating with an Associate's Degree. Since 2018, PSJA Memorial ECHS has doubled in the amount of students receiving an Associate's Degree from South Texas College.

**Summary of Goals:** Our goal is to increase TELPAS scores by 16% and have all five EOC's meet accountability level which will increase Domain I. We are driven to improve student mastery of grade level STAAR by utilizing STAAR based, data driven instruction to increase the number of all students scoring at the Meets Level on STAAR to 60% and increase Masters Level to 30% in ELA. Students in grades 9-10 ELA will show a 20% decrease in the number of did not meet, from 40% to 20%, which will reflect in Domain II. Our goal is to increase the academic achievement of all students, in all subgroups by 5%, as well as, closing the achievement gap by 7% between all students and EL populations which will increase Domain III. Our campus will offer all parents and community members the opportunity to participate in school events and engagement activities that unite PSJA Memorial ECHS as the Pride of Alamo. The intent is that with these partnerships our campus will provide a safe, rigorous, and highly engaging learning environment to all students and staff.

*Rowdy R. Vela* Principal Signature

# PSJA MEMORIAL EARLY COLLEGE HIGH SCHOOL

## **Vision**

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

## **Mission**

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

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

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

# PSJA Memorial Early College High School Campus Performance Objective Council Members



**Principal – Dr. Rowdy R. Vela**

Rowdy R. Vela

Early College Director - Raquel Garcia

Raquel Garcia

CLF - Luz Cepeda

Dean of Instruction – Sandra Garza

Sandra Garza

CLF - Jorge Lozano

Assistant Principal - Bobbie Sue Gonzalez

Bobbie Sue Gonzalez

CLF - Michael Martinez

Assistant Principal - Carlos Flores

Carlos Flores

CLF – Zerlynda Cervantes

Assistant Principal - Edna Cruz

Edna Lee Cruz

CLF - Clarisa Torres-Palacios

Collaborative Learning Leader - Aliza Guerra

Aliza Guerra

CLF - Ramiro Reyes, Jr.

English Department Chairs & CLFS – Catherine Alanis

Catherine Alanis

CLF – Christina Vela

English Department Chairs & CLFS - Jason Flores

Jason Flores

CLF - Brenda Vazquez

Math Department Chair & CLF – Renee Garcia

Renee Garcia

Librarian – Carmen Garza

Science Department Chair & CLF – Jessica Ortega

Jessica Ortega

Head Counselor – Dominique Caro-Garza

Social Studies Department Chair – Liz Cuadra

Liz Cuadra

Technologist – Sandra Mayasi

Special Education Department Chair – Norma Zavala

Norma Zavala

Jorge Aaron Lozano

Jorge Aaron Lozano

Michael Metz

Zerlynda Cervantes

Clarissa Torres Palacios

Ramiro Reyes Jr

Christina Vela

Brenda Vazquez

Carmen Garza

Dominique Caro

Sandra Mayasi

**2020-2021 Campus Demographics**

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
<b>Number</b>	<b>1750</b>	948	802	166	546	3	65	81	1600	153	1322
<b>Percent</b>	100%	54.2%	45.8%	9.5%	31.2%	0.2%	3.7%	4.6%	91.4%	8.7%	75.5%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
<b>Number</b>	1750	1739	2	3	5	1
<b>Percent</b>	100%	99.4%	0.1%	0.2%	0.3%	0.1%



PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
2019 ACCOUNTABILITY SUMMARY

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
<b>PSJA Memorial ECHS</b>	<b>85</b>	<b>87</b>	<b>80</b>	<b>85</b>	<b>B</b>



## Goals

**Goal Area 1:** Student Achievement

**Goal Area 2:** Closing the Gaps

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

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

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<p>Pharr-San Juan- Alamo provides PSJA Memorial ECHS campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C &amp; I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence.</li> <li>• The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in high school.</li> <li>• Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.</li> <li>• Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.</li> <li>• Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.</li> <li>• A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university.</li> <li>• All key high school staff and faculty advisors are trained by our IHE (Institute of Higher Education) partner.</li> <li>• The TSI Student Success Intervention Plan includes Phase I, Phase II and Phase III Curriculums for math and ELA that have resulted in increases of TSI passing rates.</li> <li>• Met standard in Biology, U.S. History, Algebra I</li> <li>• Mastery 70% or Higher at the Approaches level</li> <li>• Graduation Rate 98.9%</li> <li>• Dropout rate 0.1%</li> <li>• PSJA Memorial ECHS Distinction Designation; Academic Achievement Science</li> </ul>	<p>The area of literacy, specifically in ELA comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.</p> <ul style="list-style-type: none"> <li>• All students may not be able to engage effectively in remote learning.</li> <li>• Teachers meeting students' academic and virtual needs</li> <li>• Developmental writing must be taught at all grade levels whether it is assessed at the state level or not.</li> <li>• Professional development for teaching writing must be provided at all grade levels.</li> <li>• Campus schedules need to reflect a dedicated time for writing instruction at all campuses. Wolverine time for Literacy &amp; Writing.</li> <li>• High school blocked ELA and writing instruction must be monitored each year for effective implementation.</li> <li>• High School ELA, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness.</li> <li>• Train teachers on curriculum effectiveness.</li> <li>• CCMR dashboard needs to be monitored and utilized for successful CCMR Plan completion of ALL students in 9-12.</li> <li>• Students at the lower third quartile have not been strategically monitored to earn industry-based certificates and earn 9 hours in any subject.</li> <li>• The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions between assessment. Students being TSI ready requirements is a continued challenge</li> <li>• In 2018-19 PSJA Memorial's TELPAS growth rating was 16% below the required 36%</li> <li>• In 2018-19, three of the five EOCs did not perform at the "meets" accountability level (60%).</li> <li>• TELPAS</li> <li>• EOC</li> </ul>



PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Special Population Goals & Strategies	<ul style="list-style-type: none"> <li>• Special Education students met all targets in the Academic Achievement status, and Growth Status, in Math within the closing the gaps domain.</li> <li>• Special Education Students met targets in student success status and school quality status within closing the gaps domain.</li> <li>• English language learners met targets in the Academic Achievement Status and Growth Status in Math withing the closing the gaps domain.</li> <li>• English learners met target in school quality status.</li> <li>• Economically disadvantaged student group met targets in Academic Achievement Status, Student Success status, and School Quality status in Closing The Gaps Domain.</li> <li>• Hispanic student group met all closing the gaps domain targets in Math.</li> <li>• In the areas of participation, all student groups met all targets at 98% or higher.</li> <li>• Both English learners and special education students surpassed the 2018 graduation rate by 7% and 3%.</li> <li>• Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education student’s academic needs.</li> </ul>	<p>As per the TAPR data,</p> <ul style="list-style-type: none"> <li>• In Math we have a 21% achievement gap at the Meets Level on the 2019 STAAR/EOC between students identified as Special Education and the all student group in the area of ELA.</li> <li>• In Math we have a minimum of 19% achievement gap at the Meets Level on the 2019 STAAR/EOC between students identified as English Learners and the all student group in the areas of English I and English II Grade ELA.</li> </ul> <p>Within the Domain III report,</p> <ul style="list-style-type: none"> <li>• Former Special Education students missed the growth target in the area of ELA by 7% points.</li> <li>• The English Language proficiency status was 15% points away from the target of 36%.</li> </ul>

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture & Climate- Including Safety & Violence Prevention	<ul style="list-style-type: none"> <li>• Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope.</li> <li>• Parent resources, materials and communications are provided in both English and Spanish.</li> <li>• The campus website and parental website informs parents of all events.</li> <li>• Parent educators' professional development is based on local, state and national standards for parental involvement.</li> <li>• Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents.</li> <li>• Literacy centers are accessible and convenient for parents throughout the school district.</li> <li>• Community partners provide practical classes for parents district-wide.</li> <li>• Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals.</li> <li>• All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service.</li> <li>• Student resources, materials and communication are provided in both English and Spanish.</li> <li>• District PreK- 12 Counseling and Guidance Curriculum and Structured Timelines</li> <li>• Campus Counselor Café for Teachers: PD Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children.</li> <li>• Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress.</li> <li>• Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships</li> <li>• Staff needs training on how to effectively share assessment strategies with parents about their children's progress.</li> <li>• Provide parents webinar training and phone links to help them better understand the STARR student reports.</li> <li>• Videos on state accountability have to be readily available for parents.</li> <li>• Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently.</li> <li>• Integrate the police and security departments into all emergency situations.</li> <li>• Campus Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom.</li> <li>• Allocate funding for Teacher Professional Development on SEL or Restorative Practices</li> </ul>

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• High employee retention, District is seen as an employer of choice</li> <li>• District owned alternative certification program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program.</li> <li>• Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers.</li> <li>• Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation.</li> <li>• The <i>Spirit of PSJA</i> selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies.</li> <li>• Electronic Instructional Focus Walkthrough form</li> <li>• The full development of the electronic <i>Spirit of PSJA</i> Evaluation tool</li> <li>• Strong commitment and financial support to professional development and professional growth opportunities for staff</li> <li>• Campus support for all teachers to be fully certified for assigned teaching assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified.</li> <li>• Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture.</li> <li>• Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating.</li> <li>• Seeking continuation of funding to support NTC with Meadows grant funds.</li> <li>• Calibrating evaluations and creating a system to effectively measure performance pay to student achievement.</li> <li>• Support and funding master's programs so that teachers can teach dual credit classes.</li> <li>• Funding for teacher stipends (hard to staff, Dual credit), and professional development</li> </ul>

## GOAL AREA PRESENTATION



# Goal Area 1: Student Achievement

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 1:</b>	The percent of students who perform at meets grade level or above on STAAR ELA will increase by five percentage points by June 2021.						
<b>Objective 1:</b>	The percent of students performing at meets grade level or above on STAAR ELA /EOC will increase from 36 % to 41% 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.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	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, Istation, MyOn, Newsela, Accelerated Reader, Learning Ally, Read 180, MackinVia and Systems 44.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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/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 ELA 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
	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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 ELA classes being taught.							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 1:</b>	The percent of students who perform at meets grade level or above on STAAR ELA will increase by five percentage points by June 2021.						
<b>Objective 2:</b>	The percent of students performing at meets grade level or above on STAAR ELA /EOC will increase from 36 % to 41% by having access to a standards-aligned guaranteed and viable curriculum.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Testing calendar will be created to provide district-wide alignment of assessments.	Executive Officer of HS Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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
<b>Action Steps</b>							
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.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Executive Officer of HS Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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
<b>Action Steps</b>							
1) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.							
2) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
3) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
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.	Executive Officer of HS Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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.
<b>Action Steps</b>							
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 ELA classes being taught.							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 1:</b>	The percent of students who perform at meets grade level or above on STAAR ELA will increase by five percentage points by June 2021.						
<b>Objective 3:</b>	The percent of students performing at meets grade level or above on STAAR ELA /EOC will increase from 36 % to 41% by having access to a standards-aligned guaranteed and viable curriculum.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Executive Officer of HS 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
<b>Action Steps</b>							
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 ELA 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.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
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.	Executive Officer of HS 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
<b>Action Steps</b>							
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.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
ELAR/SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	District ELAR Coordinators Instructional Coaches Principals Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers	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
<b>Action Steps</b>							
1) Training on ELA development skills (state ELA academies) will be conducted for K-3rd grade teachers by Region One ESC.							
2) Training for Middle School ELAR teachers on literacy by Region One ESC and Dr. Louis.							
3) Training for high school teachers on Kagan and S3s strategies							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 2:</b>	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase five percentage points by June 2021.						
<b>Objective 1:</b>	The percent of students performing at meets grade level or above on STAAR Mathematics /EOC will increase from 62% to 67% 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.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	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
<b>Action Steps</b>							
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, Pearlied 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).	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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.
<b>Action Steps</b>							
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.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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.
<b>Action Steps</b>							
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.							



<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 2:</b>	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase five percentage points by June 2021.						
<b>Objective 2:</b>	The percent of students performing at meets grade level or above on STAAR Mathematics /EOC will increase from 62% to 67% through data-driven instruction.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Testing calendar will be created to provide district-wide alignment of assessments.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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 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
<b>Action Steps</b>							
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.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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	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
<b>Action Steps</b>							
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.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
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.	Executive Officer of High Schools Principal Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus 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.
<b>Action Steps</b>							
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.							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 2:</b>	The percent of students who perform at meets grade level or above on STAAR Mathematics will increase five percentage points by June 2021.						
<b>Objective 3:</b>	The percent of students performing at meets grade level or above on STAAR Mathematics /EOC will increase from 62% to 67% 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
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	Executive Officer of High Schools 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	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
<b>Action Steps</b>							
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.	Executive Officer of High Schools 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
<b>Action Steps</b>							
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 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
<b>Action Steps</b>							
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.							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 3:</b>	The percent of graduates who are CCMR ready will increase from 77% to 85% by June 2021.						
<b>Objective 1:</b>	The percent of graduates who earn an industry certification will increase from 28% to 30% by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry-based certification in their chosen career pathway.	Executive Officer for High School Executive Officer for College Readiness Principal Assistant Principal AP in charge of CTE CTE Director CTE Coordinators	TEKS Components of Industry Certification Computers Specialized Software and Equipment	June - July 2021	Sign-in sheets Agendas Curriculum developed in SharePoint	Certification results	Teacher created Benchmarks Certification Exam	2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically-based research
<b>Action Steps</b>							
1) Teachers create curriculum to include activities that simulate requirements to be successful on certification exam							
2) Teachers create an aligned curriculum embedding activities necessary to meet all components of the certification exam							
3) Teachers will embed practice exam questions to scaffold previously taught content material							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Ongoing Professional Development training will be provided for teachers and administrators to ensure all components of certifications are understood and part of instruction.	AP in charge of CTE CTE Director CTE Coordinators	Certifying entity	August 2020 December 2020	Sign-in sheets Agendas ERO Certificates	Certifying entity		4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate
<b>Action Steps</b>							
1) Schedule professional development training							
2) Identify teachers who need professional development							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Student data for industry certifications will be reviewed three times a year in the Fall, Spring, and Summer.	Executive Officer of High Schools Principal Assistant principal Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Student reports by name by certifying entity	October 2020 - August 2021	Student reports by name by certifying entity	Increased certification awards Teacher submitted reports match eSchool submitted reports	Monitor and review District Dashboard	1a Comprehensive Needs Assessment. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for schoolwide reform
<b>Action Steps</b>							
1) Provide professional development on data entry for industry certificates							
2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator							
3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 3:</b>	The percent of graduates who are CCMR ready will increase from 77% to 85% by June 2021.						
<b>Objective 2:</b>	The percent of graduates who earn 3 hours of dual credit (ELAR/Mathematics) or 9 hours in any subject (including technical) will increase from 43% to 48% by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
TSI tutorials - TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.	College Readiness High School Administration ELA and Math Content Coordinators Assigned TSI Teachers Early College Director	TSI District Curriculum AP Curriculum Pre-AP Curriculum	September 2020-May 2021	Cohort Tutorials Cohort Attendance Curriculum Usage	An increase in the number of students who pass the TSI assessment	TSI ELA, Writing, and Math Assessment Reports	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time
<b>Action Steps</b>							
1) TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.							
2) TSI Summer Institute will be available for grades 10-12 for those who have not mastered the TSI assessment.							
3) TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Professional Development will be provided on Pre-AP curriculum and resources	AP Leads Content Coordinators Director of Advanced Academics Executive Officer for High	Pre-AP Curriculum College Board Resources	September 2020 - May 2021	Sign-in sheets ERO Certificates Agendas Lesson Plans	Increase number of students successful completion of Pre-AP course Improved AP enrollment		#4a High-Quality and Ongoing Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate
<b>Action Steps</b>							
1) Pre-AP teachers will complete teacher modules.							
2) Pre-AP teachers will attend the Pre-AP Summer Institute.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Ongoing recruitment campaign for CTE college certificate programs.	Executive Director for College Readiness College Readiness Strategist College Readiness Advisor College Readiness Coordinator CTE Director CTE Coordinator/Teachers Early College Director High School Counselor	Sample Degree Plan PSJA District Dashboard Career Pathway Videos	October 2020 - May 2021	Sign-in sheets Agendas Sign-in to district portal	Increase student enrollment in PSJA Academies. Increase interest in non traditional program concentration. Increased number of completed college certificates.	Quarterly data reviews on number of students enrolled in PSJA Academies. Degree audits (Fall, Spring, Summer)	#2c Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time
<b>Action Steps</b>							
1) Schedule classroom presentations for CTE college certificates offered.							
2) Conduct informational workshops CTE college certificates.							
3) Students will sign-up into to their selected PSJA Academy utilizing the district portal.							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 3:</b>	The percent of graduates who are CCMR ready will increase from 77% to 85% by June 2021.						
<b>Objective 3:</b>	The percent of students earning a score of 3 or higher on any subject AP exam will increase from 18% to 26% by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Professional Development on Pre-AP an AP curriculum.	AP Leads Content Coordinators Executive Officers for High School Director of Advanced Academics	AP/Pre-AP Summer Institutes	June - July 2021	Sign-In sheets ERO Certificates Agendas Curriculum developed in SharePoint	AP Exam score increase	Benchmarks AP Exams	#4a/b High-Quality and Ongoing Professional Development. a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate b. Best practice: Utilize book study groups, professional learning communities, and online training to meet the needs and schedules of teachers
<b>Action Steps</b>							
1) Professional Development identified for Pre-AP and AP teachers							
2) Pre-AP and AP teachers attend Professional Development sessions							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Pre-AP curriculum will be aligned to embed the knowledge and skills for students success.	AP Leads Content Coordinators Executive Officers for High School Director of Advanced Academics Campus Administration Team	College Board Pre-AP Teacher Summer Institutes Lesson Plans District Curriculum	2020-2021 School year	Sign-In sheets Agendas Curriculum developed in SharePoint	Increased number of students prepared for AP Classes and improved AP Scores	College Board Pre-AP Exams Pre-AP Benchmarks Pre-AP Exam Scores Pre-AP Practice Exams	#2a Reform Strategy. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research
<b>Action Steps</b>							
1) AP Lead and Content Coordinator curriculum writing							
2) Curriculum presented to Pre-AP teachers							
3) Teachers implement Pre-AP Curriculum							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Tutorials for students taking AP Exams.	Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	AP Curriculum District created curriculum	September 2020 - May 2021	Student Sign-in sheets Teacher Sign-in sheets Agendas Lesson Plans	AP Exam score increase	Benchmarks AP Exams	#2c Reform Strategies. Best practice: Identify scientifically-based research programs that increase the amount and quality of learning time
<b>Action Steps</b>							
1) AP Lead/ Content Coordinator planning of lessons							
2) Calendar for tutorial session created							
3) Recruit students for Saturday tutorials							

## GOAL AREA PRESENTATION



# Goal Area 2: Closing the Gaps

<b>Goal Area 2:</b>	Closing the Achievement Gaps						
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gaps domain will increase by 5% in the Academic Achievement component by June 2021.						
<b>Objective 1:</b>	All identified student groups in the Closing the Gaps domain will be monitored to increase by at least 5% in the Academic Achievement component are met by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Collect and assess data to monitor student progress weekly and drive interventions	Content Coordinator Principal Early College Director Dean of Instruction Assistant Principal Campus Leadership team Department Heads Teachers	District Curriculum Imagine Math Success Maker 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 STAAR/EOC TELPAS Benchmark	Comprehensive Needs Assessment 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
<b>Action Steps</b>							
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 increase 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	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	Content Coordinator Principal Early College Director Dean of Instruction Assistant Principal Campus Leadership team Department Heads Teachers	District Curriculum Systems 44 STAAR Release Assessments (BM I & II) Study Sync MyON Criterion	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Student Progress Profiles DMAC Reports Campus Data Reports Campus Performance Reviews (CPR) Weekly assessments Walkthroughs  CLCs	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	Formative Assessments CBAs Benchmarks STAAR/EOC TELPAS TPRI/TEJAS LEE	Title I , II,III State Compensatory Funds Migrant Funds State Bilingual Funds Local Funds
<b>Action Steps</b>							
1) Re-establish priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources on a timely manner to ensure student success							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide technology resources to facilitate ELA development and differentiate student learning	Assist. Sup. of Technology Executive Officers Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principal Assistant Principal Campus Leadership Team Teachers CIT	District Curriculum STAAR Release Assessments Criterion Study Sync myON	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	District Review Sessions (DRS) DMAC Data Reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC Notes Lesson Plans Language Acquisition Monitoring Application	Closing the achievement gap among student groups Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	Formative assessments CBAs Benchmarks STAAR/EOC TELPAS TEJAS LEE Program assessments options	Comprehensive Needs Assessment 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
<b>Action Steps</b>							
1) Allocate resources (e.g./Star software, Read 180, Systems 44, Criterion, Study Sync, and myON) to facilitate ELA development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							
3) Ensure that campus schedules allow for instructional time for the program implementation							

<b>Goal Area 2:</b>	Closing the Achievement Gaps						
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gaps domain will increase by 5% in the Academic Achievement component by June 2021.						
<b>Objective 2:</b>	All identified student groups in the Closing the Gaps domain will be monitored to increase by at least 5% in the Academic Achievement component are met by June 2021.						
<b>Strategy 1</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>	
Ensure effective delivery of instruction remains the key focus of campus improvement for student groups.	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	District Curriculum, Imagine Math, Success Maker, 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 English Learners and the all student group	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	Comprehensive Needs Assessment Reform Strategies Teacher Decision Making Regarding Assessments- Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
1) Implement instructional programs with fidelity (e.g., Edusmart, Summit K-12, Grad. Point, Systems 44, Read 180, Brain Child, Star/AR, and MyOn)							
2) Utilize reports to monitor student progress and identify areas of need to personalize usage across programs.							
3) Address various learning styles with clear and focused instruction							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
-Use professional development time to address instructional needs of teachers as revealed by data	Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Title I Coordinator Content Coordinators Principals and Assist. Principals	District Curriculum Systems 44 -Criterion Read 180 STAAR Release Assessments (BM I & II)	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Teacher survey results, program reports, End of Six Weeks Survey Results	Increase academic performance of English Learners on all BM, STAAR/EOC assessments	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	Comprehensive Needs Assessment-, Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
1) Deconstruct the standards to increase content knowledge to plan and use effective instructional strategies to maximize instructional time.							
2) Allocate professional development time to coach and grow teacher efficacy							
3) Continue to provide collaborative planning time and opportunities to share best practices through peer observations							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Use information from walkthrough observations to collect data trends about systemic instructional needs	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	District Curriculum Systems 44 -Criterion Read 180 STAAR Release Assessments (BM I & II)	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Teacher survey results, program reports, End of Six Weeks Survey Results	Increase academic performance of English Learners on all BM, STAAR/EOC assessments	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	Comprehensive Needs Assessment Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
1) Conduct instructional rounds to highlight research based instructional practices with proven student success							
2) Use multiple data points collected through observations to coach and provide specific feedback to teachers to improve instruction							
3) Use information collected through observations and data analysis to recommend individualized professional development for teachers							



<b>Goal Area 2:</b>	<b>Closing the Achievement Gaps</b>						
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gaps domain will increase by 5% of the indicators in the Academic Achievement component by June 2020.						
<b>Objective 3:</b>	Special Education students and English Learners in the Academic Achievement component will increase 5% of the performance targets in the areas of ELA and mathematics by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
-Ensure specialized departments and personnel support the academic needs of the different student groups	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	District Curriculum, Imagine Math, Success Maker, 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
<b>Action Steps</b>							
1) Determine teacher capacity and provide targeted professional development							
2) Ensure teachers are trained and utilize research-based effective instruction to meet student needs							
3) Ensure that student groups (i. e., Special Education & English Learners) are monitors and are on track to graduate with their cohort							
4) Monitor that all student groups from grades 6-12 are on time and on track							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
-Provide professional development for teachers and co-teachers assigned to determine the best way to provide on-grade level instruction for special education students throughout the district	Content Coordinators Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	District Curriculum Systems 44 -Criterion Read 180 STAAR Release Assessments (BM I & II)	Aug. 2020 Oct. 2020 Nov. 2020 Jan. 2021 March 2021 April 2021 June 2021	Teacher survey results, program reports, End of Six Weeks Survey Results	Increase academic performance of Special Education on all BM, STAAR/EOC assessments	Weekly Assessments 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
<b>Action Steps</b>							
1) Ensure special education teachers are involved in common planning of ELAR/content teachers and receive the same information and resources (access to the general curriculum)							
2) Collaboration between special education monitoring teachers and content teachers to design lessons and include modifications and supplement aids (noted on IEPs) to reflect the needs of the students and monitor their progress							
3) Ensure a core content teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.							
4) Provide specific instructional training for general education teachers and co-teachers to best serve special education students remotely or in class							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
-Ensure there is professional development, alignment of services, instruction, and resources for English Learners throughout the district	Executive Officers Executive Directors District Directors (DL, SpEd, Migrant, 504/RTI) Diagnosticians Sp. Ed monitoring teacher -Principals and Assist. Principals	District Curriculum Imagine Math Success Maker Systems 44 Read 180 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
<b>Action Steps</b>							
1) Provide training in language acquisition strategies for all teachers							
2) Ensure that Bilingual/ESL teachers are involved in common planning and receive the same information and resources							
3) Implement the English language Proficiency Standards (ELPS) and educate the entire staff is serving the EL population							
4) Monitor the implementation and use of the language supports during instructional time							

<b>Goal Area 2:</b>	<b>Closing the Achievement Gaps</b>						
<b>Annual Goal 2:</b>	All Identified student groups will increase by 5% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
<b>Objective 1:</b>	All students will demonstrate a 5% increase of academic progress in the areas of ELA and mathematics by June 2021						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
-Monitor all student progress on a bi-weekly basis in the areas of ELA and Mathematics.	Principal Assistant Principals Campus Leadership Team Collaborative Learning Leader Department Chairs Campus Teachers	District Curriculum Imagine Math Success Maker STAAR Release Assessments (BM I & II)	Aug. 2020 Sept. 2020 Oct. 2020 Nov. 2020 Dec. 2020 Jan. 2021 Feb. 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 increase on our STAAR	Weekly Assessments CBA I Benchmark STAAR/EOC TELPAS	Comprehensive Needs Assessment Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
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)							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
-Create and display data-growth walls in the areas of ELA and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	Principal Assistant Principals Campus Leadership Team Collaborative Learning Leader Department Chairs Campus Teachers	District Curriculum Imagine Math Success Maker 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 Benchmark STAAR/EOC TELPAS	Comprehensive Needs Assessment Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
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							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
-Communicate and celebrate student academic progress in the areas of ELA and Mathematics to all campus stakeholders. (students and parents)	Principal Assistant Principals Campus Leadership Team Collaborative Learning Leader Department Chairs Campus Teachers	District Curriculum Imagine Math Success Maker 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 Benchmark STAAR/EOC TELPAS	Comprehensive Needs Assessment Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
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 Achievement Gaps						
Annual Goal 2:	An increase of 5% 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 & ELA by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
The progress of special education students will be monitored, and appropriate academic interventions will be provided.	Executive Officer Of High School Principal Assistant Principals Campus Leadership Team Diagnostician Collaborative Learning Leader Department Chairs Campus Teachers Co-Teachers	DMAC Program Success Maker Imagine Math 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 ELA and Math	Weekly Assessments CBAs Benchmarks 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
<b>Action Steps</b>							
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.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
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 Campus Principal Diagnostician Co-Teachers	Special education data management system Eschool Plus/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 ELA and Math	Weekly Assessments CBAs Benchmarks 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
<b>Action Steps</b>							
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.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
-Collect and assess data to monitor student progress and drive interventions	Principal Assistant Principals Campus Leadership Team Collaborative Learning Leader Department chairs Campus teachers	District Curriculum Imagine Math Success Maker 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 Benchmarks STAAR/EOC TELPAS	Comprehensive Needs Assessment, Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
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							
<b>Strategy 4</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	Principals Assistant Principals Campus Leadership Team Collaborative Learning Leader Department Chairs Campus Teachers	District Curriculum Imagine Math Success Maker 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 Benchmarks STAAR/EOC TELPAS	Comprehensive Needs Assessment Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
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							

Goal Area 2:	Closing the Achievement Gaps						
Annual Goal 2:	An increase of 5% 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 ELA and Mathematics by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The progress of EL students academic growth in the areas of ELA and Mathematics will be monitored bi-weekly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Language and Math Specialists Executive Officers	District Curriculum Imagine Math Success Maker 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 Benchmarks STAAR/EOC TELPAS	<b>Comprehensive Needs Assessment Reform Strategies</b> <b>Teacher Decision Making Regarding Assessments</b> <b>Effective &amp; Timely -Assistance to students experiencing difficulty</b> <b>Integration of Fed., State, &amp; Local Services, Programs and Funds</b>
<b>Action Steps</b>							
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	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide specialized professional development that addresses the ELPS for ELA and Mathematics.	District/Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Instructional Co Language and Math Specialists Executive Officers	District Curriculum Imagine Math Success Maker 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 Benchmarks STAAR/EOC TELPAS	<b>Comprehensive Needs Assessment Reform Strategies</b> <b>Teacher Decision Making Regarding Assessments</b> <b>Effective &amp; Timely -Assistance to students experiencing difficulty</b> <b>Integration of Fed., State, &amp; Local Services, Programs and Funds</b>
<b>Action Steps</b>							
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	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Differentiate instruction for English Learners based on their individual academic growth needs.	Campus Administration Coordinators Teachers Directors Dual Language Strategists/Coaches Instructional Coaches Language and Math Specialists Executive Officers	District Curriculum Imagine Math Success Maker 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 Benchmarks STAAR/EOC TELPAS	<b>Comprehensive Needs Assessment-, Reform Strategies</b> <b>Teacher Decision Making Regarding Assessments</b> <b>Effective &amp; Timely -Assistance to students experiencing difficulty</b> <b>Integration of Fed., State, &amp; Local Services, Programs and Funds</b>
<b>Action Steps</b>							
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 Achievement 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 district will effectively implement the adopted dual language programs in 9 to 12th grade.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the High School level.	Chief Academic Officer Executive Officers for Highschool Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assitant Principal Teachers	DLTI Region One Chapter 89 ELPS/SLPS/TEKS Texas Gateway	August 2020 - June 2021	Sign in Sheets Agendas PowerPoint Presentations Distrct Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	Comprehensive Needs Assessment- Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
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.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the secondary level.	Executive Officers for Highschool Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assitant Principal Teachers	DLTI Region One Chapter 89 ELPS/SLPS/TEKS Texas Gateway	August 2020-May 2021	Sign in Sheets Agendas PowerPoint Presentations District Curriculum Walkthroughs	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	Comprehensive Needs Assessment- Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
Specialized personnel will have multiple trainings/meetings with all DL contents teachers and administrators throughout the school year.							
Specialized personnel will monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Conduct parent trainings/meetings on the program models at each level.	Executive Officer for High School Dual Language Director Dual Language Coordinator Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assistant Principal Teachers	Elementary and Secondary DL Models PowerPoints Chapter 89 Grading Policy	September 2020-May 2021	Flyers, Agendas, Sign-in Sheets, Meeting Recordings	Increase in student achievement Closing achievement Gaps Increase in parental involvement	STAAR TELPAS CBA's Benchmarks Biliteracy Checks	Comprehensive Needs Assessment, Reform Strategies Teacher Decision Making Regarding Assessments Effective & Timely -Assistance to students experiencing difficulty Integration of Fed., State, & Local Services, Programs and Funds
<b>Action Steps</b>							
Dual Language Coordinator collaborates with Parental Engagement Director to set meeting dates.							
Create flyers, Public Relations Department posts on Social Media							

<b>Goal Area 2:</b>	<b>Closing the Achievement Gaps</b>						
<b>Annual Goal 3:</b>	English learners will advance by at least one level on the TELPAS composite rating from June 2019 to June 2021.						
<b>Objective 2:</b>	By June 2021, staff servicing English Learners will be proficient in all dual language support systems.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Specialized personnel will facilitate professional development on the English Language Proficiency Standards.</b>	District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists Bilingual Strategist -Content Coordinators English Language Development Coach Principal Assistant Principal	English Language Proficiency Standards District Curriculum Proficiency Level Descriptors TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide	Aug. 2020 - June 2021	Sign in Sheets District Curriculum Agendas PowerPoint Presentations Lesson Plans Language Objectives posted and aligned	Closing the achievement gap among student groups Increase in student progress by domain Increase in student progress on composite level	Weekly Assessments TELPAS CBAs Benchmarks	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
<b>Action Steps</b>							
Specialized personnel will offer multiple trainings throughout the school year.							
Specialized personnel will ensure that the ELPS are integrated across curriculums.							
Specialized personnel will monitor and support teachers with the implementation of the ELPS during instruction.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.</b>	Campus Administrators Executive Officers District Directors (DL, SpEd, Migrant, 504/RTI) Content Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Principal Assitant Principal	English Language Proficiency Standards District Curriculum Proficiency Level Descriptors Composite Rating Template TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide EL Instructional and Assessment Accommodations Checklist New Teacher Institute	Aug. 2020 - June 2021	LEP Strategic Plans completed EL Accommodations Checklist completed Agendas, Sign in Sheets Language Objectives posted and aligned Walk-through feedback Lesson Plans	Closing the achievement gap among Increase linguistic performance of Beg/Int students  Composite Level Progression	TELPAS Benchmark TELPAS Software Quizzes TELPAS Assessment Coaching/Mentoring Forms (plan of action)	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
<b>Action Steps</b>							
1)Specialized personnel will identify new teachers and teachers who have majority of students with B and I Composite ratings.							
2) Specialized personnel will coach staff members on how to implement instructional learning strategies regarding the implementation of the ELPS in their content.							
3) Specialized personnel will follow up with staff biweekly to provide feedback, support, and next steps (plan of action).							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Provide professional development training on how to strategically analyze TELPAS data for student progress on composite level of TELPAS.</b>	Executive Officers District Directors (DL, SpEd, Migrant, 504/RTI) Language Development Specialists and Strategists English Language Development Coach Principal Assistant Principal	ELPS District Curriculum PLDs Composite Rating Template TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide EL Accommodations Checklist Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials Individualized Student TELPAS Plan	Aug. 2020 - June 2021	LEP Strategic Plans completed EL Accommodations Checklist completed Agendas, Sign in Sheets Language Objectives posted and aligned Walk-through feedback Lesson Plans	Closing the achievement gap among student groups Increase linguistic performance of Beg/Int students Increased progression in individual domains	TELPAS Benchmark TELPAS Assessment Student Artifacts	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
<b>Action Steps</b>							
Team prepares training by disaggregating 2020 TELPAS data and reviewing TEA updates							
Train TELPAS CTCs/LPAC administrators on how to analyze TELPAS student data to determine which domains to focus on for composite level progression.							
TELPAS CTCs/LPAC administrators and teachers develop individualized TELPAS plans.							

<b>Goal Area 2:</b>		<b>Closing the Achievement Gaps</b>					
<b>Annual Goal 3:</b>		English learners will advance by at least one level on the TELPAS composite rating from June 2019 to June 2021.					
<b>Objective 3:</b>		By June 2021, progress in second language acquisition will occur through embedded supports in the curriculum.					
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Embed TELPAS writing practice across all contents areas.</b>	Principal Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus Teachers	English Language Proficiency Standards District Curriculum Types of Writing TELPAS Educator Guide PLDs	Sept. 2020 -May 2021	Writing samples TELPAS Writing Prompts Sign-In Sheets Agendas PowerPoint Presentations	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in Writing Domain	TELPAS Writing Mock TELPAS Writing Collection	Effective & Timely -Assistance to students experiencing difficulty-a,b,c Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
Train curriculum coordinators on the TELPAS writing "Types" and embed TELPAS prompts across all curriculums for student practice at least biweekly.							
Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.							
Monitor and support teachers to ensure that writing practice is implemented in their content.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Provide TELPAS practice and Benchmarks for ELA, Listening and Speaking.</b>	Principal Assistant principals Campus leadership team Collaborative Learning Leader Department chairs Campus Teachers	ELPS District Curriculum PLDs TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide EL Accommodations Rubric Data Reports Region One Texas Gateway Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Sept. 2020 -May 2021	Student Rosters Usage Reports	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite  Level progression in individual Domains	TELPAS Software Program Quizzes TELPAS Benchmark TELPAS Assessment	Effective & Timely -Assistance to students experiencing difficulty-a,b,c Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
Meet with TELPAS CTCs/LPAC Administrators to review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmark.							
Schedule English Learners to practice for TELPAS Listening, Speaking, and ELA using the TELPAS Software Program and practice sets provided by the TEA.							
Administer the TELPAS ELA Benchmark as scheduled in the TELPAS calendar.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Embed ELPS across all curriculums.</b>	Directors (Dual, SPED, Migrant, 504) Curriculum Coordinators Language Development Specialists Bilingual Strategist English Language Development Coach Campus Administrators Campus Teachers	English Language Proficiency Standards District Curriculum ELPS Flip Book TELPAS Educator Guide PLDs	Sept. 2020 -May 2021	ELPS embedded in Curriculum ELPS included in Lesson plans Language Objective posted and aligned	Student achievement gains Closing achievement gaps Increase in the percent of progress in TELPAS Composite Level progression in individual Domains	Curriculum Audit TELPAS Program Quizzes TELPAS Benchmark TELPAS Assessment Classroom Observations/ Walkthroughs	Effective & Timely -Assistance to students experiencing difficulty-a,b,c Integration of Fed., State, & Local Services, Programs and Funds- a,b,c
<b>Action Steps</b>							
Specialized personnel collaborates with content coordinators to embed ELPS in curriculum.							
Specialized personnel train teachers on how to develop language objectives (ELPS) aligned to the content objective (TEKS).							
Specialized personnel support teachers on creating language objectives for lessons based on the ELPS.							

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



<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 1:</b>	By June 2021, the schools positive culture and climate will increase to 80% based on teachers and staff perception of staff-student relationships.						
<b>Objective 1:</b>	By June 2021, student social and emotional learning knowledge and skills will increase by 9%.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
All students will be provided guidance lessons that build on the social emotional development of the student	Executive Officer of High Schools Principals Assistant principals Campus leadership team Campus Counselor Department chairs Campus teachers	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 (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 I: b, h, i
<b>Action Steps</b>							
1) Implement Pre-K through 12 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							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Teachers will embed the five social emotional learning competencies during their content areas and extra-curricular activities	Principals Assistant Principals Teachers Executive Officers Counselor Director Campus Counselors	District Training and Materials Research Based Best Practices Structured and intentional Timelines Survey Feedback	Aug. 2020 –August 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: b, h, i
<b>Action Steps</b>							
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.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 1:</b>	By June 2021, the schools positive culture and climate will increase to 80% based on teachers and staff perception of staff-student relationships.						
<b>Objective 2:</b>	By June 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to increase staff-student relationships.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	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: d, i
<b>Action Steps</b>							
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							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Teachers will implement and integrate social emotional learning activities with their students	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Lessons on SEL interventions  Curriculum timeline  Tools and resources to monitor its effectiveness	Aug. 2020 –August 2021	Walk Through Reports Completed Teacher Surveys Lesson Plans	Increase in student participation and performance	Side by side data analysis	Title I: d, i
<b>Action Steps</b>							
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							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 2:</b>	By June 2021, the students' perception for their physical and psychological school safety will improve by reducing the percent from 29% to 10%.						
<b>Objective 1:</b>	By June 2021, 100% of the district will implement safety and violence prevention protocols that will increase school safety.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Provide staff development for campus staff, on safety procedures to increase school safety	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Training equipment Power Point 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	BOY, MOY, and EOY security/safety audits	Title I: (I): Coordination and integration of Federal, State, and Local Services, Programs, and Funds
<b>Action Steps</b>							
1) Train on lockdown procedures and active threat situations							
2) Conduct daily security/safety audits at all campuses							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Provide staff development for campus staff, on violence prevention procedures to increase school safety	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers	Training materials Power Point 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) Students' perception of school safety has improved	BOY, MOY, and EOY student surveys Six Weeks Behavior Intervention Reports	Title I: (I) Coordination and integration of Federal, State, and Local Services, Programs, and Funds
<b>Action Steps</b>							
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							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 3:</b>	By June 2021, family involvement and their interaction with their child's school will increase from 5% to 10%.						
<b>Objective 1:</b>	By June 2021, 25% 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 variation of topics using flexible scheduling, different days and times	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers Parental educator	Region 16 and State Conference Parent Materials Research Based Best Practices District Policy Handbook Texas Education Agency Material ESL/GED ELA Material and Technology Programs	August 2020-August 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	Assessment Results Participation Performance	Title I-b, d
<b>Action Steps</b>							
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	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	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	August 2020-August 2021	Sign-in Sheets Invites Agendas Minutes Brochure Power-Point 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 (STAAR, TELPAS, etc.) Participation Performance Campus and District Assessments Reports	Title I-b, d
<b>Action Steps</b>							
1) Conduct weekly 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 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							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
<b>Action Steps</b>							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 3:</b>	By June 2021, family involvement and their interaction with their child's school will increase from 5% to 10%.						
<b>Objective 2:</b>	By June 2021, 20% of our parents will be connected with community partners and resources.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Host a variation of campus sessions and courses which include community partners and volunteer instructors	Executive Officer of High Schools Principals Assistant principals Campus leadership team Collaborative Learning Leader Collaborative Learning Facilitator Department chairs Campus teachers Parent Educator	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 Created Artifacts Certificate Ceremonies 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-e
<b>Action Steps</b>							
1) Partner with Region One, South Texas College and Mexican Consulate to offer parent literacy courses							
2) Promote community partners such as Texas A&M, Community Partner Program, STEPS, Behavioral Solutions of South Texas, etc.							
3) Recruit volunteer instructors to teach literacy and entrepreneurship courses							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Meet with community partners periodically to address goals and expectations	Parental Director Parental Coordinator Administrator Parental Educators Community Partners	MOUs Parent Survey Results Program Needs Assessment	August 2020- August 2021	Meeting Notes Mastery Rate Reports	Program Participation Program Completion Certificates Program Artifacts (Parent Projects)	Increase participation in community service projects	Title I-e
<b>Action Steps</b>							
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							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

## GOAL AREA PRESENTATION



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

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 1:</b>	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
<b>Objective 1:</b>	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, Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	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.	Review walk-through focus tool mid year and end of year.	Local funds
Action Steps							
1) Retrieve the current walk-through from programmers.							
2) Compare the current walk through to the McREL teacher evaluation system to align the form with a focus on observation of highly effective instructional delivery.							
3) Include support for professional development goals							
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, Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	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.	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, NTS Director, Professional Development Director, Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	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.							
3) Provide professional development based on data needs collect.							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 1:</b>	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
<b>Objective 2:</b>	Use the data collected from the Instructional Focus Walk through form to monitor and support teacher effectiveness.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	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 Migrant funds
<b>Action Steps</b>							
1) Create campus walk-through schedule							
2) Complete 10 walk-throughs per week.							
3) Review walk-through data and address areas of need.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
All teachers will be provided with weekly instructional feedback by campus administrators.	Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	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 Migrant funds
<b>Action Steps</b>							
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.							
2) Provide learning opportunities based on observation needs or teacher request i.e... peer observations to observed effective strategies based on areas of need, campus survey to collect teacher requests for campus PD, mentor assignment							
3) Monitor and follow up with next steps							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							



<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 1:</b>	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
<b>Objective 3:</b>	Provide professional learning opportunities for staff based on data collected from the Instructional Focus Walk-Throughs.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	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
<b>Action Steps</b>							
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.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Campus administrators will identify areas of growth by teacher	Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	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
<b>Action Steps</b>							
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.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 2:</b>	Use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
<b>Objective 1:</b>	Develop the skills in teachers and teacher evaluators needed to complete fair, valid teacher evaluations.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Provide professional development for all teachers based on their professional development goals.	Executive Officer of High Schools Principal Assistant Principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers CLL	Funding, professional development needs data, professional development trainers	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	Progress monitoring, CBA, STAAR, SLO's, McREL	T1 c, e
<b>Action Steps</b>							
1) Collect evidence of teacher PD needs.							
2) Review academic reports for district and campus needs							
3) Plan, schedule and hold trainings.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Provide professional development for all teacher evaluators based on professional development goals.	Executive Officer of High Schools Principal Assistant Principals Campus leadership team Collaborative Learning Leader Department chairs Campus teachers CLL	Funding, professional development needs data, professional development trainers, calibration trainings opportunities	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 c, e
<b>Action Steps</b>							
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.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 2:</b>	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
<b>Objective 2:</b>	Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback using McREL evaluation system twice per year.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
All campus administrators will use a high-quality evaluation system (McREL) to increase staff quality,	Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	McRel Evaluation Tool	August 2020 - May 2021	McREL evaluations, Numbers Sign-in sheets Coaching logs and schedules	ERO Increase student achievement Higher teacher retention Higher School report card based on TAPR	McREL Evaluations	Local
<b>Action Steps</b>							
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							
3)							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Continue providing annual McREL calibration certification training	Principal, Assistant Principals, Dean of Instruction, Early College Director, CLL, Department Heads.	McRel Evaluation Tool	August 2020 - May 2021	McREL evaluations, Numbers	ERO Continue providing annual McREL calibration certification training	TxCEE, HR Dept. and Executive Officers	McRel Evaluation Tool , Materials
<b>Action Steps</b>							
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.							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 2:</b>	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
<b>Objective 3:</b>	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, Campus Principal, Assitant Principal	Spirit of PSJA training materials	Fall, Spring	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 c, e
<b>Action Steps</b>							
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, supervisor, Campus Principal, Assistant Principal	Spirit of PSJA Evaluation	Fall, Spring	Evaluations entered into the system	Improved customer service, increased efficiency and happier employees	Goals entered into evaluation system	Local T1 c, e
<b>Action Steps</b>							
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
<b>Action Steps</b>							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 2:</b>	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
<b>Objective 4:</b>	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director, Campus Principal, Assistant Principal	PD funds	Quarterly	Professional development offered	Improved staff moral, and customer service	PD surveys	T1, c, e
<b>Action Steps</b>							
1) Conduct PD goals survey							
2) Work with staff to create trainings							
3) Schedule and hold training							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS, Campus Principal, Assitant Principal	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff moral, and customer service, increase retention rate	PD feedback survey	T1, c, e
<b>Action Steps</b>							
1) Conduct survey to identify areas of interest							
2) Create trainings based on data collected							
3) Conduct trainings and evaluate results							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 3:</b>	All teachers will be certified for teaching assignment by May 2021.						
<b>Objective 1:</b>	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	Principal Assistant Principal	Staffing Reports, Certification records, SBEC, Funding	August 2020 - May 2021	All teachers certified	Content Certified teacher in every classroom	Certification Exam	-Title I: c, e
<b>Action Steps</b>							
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 1	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. Campus Principal Assistant Principal	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: c, e
<b>Action Steps</b>							
1) Reimbursement for testing fees.							
2) Evaluate PD feedback to ensure it meets needs							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
<b>Action Steps</b>							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 3:</b>	All teachers will be certified for teaching assignment by May 2021.						
<b>Objective 3:</b>	Recruit certified teachers for hard to staff, dual credit teaching assignments.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Financial incentives are offer to recruit and retain staff in hard to staff dual credit teaching assignments	College Readiness, HR, HS EO, Campus Principal, Assistant Principal	Funding, Job Fairs, Recruitment efforts,	Early Spring	Hard to staff DC classes taught by certified district teacher	District certified DC teacher	Increase in students certifications and college hours earned	Title I: c, e
<b>Action Steps</b>							
1) Meet with appropriate HS staff to identify needs							
2) Target recruit based on needs							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Provide professional opportunities for hard to staff and dual credit teachers.	College Readiness, HR, HS EO, Talent Development, Professional Development Director, Campus Principal, Assistant Principal	Funding, Job Fairs, Recruitment efforts,	fall, Spring, Summer	retention of high DC need teachers	District certified DC teacher  Cost savings on STC tuition decrease	Increase in students' certifications and college hours earned	Title-I: c, e
<b>Action Steps</b>							
1) Survey to identify needs for growth trainings							
2) Develop trainings							
3) Holds the trainings							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
<b>Action Steps</b>							

# Fall Professional Development Schedule



PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

**PSJA Memorial Early College High School**  
Fall 2020 – Professional Development



Tuesday, August 18, 2020  
**Professional Affire**

- 8:00-8:15 am **Welcome & Overview - ERO#157994**  
Dr. R. Vela
- 8:15-9:15 am **McREL Evaluation Overview, Self-Assessment, PD Goals, Standards**  
Ms. Aliza Guerra
- 9:15-10:15 am **Discipline Procedures, Sexual Harassment-Title 9, Conflict Resolution**  
Mr. Carlos Flores
- 10:15-10:35 am **Favorite Things**
- 10:35-10:50 am **Break**
- 10:50-11:50 am **David's Law, Lianna's Initiative, Jason's Safe Law, Suicide Prevention**  
Ms. Sandra Garza
- 11:50-12:50 pm **Lunch**
- 1:20-2:20 pm **Teacher Handbook ERO#157995**  
Mrs. Raquel Garcia
- 2:20-2:45 pm **Two Truths, One Lie**
- 2:45-3:00 pm **Break**
- 3:00-4:10 pm **IEPs/504 Accommodations**  
Mrs. Edna Cruz and Mrs. Sonia Arevalo

**PSJA Memorial Early College High School**  
Fall 2020 – Professional Development



*Welcome Back Wolverines!*

**Week 1**  
Monday, August 17, 2020  
**Professional Affire**

- 8:00-8:25 am **Welcome Back Wolverines**  
Dr. Rowdy R. Vela
- 8:30-10:30 am **PSJA ISD Convocation**  
Dr. Arredondo Message  
ERO# 157090
- 10:30-10:45 am **Break**
- 10:45-11:30 am **Spirit of PSJA**  
Dr. Rowdy R. Vela  
ERO#157992
- 11:30-12:30 pm **Lunch**
- 1:00-1:30 pm **PSJA ISD Vision and Mission**  
Dr. Rowdy R. Vela  
ERO #157993
- 1:30-2:15 pm **Share A Story - Cheerful Scenarios**  
Ms. Sandra Garza & Ms. Aliza Guerra
- 2:15-2:25 pm **Break**
- 2:25-3:10 pm **Synchronous & Asynchronous Instruction**  
Ms. Bobbie Gonzalez
- 3:10-4:10 pm **Department Team Building**



PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

**PSJA Memorial Early College High School**  
Fall 2020 – Professional Development



**Thursday, August 20, 2020**  
**Professional Attire**

**ELA – ERO# 157342**

- 8:00-9:40 am **New Adoption ELA Curriculum Rollout**  
English Content Coordinator/APs/Teachers
- 9:15-9:40 am **English AP**  
Marisol Gonzalez
- 9:50-11:30 am **ELA Resource Training**  
McGraw Hill-Ed Holguin
- 11:30-12:30 pm **Lunch**
- 12:30-2:20 pm **Google Classroom**  
PSJA ISD Librarians
- 2:30-4:10 pm **Social and Emotional Learning (SEL)**  
PSJA ISD Counselors

**Math – ERO# 157346**

- 8:00-9:40 am **Mathematics Curriculum Rollout**  
Math Content Coordinators
- 9:50-11:30 am **Math Resource Training**  
McGraw Hill
- 8:00-11:30 am **Mathematics AP Training**  
Fabian Quintana & Marcia Ziegler
- 11:30-12:30 pm **Lunch**
- 12:30-2:20 pm **Google Classroom**  
PSJA ISD Librarians
- 2:30-4:10 pm **Social and Emotional Learning (SEL)**  
PSJA ISD Counselors

**PSJA Memorial Early College High School**  
Fall 2020 – Professional Development



**Wednesday, August 19, 2020**  
**Professional Attire**

- 8:00-9:40 am **SIOP– (Math/ELA) - ERO# 157499**  
Perla Sanchez
- 8:00-9:40 am **Newsela – (Science/Social Studies)**  
Perla Sanchez
- 9:40-9:50 am **Break**
- 9:50-11:30 am **SIOP– (Science/Social Studies) - ERO# 157504**  
Perla Sanchez
- 9:50-11:30 am **Newsela – (Math/ELA)**  
Perla Sanchez
- 8:00-11:30 am **Texas Performance Standards Training (GT Teachers) ERO# 157614**  
Noemi Serna
- 11:30-12:30 pm **Lunch**
- 12:30-2:20 pm **MackinVIA (Science/Social Studies)**  
Denisse Ochoa
- 12:30-2:20 pm **Texas Gateway (Math/ELA)**  
Olivia Martinez
- 2:20-2:30 pm **Break**
- 2:30-4:10 pm **MackinVIA (Math/ELA)**  
Denisse Ochoa
- 2:30-4:10 pm **Texas Gateway (Science/Social Studies)**  
Eduardo Guzman
- 8:00-4:10 pm **Fine Arts Session – (Music Teachers)**  
Jon Taylor
- 8:00-4:10 pm **PE Session – (All PE Teachers)**  
Jaime Chavana
- 8:00-4:10 pm **CTE Session - (CTE Teachers) ERO# 157297**  
Adriana Garcia
- 8:00-4:10 pm **Dyslexia Training**  
Debra Salinas

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

**PSJA Memorial Early College High School**  
Fall 2020 – Professional Development



**Science – ERO# 157348**

- 8:00-9:40 am **Science Curriculum Rollout**  
Science Content Coordinator/APs/Teachers
- 9:50-11:30 am **Science Resource Training**  
Gloria Garza & Ms. Conde
- 8:00-11:30 am **Science AP Training**  
David Garza
- 11:30-12:30 pm **Lunch**
- 12:30-2:20 pm **Social and Emotional Learning (SEL)**  
PSJA ISD Counselors
- 2:30-4:10 pm **Google Classroom**  
PSJA ISD Librarians

**Social Studies – ERO# 157351**

- 8:00-9:40 am **Social Studies Curriculum Rollout**  
Social Studies Content Coordinator/APs/Teachers
- 8:00-9:40 am **Social Studies AP Training**  
Aaron Cuevas
- 9:50-11:30 am **Social Studies Resource Training**  
McGraw Hill
- 11:30-12:30 pm **Lunch**
- 12:30-2:20 pm **Social and Emotional Learning (SEL)**  
PSJA ISD Counselors
- 2:30-4:10 pm **Google Classroom**  
PSJA ISD Librarians

**Spanish – ERO# 157352**

- 8:00-11:30 pm **Spanish Curriculum Rollout**  
Spanish Content Coordinator/APs/Teachers
- 11:30-12:30 pm **Lunch**
- 12:30-4:10 pm **Curriculum Overview: Mapping out the First 8 Weeks**

**PSJA Memorial Early College High School**  
Fall 2020 – Professional Development



**Fine Arts**

- 8:00-4:10 pm **Fine Arts Session – All Fine Arts**  
Jon Taylor

**PE**

- 8:00-4:10 pm **PE Session – All PE**  
Jaime Chavana

**CTE – ERO# 157291**

- 8:00-4:10 pm **CTE Session – All CTE**  
Adriana Garcia

**Special Ed Teachers**

- 8:00-4:10 pm **Special Education Session – All Sp.Ed**  
Special Ed Staff

**Friday, August 21, 2020**

- 8:00-11:30 am **Teacher Workday AM**
- 11:30-12:30 pm **Lunch**
- 12:30-4:10 pm **Teacher Workday PM**

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PSJA Memorial Early College High School  
Fall 2020 – Professional Development



**Week 2**

Monday, August 24, 2020

**Attire- Cap and Hat Day!**

- 8:00-8:15 am **Welcome & Overview - ERO#157996**  
Dr. R. Vela
- 8:15-11:30 am **COVID-19 Safety Training**  
Nurse Tina & Nurse Wendy
- 11:30-12:30 pm **Lunch**
- 12:30-4:10 pm **Curriculum Overview: Mapping Out the First 5 Weeks by department**  
Modify instructional Packets to reflect 2 assignments per week:  
  - Cover page must be included
  - Divided by week for the first 5 weeks**CORE ERO#157997 CTE/Fine Arts/Electives ERO#157999**

Tuesday, August 25, 2020

**Attire – Hawaiian Day!**

- 8:00-8:15 am **Welcome & Overview - ERO#158000**  
Dr. R. Vela
- 8:15-11:30 am **Mapping Out Enrichment Camps/ First 5 Weeks planning by department**
- 11:30-12:30 pm **Lunch**
- 12:45-2:00 pm **"I Do" Google Docs**  
Renee Garcia, Brenda Vazquez  
**CORE ERO#158001 CTE/Fine Arts/Electives ERO#158003**
- 2:00-4:10 pm **Curriculum Overview: Mapping Out the First 5 Weeks planning by department**  
Modify instructional Packets to reflect 2 assignments per week:  
  - Cover page
  - Divided by week for the first 6 weeks

PSJA Memorial Early College High School  
Fall 2020 – Professional Development



Wednesday, August 26, 2020

**Professional Attire – Go Green! Wolverine Spirit Day!**

- 8:00-8:15 am **Welcome & Overview - ERO#158005**  
Dr. R. Vela
- 8:15-11:30 am **Mapping Out Enrichment Camp Finalization/ First 5 Weeks planning by department.**
- 11:30-12:30 pm **Lunch**
- 12:30-4:10 pm **Mapping Out Enrichment Camp Finalization/ First 5 Weeks planning by department.**  
**CORE ERO# 158006 CTE/Fine Arts/Electives ERO# 158007**
- Mapping Out the First 5 Weeks Instructional packets finalized and submitted to Department Head and Administrator by the end of the day.**

Thursday, August 27, 2020

**Attire – Too Cool for School- Sunglass Day!**

- 8:00-8:15 am **Welcome & Overview - ERO#158008**  
Dr. R. Vela
- 8:15-11:30 am **Complete Required District Professional Development /Finalize enrichment camp classroom.**
- 11:30-12:30 pm **Lunch**
- 12:30-4:10 pm **Complete Required District Professional Development / Finalize enrichment camp classroom.**  
**ERO#158009**

Friday, August 28, 2020

- 8:00-11:30 am **Teacher Workday AM**
- 11:30-12:30 pm **Lunch**
- 12:30-4:10 pm **Teacher Workday PM**

### Outline of Activities

- September 14,
- September 21
- September 28
- October 5
- October 12
- October 13
- October 14
- CPOC approval Date : October 15



# PHARR-SAN JUAN-ALAMO ISD

## CAMPUS IMPROVEMENT PLAN CHECKLIST

Campus: PSJA Memorial

Date Reviewed: 10/13/2020

Reviewer: Mary Carter

Principal: Dr. Rowdy Ueda  
Sandra Ogatz

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(1); and
  - h) current and monitored English Learners (monitored students through year 4).

- Clearly Evident
- Somewhat Evident
- Not Evident

Comments/Recommendations:



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



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



<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Each schoolwide campus must provide high-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.</li> </ul>	<p><input checked="" type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>
<p><b>Resource Allocation:</b></p> <ul style="list-style-type: none"> <li>Each CIP must determine the resources needed to implement the plan.</li> <li>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.</li> </ul> <p><b>Coordination and Integration of Federal, State, and Local Services and Programs:</b></p> <ul style="list-style-type: none"> <li>Each CIP must identify how programs and services are integrated at the campus.</li> <li>For SCE, add funding amounts and FTEs, where appropriate.</li> </ul>	<p><input checked="" type="checkbox"/> Clearly Evident  <input type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The schoolwide CIP must address how the school will determine if student needs have been met.</li> </ul>	<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 6<sup>th</sup> 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.*