



Pharr-San Juan-Alamo Independent School District

2020 Campus Improvement Plan
Allen & William Arnold Elementary School

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ADMINISTRATION

2020 School Board of Education

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Jorge L. Zambrano, *Vice-President*

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Superintendent's Cabinet

Jorge L. Arredondo, Ed.D., Superintendent of Schools

Juan Alvarez, Chief of Staff

Janet C. Robles, Chief Financial Officer

Rolando "Rudy" Treviño, Ed.D., Chief Academic Officer

Melissa Agüero-Ramirez, Chief of Human Resources

Hestroverto "Nick" Martinez, Chief Operations Officer

Senior Staff

Rebeca Garza, Ed.D, *Assistant Superintendent for Human Capital Development*

Orlando Noyola, Ed.D, *Assistant Superintendent for Student Services*

Lauro Davalos, Ed.D, *Assistant Superintendent for Technology*

Nora Cantu, Ed.D, *Executive Officer for High Schools*

Nora Rivas-Garza, *Executive Officer for Middle Schools*

Iris Alvarez, *Executive Officer for Middle Schools*

Corina Ramirez, *Executive Officer for Elementary Schools*

Claudia Gonzalez, *Executive Officer for Elementary Schools*

Joe Garza, *Executive Officer for Elementary Schools*

Linda Uribe, *Executive Director for College Readiness*

Rebecca Gonzales, *Executive Director for Budget and Finance*

P.SJ.A I.S.D. Vision

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

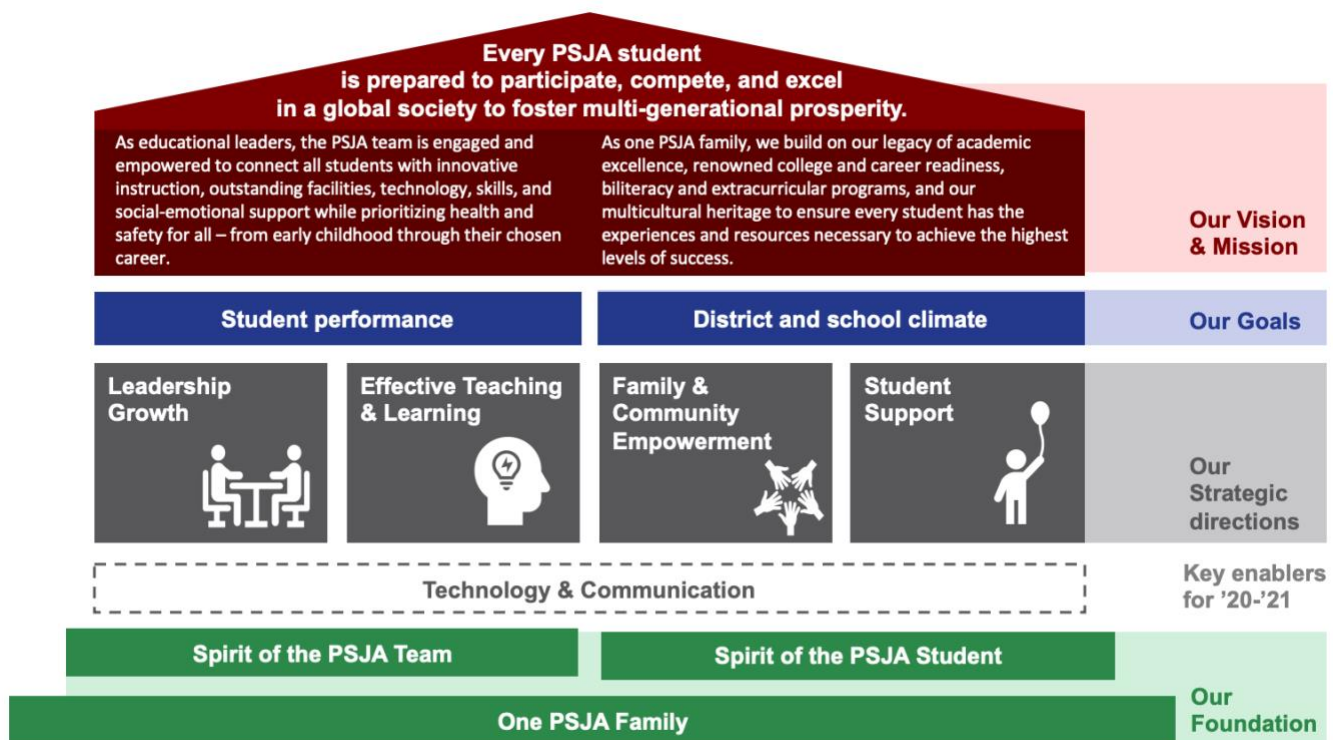
P.SJ.A I.S.D. Mission

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

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

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

2020-2021 Strategic Planning Framework



Roadmap to Success for Every Student: Strategic Priorities for 2020-2021 and Beyond

Leadership Growth

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

Effective Teaching & Learning

Providing students with quality education requires offering an innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

Family & Community Empowerment

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Student Support

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.



Board of Education Goals

Goal 1

The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2023.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2023.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2023.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2023.

Goal 2

The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2023.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2023.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2023.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2023.

Goal 3

The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2023.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2023.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2023.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2023.

Goal 4

The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2023.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2023.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2023.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2023.

Executive Summary

School Name: Allen & William Arnold Elementary School

Principal: Pedro Trevino

School Profile: The current enrollment at Allen & William Arnold Elementary as of September 2020 is 696 students. The student population at Allen & William Arnold Elementary consists of 97.4% Hispanic, 2.2% White and 0.4% Asian. Our students represent low socio-economic status of approximately 81.9% with 1.3% migrant students and a 28.9% mobility rate. Approximately 7% of our student population receive special education services, while 5% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2% of our student population. The bilingual population is approximately 39% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-96%. Most of our students live in the surrounding areas with some commuting from neighboring districts.

Comprehensive Needs Assessment Summary: Allen & William Arnold Elementary received an overall grade of 84 out of 100 based on performance in three different domains. In Domain I, which is Student Achievement, Arnold Elementary earned a 78 which measures how much a student knows and can do at the end of the school year. In Domain II Part A, which is Academic Growth Arnold Elementary scored a 77, this measured how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, the score was 86. Arnold Elementary scored a 79 in Closing the Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/Instruction and Assessment: Teachers utilize Close reading strategies for language arts instruction that help students with critical analysis of a text and focuses on significant details to develop a deep understanding of the text's form and meaning. Guided Reading is also implemented throughout our Pre-K thru 2nd grade students. This campus initiative not only provides students with the skills to read difficult texts independently, but it also helps build our EL's language proficiency. All teachers incorporate the instructional strategies known as Common Instructional Framework that engage all students in learning and require them to take an active role in their education. Valid and reliable data are used to measure mastery and academic growth of our students. Teachers then create targeted strategic plans for students to promote successful learning. The vision for our campus at Arnold Elementary is to provide all students the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation and critical thinking.

Summary of Measurable Objectives: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 5% in all subject areas and subgroups. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations. We will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2020-21 school year and plan for Tier I classroom interventions in all areas as well as address curriculum needs. We will continue to offer after-school tutorials, In-school tutorials, and small group interventions. Our campus leadership team will ensure that teachers are aligning their instruction with the state TEKS and improving the practice of high-engagement and rigorous instruction for all students. The majority of our teachers are bilingually certified or in progress to obtain their certification during the 2020-2021 school year. We highly encourage our teachers to become GT certified. These extra certifications help teachers with the

challenges of teaching and motivating various instructional learning levels and needs of students in the classroom. We will provide opportunities and highly encourage all parents to participate in school events and engagement activities. Furthermore, commitment from administrators, teachers, parents, students and the community will be an integral part in attaining our school mission.

CIP Part 1: Background, Data Analysis and Needs Assessment

Mission Statement

Our mission at Allen & William Arnold Elementary is to facilitate the acquisition and the use of knowledge to nurture a sense of individual worth and the potential for success in a changing, challenging world. To fulfill this mission, the school, with the support of the school board, central office staff, parents, and the community make the commitment to provide for all learners, a quality core academic program enhanced by enrichment.

School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Pedro Trevino	Principal
Administrator	Ernesto Duenas	Assistant Principal
Teacher	Aidee Jimenez	Pre-Kindergarten
Teacher	Babe Perales	Kindergarten
Teacher	San Juanita Garcia	1st grade
Teacher	Rosario Gonzalez	2nd grade
Teacher	Maria Suarez	3rd grade
Teacher	Monica Obregon	4th grade
Teacher	Peggy Trevino	5th grade
Non-Classroom Professional	Esmeralda Hernandez	Counselor
Non-Classroom Professional	Liza Garcia	CLL
Community/ Business Representative	Martin Dominguez	Community/ Business Member
Parent	Iriana Quintero	Parent Volunteer

Needs Assessment, Data Analysis & Determination of Problems and Root Causes

Demographics

Total Population: 696

Ethnicity

- African American 0.1%
- Hispanic 97.4%
- White 2.2%
- Asian 0.4%

Economically Disadvantaged 81.9%

Non-Educationally Disadvantaged 18.1%

Section 504 Students 4.7%

English Learners (EL) 38.8%

Students w/ Dyslexia 0.4%

At-Risk 83.8%

Special Education 7.04%

Bilingual/ESL Education 38.8%

Gifted & Talented Education 2.4%

Attendance

The attendance rate at Allen & William Arnold Elementary for the 2017-2018 school year (as indicated on the 2018-2019 TAPR) was 95.6% which is slightly below the district level of 95.8%. We will continue to provide incentives for students every 6 weeks. Additionally, we will continue to reach out to the parents of students with chronic absenteeism. The teachers, PEIMS clerk, parent liaison, and administrative team will reach out to these individuals.

Discipline/Bullying Prevention

At Arnold Elementary, we currently use MTSS-B as our School Wide Social Skills Training. Staff teach and model the social skills using a school-wide schedule. The Social Skills include topics related to school wide expectations such as being respectful, responsible and being safe. These social skills are used during daily interactions amongst students and staff at Arnold Elementary. This Positive Behavior Intervention System has been instrumental in creating a positive school culture and climate.

As part of our continued efforts to emphasize social emotional learning, Arnold Elementary has established a Growth Mindset Team composed of Support Staff. The team includes physical education coaches, the music teacher, the librarian and school counselor who deliver virtual guidance lessons. Skills addressed during Growth Mindset virtual lessons include mindfulness activities. These mindfulness lessons are aimed at helping students cope positively with feelings of stress and anxiety. Additional skills also addressed during Growth Mindset are respect, empathy, responsible decision making, interpersonal skills, and communication skills. These skills are geared towards decreasing bullying and discipline.

To support the whole child, parents and their school support system receive training sessions throughout the school year. These parent and teacher sessions are provided by the school counselor and include topics such as bullying and helping children build positive relationships. Through these trainings, all stakeholders involved are given the tools to support a positive learning environment with decreased incidences of bullying and discipline.

Student Academic Achievement Summary

2019 Accountability Rating: B overall scaled score of 84
TEA Status: Met Standard

Distinction Designations:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Comparative Closing the Gaps
- Postsecondary Readiness

Domain I - Student Achievement - Our scaled score equaled to 78.

Domain II, Part A - Academic Growth - Our scaled score equaled to 77.

Domain II, Part B - Relative Performance - Our scaled score equaled to 86.

Domain III - Closing the Gaps - Our scaled score equaled to 79.

Our overall 2019 STAAR test results are shown below:

2019 STAAR	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	80%	42%	28%
3RD GRADE MATH	82%	54%	26%
4TH GRADE READING	81%	44%	18%
4TH GRADE MATH	82%	48%	20%
4TH GRADE WRITING	77%	44%	12%
5TH GRADE READING*	81%	47%	27%
5TH GRADE MATH*	94%	63%	42%
5TH GRADE SCIENCE	77%	55%	31%
3RD-5TH GRADE READING TOTAL	81%	44%	23%
3RD-5TH GRADE MATH TOTAL	85%	55%	29%

*1st and 2nd Administrations

Our overall 2020 Benchmark test results are shown below:

2020 Benchmark	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	63%	42%	9%
3RD GRADE MATH	65%	54%	13%
4TH GRADE READING	88%	65%	48%
4TH GRADE MATH	88%	72%	39%
4TH GRADE WRITING	91%	65%	36%
5TH GRADE READING	90%	65%	23%
5TH GRADE MATH	90%	56%	35%
5TH GRADE SCIENCE	81%	53%	28%

2020 Benchmark Domain I Raw Score	Domain I Scale Score/Rating	Domain II Part A Raw Score	Domain II Part A Scale Score/Rating	Domain II Part B Relative Performance Scale Score/Rating	Domain II Part B Domain Rating	Domain III All Student Target
53	80-B	68	69-D	88	B	Y

Student Academic Achievement Strengths

After analyzing and comparing our data from the previous year, we found the following strengths:

- Grade 3 Reading had an increase from 2018 to 2019 in approaches (73% to 80%), at meets (30% to 42%), and masters (17% to 24%).
- Grade 3 Mathematics had an increase from 2018 to 2019 in approaches (73% to 82%), at meets (36% to 54%) and masters (16% to 26%).
- Grade 4 Reading had an increase from 2018 to 2019 in approaches (69% to 81%).
- Grade 4 Mathematics had an increase from 2018 to 2019 in approaches (64% to 82%).
- Grade 4 Writing had an increase from 2018 to 2019 in approaches (64% to 77%) and at meets (39% to 44%).
- Grade 5 Reading had an increase from 2018 to 2019 in approaches (79% to 81%) and at masters (23% to 27%).
- Grade 5 Mathematics had an increase from 2018 to 2019 in approaches (89% to 94%) and at masters (37% to 42%).
- Grade 5 Science had an increase from 2018 to 2019 at meets (52% to 55%) and at masters (28% to 31%).

Priority Problem Statements

- **Problem Statement 1:** There is a need for improvement in STAAR Grade 3 Mathematics.
 - **Root Cause:** Students lack higher levels of cognitive rigor and complexity skills in order to perform on level.
- **Problem Statement 2:** There is a need for improvement in STAAR Grade 3 Reading.
 - **Root Cause:** Students lack higher levels of cognitive rigor and complexity skills in order to perform on level.
- **Problem Statement 3:** There is a need for improvement of Academic Growth in Mathematics.
 - **Root Cause:** Lessons prepared for students lack different levels of cognitive rigor and higher levels of questioning needed to meet performance levels on the STAAR.
- **Problem Statement 4:** There is a need for improvement of Academic Growth in Reading.
 - **Root Cause:** Lessons prepared for students lack different levels of cognitive rigor and higher levels of questioning needed to meet performance levels on the STAAR.

School Process & Programs

Schoolwide Program Plan

Arnold Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps include:

1. Establishing and training the site-based planning team
2. Clarifying the vision/mission for the campus
3. Creating the school's academic profile
4. Gather data and identify sources
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and gather constructive feedback

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Allen & William Arnold Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of a planning process and the driving force impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with other educators. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths, problem statements, and questions were clarified. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in the CIP.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. This plan reflects the following strategies:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.

2. Identify how each strategy strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Explore optional strategies used to support core areas.
6. Identify programs that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group, to determine the program's effectiveness which meets the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of the schoolwide plan. To ensure that instruction is provided by highly effective teachers, trainings are provided which include:

1. Provide time off for targeted, high-quality professional development.
2. Provide a mentor system for teachers new to the campus and to the district.
3. Afford teachers the opportunity to observe master teachers.
4. Provide professional development for existing programs prior to new school year for new and existing staff.
5. Monitor effectiveness of teachers by frequent walk-throughs and constructive feedback.
6. Provide training and opportunities in collaboration with formative and summative student achievement data.
7. Implement strategies to provide a network of communication amongst teachers and administrators.
8. Ongoing professional development for teachers, principals, paraprofessionals, support staff, parents, and other staff.

Arnold Elementary utilizes effective and ongoing professional development to ensure teachers and others are equipped to expedite the challenge of helping students meet the state's academic achievement standards.

Procedures include:

1. Select appropriate professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others as needed.
2. Provide opportunities for all staff to obtain training on campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations in order to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to teacher's assignment.
5. Teachers plan collaboratively according to the assigned subject area. Planning allows teachers the opportunity to desegregate data to compare and contrast objectives covered and assessed.

5: Recruitment of highly qualified educators

Allen & William Arnold Elementary follows district procedures for recruiting and attracting effective, state certified teachers.

Please refer to the district recruiting procedures that are located at the PSJA ISD Human Resources office.

6: Strategies to increase parental involvement.

Arnold Elementary understands the authenticity of parental involvement; therefore, parental engagement is a key factor to student success.

- The Parent Involvement Director leads a campus parent advisory team.
- Each year, it is ensured that the parent advisory team mirrors the composition of the student population so that opinions/ideas are validated.

Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team is in charge of assessing activities and projects which impact family life. As a result, better decisions are made to increase and strengthen parental involvement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Although this component primarily addresses the transition from early childhood into elementary, Arnold Elementary understands the importance of creating coping skills to assist students with adjustment/transition. District staff collaborates with campus staff to provide parent orientation, campus tour, meet the teacher night, pre-registration sessions with the counselors, etc.

8: Measures to include teachers in the decision making regarding academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current data on assessments that describe student achievement. The data is retrieved from formal/informal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures. Assessment data is then used to improve instruction. Each grade level is represented in the formative review process for the improvement plan. This allows teachers to consistently evaluate the effectiveness of the academic programs by analyzing student progress

9: Strategies which ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

- Each grade level identifies individual students who need additional learning time in order to meet grade level standards.
- The teachers provide those students with timely, additional assistance that targets and is tailored to their needs.
- The assistance and supports are different at each grade level and is available to all students in need.

10: Coordination and integration of federal, state and local services and programs

Arnold Elementary is a schoolwide Title I district, with the flexibility to integrate services and programs which aims toward upgrading the entire educational program. By doing so, it affords all students the opportunity to reach Meets Standard and Masters Standard levels of achievement. In addition, through improvement planning and budgeting process, efforts to combine most federal, state, and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

CIP Part 2: Goals, Objectives, Strategies and Action Plans - *Planning, Implementing and Monitoring*

Goal 1

Goal Area: 1		Student Achievement					
Annual Goal: 1		Student performance on STAAR Reading 3-5 will improve by June 2021.					
Objective: 1		The percentage of students performing at Meets Grade Level or above on STAAR Reading 3-5 will increase from 44% to 50% by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP, CLL, Counselor	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Istation, Accelerated Reader/Star Software, myON, etc. to facilitate reading development.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading to students in need through tutoring by their respective teachers.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Reading.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual

							Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Reading.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Goal Area: 1	Student Achievement
Annual Goal: 1	Student performance on STAAR Reading 3-5 will improve by June 2021.
Objective: 2	The percentage of students performing at Masters Grade Level or above on STAAR Reading 3-5 will increase from 23% to 30% by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Reading curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP, CLL, Counselor	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							

Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Reading and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, AP, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							

Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Masters level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student Master Academies will be provided in Reading to students targeted to reach the Masters Level in Reading.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							

Identify students in need of instruction to reach Masters Level in Reading.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Goal Area: 1	Student Achievement
Annual Goal: 2	Student performance on STAAR MATH 3-5 will improve by June 2021.

Objective: 1							
The percentage of students performing at Meets Grade Level or above on STAAR Math 3-5 will increase from 55% to 60% by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math to facilitate math development.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Math to students in need through tutoring by their respective teachers.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Math to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Goal Area: 1	Student Achievement						
Annual Goal: 2	Student performance on STAAR Math 3-5 will improve by June 2021.						
Objective: 2	The percentage of students performing at Masters Grade Level or above on STAAR Math 3-5 will increase from 29% to 34% by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Math curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Math and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Masters level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student Master Academies will be provided in Math to students targeted to reach the Masters Level in Math.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of instruction to reach Masters Level in Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Goal Area: 1	Student Achievement						
Annual Goal: 3	Student performance on STAAR Writing 3-5 will improve by June 2021.						
Objective: 1	The percentage of students performing at Meets Grade Level or above on STAAR Writing 3-5 will increase from 44% to 60% by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Campus Leadership Teams will monitor the implementation of the Writing curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership Team calibration on walkthroughs							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Writing and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Meets level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Forde-Ferrier to facilitate reading development.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
CRT will be assigned as the writing teacher to assist 4th grade with the composition part of the STAAR exam.	Principal, Asst. Principal, CLL, CRT	Forde-Ferrier Other STAAR Resources	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
CRT will also assist teachers with writing Instruction PK-5.							
Additional writing instruction will be provided to 4th grade to specifically address the composition.							
Identify students in need of small group instruction.							

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Writing to students in need through tutoring by their respective teachers or CRT.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify students in need of small group instruction in Writing.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS in need of growth as per data							

Goal Area: 1	Student Achievement						
Annual Goal: 3	Student Performance on STAAR Reading 3-5 will improve by June 2021.						
Objective: 2	The percentage of students performing at Masters Grade Level or above on STAAR Writing 3-5 will increase from 12% to 20% by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Teams will monitor the implementation of the Writing curriculum through teamed-up walkthroughs.	Principal, Asst. Principal, CLL, Counselor	Principal, Asst. Principal, CLL, Counselor	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly student progress in Writing and drive interventions.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student progress at the Masters level and above.							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
CRT will be assigned as the writing teacher to assist 4th grade with the composition part of the STAAR exam.	Principal, Asst. Principal, CLL, CRT	Forde-Ferrier Other STAAR Resources	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
CRT will also assist teachers with writing Instruction PK-5.							
Additional writing Instruction will be provided to 4th grade to specifically address the composition.							
Identify students in need of small group instruction.							

Goal 2

Goal Area: 2	Closing the Gaps.
Annual Goal: 1	All student groups will improve in the Academic Achievement component by June 2021.
Objective: 1	All student groups will meet 100% of the performance targets in the Academic Achievement component by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly Academic Achievement in Reading and Math for all student groups and drive interventions.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).							
Disaggregate campus data to determine student Academic Achievement (Meets level and above).							
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)							
Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, myON, Read 180, Systems 44, etc. to facilitate reading development for student groups.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.							
Plan for one to one ration of devices for students in grade 3-5							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading and Math to students in need through tutoring by their respective teachers or a special population teacher.	Principal Asst. Principal CLL Teachers	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Identify students in need of small group instruction in Reading and Math.							
Create tutoring schedule.							
Notify parents and make necessary arrangements.							
Prescriptive targeting of TEKS							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small group instruction will be provided in Reading and Math to students in need through pullouts by a certified tutor.	Principal Asst. Principal CLL Tutor	STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Attendance Rosters Walkthroughs	Weekly Tests, BMI & BM2	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							

Identify students in need of small group instruction in Reading and Math.
Create tutoring schedule.
Notify parents and make necessary arrangements.
Prescriptive targeting of TEKS

Goal Area: 2 Closing the Gaps.

Annual Goal: 1 All student groups will improve in the Academic Achievement component by June 2021.

Objective: 2 The Continuously Enrolled student group will meet the performance target in the Academic Achievement component in Reading by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly Academic Achievement in Reading and Math for the Continuously Enrolled student group and drive interventions.	Principal, Asst. Principal, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps

Use district formative and summative assessments (weekly, unit, CBA, BM etc.).

Disaggregate campus data to determine student Academic Achievement for the Continuously Enrolled student group.(Meets level and above).

Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)

Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, myON, Read 180, Systems 44, etc. to facilitate reading and math development for the Continuously Enrolled student group.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers Bilingual Teachers Special Ed Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps

Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.

Plan for one to one ration of devices for students in grade 3-5

Goal Area: 2 Closing the Gaps.

Annual Goal: 2 All student groups will improve in the Academic Growth component by June 2021.

Objective: 1 All student groups will meet 100% of the performance targets in the Academic Growth component by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess data to monitor weekly Academic Growth in Reading and Math for all student groups and drive interventions.	Principal, Asst. Principal, CLL, Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests BMI & BM2 STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Use district formative and summative assessments (weekly, unit, CBA, BM etc.).
Disaggregate campus data to determine student Academic Growth.
Use disaggregated data to drive intervention plans that are directly related to students' needs. (enrichment classes, tutorials, summer school, etc.)
Allocate Resources such as Imagine Math, Istation, Accelerated Reader/Star Software, myON, Read 180, Systems 44, etc. to facilitate reading development for student groups.
Celebrate student Academic Growth in Reading and Math to all campus stakeholders.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide technological resources to facilitate reading and Math development and differentiating student learning.	Principal, Asst. Principal, CLL, Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON Other STAAR Resources	Sept. 2020 - May 2021	Lesson Plans Walkthroughs Usage Reports	Weekly Tests, BMI & BM2, STAAR Test	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Issue hardware (tablets, laptop, interactive boards, etc.) to teachers and students.
Plan for one to one ration of devices for students in grade 3-5

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create and display growth walls in the areas of Reading and Math in a centralized location to monitor student growth.	Principal Asst. Principal CLL Counselor Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II	Sept. 2020 - May 2021	Lesson Plans Walkthroughs Progress Monitoring	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps
Place previous STAAR data on designated growth walls to acknowledge starting point and set goals.
Update growth walls each CBA and Benchmark Test to acknowledge growth.

Goal Area: 2	Closing the Gaps.
Annual Goal: 2	All student groups will improve in the Academic Growth component by June 2021.
Objective: 2	The English Learner student group will meet the performance target in the Academic Growth component in Reading by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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The progress of EL students Academic Growth in the areas of Reading and Math will be monitored bi-weekly by all stakeholders.	Principal Asst. Principal CLL Counselor Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II	Sept. 2020 - May 2021	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Use district built formative and summative assessments and identify EL groups to address specific academic needs based on growth performance.							
EL student group data will be disaggregated to determine Academic Growth.							
Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by EL student group data.							
Review EL program monitoring on accelerate and conduct audit on strategies used on continual failures.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Differentiate Instruction for English Learners based on individual Academic Growth needs.	Principal Asst. Principal CLL Teachers	Imagine Math Istation Reading Accelerated Reader/Star myON BM 1 & II	Sept. 2020 - May 2021	Lesson Plans Walkthroughs Progress Monitoring Language Acquisition Monitoring Application	Weekly Tests CBA BMI & BM2 STAAR	CBAs, Benchmark Tests, STAAR, TELPAS	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Analyze student assessments to identify areas of needs for EL students.							
Provide targeted instruction based on EL group needs.							
Schedule interventions during school hours to target EL student groups that are unable to attend extended day tutoring.							
Review EL program monitoring on accelerate and conduct audit on strategies used on continual failures.							
Inclusion of ELPS across all curriculum.							

Goal Area: 2	Closing the Gaps.						
Annual Goal: 3	English Learners will progress in their TELPAS composite rating by June 2021.						
Objective: 1	At least 50% of English Learners will progress one level in their TELPAS composite rating by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS Writing practice across all content areas.	Principal Asst. Principal CLL Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	Sept. 2020 - May 2021	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
One to one meeting with students for revision of TELPAS Writing							
Peer to Peer writing reviews for students							
Daily journal writings for all students							

Increase the use of writing exit tickets.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principal CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Sept. 2020 - May 2021	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps

Provide training for teachers in all Domains of the TELPAS test with activities

Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.

Increase student opportunities for listening & speaking (anchor target)

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed ELPS across all curriculum.	Principal Asst. Principal CLL Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	Sept. 2020 - May 2021	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	TELPAS Benchmark Assessment Walkthroughs	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds

Action Steps

Integrate ELPS in lesson plan activities

Provide ELPS resources to all teachers servicing EL students

Provide ELPS training for all teachers working with ELs.

Goal Area: 2 Closing the Gaps.

Annual Goal: 3 English Learners will improve their TELPAS composite rating by June 2021.

Objective: 2 At least 75% of ELs at Beginning or Intermediate Composite Level for the last 2 years will improve at least one level by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Collect and assess data to monitor weekly student progress of all EIs at the Beginning or Intermediate Composite Levels for the last two years.	Principal Asst. Principal CLL Teachers	Principal, Asst. Principal, CLL, Teachers	Sept. 2020 - May 2021	Progress Monitoring Reports Lesson Plans Walk-through feedback	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Weekly Tests TELPAS Practice TELPAS Benchmark TELPAS Test	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Use district formative and summative assessments (weekly, unit, TELPAS Practice and Benchmarks).							
Disaggregate campus data to determine student progress in TELPAS Practice and Benchmarks.							
Use disaggregated data to drive intervention plans that are directly related to students' needs.							
Allocate resources to facilitate language development.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS Writing practice across all content areas.	Principal Asst. Principal CLL Bilingual Teachers	English Lang. Proficiency Standards District Curriculum TELPAS Educator Guide	Sept. 2020 - May 2021	Writing Samples Writing Prompts Walkthroughs Lesson Plans	TELPAS TELPAS Benchmarks	TELPAS Writing Collection	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
One to one meeting with students for revision of TELPAS Writing							
Peer to Peer writing reviews for students							
Daily journal writings for all students							
Increase the use of writing exit tickets.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking	Principal Asst. Principal CLL Bilingual Teachers	ELPS Standards TELPAS Educator Guide Listening & Speaking Practice Sets Speaking Scoring Guides TELPAS Tutorials TELPAS Software Program	Sept. 2020 - May 2021	Student Rosters Student Usage Reports	TELPAS TELPAS Benchmarks	TELPAS Software Program TELPAS Benchmark TELPAS Assessment	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Provide training for teachers in all Domains of the TELPAS test with activities							
Monitoring TELPAS practice activities during instruction and its inclusion on lesson plans.							
Increase student opportunities for listening & speaking (anchor target)							

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed ELPS across all curriculum	Principal Asst. Principal CLL Teachers	ELPS Standards TELPAS Educator Guide District Curriculum ELPS Flip Book	Sept. 2020 - May 2021	ELPS embedded in Curriculum ELPS included in Lesson Plans Language Obj. posted	Improved performance in TELPAS & TELPAS Benchmarks	TELPAS Benchmark TELPAS Assessment Walkthroughs	Title I, II, III, IV State Bilingual Funds State Comp. Local Funds
Action Steps							
Integrate ELPS in lesson plan activities							
Provide ELPS resources to all teachers servicing EL students							
Provide ELPS training for all teachers working with ELs.							

Goal 3

Goal Area: 3	Improve Safety, Public Support, Culture and Climate						
Annual Goal: 1	By June 2021, the campus culture and climate will improve based on teachers and staff perceptions of staff-student relationships.						
Objective: 1	By June 2021, student social and emotional learning knowledge and skills will increase by 9%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Principal Asst. Principal Counselors Teachers	Research Based Best Practices District PreK-5 Counseling & Guidance Curriculum Feedback Surveys	Sept. 2020 - May 2021	Attendance Reports Walkthroughs/Observation Reports Student SEL Profiles Student Guidance Lessons Completed Surveys	Culture & Climate Survey Increase in student Participation Increased in Student Achievement	Panorama Surveys & Needs Assessments SEL Skills Universal Screener Participation Performance	Title I: #2, #9, #10
Action Steps							
Implement PreK-5 comprehensive counseling and guidance curriculum.							
Analyze data collected from Panorama SEL skills surveys and Needs Assessment.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extracurricular activities.	Principals Asst. Principals Counselors Teachers	District Training and Materials Research Based Best Practices Feedback Surveys	Sept. 2020 - May 2021	Walkthroughs/Observation Reports Lesson Plans Completed Surveys	SEL Skills Screener Increase in student Participation Increased in Student Achievement	Panorama Climate Survey SEL Skills Universal Screener Participation Performance	Title I: #2, #9, #10
Action Steps							
Implement and address the following skills in their lessons: self-awareness, self-management, relationship skills and responsible decision-making.							
Promote the five competencies in extracurricular activities.							
Analyze data collected from Panorama SEL skills survey and needs assessment.							

Goal Area: 3		Improve Safety, Public Support, Culture and Climate					
Annual Goal: 1		By June 2021, the campus culture and climate will improve based on teachers and staff perceptions of staff-student relationships.					
Objective: 2		By June 2021, 100% of teachers and staff will participate in social emotional learning professional development and implement strategies to increase staff-student relationships.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships.	Principal Asst. Principal Counselor	PowerPoint Presentations Timelines Tools and Resources to monitor its effectiveness	Sept. 2020 - May 2021	Agendas Sign in Sheets	Increase in student participation and performance	Side by Side data Analysis	Title I: #4, #10
Action Steps							
Utilize the Counselor Café Workshops for teachers and staff which provide social emotional learning topics.							
Train Teachers and Staff on the counseling and guidance lessons and resources,							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Teachers will implement and integrate social emotional learning activities with their students.	Principal Asst. Principal Counselor	Lessons on SEL interventions Curriculum Timeline Tools and resources to monitor its effectiveness	Sept. 2020 - May 2021	Walkthrough Reports Completed Teacher Surveys Lesson Plans	Increase in student participation and performance	Side by Side data Analysis	Title I: #4, #10
Action Steps							
Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in the classroom.							
Use restorative practices and de-escalation techniques.							

Goal Area: 3		Improve Safety, Public Support, Culture and Climate					
Annual Goal: 2		By June 2021, the students' perception for their physical and psychological school safety will improve.					
Objective: 1		By June 2021, 100% of the campus staff will implement safety and violence prevention protocols that will increase school safety.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Attend staff development for campus administrators and security guards on safety procedures to increase school safety.	Principal Asst. Principal Security Guard	PowerPoint Presentation Security cameras Security/Safety audits	Sept. 2020 - May 2021	Agendas Sign in Sheets Security/Safety Audit Reports School Lockdown Documentation	Improved security/safety audits	Security/Safety Audit Reports	Title I: #10
Action Steps							

Practice on lockdown procedures and active threat situations.							
Conduct daily security/safety audits							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attend staff development for campus administrators and security guards on violence prevention procedures to increase school safety.	Principal Asst. Principal Security Guard	Training Materials PowerPoint Presentation Safe2SpeakUp App Student Surveys	Sept. 2020 - May 2021	Agendas Sign in Sheets PEIMS Discipline Data Student Survey Data	Student Perception of School Safety improves Decrease in behavior intervention	Student Surveys Six Weeks Behavior Intervention Reports	Title I: #10
Action Steps							
Train on de-escalation, bullying, cyberbullying, Safe2SpeakUp App, and restorative practices.							
Conduct and collect student surveys to evaluate the students' physical state and psychological mindset on school safety.							

Goal Area: 3		Improve Safety, Public Support, Culture and Climate					
Annual Goal: 3		By June 2021, family involvement and their interaction our school will increase from 5% to 10%.					
Objective: 1		By June 2021, 50% of the parents will participate in informational and training sessions.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host district information and training sessions on a variation of topics on different days and different times.	Parental Educators Community Engagement Recruiters	Research Based Best Practices District Policy Handbook TEA Material	Sept. 2020 - May 2021	Meetings Agendas Minutes Sign In Sheets PowerPoint presentations	Parent Surveys Attendance at Meetings	Assessment Results Participation Performance	Title I: #2, #4
Action Steps							
provide notices about meetings and information about events							
Provide one to one campus sessions on multiple topics							
Schedule literacy and entrepreneurship sessions to support families							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Facilitate parental sessions for parents through a collaboration between our campus PR representative, counselor and parental educator.	Principal Asst. Principal Counselor Parental Educators Community Engagement Recruiters	Campus social media Parent surveys	Sept. 2020 - May 2021	Brochures Agendas Minutes Sign In Sheets PowerPoint presentations Calendar planning dates	Parent Surveys Attendance at Meetings	Assessment Results Participation Performance	Title I: #2, #4
Action Steps							
Conduct Weekly meetings with parent educator and counselor on ways to engage more parents to information and training sessions.							
Utilize different ways of communication including social media to promote parent participation.							
Analyze data on parent participation and feedback provided by parents.							

Goal Area: 3		Improve Safety, Public Support, Culture and Climate					
Annual Goal: 3		By June 2021, family involvement and their interaction with our school will increase from 25% to 50%.					
Objective: 2		By June 2021, 20% of our parents will be connected with community partners and resources.					

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host a variation of sessions and courses which include community partners and volunteer instructors	Principal Asst. Principal Parent Educator Counselor	Parent Survey Need Assessment	Sept. 2020 - May 2021	Sign In Sheets Parent Created Artifacts Parent Feedback	Parent Created Artifacts Parent Feedback	Increase performance Increase participation	Title I: #6
Action Steps							
Partner with community organizations							
Recruit volunteer instructors							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Meet with community partners periodically to address goals and expectations	Principal Asst. Principal Parent Educator Counselor	Parent Survey Need Assessment	Sept. 2020 - May 2021	Sign In Sheets Meeting Notes Parent Feedback	Parent Created Artifacts Parent Feedback	Increase performance Increase participation	Title I: #6
Action Steps							
Analyze community program key points addressing goals and expectations.							
Create community service projects based on parent needs and feedback							

Goal 4

Goal Area: 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal: 1	All Teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2021.						
Objective: 1	Use walk-through data to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct weekly walk-throughs.	Principal, Asst. Principal, CLL, Counselor	Principal, AP CLL, Counselor	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test Professional growth	Walk- through data	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Create a schedule for classroom visits.							
Decide on how feedback will be delivered to teachers.							
Leadership team calibration on walkthroughs.							
Review data and address areas of need.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Provide all staff with weekly instructional feedback.	Principal, Asst. Principal, CLL, Counselor	Principal, AP, CLL, Counselor	Sept. 2020 - May 2021	Walkthrough Documentation	Weekly Tests BMI & BM2 STARR Test Professional growth	Walk- through data	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Schedule peer observations.							
Monitor and follow up with areas of need.							

Goal Area: 4 Increase Staff Quality, Recruitment and Retention							
Annual Goal: 1 All Teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time by June 2021.							
Objective: 2 Provide professional learning opportunities for staff based on observed data using the Instructional Focus Walk-Through Form.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Principal, Asst. Principal, CLL, Counselor	Observations, SLO data, walk-through data	Sept. 2020 - May 2021	Walk-through schedule, Walk-through data	Increased quality of instructional time	Walk-through data reviews	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Campus leadership will review walk-through data and identify areas of need.							
Campus leadership will identify staff instructional needs and develop an action plan.							
Monitor and revise action plan.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will identify areas of need.	Principal, Asst. Principal, CLL, Counselor	Observations, SLO data, walk-through data	Sept. 2020 - May 2021	Walk-through schedule, Walk-through data	Increased quality of instructional time	Walk-through data reviews	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Campus administrators and teachers will develop and monitor professional developmental goals to address areas of need.							
Provide professional development opportunities for staff.							
Review and monitor achievement of professional development goals.							

Goal Area: 4 Increase Staff Quality, Recruitment and Retention							
Annual Goal: 2 Support the development of teachers.							
Objective: 1 100% of teachers with 3 or less years of experience will be mentored throughout the year.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Weekly meetings with assigned mentor	CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III, IV State Bilingual Funds State Comp.

Action Steps							
Plan schedule and hold meetings.							
Decide on areas of need.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Peer observations conducted by new teacher	Teachers, CLL		Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Decide on which teachers to observe.							
Create schedule of observations.							

Goal Area: 4		Increase Staff Quality, Recruitment and Retention					
Annual Goal: 2		Support the development of teachers.					
Objective: 2		100% of teachers in need of assistance will be mentored throughout the year.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Weekly meetings with assigned mentor	CLL	CLL	Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Plan schedule and hold meetings.							
Decide on areas of need.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Peer observations conducted by new teacher	Teachers, CLL		Weekly	Sign In Sheets	Increase teacher effectiveness	evaluation data, student performance	Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Decide on which teachers to observe.							
Create schedule of observations.							

Goal Area: 4		Increase Staff Quality, Recruitment and Retention					
Annual Goal: 3		Use the evaluation systems to increase staff quality, recruitment and retention by June 2021.					
Objective: 1		Use data collected in the evaluations system to offer professional growth opportunities for all staff as means of recruitment and retention.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component

Use data to identify campus areas of need and create professional development opportunities for staff.	Principal, Asst. Principal, CLL	Principal, Asst. Principal, CLL	quarterly	Need assessment data, Survey data	Increase teacher effectiveness, increased student achievement		Title I, II, III, IV State Bilingual Funds State Comp.
Action Steps							
Identify areas of need and provide professional development.							
Professional development is provided at the beginning of the year and continue as needed.							

Professional Development Plan

Professional Development				
DATE	AUDIENCE	TOPIC	RESOURCES	GOAL ATTAINMENT
7/27/2020	Admin	TXCEE - Characteristics of Quality Assessments	manuals provided	Goal Area 1 & 2
7/28/2020	Admin	TASB - Hiring Training	notes provided	Goal Area 4
7/29/2020	Admin	TXCEE-Conducting Evidence Based Critical Conver	manuals provided	Goal Areas 1-3
7/30/2020	Admin	TASB - Hiring Training	notes provided	Goal Area 4
8/4/2020	Admin	Principal's Residency	notes provided	Goal Areas 1-4
8/5/2020	Admin	Principal's Residency	notes provided	Goal Areas 1-4
8/6/2020	Admin	Curriculum Rollouts for Admin	manuals provided	Goal Area 1 & 2
8/13/2020	Admin	Scheduling Training - Elementary	notes provided	Goal Area 1 & 2
8/14/2020	Admin	Proc. for Distribution of Learning Resources	Campus Plan	Goal Area 1 & 2
8/14/2020	CTC	Identification and Placement of New Enrollment	notes provided	Goal Area 1 & 2
8/17/2020	Campus Staff	PSJA Convocation	Laptops, Handbooks, Plans	Goal Area 1-4
8/17/2020	Campus Staff	BOY Campus Procedures	Laptops, Handbooks, Plans	Goal Area 1-4
8/17/2020	Campus Staff	Campus Covid-19 Training	Laptops, Handbooks, Plans	Goal Area 3 & 4
8/18/2020	Campus Staff	Google Classroom Sync Training	Laptops, Handbooks, Plans	Goal Area 1, 2 & 3
8/18/2020	Campus Staff	Campus Data Analysis and Domain Report	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/18/2020	Campus Staff	SPED/ARD/IEPs/504 Accommodations	Laptops, Handbooks, Plans	Goal Areas 1-3
8/18/2020	Campus Staff	RTI Program Referral Procedures	Laptops, Handbooks, Plans	Goal Areas 1-3
8/18/2020	Campus Staff	Title IX - Sexual Harassment	Laptops, Handbooks, Plans	Goal Areas 1-3
8/18/2020	Campus Staff	Bullying, Cyberbullying & David's Law	Laptops, Handbooks, Plans	Goal Areas 3 & 4
8/18/2020	Campus Staff	Conflict Resolution	Laptops, Handbooks, Plans	Goal Areas 3 & 4
8/19/2020	PK3&4	Curriculum Rollouts for	Laptops, Handbooks, Plans	Goal Area 1 & 2

8/19/2020	Music Teacher	Fine Arts Session	Laptops, Lesson Plans, TE's	Goal Area 1, 2 & 3
8/19/2020	P.E. Coaches	PE Session	Laptops, Lesson Plans, TE's	Goal Area 1, 2 & 3
8/19/2020	Kinder	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	Kinder Dual	Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	1st Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	1st Gd. Dual	Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	2nd Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	2nd Gd. Dual	Read/Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	3rd Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	3rd Gd. Dual	Read/Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	4th Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	4th Gd. Dual	Read/Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	5th Gd.	Reading Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	5th Gd.	Read/Lectura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	Kinder (Grp. B)	Pearlized Math Kinder	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	New to Kinder	Campus Planning	Laptops, Handbooks, Plans	Goal Area 1-4
8/19/2020	1st Gd. (Grp. B)	Campus Planning	Laptops, Handbooks, Plans	Goal Area 1-4
8/19/2020	2nd Gd.	Writing Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	2nd Gd. Dual	Writing/Escritura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	3rd Gd.	Writing Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	3rd Gd. Dual	Writing/Escritura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	4th Gd.	Writing Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	4th Gd. Dual	Writing/Escritura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	5th Gd.	Writing Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/19/2020	5th Gd.	Writing/Escritura Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1, 2 & 3
8/20/2020	PK3 - PK4	Curriculum Planning	Laptops, Handbooks, Plans	Goal Area 1 & 2

8/20/2020	Kinder (New)	Pearlized Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	1st Gd (New)	Pearlized Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	Music	Fine Arts Session	Laptops, Handbooks, Plans	Goal Area 1, 2 & 3
8/20/2020	P.E. Coaches	PE Session	Laptops, Handbooks, Plans	Goal Area 1, 2 & 3
8/20/2020	Kinder	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	1st Gd. (Grp B)	Pearlized Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	2nd Gd.	Sharon Wells Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	3rd Gd.	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	4th Gd.	Sharon Wells Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	5th Gd.	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	Kinder	Curriculum Planning	Laptops, Handbooks, Plans	Goal Area 1, 2 & 3
8/20/2020	1st Gd.	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	2nd Gd.	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	3rd Gd.	Sharon Wells Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	4th Gd.	Science Curriculum Rollout	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/20/2020	5th Gd.	Sharon Wells Math	Laptops, Handbooks, Plans	Goal Area 1 & 2
8/24/2020	Campus Staff	Campus Social Emotional Training	notes provided	Goal Area 3 & 4
8/24/2020	Campus Staff	504 Referral Procedures	notes provided	Goal Area 1, 2 & 3
8/25/2020	Admin	ARD SuccessEd Training	notes provided	Goal Area 1, 2 & 3
8/25/2020	New DL Teachers	DLTI (Day 1)	Resources Provided	Goal Area 1, 2 & 3
8/25/2020	SPED	ARD Success Ed Training	Laptops, Handbooks, Plans	Goal Area 1, 2 & 3
8/25/2020	Kinder	Imagine Math	notes provided	Goal Area 1 & 2
8/25/2020	1st Gd.	Imagine Math	notes provided	Goal Area 1 & 2
8/25/2020	2nd Gd.	Imagine Math	notes provided	Goal Area 1 & 2
8/25/2020	3rd Gd.	Istation	notes provided	Goal Area 1 & 2
8/25/2020	4th Gd.	Istation	notes provided	Goal Area 1 & 2
8/25/2020	5th Gd.	Istation	notes provided	Goal Area 1 & 2
8/25/2020	Kinder	Istation	notes provided	Goal Area 1 & 2
8/25/2020	1st Gd.	Istation	notes provided	Goal Area 1 & 2
8/25/2020	2nd Gd.	Istation	notes provided	Goal Area 1 & 2
8/25/2020	3rd Gd.	Imagine Math	notes provided	Goal Area 1 & 2
8/25/2020	4th Gd.	Imagine Math	notes provided	Goal Area 1 & 2

8/25/2020	5th Gd.	Imagine Math	notes provided	Goal Area 1 & 2
8/25/2020	Campus Staff	CLC Procedures	notes provided	Goal Area 1 & 2
8/25/2020	Campus Staff	Campus McRel Rubric Training	notes provided	Goal Area 1 & 2
8/25/2020	Campus Staff	Special Pops	notes provided	Goal Area 1, 2 & 3
8/26/2020	CTC	Testing Plan for Identification	notes provided	Goal Area 1, 2 & 3
8/26/2020	New DL Teachers	DLTI (Day 2)	Resources Provided	Goal Area 1, 2 & 3
8/26/2020	Campus Staff	MYON Training	notes provided	Goal Area 1 & 2
8/26/2020	Campus Staff	Virtual Learning Pathways	notes provided	Goal Area 1 & 2
8/27/2020	Admin	Distribution of Devices	notes provided	Goal Area 1 & 2
9/3/2020	LPAC Members	BOY LPAC	notes provided	Goal Area 1, 2 & 3
9/9/2020	1st	TPRI Training	notes provided	Goal Area 1 & 2
9/10/2020	Campus Staff	Tech Training #1 - Google Classroom	notes provided	Goal Area 1, 2 & 3
9/10/2020	2	TPRI Training	notes provided	Goal Area 1 & 2
9/11/2020	3	TPRI Training	notes provided	Goal Area 1 & 2
9/16/2020	CLL, K, 1, AP	Reading Academy Overview	notes provided	Goal Area 1 & 2
9/17/2020	Admin	Campus Improvement Plan: Next Steps	Plan Templates provided	Goal Area 1-4
9/18/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
9/22/2020	Admin	LAS Links Online Administration Training	notes provided	Goal Area 1 & 2
9/24/2020	Admin & Counselor	SEL & Wraparound Services Training	notes provided	Goal Area 3 & 4
9/25/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
9/28/2020	Kinder, AP	TX-KEA	notes provided	Goal Area 1 & 2
10/1/2020	2nd - 5th	Writing Roll out	notes provided	Goal Area 1 & 2
10/2/2020	Sci Lab, CLL, AP	Science Curriculum Rollout	notes provided	Goal Area 1 & 2
10/5/2020	PK	CIRCLE Progress Monitoring Training	notes provided	Goal Area 1 & 2
10/5/2020	CTC	TELPAS	notes provided	Goal Area 1 & 2
10/5/2020	NEW to Kinder	Pearlized Math	notes provided	Goal Area 1 & 2
10/5/2020	PK	CIRCLE Prog Monitoring	notes provided	Goal Area 1 & 2
10/6/2020	AP	Reading Academy Overview	notes provided	Goal Area 1 & 2
10/6/2020	New to 1	Pearlized Math	notes provided	Goal Area 1 & 2
10/6/2020	2, 3	Sharon Wells Math	notes provided	Goal Area 1 & 2
10/7/2020	Kinder	Pearlized Math	notes provided	Goal Area 1 & 2
10/9/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
10/12/2020	1st	Pearlized Math	notes provided	Goal Area 1 & 2
10/14/2020	DL Staff	ELPS Refresher	notes provided	Goal Area 1, 2 & 3
10/14/2020	GT Staff	GT Training	notes provided	Goal Area 1 & 2
10/16/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
10/16/2020	GT Staff	GT Training	notes provided	Goal Area 1 & 2
10/23/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
10/26/2020	GT Staff	GT Update Training	notes provided	Goal Area 1 & 2
10/29/2020	GT Staff	GT Update Training	notes provided	Goal Area 1 & 2
10/30/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
11/6/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2

11/13/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
11/13/2020	GT Staff	GT Update Training	notes provided	Goal Area 1 & 2
11/20/2020	AP/CTC	Testhound Training	notes provided	Goal Area 1 & 2
11/20/2020	GT Staff	GT Update Training	notes provided	Goal Area 1 & 2
12/4/2020	GT Staff	GT Training	notes provided	Goal Area 1 & 2
Jan-21	LPAC Members	MOY LPAC	T.B.D.	Goal Area 1, 2 & 3
Feb-21	Campus Staff	TELPAS Training	T.B.D.	Goal Area 1 & 2
Feb-21	Campus Staff	STAAR Training	T.B.D.	Goal Area 1 & 2
Feb-21	Campus Staff	STAAR Alt Training	T.B.D.	Goal Area 1 & 2
Mar-21	Campus Staff	TELPAS ALT Training	T.B.D.	Goal Area 1 & 2
21-Mar	Campus Staff	TELPAS Training	T.B.D.	Goal Area 1 & 2
Apr-21	LPAC Members	EOY LPAC	T.B.D.	Goal Area 1, 2 & 3

CIP Part 2: House Bill 3 – Early Literacy, Early Math and CCMR

Under HB3 school boards are now required to adopt plans to achieve goals in early childhood literacy and mathematics proficiency and college, career, and military readiness (CCMR). Based on the board-adopted district goals, campuses must:

- Have specific, quantifiable, annual goals for five years that include targets for each student group measured in Domain 3 of the state accountability system
- Create a plan to meet the campus goals
- Post the district’s annual report on progress toward the goals on the campus

The Board has adopted goals for STAAR performance at the Meets Grade Level Standard for grade 3 in both reading and math, grades 5-8 reading and College, Career, and Military Readiness (CCMR) of high school graduates.

- Submission of CIP executive summaries and plans for Board approval will continue as in the prior year.
- Due to the impact of Covid-19, plans for 2020-2021 will focus on accelerating students’ academic gaps. The administration’s current recommendation to the Board is that the target for 2021 is to match 2019 performance with growth expected in 2022 and beyond.
- Plans for the HB3 goals related to grade 3 reading and math and CCMR should include strategies that support progress toward the 5-year goal.

Appendix

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- **Improvement Planning Data**
 - District goals
 - Campus Performance Objectives Summative Review from previous year
 - Current and/or prior year(s) campus and/or district improvement plans
 - Campus and/or district planning and decision-making committee(s) meeting data
 - State and federal planning requirements
- **Accountability Data**
 - [Texas Academic Performance Report \(TAPR\) data](#)
 - Student Achievement Domain
 - Student Progress Domain
 - Closing the Gaps Domain
 - Accountability Distinction Designations
 - Federal Report Card Data
 - PBMAS data
- **Student Data: Assessments**
 - State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
 - State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
 - STAAR Released Test Questions
 - Texas English Language Proficiency Assessment System (TELPAS) results
 - Student Success Initiative (SSI) data for Grades 5 and 8
 - SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
 - SSI: Imagine Math assessment data for Grades 3-8
 - Local benchmark or common assessments data
 - Running Records results
 - Observation Survey results
 - Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
 - Texas approved Prekindergarten and Kindergarten assessment data
- **Student Data: Student Groups**
 - Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
 - Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
 - Economically disadvantaged / Non-economically disadvantaged performance and participation data
 - Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- **Student Data: Behavior and Other Indicators**
 - Attendance data
 - Mobility rate, including longitudinal data
 - Discipline records
 - Tobacco, alcohol, and other drug-use data
- **Employee Data**
 - Campus learning communities (CLC) data
 - Staff surveys and/or other feedback
 - Teacher/Student Ratio
 - State certified and high-quality staff data
 - Campus leadership data
 - Campus department and/or faculty meeting discussions and data
 - Professional development needs assessment data
 - Evaluation(s) of professional development implementation and impact
 - McRel data
- **Parent/Community Data**
 - Parent surveys and/or other feedback
 - Parent engagement rate
 - Community surveys and/or other feedback
- **Support Systems and Other Data**
 - Organizational structure data
 - Processes and procedures for teaching and learning, including program implementation
 - Communications data
 - Capacity and resources data
 - Budgets/entitlements and expenditures data
 - Study of best practices