



**PSJA Early College High School  
Campus Improvement Plan  
2020-2021**

Board Approved:

# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



## Executive Summary

Campus Improvement Plan: School Year 2020-2021

Campus Name: PSJA Early College High School

**Mission:** It is the mission of the staff at PSJA Early College High School to ensure that all students graduate prepared to succeed in institutions of higher education and/or the career of their choice. We are committed to graduating college ready, college connected, and college complete students who are prepared to be contributing members of society in the 21<sup>st</sup> Century.

**Demographics Summary:** As of October 6, 2020, the student population at PSJA ECHS consists of 2,374 students in which 93.4% or 2217 students who are Economically Disadvantaged. There are 184 students, approximately 7.75 %, who receive special education services through self-contained, inclusion, and co-teaching models. The EL population is 18.8%, with 446 students who are English language learners. The majority of English learners identified their home language as Spanish; however, EL students' home countries range from Mexico, Guatemala, Honduras, El Salvador, and Brazil. The GT population of students is 292, which is currently 12.3% throughout grades 9-12 who receive services through rigorous courses designed to challenge their learning and prepare them to be ready to complete college coursework aimed at the completion of an associate degree. The campus has 49% of its students identified as being at-risk and, through strategic interventions and progress monitoring, strives daily to provide opportunities to close achievement gaps.

**Comprehensive Needs Assessment Summary:** PSJA ECHS earned an overall score of 89.2 for the 2018-2019 school year, receiving a B rating from the Texas Education Agency. In Domain 1, the campus earned 89 total points averaging a B for Student Achievement. The scaled score in Domain 2, Part A averaged at an 86 earning the campus a B for School Progress and the scaled score for Domain 2, Part B averaged at a 91 earning the campus an A in Relative Performance. For Domain 3, the scaled score averaged at an 85, earning the campus a B for Closing the Gaps.

**Curriculum/ Instruction and Assessment:** Teachers plan every day for 45 minutes using the district curriculums as guides for delivering instruction. Various teachers in the content areas have been part of district sponsored curriculum writing teams; this level of expertise has been an asset to the campus in terms of perfecting instructional delivery and monitoring progress of both teacher instruction and student learning. Teachers conduct daily formative assessments through a variety of strategies, namely CIF, which they have been consistently implementing and perfecting for the last 3-4 years. In addition, all teachers are part of a coaching/mentoring program led by teacher leaders, namely the campus CLL, CLF's and the campus instructional coach, who receive direction and guidance from the campus principal. The principal sets goals based on expected outcomes designed to improve teaching and learning, while teachers partake in after school professional learning sessions designed to improve their practice through the implementation of research-based practices. Most importantly, teachers go through rigorous disaggregation of campus data in order to set goals throughout the school year, monitoring and adjusting before, during, and after every benchmark. The campus has identified a leadership team that consists of teachers from every content that are trained to promote campus culture and carry forward the work needed in order to meet campus goals, in particular accountability goals.

**Summary of Goals:** PSJA Early College High School attained a B rating for the 2018-2019 academic school year, with an overall grade of 89.2, just .3 percent away from attaining an A. From an extensive review of campus data, it was determined that literacy development should be a priority so gaps in student achievement in all EOC STAAR assessments are closed for EL and SPED students on all the three levels of performance. A focus on literacy will also provide learning opportunities for EL students to practice the language of instruction, thus affecting the attainment of English language proficiency status on TELPAS by meeting the required 36% on the ELP Status indicator for Domain 3: Closing the Gaps. For End-of-course, algebra, biology, and U.S. History will increase student achievement by 5% at the Meets and Masters level of performance for all students. English 1 and English 2 will raise student achievement by 10% at the Approaches level of performance and 5% at the Meets and Masters level of performance for all students.

Dr. Alejandro Elias

Principal Signature

## Vision

Our goal at PSJA ECHS is that 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 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.

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.



<b>2020 School Board of Education</b>	
<b>Jorge "George" Palacios</b>	<b>President</b>
<b>Jorge L. Zambrano</b>	<b>Vice-President</b>
<b>Jesus "Jesse" Vela, Jr.</b>	<b>Secretary-Treasurer</b>
<b>Ricardo "Rick" Pedraza</b>	<b>Assistant Secretary-Treasurer</b>
<b>Victor Perez</b>	<b>Member</b>
<b>Carlos G. Villegas</b>	<b>Member</b>
<b>Jesus A. "Jesse" Zambrano</b>	<b>Member</b>



<b>2020-2021 Campus Administration</b>	
<b>Dr. Alejandro Elias</b>	<b>Principal</b>
<b>Consuelo Chapa</b>	<b>Assistant Principal</b>
<b>Heather Contreras-Pena</b>	<b>Assistant Principal</b>
<b>Angelita Hernandez</b>	<b>Dean of Instruction</b>
<b>Marilu Navarro</b>	<b>Assistant Principal</b>
<b>Rolando Pena</b>	<b>Assistant Principal</b>
<b>Javier Saldana</b>	<b>Assistant Principal</b>

## School Profile

PSJA Early College High School is a comprehensive high school located in San Juan, Texas and has a student enrollment of 2,374 for the 2020–2021 school year. Based on the demographic analytics, the enrollment by ethnicity is 99.4% Hispanic, .03 White, .01 % Asian, and .02% Black. Due to the high poverty in the geographical location, the student population served is 93.4% economically disadvantaged. Due to our proximity to the Mexican border region, we identify 18.8% of our student population as being English Language Learners (ELL). Also, of the total population served at PSJA Early College High School, 7.75% (184) are identified as special education and require individualized education plans and services.

Despite all demographic circumstances, PSJA Early College High School has achieved in academics, Fine Arts and Athletics. PSJA Early College High School attained a B rating for the 2018-2019 academic school year, with an overall grade of 89.2 based on Texas Education Agency accountability. For the 2019-2020 school year, PSJA Early College High School graduated 99.4% of the senior class. While also designated as an Early College High School, the campus graduated 135 students with their Associate Degree and 36 students with Certificates in different fields of study from our partnering Institution of Higher Education (IHE). Of the total graduates, 82% earned one or more dual credit courses, setting the foundation needed for a post-secondary education. PSJA Early College High School prepares and connects students to be college ready, career and life-long learners.

# PSJA Early College High School Campus Performance Objective Council Members



## 1. Student Achievement

Dr. Alejandro Elias	Campus Principal
Angelita Hernandez	Dean of Instruction
Martha Alvarado	Collaborative Learning Leader
Christina Andresano	ELA Department Chair
Diana Blanco	Math Department Chair
Karina Bazan	Math Department Chair
RubyAnn Garcia	Social Studies Dept Chair
Alma Castillo	Foreign Lang. Dept Chair
Carlos Salinas	Science Teacher
Emily Ramos	Science Teacher
Evan Curtis	Math Teacher
Angie Guajardo	Business Partner
Hailee Castillo	Student

## 2. Special Population Goals and Strategies

Consuelo Chapa	Assistant Principal
Cynthia Rivera	Instructional Coach
Luis De Luna	SPED Department Chair
Ruben Lopez	SPED Department Chair
Rebecca Gil	Diagnostician
Jessica Maldonado	ELA Teacher
Sinthia Solis	ESL Teacher
Veronica Trevino	Foreign Language Teacher
Alma Ozuna	CTE Teacher
Daisy Garcia	CTE Teacher
Jessica Rodriguez	ELA Teacher
San Juanita Resendez	Parent
Ellie Aleman	Student

# PSJA Early College High School Campus Performance Objective Council Members



## 3. Improve Safety, Public Support, Culture and Climate – Including Safety and Violence Prevention

Rolando Pena	Assistant Principal
Heather Contreras Pena	Assistant Principal
Darlene Ramirez	Instructional Technologist
Augustin Padron	Head Custodian
Thomas Ogletree	Science Department Chair
Alejandra Camarillo	Math Teacher
Erick Hurtado	Bear Facilitating Collaborator
Sergio Gonzalez	Head Custodian
Paul Guerra	Head Security
Dora Hinojosa	Nurse
Haydee Bonilla Lazo	Head Counselor

## 4. Increase Staff Quality, Recruitment and Retention

Marilu Navarro	Assistant Principal
Javier Saldana	Assistant Principal
Marisol Gonzalez	DC Instructor
Cynthia Almaguer	Fine Arts Dept Chair
Marisa Cavazos	Bear Facilitating Collaborator
Michael Elizondo	Bear Facilitating Collaborator
Benilfa Gonzalez	Bear Facilitating Collaborator
JoYvonne Villarreal	Bear Facilitating Collaborator
Dora Resendez	Parent Educator
Ofelia Hernandez	Nurse
Ricky Banda	Financial Aid Advisor



## PSJA ECHS 2020-2021 DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
<b>Number</b>	<b>2,370</b>	1,229	1,141	174	529	50	91	74	2,218	262	1,729
<b>Percent</b>	100	51.8	48.2	7.3	22.3	3.2	3.8	3.1	93.6	11.1	73

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
<b>Number</b>	2,370	2,354	3	1	11	0
<b>Percent</b>	100	99.3	0.0	0.0	0.4	0.0

## Accountability Summary 2019



	<b>Domain I Student Achievement</b>	<b>Domain II School Progress</b>	<b>Domain III Closing the Gaps</b>	<b>Overall Rating</b>
PSJA ECHS	79	91	85	89.2/B+



## Campus Timeline

Date	Event(s)
June 2020	Met with administrative team to discuss timeline
June 2020	Revised and formulated team members for CPOC
July 2020	Met with CPOC members to review/revise
August 2020	Share 2020 DIP/CIP guide with CPOC team members
August 2020	Train and update CPOC team members on the CIP guide
August 2020	Meet with CPOC members to analyze 2018-19 data
August 2020	Develop campus annual goals and objectives
August 2020	Work on completion of strategies and action steps
September 2020	Review the campus plan with CPOC members
September 2020	Revise campus plan based on CPOC feedback
September 2020	Present revised campus plan to Leadership Team/CPOC
October 2020	Meet with Executive Officer for additional guidance
October 2020	Finalize and format final copy of campus plan

# PSJA Early College High School



## PSJA ECHS

### Campus Performance Objective Council Members

### Campus Plan Revisions and Finalization/Approval

October 14, 2020.

Member Name	Goal Area	Signature
Dr. Alejandro Elias	Student Achievement	<i>Dr. Alejandro Elias</i>
Angelita Hernandez	Student Achievement	<i>Angelita Hernandez</i>
Martha Alvarado	Student Achievement	<i>Martha Alvarado</i>
RubyAnn Garcia	Student Achievement	<i>RubyAnn Garcia</i>
Hailee Castillo (Student)	Student Achievement	<i>HC</i>
Consuelo Chapa	Special Pop.Goals/Strat.	<i>Consuelo Chapa</i>
Cynthia Rivera	Special Pop.Goals/Strat	<i>CR</i>
Luis De Luna	Special Pop.Goals/Strat	<i>Luis De Luna</i>
Ruben Lopez	Special Pop.Goals/Strat	<i>Ruben Lopez</i>
Rolando Pena	Safety, Culture & Climate	<i>Rolando Pena</i>
Heather Contreras Pena	Safety, Culture & Climate	<i>Heather Contreras-Pena</i>
Agustin Padron	Safety, Culture & Climate	<i>AP</i>
Darlene Ramirez	Safety, Culture & Climate	<i>Darlene Ramirez</i>
Dora Hinojosa (Nurse)	Safety, Culture & Climate	<i>Dora Hinojosa</i>
Paul Guerra (Security)	Safety, Culture & Climate	<i>Paul Guerra</i>
Marilu Navarro	Staff Quality, Retention	<i>Marilu Navarro</i>
Javier Saldana	Staff Quality, Retention	<i>Javier Saldana</i>
Marisol Gonzalez	Staff Quality, Retention	<i>Marisol Gonzalez</i>
Benilfa Gonzalez	Staff Quality, Retention	<i>Benilfa Gonzalez</i>
Marisa Cavazos	Staff Quality, Retention	<i>Marisa Gonzalez</i>

## 2020-2021 PSJA ECHS Focus Areas



- Focus Area 1: Student Achievement
- Focus Area 2: Special Population Goals & Strategies
- Focus Area 3: Improve Safety, Public Support, Culture and Climate – Including Safety & Violence Prevention
- Focus Area 4: Increase Staff Quality, Recruitment and Retention

PSJA Early College High School  
Comprehensive Needs Assessment



GOAL	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<ul style="list-style-type: none"> <li>• <b>ELA/Reading</b> made gains in all grade levels from the previous year at Approaches Grade Level (2018-64%/2019-68%), Meets Grade Level (2018-40%/2019-47%), and Masters Grade Level (2018-6%/2019-8%), thus indicating academic progress from year to year.</li> <li>• <b>ELA/Reading</b> percentage was at 47% at the Meets Grade Level compared to the district at 41%. The state also performed at a 48%, thus indicating that the campus is closing gaps with students reading on grade level.</li> <li>• <b>ELA/Reading</b> Continuously Enrolled sub-group outperformed the campus All sub-group in all grade levels at 69% at Approaches Grade Level (Campus 68%), Meets Grade Level at 49% (Campus 47%), and Masters Grade Level 9% (Campus 8%), thus indicating that students who are continuously enrolled are benefiting academically from curriculum and instruction.</li> <li>• <b>English 1</b> out-performed the district at 67% at Approaches Grade Level (District-59%), 46% at Meets Grade Level (District-40%), and 11% at Masters Grade Level (District-8%).</li> </ul>	<ul style="list-style-type: none"> <li>• English I and English 2– Lowest performing subjects with a component combined score of 41 which equates to a 70 (C) compared to that of the state at 48 which equates to a 76 (C).</li> <li>• English 1 and English 2 - There is a -32% gap between EL students and ALL student groups at the Approaches Grade Level.</li> <li>• English 1 and English 2 - There is a -29% gap between our SPED students and ALL student groups at the Approaches Grade Level.</li> <li>• Algebra 1 - There is a -6% gap between EL students and All student groups at the Approaches Grade Level.</li> </ul>

PSJA Early College High School  
Comprehensive Needs Assessment



GOAL	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<ul style="list-style-type: none"> <li>• <b>English 1</b> performed the same as the state at the Masters Grade Level (State-11%/Campus-11%), thus indicating that rigor is being maintained throughout the implementation of curriculum and instruction.</li> <li>• <b>Algebra 1</b> out-performed both the state and the district at 93% at Approaches Grade Level (State 85%/District 92%), 76% at Meets Grade Level (State 61%/District 72%) and 51% at Masters Grade Level (State 37%/District 49%).</li> <li>• <b>Biology</b> out-performed the district at 91% at Approaches Grade Level (District 82%), 56% at Meets Grade Level (District 44%), and 19% at Masters Grade Level (District 13%).</li> <li>• <b>U.S. History</b> out-performed both the state and the district at 94% at Approaches Grade Level (State 93%/District 91%), and outperformed the district at 65% at Meets Grade Level (District 60%) and 29% at Masters Grade Level (District 28%).</li> <li>• <b>CCMR</b> – Campus out-performed the state on <b>AP Examinations</b> by meeting criterion score on an AP exam in any subject at 26% (State 20%).</li> <li>• <b>CCMR</b> – Campus out-performed the state with <b>Industry-Based Certifications</b> at 8% (State 5%).</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra 1 - There is a -6% gap between EL students and All student groups at the Approaches Grade Level.</li> <li>• Biology - There is a -16% gap between EL students and All student groups at the Approaches Grade Level.</li> <li>• Biology -There is a -28% gap between SPED students and All student groups at the Approaches Grade Level.</li> <li>• Social Studies -There is -13% gap between EL students and All student groups at the Approaches Grade Level.</li> <li>• Social Studies -There is -19% gap between SPED students and ALL student groups at the Approaches Grade Level.</li> </ul>

PSJA Early College High School  
**Comprehensive Needs Assessment**



GOAL	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<ul style="list-style-type: none"> <li>• <b>CCMR</b> – Campus out-performed the state with students earning <b>Associate's Degrees</b> at 15% (State 1%).</li> <li>• The campus had a higher 6-Year <b>Extended Graduation Rate</b> at 99% than that of the state at 92.1%.</li> </ul>	<ul style="list-style-type: none"> <li>• CCMR District Dashboard needs to be updated continuously so that campuses can compare and verify their CCMR data.</li> </ul>



PSJA Early College High School  
**Comprehensive Needs Assessment**



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
2	Closing the Gaps	<ul style="list-style-type: none"> <li>• Campus Met Standard on Academic Growth by obtaining a scaled score of 86 showing that students are making progress from the prior year to the current year.</li> <li>• Campus Met Standard on Relative Performance by obtaining a scaled score of 91 (2018 – 89) showing that students are making progress relative to our comparison group of similar demographics and Economically Disadvantaged students.</li> <li>• ELA/Reading met the indicator for all students at 47%, which had not been met the previous year.</li> <li>• Algebra 1 – Campus met all indicators for Academic Achievement Status.</li> <li>• Graduation Rate Status – Campus met all indicators.</li> <li>• School Quality Status – Campus met all indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• English 2 -22% of tests did not meet or exceed academic growth.</li> <li>• English 2 – 22% of tests only earned half a point for academic growth.</li> <li>• English failed to meet two indicators with the following groups: EL Current and Monitored and the Non-Continuously Enrolled students.</li> </ul>

PSJA Early College High School  
**Comprehensive Needs Assessment**



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
2	Closing the Gaps	<ul style="list-style-type: none"> <li>• ELA/Reading met the indicator for all students at 47%, which had not been met the previous year.</li> <li>• Algebra 1 – Campus met all indicators for Academic Achievement Status.</li> <li>• Graduation Rate Status – Campus met all indicators.</li> <li>• School Quality Status – Campus met all indicators.</li> <li>• ELPS Status Indicator (TELPAS) was not met with campus performing at a 13% and not meeting the target of 36%.</li> </ul>	<ul style="list-style-type: none"> <li>• English failed to meet two indicators with the following groups: EL Current and Monitored and the Non-Continuously Enrolled students.</li> <li>• ELPS Status Indicator (TELPAS) was not met with campus performing at a 13% and not meeting the target of 36%.</li> </ul>

PSJA Early College High School  
**Comprehensive Needs Assessment**



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
3	Improve Safety, Public Support, Culture and Climate	<ul style="list-style-type: none"> <li>• The campus holds various parental meetings and special events throughout the year ranging from beginning of the year Meet the Teacher, Million Father March and Open House events, Remembrance of September 11, Constitution Day, Election Day, College Night, Thanksgiving Feast of Sharing, Red Ribbon Parades and Drug Awareness Presentations, Trunk-or-Treat, Christmas Posadas, Veterans Day Parade with the City of Pharr, Christmas Toys for Tots Toy Drives, Community Cemetery Clean Up with City of San Juan, Dia De Los Muertos Celebration and Alter Contests, Easter Egg Roll, Student Council sponsored visits to Nursing Homes to visit the elderly, CAPSTONE meetings for parents. These are just a few of the events and meetings that the campus has hosted throughout the year that foster family and community involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community Walk during our professional development day targeting our EL students that will take TELPAS.</b></li> <li>• <b>EL Parent Night</b></li> <li>• <b>The campus leadership team has identified that more involvement of our EL and SPED students’ parents is needed so that they know how to support their children and so that the campus can continue to close gaps between these two sub-groups.</b></li> <li>• <b>The campus leadership team has planned to hold 3 parental meetings in which the accountability system will be explained in hopes that parents will better understand their role in relation to campus and student needs.</b></li> </ul>

PSJA Early College High School  
Comprehensive Needs Assessment

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
3	Improve Safety, Public Support, Culture and Climate	<ul style="list-style-type: none"> <li>• Sweeps to make sure that structures and processes are implemented for students to be on time.</li> <li>• Teachers being on duty and greeting their students.</li> <li>• Teacher Celebrations</li> <li>• School Spirit and Pride through positive interactions with students and community.</li> <li>• Teacher videos that showcase learning and culture of the campus.</li> <li>• Music, Conjunto and Mariachi performances in cafeteria to highlight cultural awareness.</li> <li>• TV in cafeteria to project videos and music for students to hear</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers need to be on duty in a consistent manner throughout the year so that campus safety continues to be a priority.</li> <li>• The Conjunto needs better equipment so that they can continue to highlight the culture of the campus.</li> </ul>

PSJA Early College High School  
**Comprehensive Needs Assessment**



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs
4	<p align="center"><b>Increase Staff Quality,                      Recruitment and Retention</b></p>	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy (NTI)</li> <li>• McRel Evaluation Tool</li> <li>• Ongoing Intentional Staff Development in CLCs.</li> <li>• POP Wednesdays</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Campus is at the Transformative stage of teaching and learning so sharing student work at CLC's needs to be a priority.</b></li> <li>• <b>New and struggling teachers need to be identified and mentored to guarantee growth.</b></li> <li>• <b>Consistent administrative walkthroughs need to be paired with immediate feedback so that teachers know what is working and which areas need to be corrected so that their instructional practices are improved.</b></li> </ul>

# GOAL AREA PRESENTATION



## Goal Area 1: Student Achievement

<b>Goal Area 1:</b>	<b>Student Achievement - Reading</b>						
<b>Annual Goal 1:</b>	The percentage of students performing at Meets Grade Level for Reading will increase from 47% to 48% by June 2021.						
<b>Objective 1:</b>	All students will be monitored to ensure that they are on track to perform at a 48% at the Meets Grade Level for Reading by June 2021 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>
- Collect and disaggregate data to track and create attainable individual student goals.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Criterion Benchmarks Data Monitoring Reports Reading/Writing Journals	October 27-31, 2020. (Retesters & Accelerated)  November 17, 2020. (First-Time Testers)  February 16–18, 2021. (First Time Testers Benchmark 2 Date)	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment period, and through extended learning time (Bear Time).							
<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 will disaggregate data with campus leadership team and teachers as well as hold CPR's with district within 48 hours following the district level CBA or Benchmark.	Executive Officer for HS Coordinators Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Teachers	Action Plans and Timelines Tutorial Curriculum STAAR Individual Goal Sheet STAAR and DMAC data	October 2020 November 2020 January 2021 February 2021 March 2021	Student Progress Goal Sheets Campus Data Reports CPR Feedback	BM1 and BM2 scores show increases in student achievement and student performance growth and in all Grade Levels.	Formative assessments CBAs and Benchmarks TSI STAAR/TELPAS	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Closely monitor and intervene when students are not reading on grade level beginning in 9th grade.							
2). Analyze campus data and develop action plans and tutorials targeting areas of concern for all student groups to be held Saturdays, before/after school and during enrichment.							
3). Schedule academic meetings with parents following campus benchmarks to inform them of results, progress and planned and individualized intervention plans.							
4). Teachers will identify students in each phase of accountability following each CBA and benchmark using DMAC reports to address the Masters Level on the STAAR/EOC assessment.							

<b>Goal Area 1:</b>	<b>Student Achievement - Reading</b>						
<b>Annual Goal 1:</b>	The percentage of students performing at Meets Grade Level for Reading will increase from 47% to 48% by June 2021.						
<b>Objective 2:</b>	All students will be monitored to ensure that they are on track to perform at a 48% at the Meets Grade Level for Reading by June 2021 through curriculum and 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>
Provide on-going support for the implementation of the ELA/writing curriculum across the contents through CLCs.	Coordinators Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	Training Material Training Agenda District Curriculum Pacing guide Year- at- a- Glance Weekly Lessons State and Local Data MyOn StudySync MackInVia Hoonuit Dictionaries	September 2020-May 2021	Agendas Sign-In Sheets CLC Meetings Hoonuit Certificates	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Teachers will be provided support in the implementation of writing across all subjects.							
2). Support technology integration within the ELA curriculum to enhance the virtual learning lessons through Study Sync, MyOn, MackInVia etc.							
3). CLLs will allow for ELA lesson planning during CLCs to create consistency among the ELA classes being taught.							
<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>
Instructional delivery will be conducted with a focus on student areas of need using high yield strategies and progress monitoring.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbooks/Consumables GSuite NewsELA MYON Mackinvia Benchmarks/Releases Data Monitoring Reports Sci. Lab Equipment/Materials Interactive Journals Laptops iPads Wi-fi Hotspots Dictionaries	October 27-31, 2020. (Retesters & Accelerated)  November 17, 2020. (First-Time Testers)  February 16-18, 2021. (First Time Testers Benchmark 2 Date)	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Planning time will consist of analyzing student data in order to better implement strategies consistent with course curriculum.							
2). Participate in professional development for teachers through CLCs/Self-paced training sites (ie. Hoonuit) on high yield strategies (ie. ELPs, CIF) and implement/evaluate the effectiveness of strategies on student learning.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							
4). Administration will conduct classroom observations will and "look-for" evidence of implementation for continuous improvement and post conference with teachers.							



Goal Area 1:		Student Achievement - Reading					
Annual Goal 1:		The percentage of students performing at Meets Grade Level for Reading will increase from 47% to 48% by June 2021.					
Objective 3:		All students will be monitored to ensure that they are on track to perform at a 48% at the Meets Grade Level for Reading by June 2021 through professional development opportunities.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Training will be provided for administrators, leadership team, and all teachers on the assessed curriculum and the state accountability system.	Principal Assistant Principals Leadership Team Teachers	Accountability Tables TAPR TELPAS Reports DMAC Reports Lead4ward	October 2020- April 2021	Data Reports Agendas Sign-In Sheets Powerpoints	Student Achievement gains Closing gaps Increase in Masters Increase in Meets Level	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Initial and ongoing trainings on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2). focused mini-sessions on effective reading strategies by high scoring teachers to present at CLC's and to campus through POP sessions and planning.							
3). Create spiral reviews using DMAC and curriculum resources based on areas of concerns to ensure progress from BM1 to BM2 and from previous year to current year STAAR.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide on-going professional development curriculum training for teachers, administrators, and program related staff on virtual and face to face instructional strategies and data analysis.	Campus Principal Assistant Principals Dean of Instruction Collaborative Learning Leader Instructional Coach Teachers Department Chairs	Lead4ward Resources Region 1 DMAC Reports State and Accountability Reports and Data	October 2020 - April 2021	Agendas Sign In Sheets Data Reports Powerpoints	Student Achievement gains Closing gaps Increase in Masters Level Increase in Meets Level	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Opportunities to participate in online technology professional learning will be offered through Hoonuit to implement instructional strategies.							
2). Resources and support will be provided by both district and campus CITs to assist in the integration of technology into the core curriculum.							
3). Librarian will provide on-going professional learning in various ares of technology and online resources for ELA/SLAR.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
ELAR/SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation.	ELA Coordinator Campus Administration Instructional Coach Teachers Department Chairs	Lead4ward Resources Region 1 TEKS Curriculum	August 2020 - March2021	Agendas Sign In Sheets	Student Achievement gains Closing gaps Increase in Masters Level Increase in Meets Level	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Training on reading development skills (state reading academies) will be conducted for grades 9-12.							
2). Training for High School ELAR teachers on literacy by Region One ESC and campus administration.							

<b>Goal Area 1:</b>	<b>Student Achievement - Mathematics</b>						
<b>Annual Goal 2:</b>	The percentage of students performing at Meets Grade Level for Math will increase from 76% to 77% by June 2021.						
<b>Objective 1:</b>	All students will be monitored to ensure that they are on track to perform at a 77% at the Meets Grade Level for Math by June 2021 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>
Collect and disaggregate data to track and create attainable individual student goals.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Criterion Benchmarks Data Monitoring Reports Interactive Journals	October 27-31, 2020. (Retesters & Accelerated)  November 17, 2020. (First-Time Testers)  February 16–18, 2021. (First Time Testers Benchmark 2 Date)	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment period, and through extended learning time (Bear Time).							
<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 will disaggregate data with campus leadership team and teachers as well as hold CPR's with district within 48 hours following the district level CBA or Benchmark.	Coordinators Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Teachers	Action Plans Timelines Tutorial Curriculum STAAR Individual Goal Sheet STAAR and DMAC data	October 2020 November 2020 January 2021 February 2021 March 2021	<ul style="list-style-type: none"> <li>• Student Progress</li> <li>• Goal Sheets</li> <li>• Campus Data Reports</li> <li>• CPR Feedback</li> </ul>	BM1 and BM2 scores show increases in student achievement and student performance growth and in all Grade Levels.	Formative assessments CBAs and Benchmarks TSI STAAR/TELPAS	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Closely monitor and intervene when students are not on grade level beginning in 9th grade.							
2). Analyze campus data and develop action plans and tutorials targeting areas of concern for all student groups to be held Saturdays, before/after school and during enrichment.							
3). Schedule academic meetings with parents following campus benchmarks to inform them of results, progress and planned and individualized intervention plans.							
4). Teachers will identify students in each phase of accountability following each CBA and benchmark using DMAC reports to address the Masters Level on the STAAR/EOC assessment.							

<b>Goal Area 1:</b>	<b>Student Achievement - Mathematics</b>						
<b>Annual Goal 2:</b>	The percentage of students performing at Meets Grade Level for Math will increase from 76% to 77% by June 2021.						
<b>Objective 2:</b>	All students will be monitored to ensure that they are on track to perform at a 77% at the Meets Grade Level for Math by June 2021 through curriculum and 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>
Provide on-going support for the implementation of the mathematics curriculum through CLCs.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	Training Material Training Agenda District Curriculum Pacing guide Year- at- a- Glance Weekly Lessons State and Local Data MyOn MackInVia Hoonuit	September 2020-May 2021	Agendas Sign-In Sheets CLC Meetings Hoonuit Certificates	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers  -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<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 to enhance the virtual learning lessons.							
3). CLLs will allow for math lesson planning during CLCs to create consistency among the math classes being taught.							
<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>
Instructional delivery will be conducted with a focus on student areas of need using high yield strategies and progress monitoring.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbooks/Consumables GSuite NewsELA MYON Mackinvia Benchmarks/Releases Data Monitoring Reports Interactive Journals Laptops iPads Wi-fi Hotspots	October 27-31, 2020. (Retesters & Accelerated)  November 17, 2020. (First-Time Testers)  February 16–18, 2021. (First Time Testers Benchmark 2 Date)	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers  -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Planning time will consist of analyzing student data in order to better implement strategies consistent with course curriculum.							
2). Participate in professional development for teachers through CLCs/Self-paced training sites (ie. Hoonuit) on high yield strategies (ie. ELPs, CIF) and implement/evaluate the effectiveness of strategies on student learning.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							
4). Administration will conduct classroom observations will and "look-for" evidence of implementation for continuous improvement and post conference with teachers.							

<b>Goal Area 1:</b>	<b>Student Achievement - Mathematics</b>						
<b>Annual Goal 2:</b>	The percentage of students performing at Meets Grade Level for Math will increase from 76% to 77% by June 2021.						
<b>Objective 3:</b>	All students will be monitored to ensure that they are on track to perform at a 77% at the Meets Grade Level for Math by June 2021 by having access to a standards-aligned 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>
Curriculum writing initiatives with virtual and in-person learning for mathematics based on needs assessment will be executed.	Content Coordinators Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	TEKS resources Curriculum Templates Curriculum Calendar State and Local Student Data	June 2020- August 2021	Curriculum documents Lesson plans CLC agendas Walkthrough documents	Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Reports	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Results Driven Accountability Student Learning Objectives [SLOs] Pre/Post Test	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers  -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Gradual release math lessons have been identified/created and 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 and MackinVia.							
3). End of unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.							
<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>
District and Campus Leadership teams will monitor the implementation of the curriculum at the campus through teamed-up and individual walkthroughs (virtual and in-person).	Executive Officer for HS Coordinators Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	McRel Rubrics PD Plan Goals Lesson Plans Pacing Guides/Calendars	September 2020-May 2021	Walk-through documentation	BM1 and BM2 scores show increases in student achievement and student performance growth.	Formative assessments CBAs Benchmarks TSI STAAR/TELPAS	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers  -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.							
2). Ensure appropriate pacing of the curriculum based on the timelines.							
3). Team walkthroughs with Executive Officer for HS and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus admin.							

<b>Goal Area 1:</b>	<b>Student Achievement- CCMR</b>						
<b>Annual Goal 3:</b>	The percentage of graduates who are College Career Military Ready (CCMR) will increase from a 78% to 79% by June 2021.						
<b>Objective 1:</b>	The percent of graduates who earn an industry certification will increase from 8% to 10% by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry-based certification in their chosen career pathway.	EO for College Readiness Campus Principal CTE AP Counselors CTE Director CTE Coordinators	TEKS Components of Industry Certification Computers Specialized Software Equipment	June 2020 - July 2021	Sign-In sheets Agendas Curriculum developed in Sharepoint	-Increased percentage of graduating seniors who have earned their industry-based certification.	Teacher created activities BMs Certification Exams	Reform Strategies- #2a. 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.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing Professional Development training will be provided for teachers and administrations to ensure all components of certifications are understood and part of instruction.	Principal CTE Assistant Principal CTE Coordinators	Certifying entity (i.e. ERO)	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 trainings.							
2). Identify teachers who need professional development.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Student data for industry certifications will be reviewed three times a year in the Fall, Spring and Summer.	Principal AP in charge of CTE PEIMS CTE Coordinators	Student reports by name and by certifying entity	October2020 August 2021	Student reports by name by certifying entity	-Increased certification awards Teacher submitted reports that match eSchool submitted reports	Monitor and review District Dashboard	#14a 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>	<b>Student Achievement- CCMR</b>						
<b>Annual Goal 3:</b>	The percentage of graduates who are College Career Military Ready (CCMR) will increase from a 78% to 79% 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 62% to 64% 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 ELA & Math Content Counselors Administrative Team Coordinators TSI Teachers Early College Director	TSI District Curriculum AP Curriculum Pre-AP Curriculum	September 2020 - May 2021	Cohort Tutorials Cohort Attendance Curriculum Usage	Increased number of students passing the TSI assessment.	TSI Reading, Writing, and Math Assessment Reports	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<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 Schools Early College Director	Pre-AP Curriculum College Board Resources	September 2020 - May 2021	Sign-In Sheets ERO Certificates Agendas Lesson Plans	-Improved AP enrollment -Increased success rate of students completing the Pre-AP course.		-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Pre-AP teachers will complete curriculum modules as assigned.							
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/Coordinator CTE Teachers Early College Director Counselors	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)	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Schedule classroom presentations for CTE college certificates offered.							
2). Conduct informational workshops for CTE college certificates offered and district organized Academies.							
3). Students will sign-up into their selected PSJA Academy utilizing the district portal.							

<b>Goal Area 1:</b>	<b>Student Achievement- CCMR</b>						
<b>Annual Goal 3:</b>	The percentage of graduates who are College Career Military Ready (CCMR) will increase from a 78% to 79% 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 12% to 14% 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>
Teachers will engage in Professional Development on Pre-AP and AP curriculum.	AP Leads Content Coordinators Executive Officers for High School Director of Advanced Academies Early College Director	AP/Pre-AP Summer Institutes	June - July 2021	Sign In Sheets ERO Certificates Agendas Curriculum developed in Sharepoint	Increased AP Exam scores	Benchmarks AP Exams	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Identify professional development for Pre-AP and AP teachers and schedule teachers to attend.							
2). Pre-AP and AP teachers attend Professional Development sessions so that they can use the AP strategies in their curriculum and instructional delivery.							
<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>
Pre-AP curriculum will be aligned to embed the knowledge and skills to ensure student success.	AP Leads Content Coordinators Executive Officers for High School Director of Advanced Academies Early College Director	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	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). AP Lead and Content Coordinator curriculum writing will be conducted to align the curriculum and add rigor.							
2). Curriculum presented to Pre-AP teachers so that delivery is implemented.							
3). Teachers implement Pre-AP Curriculum and closely monitor student progress to adjust their instructional delivery for further clarity and/or rigor.							
<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>
Students who are scheduled to take an AP exam will engage in targeted tutorials.	AP Leads Content Coordinators Executive Officers for High School Director of Advanced Academies Early College Director	AP Curriculum District Created Curriculum	2020 - 2021 School Year	Sign In Sheets Agendas Lesson Plans	Increased AP Exam scores	Benchmarks AP Exams	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). AP Lead and Content Coordinator will plan lesson based on AP curriculum requirements.							
2). A tutorial calendar will be created for students who are taking the AP Exam.							
3). AP students will attend required Saturday tutorials either in person or virtual, prior to AP Exam sessions.							

# GOAL AREA PRESENTATION



## Goal Area 2: Closing the Gaps



<b>Goal Area 2:</b>	<b>Closing the Gaps</b>						
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gap domain will meet 86% of the indicators 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 ensure that at least 86% of the indicators in the Academic achievement component are met 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>
- Identify the students to be evaluated in the fourteen student groups of the Closing the Gaps domain and disaggregate the data.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Criterion Benchmarks Data Monitoring Reports Reading/Writing Journals Interactive Journals	September 8, 2020  October 27- 31, 2020  November 17, 2020  February 16-18, 2021 - March 8, 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all identified student groups to satisfy indicators in the Academic Achievement component.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers  -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment period, and through extended learning time (Bear Time).							
<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>
-Ensure effective instructional delivery, corrective feedback and targeted interventions for the fourteen identified student groups.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbook Consumables GSuite NewsELA MYON Mackinvia Benchmarks Calculators Longman Dictionaries Data Monitoring Reports Reading/Writing Journals Laptops iPads Wi-fi Hotspots	September 8, 2020  October 27- 31, 2020  November 17, 2020  February 16-18, 2021 - March 8, 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all identified student groups to satisfy indicators in the Academic Achievement component.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers  -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Planning time will consist of analyzing student data in order to better implement strategies consistent with course curriculum.							
2). Participate in professional development for teachers through CLCs/Self-paced training sites (ie. Hoonuit) on high yield strategies (ie. ELPS, CIF) and implement/evaluate the effectiveness of strategies on student learning.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							
4). Administration will conduct classroom observations will and "look-for" evidence of implementation for continuous improvement and post conference with teachers.							

Goal Area 2:	<b>Closing the Gaps</b>
Annual Goal 1:	All identified student groups in the Closing the Gap domain will meet 86% of the indicators in the Academic Achievement component by June 2021.
Objective 2:	All identified student groups in the Closing the Gaps domain will be monitored to ensure that at least 86% of the indicators in the Academic achievement component are met by June 2021 by providing high-quality, researched-based instruction throughout the 2020-2021 school year.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Provide professional development opportunities for teachers to address instructional needs based on data findings.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Criterion Benchmarks Data Monitoring Reports Reading/Writing Journals Interactive Journals	-August 2020 -October 2020 -November 2020 -January 2021 -March 2021 -April 2020 -June 2020	Walkthroughs Hoonuit ERO Certificates Sign in Sheets	-Increased use of strategies in classroom delivery based on walkthroughs, data	Walkthrough data Weekly assessments CBA, BMs STAAR/EOC TELPAS SLOs Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"

**Action Steps**

- 1). Attend professional development trainings either virtually or in-person to learn effective instructional strategies to maximize instructional time.
- 2). Design and allot professional development time to coach teachers so that they receive targeted feedback on their instructional delivery.
- 3). Continue to provide collaborative planning time and opportunities to share best practices through peer observations.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Analyze and interpret data trends gathered from walkthroughs to improve and gauge instructional delivery.	Campus Principal Dean of Instruction Collaborative Learning Leader Leadership Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbook Consumables GSuite NewsELA MYON Mackinvia Benchmarks Calculators Longman Dictionaries Data Monitoring Reports Reading/Writing Journals Laptops iPads Wi-fi Hotspots	-August 2020 -September 2020 October 2020 -November 2020 -December 2020 -January 2021 -February 2020 -March 2021 -April 2020 -May 2020	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all identified student groups to satisfy indicators in the Academic Achievement component.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"

**Action Steps**

- 1). Planning time will consist of analyzing student data in order to better implement strategies consistent with course curriculum.
- 2). Participate in professional development for teachers through CLCs/Self-paced training sites (ie. Hoonuit) on high yield strategies (ie. ELPS, CIF) and implement/evaluate the effectiveness of strategies on student learning.
- 3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.
- 4). Administration will conduct classroom observations will and "look-for" evidence of implementation for continuous improvement and post conference with teachers.

Goal Area 2:	Closing the Gaps- EL Current & Monitored						
Annual Goal 1:	The EL (Current and Monitored) student group will meet the 29% target in the Academic Achievement Status indicator of the Closing the Gaps domain by June 2021.						
Objective 3:	The EL (Current and Monitored) student group will be monitored to ensure that at least 29% meet the Academic Achievement Status indicator in the Closing the Gaps domain by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Collect and disaggregate data to track and create attainable individual student goals.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Criterion Benchmarks Data Monitoring Reports Reading/Writing Journals	October 27-31, 2020. (Retesters & Accelerated)  November 17, 2020. (First-Time Testers)  February 16–18, 2021. (First Time Testers Benchmark 2 Date)	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment period, and through extended learning time (Bear Time).							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Instructional delivery will be conducted with a focus on student areas of need using high yield strategies and progress monitoring.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbooks/Consumables GSuite NewsELA MYON Mackinvia Benchmarks/Releases Data Monitoring Reports Sci. Lab Equipment/Materials Interactive Journals Laptops iPads Wi-fi Hotspots	October 27-31, 2020. (Retesters & Accelerated)  November 17, 2020. (First-Time Testers)  February 16–18, 2021. (First Time Testers Benchmark 2 Date)	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Planning time will consist of analyzing student data in order to better implement strategies consistent with course curriculum.							
2). Participate in professional development for teachers through CLCs/Self-paced training sites (ie. Hoonuit) on high yield strategies (ie. ELPS, CIF) and implement/evaluate the effectiveness of strategies on student learning.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							
4). Administration will conduct classroom observations will and "look-for" evidence of implementation for continuous improvement and post conference with teachers.							

<b>Goal Area 2:</b>	Closing the Gaps – TELPAS						
<b>Annual Goal 2:</b>	The EL student group will meet the 36% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2021.						
<b>Objective 1:</b>	The EL student group will be monitored to ensure that at least 36% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is 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 disaggregate data to track and create attainable individual student goals.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Teachers	District/Campus Curriculum TAPR TEA Accountability Reports DMAC Criterion Benchmarks Data Monitoring Reports Reading/Writing Journals	October 27-31, 2020. (Retesters & Accelerated)  November 17, 2020. (First-Time Testers)  February 16–18, 2021. (First Time Testers Benchmark 2 Date)	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking HLS Goal Sheets Las Links	Increased language proficiency levels on all four domains of TELPAS will be exhibited by ELs.	Home Language Survey Las Links TELPAS Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.							
2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment period, and through extended learning time (Bear Time).							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus will disaggregate data with campus leadership team and so that teachers know their EL students and their language proficiency by domain.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Teachers	Action Plans and Timelines Tutorial Curriculum TELPAS Individual Goal Sheet TELPAS and DMAC data	October 2020 – March 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking HLS Goal Sheets Las Links	Increased language proficiency levels on all four domains of TELPAS will be exhibited by ELs.	Home Language Survey Las Links TELPAS Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Closely monitor and intervene when students are not listening, speaking, reading and writing on grade level beginning in 9th grade.							
2). Analyze campus data and develop action plans and tutorials targeting areas of concern for all student groups to be held Saturdays, before/after school and during enrichment.							
3). Schedule academic meetings with parents following campus benchmarks to inform them of results, progress and planned and individualized intervention plans.							
4). Teachers will identify students in each phase of accountability following each CBA and benchmark using DMAC reports to address the language proficiencies of EL students.							

<b>Goal Area 2:</b>	<b>Closing the Gaps - TELPAS</b>
<b>Annual Goal 2:</b>	The EL student group will meet the 36% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2021.
<b>Objective 2:</b>	The EL student group will be monitored to ensure that at least 36% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is met by June 2021.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Identify EL students and analyze different measures of data to monitor student progress and drive interventions.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbook Consumables Las Links GSuite NewsELA MYON Mackinvia Benchmarks/Releases Longman Dictionaries Data Monitoring Reports Reading/Writing Journals Laptops iPads Wi-fi Hotspots	-September 8, 2020 -October 27-31, 2020 -November 17, 2020 -February 16-18, 2021 -March 8, 2021	Lexile Reports Walkthroughs Targeted Feedback Student Portfolios Student Work EL Progress Monitoring Sheets Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"

**Action Steps**

- 1). Gather and identify student historical and trend data by individual and sub-groups to determine focus areas of both need and strength.
- 2). Identify and set attainable individual student goals utilizing goal sheets so that students know their targets and areas of improvement and/or strength.
- 3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.
- 4). Provide additional and targeted support for individual students through academies, tutorials, enrichment period, and through extended learning time (Bear Time).

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Ensure effective instructional delivery, corrective feedback and targeted interventions for the EL student groups.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbook Consumables Las Links GSuite NewsELA Flipgrid MYON Mackinvia Systems 44 Benchmarks/Releases Longman Dictionaries Data Monitoring Reports Reading/Writing Journals Laptops iPads Wi-fi Hotspots	-September 8, 2020 -October 27-31, 2020 -November 17, 2020 -February 16-18, 2021 -March 8, 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking NewsELA Certification Hoonuit Certificates	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"

**Action Steps**

- 1). Planning time will consist of analyzing student data in order to better implement strategies consistent with course curriculum.
- 2). Participate in professional development for teachers through CLCs/Self-paced training sites (ie. Hoonuit, Flipgrid) on high yield strategies (ie. ELPS, CIF) and implement/evaluate the effectiveness of strategies on student learning.
- 3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.
- 4). Administration will conduct classroom observations will and "look-for" evidence of implementation for continuous improvement and post conference with teachers.

<b>Goal Area 2:</b>	<b>Closing the Gaps - TELPAS</b>						
<b>Annual Goal 2:</b>	The EL student group will meet the 36% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2021.						
<b>Objective 3:</b>	The EL student group will be monitored to ensure that at least 36% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is met by June 2021 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>
TELPAS writing practices will be embedded across all content areas.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbook Consumables Las Links GSuite NewsELA MYON Mackinvia Benchmarks/Releases Longman Dictionaries Data Monitoring Reports Reading/Writing Journals Laptops iPads Wi-fi Hotspots	-September 8, 2020 -October 27-31, 2020 -November 17, 2020 -February 16-18, 2021 -March 8, 2021	Lexile Reports Walkthroughs Targeted Feedback Student Portfolios Student Work EL Progress Monitoring Sheets Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Teachers will be trained on the TELPAS domains and how to embed student practice activities into the curriculum for TELPAS instructional delivery.							
2). Practices on listening, speaking, reading, and writing will be conducted with students during enrichment period, tutorials, and as bellringers, exit tickets, instruction..							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Provide additional and targeted support for individual students through academies, tutorials, enrichment period, and through extended learning time							
<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>
Students will be benchmarked for TELPAS and on all the domains: listening, speaking, reading and writing.	Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbook Consumables Las Links GSuite NewsELA MYON Mackinvia Benchmarks/Releases Longman Dictionaries Data Monitoring Reports Reading/Writing Journals Laptops iPads Wi-fi Hotspots	-September 8, 2020 -October 27-31, 2020 -November 17, 2020 -February 16-18, 2021 -March 8, 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking NewsELA Certification Hoonuit Certificates	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Follow and plan for students to be able to benchmark according to the district calendar.							
2). Practice the speaking, listening, reading and writing with EL students so that they are ready to take the benchmark.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							

<b>Goal Area 2:</b>	<b>Closing the Gaps – Dual Language</b>						
<b>Annual Goal 3:</b>	The EL student group will meet the 36% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2021.						
<b>Objective 1:</b>	The EL student group will be monitored to ensure that at least 36% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is met by June 2021 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>
DL teachers will receive professional development on instructional strategies and practices to enhance their DL curriculum and model.	Dual Language Dept. Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbook Consumables Las Links GSuite NewsELA MYON Mackinvia Benchmarks/Releases DLTI Region One ELPS/SLPS/TEKS Data Monitoring Reports Reading/Writing Journals Laptops iPads Wi-fi Hotspots	September 2020- June 2021	Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work EL Progress Monitoring Powerpoint Presentations Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Teachers will be trained on the TELPAS domains and how to embed student practice activities into the curriculum for TELPAS instructional delivery.							
2). Practices on listening speaking, reading, and writing will be conducted with students during enrichment period, tutorials, and as bellringers, exit tickets, instruction..							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
4). Teachers will receive trainings from Dual Language and support throughout the year from Dual Language Department.							
<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>
DL teachers will receive professional development on how to implement the English Language Proficiency Standards (ELPS) into their curriculum and instruction.	Dual Language Dept. Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	District/Campus Curriculum Textbook Consumables Las Links GSuite NewsELA MYON Mackinvia Benchmarks/Releases DLTI Region One ELPS/SLPS/TEKS Data Monitoring Reports Reading/Writing Journals Laptops iPads Wi-fi Hotspots	September 2020-June 2021	Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work EL Progress Monitoring Powerpoint Presentations Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1.) DL teachers will attend professional development sessions throughout the year on how to implement the ELPS.							
2). DL teachers will participate in a book study on how to implement the ELPS into their instructional delivery.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							

<b>Goal Area 2:</b>	<b>Closing the Gaps – Dual Language</b>						
<b>Annual Goal 3:</b>	The EL student group will meet the 36% target of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain by June 2021.						
<b>Objective 2:</b>	The EL student group will be monitored to ensure that at least 36% of the English Language Proficiency Status (TELPAS) indicator in the Closing the Gaps domain is met by June 2021 through the implementation of Dual Language in grades 9-12.						
<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>
DL teachers will receive professional development on how to support students who are at the Beginning and Intermediate levels of TELPAS on all four domains: listening, speaking, reading, and writing.	Dual Language Dept. Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	English Language Proficiency Standards Las Links District/Campus Curriculum Proficiency Level Descriptors Composite Rating Template TELPAS Educator Guide EL Strategic Plan EL Accommodations Checklist Texas Gateway Region One	September 2020- June 2021	Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work EL Progress Monitoring Powerpoint Presentations Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Teachers will identify their EL students who are at the Beginning and Intermediate levels in any of the domains of language acquisition.							
2). Teachers will provide learning opportunities for students who are at the Beginning and Intermediate levels through targeted instruction.							
3). Progress monitor and adjust instructional delivery to ensure and maximize individual student learning outcomes and plan interventions, as needed.							
<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>
DL teachers will receive professional development on how to analyze TELPAS data for student progress on the composite level of TELPAS to ensure student growth from the previous year.	Dual Language Dept. Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	English Language Proficiency Standards Las Links District/Campus Curriculum Proficiency Level Descriptors Composite Rating Template TELPAS Educator Guide EL Strategic Plan EL Accommodations Checklist Texas Gateway Region One	September 2020- June 2021	Curriculum Sign In Sheets Targeted Feedback Student Portfolios Student Work EL Progress Monitoring Powerpoint Presentations Student Growth Tracking	-Increase academic performance of the EL student groups to satisfy indicators in the English Language Proficiency status indicator.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1.) DL teachers disaggregate their TELPAS data and understand how to implement the Composite Rating Rubric.							
2). DL teachers will complete the TELPAS EL strategic plan to make sure that all EL students are on track to make progress.							
3). Teachers closely monitor student progress and provide students with corrective feedback and adjust their instructional delivery for further clarity and/or rigor.							



# GOAL AREA PRESENTATION



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

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate - including Safety & Violence Prevention						
<b>Annual Goal 1:</b>	All campus staff will implement and support a climate where all school-related activities are safe from violence and substance abuse.						
<b>Objective 1:</b>	All school-related activities will be monitored to ensure that the campus is safe from violence and substance abuse throughout the school 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>
-Conduct on-going campus professional development on violence and substance abuse.	Campus Principal Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	Title IX Regulations District Policies District Legal/Local Policies Safety Training Videos Hoonuit whitehouse.gov/bebest/ schoolsafety.gov stopbullying.gov	August 2020 October 2020 December 2020 February 2021 April 2021	Walkthroughs Training Certificates Attendance reports Report Cards Discipline Referrals	-Decrease in violence and substance abuse referrals. - Improved attendance and student participation in school-related activities	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Conduct staff training on violence and substance abuse policies, regulations and other resources.							
2). Participate in continued professional development for teachers through CLCs/Self-paced training sites (ie. Hoonuit, school.safety.gov, whitehouse.gov/bebest/) on school safety.							
3). Foster and promote a safe school learning climate that is conducive to student's social and emotional learning.							
<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>
-Promote and discuss readings and dialogues that focus on violence and substance abuse so that students are prepared to deal with these issues throughout the year and in their future.	Campus Principal Counselors Nurses Administrative Team Instructional Coach Security Guards Librarian Teachers	Guest Speakers NewsELA MYON Mackinvia School produced videos Data Monitoring Reports Interactive Journals whitehouse.gov/bebest/ schoolsafety.gov Laptops iPads Wi-fi Hotspots	August 2020 October 2020 December 2020 February 2021 April 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e - Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Provide students with tools and skills required for emotional, social and physical health through delivery of lessons, readings, dialogues and presentations.							
2). Implement school-wide protocols and procedures to address and resolve issues regarding violence and substance abuse in school and in their lives.							
3). Closely monitor student progress and provide students with appropriate feedback and positive reinforcement.							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate - including Safety & Violence Prevention						
<b>Annual Goal 1:</b>	All campus staff will implement and support a climate where all school-related activities are safe from harrasment and bullying.						
<b>Objective 2:</b>	All school-related activities will be monitored to ensure that the campus is safe from harrasment and bullying throughout the school year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Conduct on-going campus professional development on harassment and bullying and school safety.	Campus Principal Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	Title IX Regulations District Policies District Legal/Local Policies Safety Training Videos Hoonuit whitehouse.gov/bebest/ schoolsafety.gov stopbullying.gov	August 2020 October 2020 December 2020 February 2021 April 2021	Walkthroughs Training Certificates Attendance reports Report Cards Discipline Referrals	-Decrease in violence and bullying referrals. - Improved attendance and student participation in school-related activities	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Conduct staff training on harrasment and bullying, regulations and other resources.							
2). Participate in continued professional development for teachers through CLCs/Self-paced training sites (ie. Hoonuit, school.safety.gov, whitehouse.gov/bebest/) on school safety.							
3). Foster and promote a safe school learning climate that is conducive to student's social and emotional learning.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Promote and discuss readings and dialogues that focus on harassment and bullying so that students are prepared to deal with these issues throughout the year and in their future.	Campus Principal Counselors Nurses Administrative Team Instructional Coach Security Guards Librarian Teachers	Guest Speakers NewsELA MYON Mackinvia School produced videos Data Monitoring Reports Interactive Journals whitehouse.gov/bebest/ schoolsafety.gov Laptops iPads Wi-fi Hotspots	August 2020 October 2020 December 2020 February 2021 April 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e - Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Provide students with tools and skills required for emotional, social and physical health through delivery of lessons, readings, dialogues and presentations.							
2). Implement school-wide protocols and procedures to address and resolve issues regarding harassment and bullying in school and in their lives.							
3). Closely monitor student progress and provide students with appropriate feedback and positive reinforcement.							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate - including Safety & Violence Prevention						
<b>Annual Goal 2:</b>	All campus staff will implement and support a school climate that is safe, orderly and abides by CDC guidelines for the safe reopening of schools.						
<b>Objective 1:</b>	All students and staff will be monitored to ensure that the campus is safe, orderly and abides by CDC guidelines for the safe reopening of schools.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus will prepare the school environment to comply with requirements and recommendations needed to meet CDC Guidelines.	Campus Principal Counselors Community Members Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	CDC Guidelines City/County Data & Surveillance District Legal/Local Policies Cleaning Products & Supplies Signage Masks Gloves Medical Supplies Hand Sanitizer/Soap	-August 2020 -October 2020 -December 2020 -February 2021 -April 2021	Walkthroughs Entry Wellness Checkpoint Safety Signage Hand Sanitizing Stations Social Distancing Facial Coverage/Mask Usage	-Safe and clean school environment. - Improved attendance and student participation in school-related activities	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -Are consistent with the state plan and any local improvement plans.
Action Steps							
1). Custodial staff will clean and disinfect campus to reduce the risk of contact with the virus that causes COVID-19 during daily activities.							
2). Signage will be placed throughout the campus designating guidance on mask wearing, social distancing, and frequent disinfecting of hands by washing and utilizing sanitizers and/or gloves .							
3). Students and staff will undergo frequent temperature checks upon entry of campus and will wear masks, social distance and wash hands and use hand sanitizer throughout the school day.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus parental educator will organize and implement community mitigation parental outreach meetings designed to educate, reduce and prevent local COVID-19 transmission.	Campus Principal Counselors Parent Educator Community Members Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	CDC Guidelines TEA Guidelines City/County Data & Surveillance District Legal/Local Policies School produced videos Safety Training Videos Hoonuit schoolsafety.gov	-August 2020 -September 2020 -October 2020 -November 2020 -December 2020 -January 2021 -February 2021 -March 2021 -April 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Parent educator will create a calendar and prepare materials for presentation to parents.							
2). Parents and community members will be invited to participate in informed meetings about COVID-19 and its impact via Zoom, campus social media page, and parental involvement page.							
3). Parents and community members will engage and be informed about mitigation efforts to stop the spread of the virus and its impact on our school and community.							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate - including Safety & Violence Prevention						
<b>Annual Goal 2:</b>	All campus staff will implement and support a school climate that is safe, orderly and abides by CDC guidelines for the safe reopening of schools.						
<b>Objective 2:</b>	All students and staff will be monitored to ensure that the campus is safe, orderly and abides by CDC guidelines for the safe reopening of schools.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Students and teachers will be scheduled in their courses to abide by CDC Guidelines.	Principal Counselors Community Members Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	CDC Guidelines City/County Data & Surveillance District Legal/Local Policies Cleaning Products & Supplies Signage Masks Gloves Medical Supplies Hand Sanitizer/Soap	-August 2020 -October 2020 -December 2020 -February 2021 -April 2021	Walkthroughs Entry Wellness Checkpoint Safety Signage Hand Sanitizing Stations Social Distancing Facial Coverage/Mask Usage	-Safe and clean school environment. - Improved attendance and student participation in school-related activities	Checks for Understanding Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c" -Are consistent with the state plan and any local improvement plans.
Action Steps							
1). Once school opens, students will receive their schedules and report to classrooms that abide by CDC guidelines.							
2). Students will complete their COVID screener and undergo temperature checks every day upon arrival to campus.							
3). Students will wear masks and use hand sanitizer as they enter the campus..							
4). Students will follow administrative directives throughout the school day as per CDC Guidelines and requirements.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Classrooms and school environment will be in compliance for optimal instruction and safe learning.	Principal Counselors Parent Educator Community Members Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	CDC Guidelines TEA Guidelines City/County Data & Surveillance District Legal/Local Policies School produced videos Safety Training Videos Hoonuit schoolsafety.gov	-August 2020 -September 2020 -October 2020 -November 2020 -December 2020 -January 2021 -February 2021 -March 2021 -April 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Classrooms will be equipped with desks or tables that will allow for social distancing.							
2). Classrooms will be cleaned regularly and disinfected so that students are learning safely.							
3). Cafeteria will also be equipt for social distancing while students eat lunch (if used).							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 3:</b>	PSJA ECHS will implement and support a climate where all school-related activities foster an environment that is conducive to staff and students' social and emotional well-being.						
<b>Objective 1:</b>	All school-related activities will be monitored to ensure that the campus fosters an environment that supports social and emotional well-being throughout the school year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Promote SEL Wraparound Services and training through our district LPCs and confidential counseling sessions.	Campus Principal SEL Dept/LPCs Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	Title IX Regulations District Policies District Legal/Local Policies Safety Training Videos Hoonuit LPCs <a href="https://calendly.com/psjaemployee-wellness/counseling-sessions">https://calendly.com/psjaemployee-wellness/counseling-sessions</a>	August 2020 - June 2021	Walkthroughs Training Certificates Attendance reports Report Cards Discipline Referrals	-Improved campus morale. - Improved attendance by staff and students in school-related activities.	Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Conduct staff Panorama social and emotional surveys.							
2). Participate in continued SEL professional development for teachers through district professional trainings .							
3). Foster and promote a safe school learning climate that is conducive to staff and student's social and emotional well-being.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Promote and discuss readings and dialogues that focus on SEL so that students are prepared to deal with these issues throughout the year and in their future.	Campus Principal SEL Dept/LPCs Counselors Nurses Administrative Team Instructional Coach Security Guards Librarian Teachers	Guest Speakers NewsELA MYON Mackinvia School produced videos Data Monitoring Reports Interactive Journals Laptops iPads Wi-fi Hotspots	August 2020 - June 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS. -Improved attendance and student participation in classes.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Provide students with tools and skills required for emotional, social and physical health through delivery of lessons, readings, dialogues and presentations.							
2). Implement school-wide protocols and procedures to address and resolve issues regarding social and emotional learning in school and in their lives.							
3). Closely monitor student progress and provide students with appropriate feedback and make necessary referrals to LPCs for counseling.							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 3:</b>	PSIA ECHS will implement and support a climate where all school-related activities foster an environment that is conducive to staff and students' social and emotional well-being.						
<b>Objective 2:</b>	All school-related activities will be monitored to ensure that the campus fosters an environment that supports social and emotional well-being throughout the school year.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Students will participate in lessons designed to address their social and emotional awareness and development based on surveys that will be conducted.	Campus Principal SEL Dept/LPCs Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff Nurses Custodial Staff	SEL Resources Research Best Practices District Counseling and Guidance Curriculum Panorama Survey Data	August 2020 - June 2021	Walkthroughs Training Certificates Attendance reports Report Cards Discipline Referrals	-Improved campus morale. - Improved attendance by staff and students in school-related activities.	Panorama Surveys Teacher Observation Progress Monitoring RN Referrals/notes	-Comprehensive Needs Assessment -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Teachers will deliver lessons designed to address student social and emotional awareness through advisory period time.							
2). Students will participate in student academies aimed at social and emotional learning.							
3). Teachers and students will analyze data survey results from Panorama.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will integrate the social and emotional competencies in their curriculum and instruction.	Campus Principal SEL Dept/LPCs Counselors Nurses Administrative Team Instructional Coach Security Guards Librarian Teachers	SEL Resources Research Best Practices District Counseling and Guidance Curriculum Panorama Survey Data	August 2020 - June 2021	Walkthroughs Targeted Feedback Student Portfolios Student Work Progress Sheets Student Growth Tracking Attendance Reports Report Cards Discipline Referrals	-Increase academic performance of all students on all BMs, STAAR/EOC tested subjects and TELPAS Improved attendance and student participation in classes.	Panorama Survey Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Teachers will implement social and emotional awareness topics to students: self-awareness, relationship skills, and decision-making.							
2). Campus will continue to promote social and emotional awareness throughout all activities in the classroom and extra-curricular.							
3). Closely monitor student progress and provide students with appropriate feedback based on Panorama survey results.							

# 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>	Campus will promote and support ESL/Bilingual certification opportunities for all teachers by June 2021.						
<b>Objective 1:</b>	Campus will monitor and support the district Dual Language department with providing opportunities for ELA teachers to become ESL/Bilingual certified by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Campus will identify teachers who teach ELA and that are still not certified to support them to complete certification.	Dual Language Dept. Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	ESL/Bilingual Calendar SBEC Testing Calendar Dual Language Dept. ESL Bil. Modules Region 1 District Training Study Guides	August 2020 - June 2021	Certificates Certifications Module Completion ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EL subgroups.  -Increase academic performance of all, EL and EL (current and monitored) students on all BMs, STAAR/EOC tested subjects and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Inform teachers about ESL/Bilingual opportunities for personal growth and the beneficial impact that these certifications will have on student learning.							
2). Collaborate with Dual Language Department to recommend and provide calendar of available trainings in our district for teachers to attend as needed.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Dual Language will schedule professional opportunities for identified ELA teachers so that they can register and complete process for certification.	Dual Language Dept. Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	ESL/Bilingual Calendar SBEC Testing Calendar Dual Language Dept. ESL Bil. Modules Region 1 District Training Study Guides	August 2020 - June 2021	Certificates Certifications Module Completion ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EL subgroups.  -Increase academic performance of all, EL and EL (current and monitored) students on all BMs, STAAR/EOC tested subjects and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Ensure that teachers register for the upcoming district and/or region one trainings through ERO system and/or Region One.							
2). Ensure that teachers have the necessary materials for all trainings so that they can be better prepared to succeed.							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 1:</b>	Campus will promote and support ESL/Bilingual certification opportunities for all teachers by June 2021.						
<b>Objective 2:</b>	Campus will monitor and support the district Dual Language department with providing opportunities for all teachers to become ESL/Bilingual certified by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Share and present pertinent and relevant information regarding ESL/Bilingual certification to all staff.	Dual Language Dept. Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	ESL/Bilingual Calendar SBEC Testing Calendar Dual Language Dept. ESL Bil. Modules Region 1 District Training Study Guides	August 2020 - June 2021	Certificates Certifications Module Completion ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EL subgroups.  -Increase academic performance of all, EL and EL (current and monitored) students on all BMs, STAAR/EOC tested subjects and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Inform teachers about ESL/Bilingual opportunities for personal growth and the beneficial impact that these certifications will have on student learning.							
2). Collaborate with Dual Language Department to recommend and provide calendar of available trainings in our district for teachers to attend as needed.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor teacher participation and progress towards the completion and attainment of their ESL/Bilingual Certifications.	Dual Language Dept. Campus Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	ESL/Bilingual Calendar SBEC Testing Calendar Dual Language Dept. ESL Bil. Modules Region 1 District Training Study Guides	August 2020 - June 2021	Certificates Certifications Module Completion ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction specifically designed for EL subgroups.  -Increase academic performance of all, EL and EL (current and monitored) students on all BMs, STAAR/EOC tested subjects and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Ensure that teachers register for the upcoming district and/or region one trainings through ERO system and/or Region One.							
2). Ensure that teachers have the necessary materials for all trainings so that they can be better prepared to succeed.							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 2:</b>	Campus will recruit and retain teachers through targeted mentoring and professional growth opportunities by June 2021.						
<b>Objective 1:</b>	Campus will monitor the recruitment and retention of teachers by providing targeted mentoring and professional growth opportunities 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>
- Share and present pertinent and relevant information regarding new teacher professional development sessions and support opportunities in order to recruit and retain teachers.	New Teacher Support Dept. Principal Dean of Instruction Collaborative Learning Leader Collaborative Learning Team Teacher Mentors Administrative Team Instructional Coach Librarian Teachers	NTI Calendar SBEC Testing Calendar Dual Language Dept. OLE Region 1 District Training Study Guides	August 2020 -June 2021	Certificates Certifications OLE ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction.  -Increase academic performance of students on all BMs, STAAR/EOC tested subjects and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Inform new teachers about teacher staff development opportunities for professional growth and the beneficial impact that their personal and professional growth will have on student learning.							
2). Collaborate with district new teacher support department throughout the year to provide calendar of available trainings for our district new teachers to attend and make recommendations, as needed.							
<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>
Monitor teacher participation and progress towards the completion and attainment of their new teacher professional development trainings.	New Teacher Support Principal Dean of Instruction Collaborative Learning Leader Administrative Team Instructional Coach Librarian Teachers	NTI Calendar SBEC Testing Calendar Dual Language Dept. OLE Region 1 District Training Study Guides	August 2020 -June 2021	Certificates Certifications ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction.  -Increase academic performance of students on all BMs, STAAR/EOC tested subjects and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
<b>Action Steps</b>							
1). Ensure that teachers register for the upcoming district and/or region one trainings through ERO system and/or Region One.							
2). Ensure that teachers have the necessary materials for all trainings so that they can be better prepared to succeed.							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 2:</b>	Campus will support new teachers through targeted mentoring and professional growth opportunities by June 2021.						
<b>Objective 2:</b>	Campus will provide continued support through the implementation of campus walkthroughs and McREL Teacher Evaluations by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
- Share trend data from campus walkthroughs with teachers in order to impact instructional delivery and plan for teacher growth and goals.	New Teacher Support Dept. Principal Dean of Instruction Collaborative Learning Leader Collaborative Learning Team Teacher Mentors Administrative Team Instructional Coach Librarian Teachers	NTI Calendar SBEC Testing Calendar Dual Language Dept. OLE Region 1 District Training Study Guides	August 2020 - June 2021	Certificates Certifications OLE ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction.  -Increase academic performance of students on all BMs, STAAR/EOC tested subjects and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Campus administration will analyze teacher walkthrough data trends.							
2). Campus administration will meet with teachers to set goals for their PD plans and during the pre-conference phase of their McREL evaluations.							
3). Based on individual teacher goals, campus administration will focus on teacher growth and effectiveness.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Monitor teacher effectiveness and progress towards their goal attainment and their impact on instruction.	New Teacher Support Dept. Principal Dean of Instruction Collaborative Learning Leader Collaborative Learning Team Teacher Mentors Administrative Team Instructional Coach Librarian Teachers	NTI Calendar SBEC Testing Calendar Dual Language Dept. OLE Region 1 District Training Study Guides	August 2020 - June 2021	Certificates Certifications OLE ERO Registrations Sign-In Sheets Artifacts	-Increased teacher performance in the delivery of instruction.  -Increase academic performance of students on all BMs, STAAR/EOC tested subjects and TELPAS.	Checks for Understanding Weekly Assessments Curriculum Assessments Teacher Observation Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Campus administration will conduct classroom observations.							
2). Campus administration will give feedback on teacher observation rubric and/or McREL evaluation system.							
3). Teacher and administrator will post conference and plan for next steps for continuous improvement.							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 3:</b>	Campus will support all teachers and staff through the collaboration and direction from the Collaborative Learning Team (CLL and BFCs) by June 2021.						
<b>Objective 1:</b>	Campus will ensure that all teachers and staff receive targeted and effective professional development and leadership opportunities through the Collaborative Learning Team by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Campus administration will provide the opportunities for teachers to seek and lead professional growth activities and decision-making processes.	Principal Dean of Instruction Collaborative Learning Leader (CLL) Bear Facilitating Collaborators (BFCs) Administrative Team Instructional Coach Dept. Head/Chair Librarian Teachers	CLC Roadmap/Blueprint McRel Standards CIF Protocols Hoonuit ELPS-TELPAS PLDS Region 1 District Trainers Consultants TAPR DMAC Criterion	-August 2020 -September 2020 -October 2020 -November 2020 -December 2020 -January 2021 -February 2021 -March 2021 -April 2021	TEEMS Artifacts Walkthroughs Student Work Certificates Certifications ERO Registrations Sign-In Sheets	-Increased participation of teachers in leadership roles/activities. -Increased teacher performance in student learning objectives (SLOs). -Increased academic performance of students on all BMs, STAAR/EOC tested subjects and TELPAS.	Student Learning Objectives Informal Walkthroughs Announced Observations Unannounced Observations PD Plan Pre/Post Conferencing Checks for Understanding Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Analyze campus data utilizing TAPR, Accountability Reports, TELPAS results, writing samples, and multiple measures to determine campus areas of need and strengths.							
2.) BFCs and Dept. Heads/Chairs will support and monitor grade level colleagues in the development and implementation of student learning objectives (SLOs).							
3.) Provide support that is confidential and non-evaluative (Peer Coaching) amongst colleagues to improve instructional delivery and outcomes.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Bear Facilitating Collaborators will advocate with colleagues to improve the quality of learning at school and act as a change agent in establishing a collaborative culture of teaching and learning.	Principal Dean of Instruction Collaborative Learning Leader (CLL) Bear Facilitating Collaborators (BFCs) Administrative Team Instructional Coach Dept. Head/Chair Librarian Teachers	CLC Roadmap/Blueprint McRel Standards CIF Protocols Hoonuit ELPS-TELPAS PLDS Region 1 District Trainers Consultants TAPR DMAC Criterion	-August 2020 -September 2020 -October 2020 -November 2020 -December 2020 -January 2021 -February 2021 -March 2021 -April 2021	TEEMS Artifacts Walkthroughs Student Work Certificates Certifications ERO Registrations Sign-In Sheets	-Increased participation of teachers in leadership roles/activities. -Increased teacher performance in student learning objectives (SLOs). -Increased academic performance of students on all BMs, STAAR/EOC tested subjects and TELPAS.	Student Learning Objectives Informal Walkthroughs Announced Observations Unannounced Observations PD Plan Pre/Post Conferencing Checks for Understanding Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). BFCs will assume a leadership role, as well as advocate for the implementation of our school improvement plan throughout the building.							
2). Organize all necessary agendas/materials that will be utilized through our professional development sessions.							
3). Deliver agendas/professional development for campus CLCs and solicit feedback throughout the year for improvement.							
4). Provide continuous support with the analysis of lesson plans and/or student work samples to determine effectiveness and determine next steps.							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 3:</b>	Campus will support all teachers and staff through the collaboration and direction from the Collaborative Learning Team (CLL and BFCS) by June 2021.						
<b>Objective 2:</b>	Campus will ensure that all teachers and staff receive targeted and effective professional development and support through the Collaborative Learning Team by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Collaborative Learning Team will develop the knowledge base of teaching and learning within and across department/grade level colleagues to share instructional strategies.	Principal Dean of Instruction Collaborative Learning Leader (CLL) Bear Facilitating Collaborators (BFCS) Administrative Team Instructional Coach Dept. Head/Chair Librarian Teachers	CLC Roadmap/Blueprint McRel Standards CIF Protocols Hoonuit ELPS-TELPAS PLDS Region 1 District Trainers Consultants TAPR DMAC Criterion	-August 2020 -September 2020 -October 2020 -November 2020 -December 2020 -January 2021 -February 2021 -March 2021 -April 2021	TEEMS Artifacts Walkthroughs Student Work Certificates Certifications ERO Registrations Sign-In Sheets	-Increased participation of teachers in leadership roles/activities.  -Increased teacher performance in student learning objectives (SLOs). -Increased academic performance of students on all BMs, STAAR/EOC tested subjects and TELPAS.	Student Learning Objectives Informal Walkthroughs Announced Observations Unannounced Observations PD Plan Pre/Post Conferencing Checks for Understanding Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). Analyze campus data utilizing TAPR, Accountability Reports, TELPAS results, writing samples, and multiple measures to determine campus areas of need and strengths.							
2.) Actively participate and collaborate during CLCs with colleagues to determine similar areas of needs/strengths within departments/grade levels.							
3.) Share instructional strategies and make connections amongst colleagues to improve instructional delivery and outcomes.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
-Bear Facilitating Collaborators will provide support and monitor department level colleagues in the development and implementation of student-learning objectives (SLOs).	Principal Dean of Instruction Collaborative Learning Leader (CLL) Bear Facilitating Collaborators (BFCS) Administrative Team Instructional Coach Dept. Head/Chair Librarian Teachers	CLC Roadmap/Blueprint McRel Standards CIF Protocols Hoonuit ELPS-TELPAS PLDS Region 1 District Trainers Consultants TAPR DMAC Criterion	-August 2020 -September 2020 -October 2020 -November 2020 -December 2020 -January 2021 -February 2021 -March 2021 -April 2021	TEEMS Artifacts Walkthroughs Student Work Certificates Certifications ERO Registrations Sign-In Sheets	-Increased participation of teachers in leadership roles/activities.  -Increased teacher performance in student learning objectives (SLOs). -Increased academic performance of students on all BMs, STAAR/EOC tested subjects and TELPAS.	Student Learning Objectives Informal Walkthroughs Announced Observations Unannounced Observations PD Plan Pre/Post Conferencing Checks for Understanding Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	-Comprehensive Needs Assessment -Reform Strategies- a,b,d,e -Instruction by Highly Qualified Teachers -Teacher Decision Making Regarding Assessments -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Provide professional development -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c"
Action Steps							
1). BFCs will assume a leadership role and encourage colleagues to use data to guide instructional decisions about SLOs.							
2). BFCs will encourage colleagues to analyze student work samples, lesson plans or instructional delivery as they monitor SLO progress as a team.							
3). CLL will work closely with Bear Facilitating Collaborators to provide feedback and guidance.							



# Professional Development Plan

# PSJA Early College High School Professional Development Calendar



<b>DATE:</b>	<b>PD Format</b>	<b>PD Topic</b>	<b>Resources</b>	<b>CIP Alignment</b>
8/17/2020	Virtual/Teams	Staff Welcome/Re-Entry Procedures	Various Online Sources	Goal Areas 1-4
8/18/2020	Virtual/Teams	Google Classroom/McRel/TELPAS	Various Online Sources	Goal Area 4: a,b
8/19/2020	Virtual/Teams	District Departmentalized Training	Various Online Sources	Goal Areas 1-4
8/20/2020	Virtual/Teams	District Departmentalized Training	Various Online Sources	Goal Areas 1-4
8/24/2020	Virtual/Teams	Campus Departmentalized Training	Various Online Sources	Goal Areas 1-4
8/25/2020	Virtual/Teams	Campus Departmentalized Training	Various Online Sources	Goal Areas 1-4
8/26/2020	Virtual/Teams	Bullying/Harassment/Violence/Drugs	Various Online Sources	Goal Area 4: a
8/27/2020	Virtual/Teams	School Safety/Covid Guidelines	Various Online Sources	Goal Area 4: a
9/1/2020	Virtual/Teams	Expectations/Campus Plan	Various Online Sources	Goal Area 1: a,b,c
9/15/2020	Virtual/Teams	Develop BFCs/Goals/Objectives/CIP/Goal Sheets	Various Online Sources	Goal Area 1: a,b,c
9/22/2020	Virtual/Teams	Disaggregate Accountability Data (SLOs)/CIP	Various Online Sources	Goal Area 1: a,b,c
9/29/2020	Virtual/Teams	Campus Planning Committees	Various Online Sources	Goal Area 1: a,b,c
10/6/2020	Virtual/Teams	EL/SPED Interventions	Various Online Sources	Goal Area 2: a,b,c
10/13/2020	Virtual/Teams	Campus Goals / EOC Goals by Content / Goal Sheets	Various Online Sources	Goal Area 2: a,b,c
10/20/2020	Virtual/Teams	CIF / Instructional Strategies/Hoonuit	Various Online Sources	Goal Area 2: a,b,c
10/27/2020	Virtual/Teams	Retester and Accelerated Testing Groups/SEL	Various Online Sources	Goal Area 2: a,b,c
11/6/2020	TBD	EL / SPED Monitoring and Feedback/Hoonuit	TBD	Goal Area 2: a,b,c
11/17/2020	TBD	Leadership Team / Multiple Measures of Data /SEL	TBD	Goals Areas 1 and 2
12/1/2020	TBD	Benchmark Data / Continuous Interventions	TBD	Goal Area 2: a,b,c
12/8/2020	TBD	STAAR Testing Plan and Feedback / SEL	TBD	Goal Area 2: a,b,c
1/12/2021	TBD	Goals - Revisit and Refocus/Hoonuit	TBD	Goal Area 4: a,b,c
1/19/2021	TBD	EL / SPED Monitoring and Feedback /SEL	TBD	Goal Area 2: a,b,c
1/26/2021	TBD	Leadership Team / Multiple Measures of Data	TBD	Goal Areas 1-4
2/2/2021	TBD	Benchmark Planning / Continuous Interventions	TBD	Goal Area 2: a,b,c
2/16/2021	TBD	First Time Testers Benchmark/Hoonuit	TBD	Goals Areas 2 and 4
2/26/2021	TBD	Disaggregate Accountability Data / Planning (1/2 Day)	TBD	Goal Areas 1 and 2
3/26/2021	TBD	Disaggregate Accountability Data / Planning (1/2 Day)	TBD	Goal Areas 1 and 2
4/6/2021	TBD	STAAR Testing Plan and Feedback	TBD	Goal Area 2 and 3
4/13/2021	TBD	EOY Expectations/ Hoonuit	TBD	Goal Areas 1-4
4/23/2021	TBD	Campus Departmentalized Training (1/2 day)	TBD	Goal Areas 1-4



# PHARR-SAN JUAN-ALAMO ISD

## CAMPUS IMPROVEMENT PLAN CHECKLIST

Campus: PSJA ECHS

Date Reviewed: 10/13/2020

Reviewer: Nora Cantu

Principal: Dr. Alejandro Elias Title I, Part A:  School-wide Campus  Targeted Support & Improvement Assistance Campus  
Angel Gutierrez

### 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).



<p><b>Needs Assessment:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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)</li> <li>• Targeted Assistance programs must include a comprehensive needs assessment for the students served through Title I, Part A programs.</li> <li>• The results must be disaggregated with respect to the performance of all student groups served, including the following categories: <ul style="list-style-type: none"> <li>- ethnicity</li> <li>- socioeconomic status</li> <li>- gender</li> <li>- populations served by special programs, including students in special education programs.</li> </ul> </li> <li>• Each campus-level planning and decision-making committee for a middle, or high school campus shall analyze information related to dropout prevention.</li> </ul>	<p><input checked="" type="checkbox"/> Clearly Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>
<p><b>Long Range Goals/Campus Performance Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The CIP must include goals and methods for violence prevention and intervention on campus.</li> <li>• If the campus is an elementary, middle, or high school, data points to set annual goals and objectives (if applicable) based on: <ol style="list-style-type: none"> <li>a) student academic growth</li> <li>b) student academic performance data;</li> <li>c) student attendance rates;</li> <li>d) the percentage of students who are educationally disadvantaged;</li> <li>e) continuously enrolled students</li> <li>f) non-continuously enrolled students</li> <li>g) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and</li> <li>h) current and monitored English Learners (monitored students through year 4).</li> </ol> </li> </ul>	<p><input checked="" type="checkbox"/> Clearly Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>



<p><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  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 type="checkbox"/> Clearly Evident  <input checked="" type="checkbox"/> Somewhat Evident  <input type="checkbox"/> Not Evident  Comments/Recommendations:</p>
<p>Each CIP should include strategies that:</p> <ul style="list-style-type: none"> <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  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  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  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  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.*