

Pharr – San Juan – Alamo Independent School District



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**AUGUSTO GUERRA
ELEMENTARY**

**Campus Improvement Plan
2020-2021**

Augusto Guerra Elementary VISION & MISSION STATEMENT



Vision

Augusto “Gus” Guerra elementary students are actively involved and prepared to collaborate, compete and become multi-cultural life-long learners.

Mission

Our mission at Augusto “Gus” Guerra Elementary is to provide a balanced learning experience; one that challenges every student to engage in experiences that will equip them to become successful, well-rounded individuals of today’s multicultural, modern society. Our team at Guerra Elementary is ready and committed to collaborate with our parents and community to ensure that every student has the experiences and resources necessary to achieve the highest levels of success.

Augsto Guerra Elementary

What we believe in:



- *the purpose of education is to prepare students to become productive and self supporting citizens.*
- *effective schools, given the proper facilities, should provide a warm, supportive environment, which fosters the whole child emotionally, intellectually, physically and socially.*
- *a successful student is self-motivated, has self-esteem, communicates effectively, thinks logically, and is literate.*
- *excellent teachers are caring, open-minded, knowledgeable, patient, and willing to apply different methodologies knowing that our students are tomorrow's leaders.*
- *learning is fun and an on-going process, which occurs when it is relevant, challenging, motivating and interesting.*
- *parents should be supportive, responsible, cooperative and involved in the education of their children by instilling the importance of an education and encouraging them to set and achieve goals.*
- *a quality instructional program includes a relevant, well-planned curriculum, which is motivational, consistent, and meets the various needs of students.*
- *the community should be supportive, involved and well informed.*

Augsto Guerra Elementary

Demographics



	ALL	Male	Female	SPED	504	ELs	M2	MIGRANT	ECD	GT	AT RISK	Hispanic	White
Number	590	299	290	49	8	351	2	29	567	4	496	586	3
Percent	100%	50%	49%	8%	1%	60%	.3 %	4.9%	96.3 %	0.6%	84%	99%	0.5%

Augsto Guerra Elementary 2019 Accountability Summary



	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
Guerra	76	85	76	82	B

Student Achievement: Domain 1



Calculation of STAAR Component Score

STAAR Performances	Reading	Math	Writing	Science	
Approaches	76%	83%	69%	83%	79%
Meets	40%	54%	35%	52%	46%
Masters	16%	26%	5%	26%	20%
Total Percentage Points					145 points
Student Achievement Domain 1 STAAR Component Score (Total points ÷ 3 =)					48 (76) Raw Score

School Progress Domain II: Part A



Prior Year STAAR Performance	Did not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade	Growth Points Earned	Total Possible Points
	Progress not applicable (0 point)	Did not meet Progress (0 point)	Met or Exceeded Progress (1 point)	Progress not applicable (0 point)	Did not meet Progress (1/2 point)	Met or Exceeded Progress (1 point)	Progress not applicable (0 point)	Did not meet Progress (1/2 point)	Met or Exceeded Progress (1 point)	Progress not applicable (1 point)		
Did not meet		12	33			30			4	2		
Approaches		19	0		24	26			26	9		
Meets	2			15				12	16	23		
Masters	0			5			19			34		
Total tests	2	31	33	20	24	56	19	12	46	68		
Total Points	0.0	0.0	33.0	0.0	12.0	56.0	0.0	6.0	46.0	68.0	221	311
								½ Pt = 18	1 pt = 203	= 221	221/311	71 (74)

School Progress Domain II: Part B – Relative Performance















% Econ. Disadv.	% Econ. Disadv. Range	Type of Campus	STAAR Performance Domain I	90	80	70	60
96.3	96.1 to 97	Elementary	48 (85) (Raw Score)	53	43	36	32

Domain III: Academic Achievement -Component 1= 30%

STAAR Subject and State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
TARGETS	44	32	37	60	74	19	33	29	36	46	42		
Reading	40 X		40 ✓	0	100	13	39 ✓	40 ✓	0	40 X	37 X		
TARGETS	46	31	40	59	82	23	36	40	44	47	45		
Math	54 ✓		54 ✓	0	100	22	54 ✓	54 ✓	50	56 ✓	44 X		
TOTAL												8	12
Academic Achievement Component Score	$8/12 = 67\% \times 30.0\% = 20.1$												

Domain III: Growth Status -Component 2= 50%

STAAR Subject and State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
TARGETS	66	62	65	69	77	59	64	64	65	66	67		
Reading	65 		64 	100	50	73	64 	59 	25	67 	58 		
TARGETS	71	67	69	74	86	61	68	68	70	71	70		
Math	76 		76 	100	100	100	76 	76 	100	77 	74 		
TOTAL												8	12
Academic Growth Component Score												8/12 = 67% x 50.0% = 33.5	

Domain III: ELP Status -Component 3= 10%

2017-2018 and 2018-2019

TELPAS DATA FOR Current and Monitored ELL's



Target	36%		
Target Met	Y		
TELPAS Progress Rate	44%		
TELPAS Progress	104		
TELPAS Total	234		
Total Indicators	100%	1	1

$$1/1 = 100\% \times 10.0\% = 10.0$$

Domain III: Student Success Status-Component 4= 10%



State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
TARGETS	47	36	41	58	73	23	38	37	43	48	45		
Domain I	48 ✓		48 ✓	0	89	23 ✓	48 ✓	49 ✓	22	50 ✓	43 ✗		
TOTAL												6	7
Student Achievement Component Score												86%	

$$6 / 7 = 86\% \times 10.0\% = 8.6$$

Domain III: Closing the Gaps Summary



Components	Percentage received	Weight	Total Points
Academic Achievement	67%	30%	20.1
Academic Growth	67%	50%	33.5
Student Achievement Domain I	100%	10%	10.0
English Language Proficiency	86%	10%	8.6
Total Closing the Gaps Domain Score			72 (76) Raw Score

Accountability Rating Summary

Domain	Scaled Score	Better of PART A or Part B	Better from Student achievement or Student Progress	Weight	Weighted Points
Student Achievement Domain 1	76				
Student Progress Domain II Part A	74				
Student Progress Domain II Part B	85	85	85	70%	59.5
Closing the Gaps Domain III	76			30%	22.8
CAMPUS OVERALL RATING SCORE					82 B

Overall and Domain Rating Cut Points				
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
scaled score 90-100	scaled score 80-89	scaled score 70-79	scaled score 60-69	scaled score ≤59

Goals for 2020 – 2021: Domain I – STAAR Performance



STAAR Performances	2018-2019 Reading	2019-2020 Reading	2018-2019 Math	2019-2020 Math	2018-2019 Writing	2019-2020 Writing	2018-2019 Science	2019-2020 Science
Approaches	76%	86%	83%	90%	69%	84%	83%	90%
Meets	40%	50%	54%	60%	35%	50%	52%	60%
Masters	16%	26%	26%	30%	5%	20%	26%	30%

Goals for 2020-2021: Domain II – Academic Growth



	2018-2019	2020-2021
Points from ½ Point	18	30
Points from 1 Point	203	260
Total Growth points	221	280

Goals for 2020-2021: Domain III – Academic Achievement (meets or above)



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STAAR Subject and State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled
Reading	40		40	0	100	13	39	40	0	40	37
2020-2021 Target Goals	50 (44)		44 (37)			20 (19)	39 (33)	40 (29)		45 (46)	45 (47)
Math	54		54	0	100	22	54	54	50	56	44
2020-2021 Target Goals	64 (46)		54 (40)			25 (23)	54 (36)	54 (40)		56 (42)	45 (45)

Green : Met Target
 Red : Target Not Met
 Orange: New Goals (targets)

Goals for 2020-2021: Domain III – Academic Growth

STAAR Subject and State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled
Reading	65		64				64	59		67	58
2020-2021 Target Goals	70 (66)		69 (65)				69 (64)	67 (64)		68 (66)	67 (67)
Math	76		76				76	76		77	74
2020-2021 Target Goals	76 (71)		76 (69)				76 (68)	76 (68)		77 (71)	74 (70)

Green : Met Target

Red : Target Not Met

Orange: New Goals
(targets)

Goals for 2020-2021: Domain III – ELP Status



2018- 2019 Guerra Elementary - TELPS PROGRESS RATE: 44% (36)

2020-2021 Guerra Elementary - TELPS PROGRESS TARGET GOAL: 50%

Green : Met Target
Orange: New Goals
(target)

Goals for 2020-2021: Domain III – Student Success Status (Domain I: Student Achievement)



State Targets	ALL	African Amer.	Hispanic	White	Asian	Special Ed. (Current)	Econ. Disadv.	ELL's (Current & M4)	Spec. Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled
Domain I results	48		48			23	48	49		50	43
2019-2020 Target Goals	53 (47)		53 (41)			25 (23)	50 (38)	50 (37)		50 (48)	45 (45)

Green : Met Target
 Red: Target Not Met
 Orange: New Goals (targets)

Local Assessment Data : PK 3 CLI

PK3 SPAN	ON TRACK BOY 19 students	ON TRACK MOY 16 students	MONITOR BOY 19 students	Monitor MOY 16 students	NEEDS SUPPORT BOY 19 Students	OUT OF RANGE BOY 19 students
Letras Rapidas	13	2	6	3		11
Vocabulario	11	11	8	5		
Conciencia fonologica	16	12	3	4		
Sonidos de letras	0 = 16 students 1-5 = 3 students 6-9 = 0 students 10-12 = 0 students	0 = 7 students 1-5 = 8 students 6-9 = 1 students 10-12 = 0 students				
Escritura temprana	11	17	2			6
PK3 ENG	ON TRACK BOY 10 students tested	ON TRACK MOY 11 students tested	MONITOR BOY 10-S	MONITOR YOY 11-S	NEEDS SUPPORT	OUT OF RANGE BOY 10-S
Rapid letter naming	2	4	6	5		2
Rapid Vocabulary	3	9	7	2		
Phonological Awareness	4	3	6	8		
Letter sounds	0 = 8 students 1-5 = 1 students 6-9 = 1 students 10-12 = 0 students	0 = 8 students 1-5 = 3 students 6-9 = 0 students 10-12 = 0 students				
Early Writing Skills	3	10	6	1		1

Local Assessment Data : PK 4 CLI



PK4 SPAN	ON TRACK BOY 44 students tested	ON TRACK MOY 24 students	MONITOR	NEEDS SUPPORT BOY 44-S	NEEDS SUPPORT MOY 24-S	OUT OF RANGE
Letras Rápidas	16	16		28	8	
Vocabulario	14	7		30	17	
Conciencia fonológica	25	19		19	5	
Escritura temprana	30	21		14	3	
Sonidos de letras	0 = 24 students 1-5 = 14 students 6-9 = 4 students 10-12 = 3 students	0 = 0 students 1-5 = 2 students 6-9 = 12 students 10-12 = 10 students				
PK4 ENG	ON TRACK BOY 34 Students tested	ON TRACK MOY 20 students	MONITOR	NEEDS SUPPORT BOY 34-S	NEEDS SUPPORT MOY 24-S	OUT OF RANGE
Rapid letter naming	12	15		22	5	
Rapid Vocabulary	6	6		28	19	
Phonological Awareness	18	2		34		
Early Writing Skills	33			1		
Letter sounds	0 = 22 students 1-5 = 5 students 6-9 = 2 students 10-12 = 7 students					

Local Assessment Data : Kinder TEJAS LEE MOY



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Tejas LEE Resumen de la Clase

Kindergarten - MOY

Mitad del año

Maestro(a): Bocanegra, San (1175)

Clase: Homeroom (P0)

Examen: GKG Tejas LEE MOY 2019-2020

- WGI - Whole Group Instruction Recommended (>= 67% NI)
- OPT - Whole Group Instruction Optional (>=50% and <67% NI)
- Students Identified for Small Group Instruction (NI on Task)

D = Desarrollado - NE = Nivel Esperado - NI = Nivel de Intervención

Conocimiento de la letra impresa	Conocimiento de los grafonemas		Conciencia fonológica					Conocimiento de los grafonemas	Comprensión auditiva		# Secciones Desarrollado (Secciones 1-10)		
	Opcional	Sección 1	Sección 2	Sección 3	Sección 4-5	Sección 6	Sección 7		Sección 8	Sección 9		Sección 10	
Conocimiento de la letra impresa	Identificación de las letras	Conocimiento de los sonidos	El total de conocimiento de los grafonemas	Conocimiento de rimas	El total de Unión/ Segmentación de las sílabas	Identificación del sonido inicial	Identificación del sonido final	Unión de los sonidos	El total de conciencia fonológica	Reconocimiento de las palabras	Explícitas	Implícitas	El Total Cuento 2 Comprensión

TEACHER Group			
A	B	C	D
12	16	13	11
23%	31%	25%	21%

TASK Developed		
Fonologica	Grafonemas	Developed on ALL tasks & Comprehension
12 23%	34 65%	8 15%

D=ON TASK

A & B= INTERVENTION

52 students

Local Assessment Data : Kinder TPRI MOY



TPRI Class Summary Report

Kindergarten - MOY

Middle-of-Year

Teacher: Bugarin, Maritza (134)

Class: Homeroom (PO)

Assmt: GKG TPRI MOY 2019-2020

- WGI - Whole Group Instruction Recommended (>= 51% SO)
- OPT - Whole Group Instruction Optional (>= 50% and < 51% SO)
- Students Identified for Small Group Instruction (SO on Task)

Inventory														# Developed Inventory Tasks		
Book & Print Awareness	Phonemic Awareness					Graphophonemic Knowledge			Listening Comprehension				Word Reading (Optional)			
BPA-1	PA-1	PA-2	PA-3	PA-4	PA-5	Phonemic Awareness Total	GK-1	GK-2	Graphophonemic Knowledge Total	Story					WR-1	WR-1
Book & Print Awareness (Optional)	Rhyming	Blending Word Parts	Blending Phonemes	Deleting Initial Sounds	Deleting Final Sounds		Letter Name Identific.	Letter to Sound Linking		Recalling Details	Linking Details	Inferring Word Meaning	Total Listening Comprehension		Set 1	Set 2

TEACHER Group			
A	B	C	D
10	7	7	10
29%	21%	21%	29%

TASK Developed			
Phonemic Awareness	Graphophonemic Knowledge	Story comprehension	ALL
10	30	27	10
29%	88%	70%	29%

D=ON TASK

A & B= INTERVENTION

34 students

Local Assessment Data : 1st grade TEJAS LEE MOY



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Primer grado - MOY

Conciencia fonológica				Conocimiento de los grafonemas	Comprensión de la lectura										Conocimiento de los grafonemas	# Secciones Desarrollado o Nivel Esperado		
Sección 1-2	Sección 3-4	Sección 5-6	El total de conciencia fonológica	Sección 7	Sección 8										Sección 9			
Identificación del sonido inicial y final	Unión y segmentación de los sonidos	Omisión del sonido inicial y final		Reconocimiento de las palabras	Exactitud de lectura	Fluidez de lectura	Explícitas	Implícitas	El Total Cuento 3 Comprensión	Exactitud de lectura	Fluidez de lectura	Explícitas	Implícitas	El Total Cuento 4 Comprensión	Exactitud Nivel de logro global		Promedio fluidez de lectura	Comprensión Nivel de logro global
Total	Total	Total		Total	Cuento 3				Cuento 4							Total		

TEACHER Group			
A	B	C	D
9	10	12	14
20%	22%	27%	31%

TASK Developed			
Phonemic Awareness	Graphophonemic Knowledge	Story Comprehension	Developed on ALL
35	27	28	23
78%	60%	62%	51%

D=ON TASK

A & B= INTERVENTION

45 students

Local Assessment Data : 1st grade TPRI MOY



1st Grade - MOY

Inventory																												
Phonemic Awareness				Graphophonemic Knowledge					Word Reading				Reading Accuracy, Fluency, Comprehension															
PA-1	PA-2	PA-3	PA-4	Phonemic Awareness Total	GK-1	GK-2	GK-3	GK-4	GK-5	Graphophonemic Knowledge Total	Set1	Set2	Set3	Set4	Word Reading Total	Story 3					Story 4				Total Reading Comprehension	Total Story Reading Comprehension	Average Fluency	# Developed Inventory Tasks
Blending Word Parts	Blending Phonemes	Deleting Initial Sounds	Deleting Final Sounds		Initial Consonants	Final Consonants	Middle Vowels	Initial Blends	Final Blends		Set 1	Set 2	Set 3	Set 4		Accuracy Level	Fluency / S-WCPM	Recalling	Linking	Inferring Meaning	Inferring Word	Accuracy Level	Fluency / S-WCPM	Recalling				

TEACHER Group			
A	B	C	D
8	10	9	10
22%	27%	24%	27%

TASK Developed			
Phonemic Awareness	Graphophonemic Knowledge	Story Comprehension	Developed on ALL
22	27	15	14
60%	73%	41%	38%

D= On Task

A & B= INTERVENTION

36 students

Local Assessment Data : 2nd grade



BM 1 – 2nd Grade Reading at Approaches

56% - English

33% - Spanish

BM 1 – 2nd Grade Math at Approaches

59% - English

Local Assessment Data : 3rd grade



3rd Grade													
Mathematics							Reading						
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1	Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1
Standards:	75%	75%	75%	88%	88%		Standards:	76% (E) 71% (S)	76% (E) 71% (S)	76% (E) 71% (S)	85% (E) 82% (S)	85% (E) 82% (S)	
Guerra	55	57	55	28	17	50	Guerra	40	35	40	17	16	46

Local Assessment Data : 4th grade



4th Grade																				
Mathematics							Reading							Writing						
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1	Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1	Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Meets BM 2 2019	Masters BM 2 2020	Domain 1
Standards:	74%	74%	71%	85%	82%		Standards:	E-75% S-75%	E-75% S-75%	E-75% S-75%	E-86% S-86%	E-86% S-86%		Standards:	E-72% S-69%	E-69% S-72%	E-72% S-69%	E-84% S-84%	E-84% S-81%	
Guerra	41	28	41	14	19	44	Guerra	38	36	33	15	8	34	Guerra	35	33	22	7	4	27

Local Assessment Data : 5th grade



5th Grade																				
Mathematics							Reading							Science						
Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1	Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1	Campus	STAAR Meets 2019	Meets BM 2 2019	Meets BM 2 2020	Masters BM 2 2019	Masters BM 2 2020	Domain 1
Standards:	72%	69%	72%	83%	83%		Standards:	E-76% S-68%	E-74% S-68%	E-76% S-68%	E-87% S-84%	E-87% S-84%		Standards:	78%	78%	78%	89%	89%	
Guerra	63	44	53	17	28	55	Guerra	40	43	45	19	26	52	Guerra	51	38	51	9	24	52

TELPAS 2020 Data



Guerra	Listening		Speaking		Reading		Writing		Yearly Progress Composite Rating	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
2 nd	27/49=55%	26/52=50%	20/49=41%	5/52=15%	16/49=33%	16/54=30%	17/49=35%		16/47=34%	
3 rd	45/58=78%	37/54=69%	19/58=33%	10/54=19%	28/58=48%	25/54=46%	20/58=34%		23/57=40%	
4 th	3/48=6%	8/55=15%	16/48=33%	6/55=11%	17/48=35%	29/55=53%	31/48=65%		13/46=28%	
5 th	23/57=40%	30/51=59%	25/57=44%	5/51=10%	32/57=56%	37/51=73%	20/57=35%		21/54=39%	
	98/212=46%	101/212=48%	80/212=38%	26/212=12%	93/212=44%	107/214=50%	88/212=42%		104/234=44%	

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT 2019-2020 DISTRICT and BOARD 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 48% by June 2020.
- **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 58% by June 2020.
- **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 48% by June 2020.
- **Goal 4:** The percent of graduates who are College Career Military Ready (CCMR) will increase from 70% to 74% by 2020.

Title 1 School Wide Components:



Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019-2020 ROOT CAUSE ANALYSIS



Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Problem:</u> Special Education Students STAAR/EOC passing rates for ELA/Reading is 39%. There is a 30% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2019-2020 Goal among Special Education students is to increase the STAAR/EOC passing rate in English Language Arts/Reading to 42%.</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the ELA/Reading classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular ELA/Reading teachers during learning communities. - Implement supplemental aids for content and learning support to best meet the individual student needs.
<p><u>Problem:</u> Special Education Students STAAR/EOC Passing rates for Mathematics is 61%. There is a 22% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students with disabilities.</p>	<p>2019-2020 Goal among Special Education Students is to increase the STAAR/EOC passing rate in Mathematics to 66%.</p>	<ul style="list-style-type: none"> - Train all special education teachers who serve students in the mathematics classrooms on the TEKS curriculum. - Special education teachers will collaborate with regular mathematics teachers during collaborative learning communities. - Implement supplemental aids for content and learning support to best meet individual student needs.
<p><u>Problem:</u> Current English Learners STAAR/EOC passing rate for ELA/Reading is 56%. There is 13% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Lack of alignment between the district Dual Language Department and district leaders on instructional plans to help support campuses with resources and instructional strategies for differentiated support to ELs.</p>	<p>2019-2020 Goal among EL Students is to increase the STAAR/EOC passing rate in ELA/Reading to 60%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on researched-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.
<p><u>Problem:</u> Current English Learners STAAR/EOC passing rate in Social Studies is 54%. There is a 13% gap compared to the All Student Group.</p> <p><u>Root Cause:</u> Lack of alignment between the district Dual Language Department and district leaders on instructional plans to help support campuses with resources and instructional strategies for differentiated support to ELs.</p>	<p>2019-2020 Goal among EL Student is to increase the STAAR/EOC passing rate in Social Studies to 58%%.</p>	<ul style="list-style-type: none"> - Provide professional development for teachers and campus leaders on research-based instructional strategies and content, to include, English Language Proficiency Standards. - Provide training through data analysis that will ensure a deep understanding of the TELPAS domains and student language proficiency level.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019-2020 ROOT CAUSE ANALYSIS



Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Problem:</u> Current English Learners' 4-Year graduation rate is at 84.5%. The federal target of 90% was not met.</p> <p><u>Root Cause:</u> Failure to differentiate instruction for English Learners student group.</p>	<p>Goal: Increase graduation rate by and 5.5 % and decrease the drop-out rate of English Learners</p>	<ul style="list-style-type: none"> - Strengthen the community Count Down to Zero approach to begin earlier. The Dual Language Department and staff will target EL students. - Collaborate between the DL Director/staff and campus leadership in order to monitor course completion and graduation plans. - Provide professional development for teachers and campus leaders to address strategies and content related to the English Language Proficiency Standards (ELPS) and TELPAS domains.
<p><u>Problem:</u> Special Education Students 4-Year graduation rate is 77.6%. The federal target of 90% was not met.</p> <p><u>Root Cause:</u> Failure to differentiate instruction for the Special Education student group ..</p>	<p>Goal: Increase graduation rate by 4.4% and decrease the drop-out rate of Special Education Students.</p>	<ul style="list-style-type: none"> - Train special education teachers on research-based methodologies and instruction to strengthen the learning of special education students.
<p><u>Problem:</u> Career Technical Education (CTE) special education student group performance on STAAR EOC is at 56.25% compared to the All Student Group at 75%.</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for students.</p>	<p>Goal: Increase the STAAR EOC passing rate of special education students in CTE classes by 4.75%.</p>	<ul style="list-style-type: none"> - Provide opportunities for collaboration between the Special Education Director/staff, and campus leadership on Professional Development Training for CTE teachers on differentiation of instruction for special education student groups in CTE.
<p><u>Problem:</u> Career Technical Education (CTE) English Learners student group performance on STAAR EOC is at 55.1%, compared to the All Student Group at 75%</p> <p><u>Root Cause:</u> Failure to differentiate instruction designed for English Learners.</p>	<p>Goal: Increase the STAAR EOC passing rate of English Learners in CTE classes by 4.9%.</p>	<ul style="list-style-type: none"> - Provide opportunities for collaboration between the DL program Director/staff, CTE Program Director/staff, and campus leadership on Professional Development Training for CTE teachers on differentiation of instruction for EL student groups in CTE.
<p><u>Problem:</u> Migrant students group performance on STAAR EOC for ELA/Reading is at 54.15 %. There is a 15 % gap compared to the All Student Group at 69%.</p> <p><u>Root Cause:</u> Failure to identify the migrant student group academic and skills gap.</p>	<p>Goal: Increase the STAAR EOC passing rate Migrant student group in English Language Arts/Reading by 5.75%.</p>	<ul style="list-style-type: none"> - The Migrant District Program Director and staff will work closely with campus leaders to implement research-based methodologies that strengthen the content knowledge and skills of all Migrant Students.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019-2020 Comprehensive Needs Assessment



Focus	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement, CCMR and Graduation Rate	<p>Pharr-San Juan- Alamo provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C & I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. • The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school. • Assessments that are aligned to state standards and the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence. • Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. • Professional development is provided throughout the year in response to classroom observations and formative assessments. • A Comprehensive Student CCMR Advising Model is implemented for students in grades 8-12 that includes transition to Post-Secondary and Post-Secondary Year handoff to college/university faculty. As a result, there will be an increase of successful completion of CCMR student plans and transition into a two-year or four-year university. • All key high school staff and faculty advisors are NACADA (National Academic Advisory Association) trained by our IHE (Institute of Higher Education) partner. • The district TSI Student Success Intervention Plan includes Phase I, Phase II and Phase III Curriculums for math, writing and reading that have resulted in increases of TSI passing rates 	<p>The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.</p> <ul style="list-style-type: none"> • Student reading on level by third grade is an area that we as the district continue to work on and monitor. • Developmental writing must be taught at all grade levels whether it is assessed at the state level or not. • Professional development for teaching writing must be provided at all grade levels. • Campus schedules need to reflect a dedicated time for writing instruction at all campuses • Middle school state-assessed reading and writing classes should include a minimum of 90 minutes of instruction daily for students identified as needing academic support . • Elementary, Middle and High School Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness. • Train teachers on curriculum effectiveness. • A comprehensive database system is needed to monitor successful CCMR Plan completion of ALL students in 9-12. • Students at the lower third quartile have not been strategically monitored to earn industry-based certificates and earn 9 hours in any subject. • The TSI Student Success Intervention Plan must be implemented with fidelity at all high schools with proper tutorials/interventions between assessment. Students being TSI ready requirements is a continued challenge.

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019-2020 Comprehensive Needs Assessment



Focus	Area Reviewed	Summary of Strengths	Challenges
2	School Progress Academic Growth Relative Performance	<ul style="list-style-type: none"> A strong curriculum in mathematics and ELA/Reading has resulted in student academic growth on a yearly basis by 6 percentage points in approaches level for both reading and mathematics in the last 3 years. The number of students performing at the Meets and Masters performance level has increased each year. <p style="margin-left: 40px;">Meets: 35% to 41% in 3 years for reading, 42% to 53% in 3 years for math</p> <p style="margin-left: 40px;">Masters: 12% to 16% in 3 years for reading, 19% to 26% in 3 years for math</p> Campuses are receiving hands-on professional development on how to strategically improve the Growth Progress Measure and Relative Performance Domains of the State Accountability System. This allows focused planning for student growth. Curriculum roll-outs of state assessed contents are scheduled at the beginning of the year to ensure alignment among teachers across the district. In addition, curriculum is adjusted in response to benchmark data through-out the year. Student academic progress and relative performance is measured after each benchmark is administered and appropriate intervention measures are prescribed Student progress is monitored after each Benchmark for each student based on his performance form 2019. 	<ul style="list-style-type: none"> Campuses are expected to improve their overall state accountability rating by one letter grade or maintain its "A" rating as applicable. Effective support for teachers that are new or new to the grade level must be consistent at each campus to ensure they gain expertise not only on the TEKS for their course but how they are assessed. Instruction must be differentiated for all sub-population groups across disciplines and at all grade levels. Campus leaders and teachers should understand that student progress is a critical component of the state accountability system and that all students must show progress each year. Campus administrators and department leads must become very skilled working with data at their campuses to identify specific students who will be targeted to ensure they advance at least one level from the previous year Targeted tutorial and academies must be implemented with fidelity to meet the individual needs of students. (differentiated for each group of students) A strong tutorial curriculum must be developed at all tested levels so that teachers have the resources readily available during tutorials/academies.

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019-2020 Comprehensive Needs Assessment



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Focus	Area Reviewed	Summary of Strengths	Challenges
3	Closing the Achievement Gap	<ul style="list-style-type: none"> Special Education students met all targets in the Academic Achievement status, Growth Status, Student Success Status and School Quality Status within the closing the gaps domain. English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain. Economically disadvantaged student group met all targets in closing the gaps domain. Hispanic student group met all closing the gaps domain targets. In the area of participation, all student groups met all targets at 98% or higher. In the Texas Academic Performance Report indicates Special education students showed gains in 20 of 28 tested areas at Meets performance. 	<p>As per the TAPR data,</p> <ul style="list-style-type: none"> we have a 17% achievement gap at the Meets level between students identified as Special Education and the all student group in the area of All Grade ELA/Reading. we have a minimum of 20% achievement gap at the Meets level between students identified as English Learners and the all student group in the areas of English I and English II. English Learners(LEP) with No services, are lagging the all student group by 23% in achievement. <p>Within the Domain III report,</p> <ul style="list-style-type: none"> former Special Education students missed the growth target in the area of math by 12% points. both English Learners and Special Education students missed the 2018 graduation rate by 5.5% and 12.4% respectively. the English Language proficiency status was 2% points away from the target of 36%.
4	Family and Community Engagement	<ul style="list-style-type: none"> Parents have a high rate of participation at campus meetings and community education centers. Parent resources, materials and communications are provided in both English and Spanish. The district website informs parents of all events. Parent educators' professional development is based on local, state and national standards for parental involvement. Literacy, computer literacy, entrepreneurship, citizenship, welding and security guard certification classes are available for parents. Literacy centers are accessible and convenient for parents throughout the school district. Community partners provide practical classes for parents district-wide. 	<ul style="list-style-type: none"> Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children. Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress. Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships Staff needs training on how to effectively share assessment strategies with parents about their children's progress. Provide parents webinar training and phone links to help them better understand the STARR student reports. Videos on state accountability have to be readily available for parents.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019-2020 Summary of Findings



Focus	Area Reviewed	Summary of Strengths	Challenges
5	Technology	<ul style="list-style-type: none"> • District Technology Integration Specialists work closely with Campus Instructional Technologist (CITs) to promote technology trainings at the campuses. • Technology is integrated into the core curriculum via programs such as Learning.com, Imagine Learning, Read and Write, Criterion, Systems 44, etc. • Online Professional Development in the area of Technology is available via Hoonuit. Hoonuit provides availability to just-in-time training without having to pull teachers or staff out for training. • The school board has significantly increased the district's technology budget for the 2019-2020 school year. 	<ul style="list-style-type: none"> • Allocating sufficient time for computer-based learning is a challenge at all levels. • Technology infrastructure needs to be improved to meet the need for computer-based learning. • Creating webinars to facilitate the timely dissemination of information to the campuses from the different departments needs to be implemented. • A system must be put in place to monitor usage of many of our technology programs as well as resources.
6	Increased Learning Time	<ul style="list-style-type: none"> • Tutorials are provided for students who through weekly formative assessments and benchmarks are identified in need of extended learning. • Middle school reading and mathematics classes have been increased to 90 minutes daily. At the high school level, students identified in need of extended instructional time are placed in 90-minute ELA and Algebra I classes daily. • Extended Learning District Enrichment Camps engage all students. Campus teachers at all levels develop project-based lessons aligned to the standards. • Campus Academies in the areas of mathematics, reading, writing, science and social studies are planned at the secondary campuses so that 2-3 hours of extended learning is provided for all students at all levels. • The common planning period provided for teachers throughout the district allows for more effective lessons planning. 	<ul style="list-style-type: none"> • Meeting the academic needs of sub-groups: ELL, Special Education, CTE, and Migrant • Closing the achievement gaps of sub-groups: ELL, Special Education, CTE, and Migrant • Student participation in district enrichment camps to increase learning time

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2019-2020 Summary of Findings



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Focus	Area Reviewed	Summary of Strengths	Challenges
7	School Culture and Climate	<ul style="list-style-type: none"> • Crisis Teams at the district and school levels to address student mental and physical needs • Case Management software to view the students' behavior to intervene and assist the student • Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals. • School nurses are providing a school environment that promotes wellness for all students. • All staff is trained on creating a safe school culture and climate. • Pupil Accounting monitors school attendance weekly and shares data with campus principals in a timely manner 	<ul style="list-style-type: none"> • Professional development for Campus Behavior Coordinators on the district's discipline protocols for consistency. • Integrate the police and security departments into all emergency situations. • Accuracy, compliance, and consistency of student attendance (eg., Enrollment/Withdrawals) • Non-healthcare professionals need to be trained and assist with meeting healthcare needs of students in order to target a greater population. • Survey school staff and students to measure the school culture and climate (5th, 8th, and 12 grade)
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • All teachers are certified in the teaching assignment. • High employee retention, District is seen as an employer of choice • District owned alternative center program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program. • Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers. • Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation. • The selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders is aligned to the <i>Spirit of PSJA</i> and more rigorous with the goal of selecting top quality for the vacancy. • Funding opportunities for Masters degrees that support areas of need for dual credit teaching and or improvement of quality of teaching 	<ul style="list-style-type: none"> • TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified. • Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture. • Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating. • Seeking continuation of funding to support NTC with Meadows grant funds. • Calibrating evaluations and creating a system to effectively measure performance pay to student achievement. • Support and funding master's programs so that teachers can teach dual credit classes.

District Focus Areas



- Focus Area 1:** Student Achievement, CCMR, Graduation Rate
- Focus Area 2:** Student Progress, Academic Growth, Relative Performance
- Focus Area 3:** Closing the Achievement Gaps
- Focus Area 4:** Family and Community Involvement
- Focus Area 5:** Technology
- Focus Area 6:** Increasing Learning Time
- Focus Area 7:** School Culture and Climate
- Focus Area 8:** Staff Quality, Recruitment, and Retention

Goal Area 1: Student Achievement



Guerra Annual Goals:

- By June 2021, All Students will increase by 10% in Reading in each performance standard, approaches meets & masters in Domain 1.
- By June 2021, 75% of all students in 4th grade will increase 15% in Writing Performance at each level, approaches, meets and masters.
- By June 2021, all students will increase at least 5% points at meets grade level or above on STAAR, all grades all subjects.

Focus Areas: 1, 2, 5, 6

Reading, Language Arts and Literacy
Mathematics

Accountability standard or domain

Instructional Technology

Sixth Grade Transition

College Readiness (ES, MS, HS)

Synchronous & Asynchronous

Technology Educator Training and Support

Goal Area 2: Closing the Gaps



Guerra Annual Goals:

- By June 2021, 83% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math.
- By June 2021, 83% of our identified student groups in Academic Growth Status component in the Closing the Gaps domain will meet the required growth targets in reading and math.
- By June 2021, 50% of English learners will advance by at least one level of the composite rating from June 2019 to June 2021.

Focus Areas: 1, 3, 5, 6

Special Education Program

Gifted & Talented Program

Migrant

Dyslexia

English Learners

STAAR/EOC Performance/Participation

TELPAS-Listening, Speaking, Reading and Writing and Composite Scores

Special Education Placement in Instructional Setting 40/41

All Student Groups (All, His., SE, EL, ECD, Con. Enrolled, NCE,)

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



Guerra Annual Goals:

- By June 2021, Guerra Students' and Staffs' perception of their physical and psychological safety will improve from 20% to 10%.
- By June 2021, 95% of staff, parent and students will engage and interact with child's school and community.
- By June 2021, 100% of staff will commit to provide a positive and motivating environment that is fostered on overall student learning and success.

Focus Areas: 4, 7

Attendance

Bullying Prevention

Child Abuse & Sexual Abuse Prevention

Suicide Prevention

Discipline Management – Safe Environments

DAEP Referrals

Special Education In-school Suspension

Special Education Out-of-School Suspension

Parent and Community Involvement

Social Emotional Learning (SEL)/Mental Health

Goal Area 4: Increase Staff Quality , Recruitment and Retention



Guerra Annual Goals:

- By June 2021, 85% of all teachers will show growth in McREL's Performance Evaluation Report by one level in the effectiveness rubric rating.
- By June 2021, Guerra Elementary will build capacity, promote collaboration, inspire action, and develop leaders.
- By June 2021, 85% of the staff will be retained to stay at Guerra Elementary, and high-quality teachers will be recruited for the following school years.

Focus Areas: 6,8

Analysis of McREL Evaluations

Bilingual/ESL Certified Teachers

Professional Development Trainings

Number of Hours of Instructional Coaching and Support

Teacher Mentors

Number of Teachers: Developing, Proficient, Accomplished, Distinguished

Process for Effective Staff Interviews

Screening of Staff

Job Fairs

Goal Area 1: Student Achievement

Goal Area 1:		Student Achievement					
Annual Goal 1:		By June 2021, All Students will increase by 10% in Reading in each performance standard, approaches meets & masters in Domain 1.					
Objective 1:		100% of all students will improve in Reading STAAR performance by implementing differentiated data driven instruction to meet the needs of all students.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
READING BOY assessments, STAAR 2019, and BM 2 data will be utilized to personalize instructional needs for all students on a weekly basis.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population Dept.	Sept. 2020 – June 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives STAAR ITEL/DAS	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps		E					
1) All teachers will assess, evaluate and analyze student data by using district local assessments and weekly teacher created and district created assessments to monitor student progress in Reading.							
2) The leadership team will conduct walkthroughs with a focus on the instructional core and depth of Knowledge (DOK) questioning.							
3) All teachers will integrate technology into the curriculum to provide virtual and in-person learning with the use of the following Reading platforms: Istation, MyOn, Newsela, Accelerated Reader, MackinVia							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus review sessions will be administered with campus leadership team and GL chairs within 48 hours following district level local assessments to identify and address areas of concern.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population Dept.	Sept. 2020 – June 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) The campus leadership team will conduct in-campus learning walks with a specific focus on TEK and Student task alignment.							
2) The campus leadership team will provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Teachers will disaggregate weekly instructional data to then create a plan with detailed scheduled analysis on target intervention groups.							
3) Utilize DMAC TAG and STAAR STEM questions to create spiral reviews based on areas of concern to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a plan to implement and monitor best practices used to supplement teacher's Reading weekly lesson plans.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population Dept.	Sept. 2020 – June 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will successfully utilize the most current data to develop instructional strategies and best practices to meet their students' learning needs.							
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.							
3) Teachers will increase academic performance by participating in effective planning dialogue that focuses on instructional strategies that work.							

Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement						
Annual Goal 1:	By June 2021, All Students will increase by 10% in Reading in each performance standard, approaches meets & masters in Domain 1.						
Objective 2:	80% of all students in lower grades will read on level or above grade level by implementing differentiated data driven instruction by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a detailed plan that supports teachers as they integrate Fluency and Comprehension in their instructional plan as part of their rotations, and interventions and and at every grade level.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population Dept. Capstone	Sept. 2020 – June 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers & Campus Leadership Team will monitor the implementation of Fluency in PK - 2nd grade.							
1) Teachers & Campus Leadership Team will monitor student reader AR goals every 3 weeks.							
2) The campus leadership team will closely monitor and intervene when students are not reading on grade level (fluency, comprehension).							
3) All teachers will integrate technology into the curriculum to provide virtual and in-person learning with the use of the following Reading platforms: Istation, MyOn, Accelerated Reader							
4) Teachers will implement CIF strategies such as Think, Pair & Share during instruction.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
100% of all classrooms will promote an environment that is rich in literacy, language, teacher-made anchor charts, visuals, and interactive world walls.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population Dept. Capstone	Sept. 2020 – June 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Classroom teachers will create fluency libraries that will provide leveled reading for each students' prescribed reading plan.							
2) Pre-K guidelines & KG-2nd TEKS will guide teachers to create engaging lessons for all students that provide a strong introduction using anchor charts in the beginning, collaborate to understand skills, and reinforcement at							
3) Teachers will provide engaging hands on Reading lessons with a focus on prescribed questioning, intentional academic vocabulary, purposeful student talk opportunities that promote thinking							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers in Pre-K-2nd grade will create and implement a Fluency plan that includes : Letter name letter sound, high frequency words, and fluency cold reads.	Principal Assistant principal Campus Leadership Team District Leadership Team Curriculum Coordinators All Teachers	TEKS resources Curriculum lesson plans Curriculum pacing guide State and local student data Individualized Resources Curriculum Department RTI MyOn Accelerated Reader Special population Dept. Capstone	Sept. 2020 – June 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data	Student Achievement gains on the CBAs & Benchmark 1 & 2 Teacher retention Results Driven Accountability Report	Formative & summative assessments CBAs Benchmarks (BMs) Weekly Progressing Fluency Checks AR STAR Student Learning Objectives STAR/TELPAS	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will monitor student achievement with student profiles (progress monitoring data) to address the level of fluency the student is ready to be monitored in.							
2) Teachers will provide students with one to one and group interventions that will help students progress to their next reading level.							
3) Students will practice orally rereading text, including student-adult reading, choral reading, tape-assisted reading, partner reading, and readers' theatre.							

Goal Area 1: Student Achievement

Goal Area 1: Student Achievement							
Annual Goal 1: By June 2021, All Students will increase by 10% in Reading in each performance standard, approaches meets & masters in Domain 1.							
Objective 3: 70% of all students in lower grades KG-2nd grade will increase their reading performance through the use of small group instruction and rotations by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
An Instructional framework will be created to maximize learning time for all Pre-K-2nd grade focusing on Closed Reading activities during small group intervention, specific rotations and whole group instruction extensions.	Principal Assistant principal Campus Leadership Team All teachers	TEKS PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents Capstone	Sept.2020 – June. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walk through by administrators Progress monitoring data Program data	Student Achievement gains Progress monitoring scores increase	Formative & summative assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY , EOY TX KEA: BOY, MOY , EOY Teacher created weekly assessments	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) The reading progress monitoring team will provide vertically aligned close reading training for all teachers by using TEK specificity that builds on each other from PK - 2nd grade.							
1) Teachers will be provided the opportunity to participate in friendly learning walks with a focus on : Close Reading best practices.							
2) Students will practice orally rereading text, including student-adult reading, choral (or unison) reading, tape-assisted reading, partner reading, and readers' theatre.							
3) Provide training and support for KG-2nd grade teachers, SPED staff and intervention specialists on the purpose and use of formative and summative assessments.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be provided with targeted support and intervention strategies for all students across the curriculum.	Principal Assistant principal Campus Leadership Team All teachers	TEKS PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents	Sept.2020 – June. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walk through by administrators Progress monitoring data Program data	Student Achievement gains Progress monitoring scores increase	Formative & summative assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY , EOY TX KEA: BOY, MOY , EOY Teacher created weekly assessments	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Teachers will identify low performing standards (TEKS) and 2019 frequency distribution charts, and summative data to create their Reading academies.							
3) Teachers will be provided with ongoing professional development on effective Closed Reading strategies through planned teacher PLCs to target differentiated intervention groups.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish a Reading Progress Monitoring and vertical alignment team for professional development on sheltered instructional strategies the teachers will be able to utilize during intervention , whole group and specific rotations.	Principal Assistant principal Campus Leadership Team All teachers	TEKS PK Guidelines Lesson plans State and local student data Sing, Spell & Write MyOn Accelerated Reader Close Reading Teacher Created activities Vertical Alignment Documents	Sept.2020 – June. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walk through by administrators Progress monitoring data Program data	Student Achievement gains Progress monitoring scores increase	Formative & summative assessments Benchmarks (BMs) Weekly Progressing TPRI: BOY, MOY , EOY TX KEA: BOY, MOY , EOY Teacher created weekly assessments	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) A Reading Progress Monitoring and Vertical Alignment team will meet with teacher once every two weeks to review artifacts in all grade levels and assess the alignment of the TEK.							
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.							
3) Teachers will increase academic performance by implementing planning and instruction protocols with fidelity.							

Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement						
Annual Goal 2:	By June 2021, 75% of all students in 4th grade will increase 15% in Writing Performance at each level, approaches, meets and masters.						
Objective 1:	75% of our 4th grade students will increase their scores in the Writing by improving Tier I Instruction by the of end of June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop and implement a BOY writing assessment, a scheduled Writing Assessment Plan created at campus level, use STAAR 2019, and BM to assess and identify areas of concern.	Principal Assistant principal CLL Campus Writing Team All teachers	Instructional timelines Writing curriculum TEKS resources DMAC Curriculum lesson plans Curriculum pacing guide State and local student data Campus Individualized Resources (Forde Ferrier)	Sept. 2020 - Jun. 2021	Agendas and sign-in sheets Data Analysis documents (DMAC) CLC's Agenda Walkthrough documents Progress monitoring data Lesson Plans Student samples	Student achievement gains on: progress monitoring, CBAs Benchmarks [BMs] Progress monitoring	Formative assessments CBAs Benchmarks [BMs] STAAR Summative assessments Dist. Weekly exams Campus based exams	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) All teachers will increase academic performance by implementing planning and instruction protocols with fidelity							
2) All teachers will utilize DMAC reports (ie. Distractor analysis, item analysis, SE tutorials, quintile charts etc.) to identify areas of concern in order to prescribe appropriate resources for intervention.							
3) All teachers will utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2.							
4) Teachers will use supplemental materials like Ford Ferrier and Write from the beginning to integrate anchor charts and writing strategies into their weekly lesson plans.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A campus review session will be administered bi-weekly and at the end of the six weeks with campus leadership team and GL chairs to identify and address areas of concern in the areas of : Writing Essay , Editing and Revising.	Principal Assistant principal CLL Campus Writing Team	DMAC data reports Action Plans and timelines Intervention Academics Personalize lesson plan for specific groups	Sept. 2020 - Jun. 2021	Agendas DMAC campus & class reports Campus Performance Reviews Lesson plans Walkthroughs Sign-in sheet	Increase student progre Progress monitor data Student achievement gains on: CBAs & Benchmarks [BMs]	Formative & Summative assessments CBA 1 BM 1 & 2 Campus created exams Progress monitoring	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) The campus leadership team will meet with curriculum coordinators to help teachers address areas of need.							
2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including academics, that target areas of concern for all student groups and sub-groups.							
3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.							
4) Teachers keep a writing student portfolio & will identify students need in writing: composition & revise & edit.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a plan to implement and monitor best practices used to supplement teacher's Writing - weekly lesson plans.	Principal Assistant principal CLL Campus Writing Team	Campus and district Benchmark Data Reports Personalize Academics TEKS resources Curriculum lesson plans Individualized Resources (Forde Ferrier) District Curriculum Support	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Student work sample	CBAs BM1 and BM2 scores Student achievement gains Student growth Increased performance of students Progress Monitoring	Formative & Summative assessments Weekly exams District/Campus assessments Progress Monitoring	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) The campus CLL will provide professional development during teacher CLCs to help support campus academic needs.							
2) Teachers will follow a scheduled writing plan that includes Revise and Editing bi-weekly checks and one Writing Essay each month with w focus on built in process formulated writing that build on each other every week.							
3) After BM teachers will submit an action plan with intervention activities (Writing Academics) to meet the needs of their students.							

Goal Area 1: Student Achievement

Goal Area 1:		Student Achievement					
Annual Goal 2:		By June 2021, 75% of all students in 4th grade will increase 15% in Writing Performance at each level, approaches, meets and masters.					
Objective 2:		75% of KG-2nd grade students will increase their writing performance by implementing planning and instruction protocols with fidelity by the end of June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught in Writing as measured by the Write From the Beginning (WFTB) rubric.	Principal Assistant principal CLL Campus Writing Team All teachers	Instructional timelines Writing curriculum TEKS resources DMAC Curriculum lesson plans Curriculum pacing guide State and local student data Campus individualized Resources (Forde Ferrier)	Sep. 2020 - Aug. 2021	Agendas and sign-in sheets Data Analysis documents (DMAC) CLC's Agenda Walkthrough documents Progress monitoring data Lesson Plans Student samples	Student achievement gains on: progress monitoring, CBAs Benchmarks [BMs] Progress monitoring	Formative assessments CBAs Benchmarks [BMs] STAAR Summative assessments Dist. Weekly exams Campus	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will provide interventions and differentiate instruction using technology, Write From The Beginning (WFTB) strategies, etc. to reach all learning styles.							
2) Teachers will be provided with time to observe each other to build instructional capacity through Learning Walks with a focus on the writing process.							
3) EL and Special Education teachers will be provided with writing workshops that will train them on differentiating instruction using writing best practices for specific subgroups.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will implement curriculum writing opportunities with virtual and in-person learning based on need's assessment; using data and trends.	Principal Assistant principal CLL Campus Writing Team Campus Teachers	Lead4ward Write from the Beginning (WFTB)- Thinking maps Writing Dept. Lesson plans Curriculum pacing guide Write from the Beginning (WFTB) Primary Journals Writing Folders	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader (CLL) Agendas Walkthrough documents Progress monitoring data Program data	Increased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) The campus Writing team will model effective Writing Centers and monitor its effectiveness.							
2) Teachers will analyze writing checkpoints to monitor students' progress on writing goals and adjust instruction to meet students' needs.							
3) Students will write in all content areas							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Every Six Weeks writing training will be provided for teachers throughout the school year on the assessed curriculum.	Principal Assistant principal CLL Campus Writing Team Campus Teachers	Lead4ward Write from the Beginning (WFTB)- Thinking maps Writing Dept. Lesson plans Curriculum pacing guide Write from the Beginning (WFTB) Primary Journals Writing Folders	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader (CLL) Agendas Walkthrough documents Progress monitoring data Program data	Increased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will calibrate effectively to evaluate student-writing samples to see strengths & weakness.							
2) Teachers will disaggregate, analyze data, and share results in CLCs.							
3) Teachers will use Exemplar Writing Samples to implement color coding activities that require students to close read essays, and use rubrics to analyze and dialogue on calibrated scores.							
3) All grades will turn in writing samples on a monthly basis.							

Goal Area 1: Student Achievement

Goal Area 1: Student Achievement							
Annual Goal 2: By June 2021, 75% of all students in 4th grade will increase 15% in Writing Performance at each level, approaches, meets and masters.							
Objective 3: By June 2021, PK-2nd grade will improve in Writing performance in all performance standards by implementing differentiated data driven instruction to meet the need of all students. By June 2021,							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure teachers in PK-2nd grade have appropriate materials/resources to enhance instruction for all students, including ELL, SPED and students identified as at risk.	Principal Assistant principal CLL Campus Writing Team Campus Teachers	Lead4ward Write from the Beginning (WFTB)-Thinking maps Writing Dept. Lesson plans Curriculum pacing guide Write from the Beginning (WFTB) Primary Journals Writing Folders	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader (CLL) Agendas Walkthrough documents Progress monitoring data Program data	Increased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher rated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Provide initial and ongoing training on the writing TEKS.							
2) Teachers will participate in focused mini sessions on effective writing strategies by high scoring teachers for PK-2nd grade teachers							
3) Training on writing development skills will be conducted for K-2nd grade teachers by Writing Team							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development will be provided for teachers, leadership writing team and related support staff on virtual instructional strategies (e.g. CIF) and using the Writing process recursively to compose multiple texts that are legible and will use appropriate conventions at grade level.	Principal Assistant principal CLL Campus Writing Team Campus Teachers	Lead4ward Write from the Beginning (WFTB)-Thinking maps Writing Dept. Lesson plans Curriculum pacing guide Write from the Beginning (WFTB) Primary Journals Writing Folders	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader (CLL) Agendas Walkthrough documents Progress monitoring data Program data	Increased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher rated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and campus IT.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Training for teachers on Kagan (CIF) strategies							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
PK-2nd teachers & Writing leadership team will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	Principal Assistant principal CLL Campus Writing Team Campus Teachers	Lead4ward Write from the Beginning (WFTB)-Thinking maps Writing Dept. Lesson plans Curriculum pacing guide Write from the Beginning (WFTB) Primary Journals Writing Folders	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader (CLL) Agendas Walkthrough documents Progress monitoring data Program data	Increased weekly Progressing monitoring scores Student performance growth	Formative & Summative assessments Benchmarks District/Campus assessments Teacher rated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Spiral Reviews (from Assessed Curriculum) will be created by Campus Writing Team and be provided to our classroom teachers based on areas of concern.							
2) Ensure all Grades PK-2nd teachers have appropriate materials/resources to enhance instruction for all students, including EL, SPED and students identified as at risk.							
3) Ensure all PK-2nd grade students receive support for intervention.							

Goal Area 1: Student Achievement

Goal Area 1: Student Achievement							
Annual Goal 3: By June 2021, all students will increase at least 5% points at meets grade level or above on STAAR, all grades all subjects.							
Objective 1: All students will increase 5% points at meets grade level or above on STAAR Math and Science 3-5 by having access to a standards-aligned guaranteed and visible curriculum by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus leadership team and the progress monitoring teams for math and science will participate in curriculum writing initiatives with virtual and in-person learning.	Principal Assistant principal CLL Campus Writing Team Campus Teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferrier WFTB STAAR Ready Kamico Summit K12 Think Up TCM Time for Kids	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data	Increased weekly Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will participate in learning walks with a focus on differentiated instruction: math and science targeted grouping, specific skill rotations, and TEK aligned to student task activities are evident							
2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Flipgrid, ScreenCastify, NearPod, Etc.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Leadership Team will monitor the implementation of the curriculum through teamed-up intentional walkthroughs (virtual and in-person).	Principal Assistant principal CLL Campus Writing Team Campus Teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferrier WFTB STAAR Ready Kamico Summit K12 Think Up TCM Time for Kids	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data	Increased weekly Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with Principal and AP will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation/integration of the Science and math curriculum through PLCs, professional development and supplemental resources.	Principal Assistant principal CLL Campus Writing Team Campus Teachers	Training Material Training Agenda District Curriculum, Pacing guide, Year- at- a- Glance, Weekly Lessons State and Local Data Forde Ferrier WFTB STAAR Ready Kamico Summit K12 Think Up TCM Time for Kids	Sept. 2020 - Jun. 2021	Curriculum documents Lesson plans Collaborative Learning Leader [CLL] Agendas Walkthrough documents Progress monitoring data Program data Agendas and sign-in sheets Collaborative Learning Communities Meetings	Increased weekly Progressing monitoring scores, growth Student Achievement gains on the STAAR Teacher retention TELPAS Results Driven Accountability Report	Formative & Summative assessments Benchmarks District/Campus assessments Teacher reated exam Teacher observation	Title 1: #1 Comprehensive Needs Assessment, #2 Reform Strategies, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will be provided supplemental resources needed to meet the needs of all diverse learners and student populations in Reading and Science.							
2) Teachers will be provided with support in technology integration within the Science and Math curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for Science and Math lesson planning during PLCs in order to create consistency among the reading classes being taught.							

Goal Area 1: Student Achievement

Goal Area 2:		Closing the Gaps					
Annual Goal 1:		By June 2021, 83% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math.					
Objective 1:		All identified student groups in the Academic Achievement component will be monitored to ensure that at least 83% of the indicators are met in Reading and Math 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 the progress of weekly assessments by using meets level standards in reading and math.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback. *Lesson Plans - Review and provide quality feedback.	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Meet with GL once a week to discuss progress monitoring and of both formal and informal assessments.							
2) Student groups' data will be disaggregated to determine student progress and increase performance at the Meets level and above.							
3) Use weekly and local assessment data to drive intervention plans and build intervention time into the day at every level.							
4) Provide quality Google Meets live sessions, face to face instruction, and interventions that are directly related to students' needs as demonstrated by data .							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement action plans to ensure students meet Reading and Math Meets Standards on district local assessments	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback. *Lesson Plans - Review and provide quality feedback.	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Review and adjust instructional times to ensure teachers allocate time for intervention and targeted instructional time.							
2) Implement instructional best practices in action plans that are prescribed and targeted to meet the needs of student groups both on google meets and face to face.							
3) Teacher CLCs focus on the progress of implementation : teachers are given the opportunity to reflect and evaluate progress.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and evaluate the implementation of action plans to ensure students are progressing to meets standards in both reading and math.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback. *Lesson Plans - Review and provide quality feedback.	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistane to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Monitor and evaluate intervention plans every three weeks during Teacher CLC progress monitoring data designated dates.							
2) Evaluate and assess intervention and instructional resources for quality implementation and effective targeting of groups both on google meets and during face to face instrucional time.							
3) Provide quality feedback on intervention activities, walkthroughs, and lesson plans.							

Goal Area 2: Closing the Achievement Gaps

Goal Area 2: Closing the Gaps							
Annual Goal 1: By June 2021, 83% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math.							
Objective 2: The ALL Student group in the Academic Achievement component will increase 10% points in Reading at Meets performance level or above by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will meet once a week with CLL and AP to ensure effective delivery of instruction and non-negotiables in Reading continue to be the key focus for all students.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Create and implement effective PLC time so teachers receive quality feedback on reading lesson plans.							
2) Teachers will create takeaway key strategies in PLC notebook to ensure they are integrated effectively in their lesson plans.							
3) CLL, AP and Principal will meet once a week to wrap around weekly walkthrough data and drive adjustments, meetings, and next steps for the following week.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify student progress levels and develop a plan to ensure all teachers are delivering high-quality, best practice Close Reading activities during their reading instructional time.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) After administering weekly and District Assessments, teachers will identify student groups to differentiate instructional plans.							
2) Teachers will be given the time to use data analysis to guide instruction and create a plan that provides additional support to all students based on strengths and weaknesses.							
3) Implement a quality instructional reading program by enhancing the state adopted reading program to develop and meet the needs of all students.							
4) Provide "close reading" professional development to enhance the delivery of instruction at the meets and masters level.							
5) Use Star vertical alignment question stems to enhance skill aligned questioning with every reading passage.							
6) Provide training and guided supplementary reading curriculum and instruction to reinforce learning (CLL)							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and evaluate reading instructional time to ensure high-quality best practices are being delivered to the meet the needs at all performance levels.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing achievement gap with specific student groups *DMAC reports *Progress Monitoring Academic growth *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Monitor the implementation of the curriculum, delivery of instruction, district initiatives, and all programs with a focus on ELAR/TEKS and the instructional core on google meets live sessions and face to face instruction.							
2) Provide quality feedback specifically on Reading Weekly lesson plans; with a focus on the instructional core and student task.							
3) Use walkthroughs to monitor, evaluate and adjust the use of supplementary Reading Curriculum and instruction to reinforce learning.							
4) Provide quality feedback on the use of formal and informal assessments: STAAR embedded multiple choice question stems and Open - Ended best practice activities							
5) Reading Lesson plans follow a lesson cycle approach with a focus on the student task and opportunity for skill re-inforcement							

Goal Area 2: Closing the Achievement Gaps

Goal Area 2: Closing the Gaps							
Annual Goal 1: By June 2021, 83% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math.							
Objective 3: The Special Education and English Learner student groups in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify current levels, target areas and goals for all EL and SPED students in BM2 and BOY assessment who can potentially meet performance standards at meets level or above and implement an action plan.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Review students' performance and progress and re-evaluate their accommodations and interventions based on their IEPs and English Learner progress monitoring reviews.							
2) Adjust students instructional schedule both virtually and face to face to ensure they are given the opportunity to target their areas of needs improvement.							
3) Provide awareness meetings for parents on the importance of English Learner target standards and campus goals.							
4) Provide technology resources to facilitate reading and math development to differentiate student learning.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Teachers will be provided professional development and trained and guided on the implementation of English Learner support strategies to personalize the need of every EL student in their classroom.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) CLL and AP will meet with teachers to provide quality feedback on EL instructional and intervention activities.							
2) Teachers will be provided with specific instructional training on implementation of ELPS in weekly lesson plans.							
3) CLL and Admin Team will monitor implementation of strategies with a focus on differentiation, centers and targeted groups .							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained and guided on the implementation of SPED supplemental aids to personalize the need of every SPED student in their classroom.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BM I & II)	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Special Education monitoring teacher and homeroom teacher will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students							
2) Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3) Monitor campus implementation of supplemental aids, accommodations, co-teaching, inclusion support and interventions to accelerate student progress for students participating in Special Education and 405							
4) Enhance the implementation of instructional time during in-class support and monitor the quality of more direct/explicit instruction when using the state adopted program.							

Goal Area 2: Closing the Achievement Gaps

Goal Area 2:		Closing the Gaps					
Annual Goal 2:		By June 2021, 83% of our identified student groups in Academic Growth Status component in the Closing the Gaps domain will meet the required growth targets in reading and math.					
Objective 1:		The All Student group will demonstrate a 5% increase of academic growth in the area of Reading , and maintain a 5% increase of academic growth in the area of Math by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will create Campus Progress monitoring committee that will monitor academic student growth in Reading and Math.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BMI & II)	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback. *Lesson Plans - Review and provide quality feedback.	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assisane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1)The campus progress monitoring committee will provide quality feedback every two weeks to teachers within a GL based on their weekly progress monitoring forms.							
2)The campus progress monitoring committee will analyze weekly intervention plans for Reading and Math with a focus on targeted student growth.							
3)CLL and leadership team will provide quality feedback on walkthroughs, lesson plans , and intervention plans that target individualized student academic growth in Reading and Math.							
4) Provide technology resources to facilitate reading and math development to differentiate student learning.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BMI & II)	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback. *Lesson Plans - Review and provide quality feedback.	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assisane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
The teachers and students will create rigorous but attainable goals based on the students' individual academic growth in Reading and Math weekly assessments.							
The teachers will display student academic growth on their data walls to promote friendly competitions that include incentives and student reward programs.							
Students will take ownership, analyze and chart their pwn growth after every local assessment.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum *Istation Reading *Imagine Math *STAR AR *Systems 44 *Supplemental resources *STAAR Release Assessments (BMI & II)	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback. *Lesson Plans - Review and provide quality feedback.	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assisane to Students Experiencing Diffulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Use student academic progress monitoring forms to identify and celbrate any growth that is demonstrated.							
2) Reward teachers and stdents with the most growth after every local assessment .							
3) Create a Parent Night to discuss each students academic progress, their goals and how they can continue to support their effort as they continue to work towards their goal.							

Goal Area 2: Closing the Achievement Gaps

Goal Area 2:		Closing the Gaps					
Annual Goal 2:		By June 2021, 83% of our identified student groups in Academic Growth Status component in the Closing the Gaps domain will meet the required growth targets in reading and math.					
Objective 2:		The English Learner student group will demonstrate an 8% increase of academic growth in the area of Reading and Math.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Els will be monitored bi-weekly to demonstrate a minimum of 8% growth in academic progress in the areas of Math & Reading by June 2021.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 *Supplemental resources *Teacher created TELPAS practice	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and Integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will evaluate the progress of EL students in their classrooms by analyzing weekly assessment data and comparing it to 2019 BM2 and STAAR 2019 data.							
2) Fluency checks: Teachers will assess language development in the English Language to identify instructional language of assessment in K - 2nd grade and 3-5th grade as needed.							
3) Admin will monitor the implementation and use of the English language supports during instructional time.							
4) Provide and monitor the implementation of technology resources used to facilitate learning for EL Students.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be provided quality training on how ELP strategies are embedded in weekly lesson plans to enhance the overall instructional program for Els.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 *Supplemental resources *Teacher created	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and Integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will be provided with training in language acquisition strategies for all teachers.							
2) CLL, AP, and Principal will ensure that Bilingual/ESL teachers are involved in common planning and receive the same information and resources.							
3) Implement the English language Proficiency Standards (ELPS) and educate the entire staff is serving the EL population.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained and guided on the implementation of EL supplemental aids to personalize the need of every EL student in their classroom.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 *Supplemental resources *Teacher created TELPAS practice	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and Integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will receive training from Dual Lang. Dept. and Region 1 and any other EL support that can provide quality take away strategies to implement with their Els.							
2) Teachers will collaborate with our Language Support specialists to ensure we are utilizing research based strategies and resources to help support the language							
3) CLL, AP and Principal will use walkthrough data to give our Bilingual teachers quality feedback on EL differentiated instruction.							

Goal Area 2: Closing the Achievement Gaps

Goal Area 2: Closing the Gaps							
Annual Goal 2: By June 2021, 83% of our identified student groups in Academic Growth Status component in the Closing the Gaps domain will meet the required growth targets in reading and math.							
Objective 3: The Special Education student group will demonstrate an 5% increase of academic growth in the area of Reading and Math.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
SPED will be monitored bi-weekly to demonstrate a minimum of 8% growth in academic progress in the areas of Math & Reading by June 2021.	Principals, Assistant principals, Teachers, Counselor, CLL, CRT, Grade Level Chairpersons, -Diagnostician -Sped Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI)	District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II) Unique Online Intervention Activities available in different portals	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *SPED Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will evaluate the progress of SPED students in their classrooms by analyzing weekly assessment data and comparing it to 2019 BM2 and STAAR 2019 data.							
2) Teachers will collaborate with Special education departments and SPED teachers to support the academic needs of each SPED student.							
3) General Education teacher and special education teacher will collaborate to plan accordingly by using data driven instructional practices to create prescriptive lessons for each student.							
4) Ensure ARD committee meetings representing the special education student are advocating for their instructional and testing arrangements.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers and coteachers will be provided quality professional development to determine the best way to provide on-grade level instruction for special education students.	Principals, Assistant principals, Teachers, Counselor, CLL, CRT, Grade Level Chairpersons, -Diagnostician -Sped Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI)	District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II) Unique Online Intervention Activities available in different portals	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *SPED Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will be provided with training in language acquisition strategies for all teachers.							
2) CLL, AP, and Principal will ensure that Bilingual/ESL teachers are involved in common planning and receive the same information and resources.							
3) Implement the English language Proficiency Standards (ELPS) and educate the entire staff is serving the EL population.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained and guided on the implementation of SPED supplemental aids to personalize the need of every SPED student in their classroom.	Principals, Assistant principals, Teachers, Counselor, CLL, CRT, Grade Level Chairpersons, -Diagnostician -Sped Teachers -Special Departments (DL, SpEd, Migrant, 504/RTI)	District Curriculum -Istation Reading -Study Sync -Systems 44 -Criterion -Read 180 -STAAR Release Assessments (BM I & II) Unique Online Intervention Activities available in different portals	*Sept.. 2020 - June 2021	*Campus Performance Reviews Sessions with GL Chairs *SPED Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will receive training from Special Education Dept. and Region 1 and any other SPED support that can provide quality take away strategies to implement with their SPED populations.							
2) Teachers will collaborate with our district Special Ed. Coordinators to ensure we are utilizing research based strategies and resources to help support each student.							
3) CLL, AP and Principal will use walkthrough data to give our Co teachers and General Ed teachers quality feedback on differentiated instruction.							
4) Provide and monitor the implementation of technology resources used to facilitate learning for our SPED Students.							

Goal Area 2: Closing the Achievement Gaps

Goal Area 2: Closing the Gaps							
Annual Goal 3: By June 2021, 50% of English learners will advance by at least one level of the composite rating from June 2019 to June 2021.							
Objective 1: At least, 60 % of English Learners in 2nd – 5th grades will increase one proficiency level in Listening & Speaking by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will receive training on TELPAS overview and updates with specifics to rubrics, sample items, Summit K 12 and Telpas Ready : Focus on Listening & Speaking I By Region 1.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept., 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will review TELPAS updates to better understand their students' proficiency levels and their specific needs in each domain.							
2) Teachers will review rubrics to better understand how they are able to integrate different levels of questioning throughout their weekly lesson plans.							
3) Teachers will be walked through the process of creating their accounts for FlipGrid to learn how it can be used to integrate TELPAS practice that direct addresses the testing rubrics and is still content-based.							
4) Teachers will integrate sample items in their context specific instructional lesson plans and monitor student participation when practicing using them.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will receive training to effectively implement ELPS throughout the school year in meaningful integrated methods to continue developing English language proficiency.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept., 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will review what the ELPS are, their purpose, how they are assessed with TELPAS, and most importantly how they can provide meaningful practice through the content areas.							
2) CLL and progress monitoring teams will review implementation of ELPS in weekly lesson plans.							
3) Teachers will reflect on their instructional practice with a focus on ELPS implementation and their impact on ELI' progress monitoring data.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will create and implement a scheduled plan that details how targeted student groups by level of Domain in Listening, Speaking, Reading and Writing will utilize Summit K 12 to practice TELPAS sample items.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept., 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will be guided in creating a Summit K 12 plan that provides students targeted and prescribed TELPAS practice that will help students progress to the next level.							
2) Teachers , CLL, and AP will monitor the implementation of the plan and provide quality feedback after weekly progress review sessions.							
3) Teachers will utilize Summit K 12 weekly benchmarks to analyze data and adjust TELPAS intervention plans to address strengths and weaknesses exhibited practice items.							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will embed TELPAS specific Speaking & Listening activities as routine practice in their daily lesson plans and content area instruction.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons,	*District Curriculum: TELPAS Listening and Reading Activities TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template -TELPAS Educator Guide -LEP Strategic Plan -Linguistic Instructional Alignment Guide EL Instructional and Assessment Accommodations	*Sept., 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BM I & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #3 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will identify different parts of their lesson plans where they are able to integrate listening and speaking practice activities.							
2) Teachers will practice answering and developing speaking prompts to frequently use with students in their upcoming units.							
3) Teachers will collaborate to create speaking prompts that they can embed in their upcoming lesson plans.							

Goal Area 2: Closing the Achievement Gaps

Goal Area 2:		Closing the Gaps					
Annual Goal 3:		By June 2021, 50% of English learners will advance by at least one level of the composite rating from June 2019 to June 2021.(Guerra at 44% - target 36%)					
Objective 2:		At least 60% of English Learners in 2nd – 5th Grades will increase one proficiency level 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
All teachers will review 2019 TELPAS released test questions and the TELPAS blueprint to help guide them on integrating TELPAS reading skills in their Reading weekly lesson plans.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback. *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) All teachers will review 2019 TELPAS released test questions and the TELPAS reading blueprint to understand the specificity of the questions and what skills students need to attain.							
2) Teachers, will take the TELPAS 2019 benchmark so they can better understand the process every EL has to take with a focus on questions that build on each other as they increase in level of rigor.							
3) Teachers will integrate TELPAS question stems in their weekly reading lesson plans to provide EL students the opportunity to practice addressing TELPAS reading skills .							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will benchmark students using the 2019 TELPAS benchmark and use the data to address reading intervention groups with a focus on the TELPAS reading skill components.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback. *Walk-through - Review and provide quality feedback. *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
1) Teachers will analyze student data and help students create goals based on their current progress in each Domain.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will use benchmark assessment data to profile the students current progressing level and create awareness with parents and students.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback. *Walk-through - Review and provide quality feedback. *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
Action Steps							
Students will track their TELPAS progress by domain, celebrate their strengths and show ownership to address their weaknesses.							
Teachers and Admin. will create an opportunity to host a TELPAS night and inform parents of their child's current levels, goals and the importance of their student's effort and continued support.							

Goal Area 2: Closing the Achievement Gaps

Goal Area 2:		Closing the Gaps					
Annual Goal 3:		By June 2021, 50% of English learners will advance by at least one level of the composite rating from June 2019 to June 2021.					
Objective 3:		At least 60% of English Learners in 2nd – 5th Grades will increase one proficiency level in Writing by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The CLL will provide quality training on the implementation of TELPAS writing overview, on TELPAS writing strategies, and on the TELPAS writing rubric proficiency level descriptors.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
1) Teachers will learn how to effectively integrate TELPAS writing practice with a focus on key items specified in the Writing Rubric Proficiency Level Descriptors.							
2) Teachers will implement effective strategies to help students build their academic vocabulary to use in their writing across all content areas.							
3) Teachers will create effective word walls that they can use to help students visualize and make connections with TELPAS writing prompts.							
Our TELPAS Writing team will train and guide all teachers on our plan to embed all TELPAS writing practice across all contents areas.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
1) The campus CTC and Telpas Writing Team will create a plan with a scheduled activities for writing across all content areas.							
2) All teachers will be given the opportunity to provide students with academic language to help them produce effective TEPAS essays.							
3) All content areas will be guided through CLCs to help ensure they address key areas when they practice writing for TEPAS.							
All teachers will conference with 100% of their EIs to create awareness of their current writing proficiency level, its' criteria and next steps to address their goals.	Principals, Assistant principals, Teachers, CLL, CRT, Grade Level Chairpersons, Bilingual director Language Development Specialists Bilingual Strategist English Language Development Coach	*District Curriculum: TELPAS Listening and Reading Activities *TELPAS 2019 /2020 Release *Summit K 12 -Proficiency Level Descriptors -Composite Rating Template	*Sept.. 2020 - May 2021	*Campus Performance Reviews Sessions with GL Chairs *Progress Monitoring Reports - Review and provide quality feedback *Walk-through - Review and provide quality feedback *Lesson Plans - Review and provide quality feedback	*Closing the achievement gap among specific student groups *Increase academic performance of all student groups in all BM *STAAR/EOC tested subjects	*Weekly Assessments *Fluency Checks *BMI & II *STAAR/EOC *TELPAS	Title 1: #1 Comprehensive Needs Assessments, #2 Reforms strategies, #9 Effective and Timely Assistance to Students Experiencing Difficulty, #10 Coordination and integration of Federal, State, and Local Services, Programs, and Funds
1) All teachers will create goals with their students by using their current writing proficiency level and addressing criteria in their current level.							
2) All teachers will review the the TEPAS proficiency level descriptor for writing, at the next level the student aspires to increase to so they can create specific goals.							
3) All teachers will monitor the progress of students writing ability by using quick writes, exit ticket, and other informal assessments to help increase their ability to write on the spot.							

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



Goal Area 3:	Improve Safety						
Annual Goal 1:	By June 2021, Guerra Students' and Staffs' preception of their physical and psychological safety will improve from 20% to 10%.						
Objective: 1	100% of Guerra Elementary staff will implement safety and violence prevention protocols that will increase school safety, by June 2021						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for Guerra Administrators, staff, studdnts, and security on safety procedures to increase awareness of school safety and Covid 19 readmission	Principal, Assistant Principal, Nurse, Coaches, Security Guard	Training equipment Powerpoints presentations, safety cameras Security Cameras/safety audits	August 2020 January 2021	Agendas, Sign in Sheets, Powerpoint presentations on CDC, and TEA Guidelines	Mandating face coverings and social distancing and the use of hand saitizer	BOY, EOY Security/Safety audits	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Training staff on readmission criteria for Covid-19 .							
2. Conducting daily screening on all staff and student prior to daily entrance of school campus.							
3. Create a COVID team that will help ensure Guerra campus is 100% safe as we continue to follow district guidelines and CDC guidelines.							
4. Practice implmenting COVID procedures with the Covid Team and train staff on different case scenarios.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for Guerra Administration, staff, and security on safety procedures to increase awareness of school safety	Principal, Assistant Principal, Coaches, Security, Nurse	Training equipment, Powerpoints presentations, safety cameras, security cameras. safety audits	August 2020, January 2021	Agendas, Sign in Sheets, Secirity/ safety audit reports, School Lockdown documentation	No active threat situations, Improved safety/security audits	BOY, EOY Security/Safety audits	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Train on de-escalation, bullying, and restorative practices							
2. Conduct and collect student surveys to evaluate the studebnts' physical and psychological school safety							
3. Ensure 100% of Guerra campus is provided the opportunity to practice saftey procedures.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for Guerra Elementary administrators, staff, and securtiy on violence prevention procedures to increase school safety	Principal, Assistant Principal, Nurse, Coaches, Security Guard	Training materials, PowerPoint presentations, Student surveys	August 2020 January 2021	Agendas, Sign-In sheets, Student survey Data	Decrease in behavior intervention forms, ISS Students' perception of school safety has improved	BOY, EOY, Student Surveys, Six Weeks Behavior Intervention Reports	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Acion Steps							
1. Train on de-escalation, bullying, and restorative practices							
2. Conduct and collect student surveys to evaluate the studebnts' physical and psychological school safety							
3. Ensure 100% of Guerra campus is provided the opportunity to practice saftey procedures.							

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



Goal Area 3:		Improve Safety, Public Support, Culture, and Climate					
Annual Goal 1:		By June 2021, Guerra Students' and Staffs' preception of their physical and psychological safety will improve from 20% to 10%.					
Objective 2:		100% of Guerra Elementary staff will be trained and guided to support a discipline management plan that will help maintain a positive school environment that is safe and conducive to learning.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a discipline committee that will identify and implement a school wide common set of values and beliefs that students must abide by.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff Discipline Committee Behavior Specialist	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions	September 2020 - June 2021	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) The committee will train teachers on rules and consequences and teachers will communicate and post in their classroom a list of rules							
2) Integrate a campus wide set of rules and display campus rules in main traffic areas							
3) Communicate this initiative to parents and our campus community by having parents sign a School Compact form, that address discipline and attendance.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus staff will be provided professional development training on behavior management.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff Discipline Committee Behavior Specialist	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	September 2020 - June 2021	Ongoing one to one assistance of emotional needs. Nurse develops a trusting relationship and rapport with student. Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Teachers will attend behavior management trainings with our campus behavior specialist when needed.							
2) There will be a two way communication plan between teachers and parents by using weekly contact logs to address behavior.							
3) CLL with administration support, will support teachers by implementing a flow chart of processes and roles and responsibilities to help address daily concerns.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The Principal will designate a staff member as "support system" in each GL to help address concerns, behavior, discipline, and attendance.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff Discipline Committee Behavior Specialist	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	September 2020 - June 2021	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar	Surveys Questioning and discussions. Safe to Speak Up application data	Title-1: #4 - High-quality and ongoing Professional development, #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Each support staff member will meet with the GL once a week on Fridays for 30 minutes to address behavior concerns, attendance and discipline.							
2) Support staff members are the second line of communication with the parent, they will then address issue/concern with admin, team if needed.							
3) Support staff members assigned to each GL will also assist with GL initiatives, events, and any other community outreach initiative.							

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



Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal 2: By June 2021, 95% of staff, parent and students will engage and interact with child's school and community.							
Objective 1: 100% of Guerra Elementary staff, students and parents will be informed of Community Outreach Program by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All staff will be provided with informational trainings on various topics such as cyberbullying, bullying, social media, and emotional abuse.	*Principal *Campus Leadership Team and Teachers *School Counselor *Parent Liason Community outreach team	*District Resource List *District Wraparound Services *District LPC *Student Assistance Referral *District PreK-12 Counseling and Guidance Curriculum	*Aug. 2020- *June 2021	Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Student SEL Profiles *Student Guidance Lessons	*Increase academic, social emotional performance of students.	*Formative Assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	Title 1- #4 - High-quality and ongoing Professional development, #9 Effective & Timely -Assistance to students experiencing difficulty , #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
1. Teachers and staff will be informed on trainings that provide them support on taking appropriate steps on various topics.							
1. Parent Liason will conduct meetings to parents on new SEL Wraparound services.							
2. School Counselor will assist in the referring processes to support teachers with family issues and concerns.							
3. The school counselor will deliver classroom lessons and provide small group counseling to promote a positive school culture and address campus issues such as cyberbullying, bullying, social media, and emotional abuse.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus Community Outreach Team and our parent educators will provide Community Outreach Programs to assist all identified groups.	*Principal *Campus Leadership Team and Teachers *School Counselor *Parent Liason Community outreach team	*District Resource List *District Wraparound Services *District LPC *Student Assistance Referral	*Aug. 2020- *June 2021	Ongoing one to one assistance of emotional needs. Teacher Weekly SUPPORT system Meetings Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Student achievement, social emotional gains.	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	Title 1- #4 - High-quality and ongoing Professional development, #6. -Strategies to Increase Parent Involvement, #9 Effective & Timely -Assistance to students experiencing difficulty , #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Parent Liason will conduct meetings to parents inviting the different Community Programs to offer information regarding their services.							
2. The campus conseleor will reach out to community affiliated programs that can provide information sessions for students, staff and campus community.							
3. The Campus leadership team will provide our community with information on current student goals that they can help support.							

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



Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal 2: By June 2021, 95% of the staff, parent and students will engage and interact with child's school and community.							
Objective 2: 100% of Guerra Elementary staff, students and parents will be informed on the Social Emotional Learning 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
The SEL team on campus will conduct a survey and assess data to meet all identified student group's needs.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	September 2020 - June 2021	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Agendas *Sign in Sheets *ERO Staff Development Registration Reports	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	Surveys Questioning and discussions. Safe to Speak Up application data	Title 1- #9 Effective & Timely - Assistance to students experiencing difficulty , #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Students, staff and parents will complete SEL online survey.							
2. Data will be assessed, evaluated and used to help drive next steps on the SEL component.							
3. Action plan will be developed and communicated to all Guerra Campus community.							
3. Action plan will be monitored and adjusted to meet the needs of Guerra Campus community.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus counselor will provide information sessions for all parents and Guerra community.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	September 2020 - June 2021	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Agendas *Sign in Sheets *ERO Staff Development Registration Reports	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	Surveys Questioning and discussions. Safe to Speak Up application data	Title 1- #4 - High-quality and ongoing Professional development, #9 Effective & Timely -Assistance to students experiencing difficulty , #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. An organized plan will be implemented to disseminate survey data to parents in a timley manner .							
2. Action plan will be developed after assessing next steps.							
3. Action plan will be monitored and adjusted to meet the needs of Guerra Campus community and adjusted every six weeks.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus counselor will provide ongoing professional development on social emotional learning to increase staff-student relationships.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	Curriculum Behavioral Centers PSJA LPC Curriculum Anti Bullying Materials Positive Promotions Oriental Trading Amazon	September 2020 - June 2021	Ongoing one to one assistance of emotional needs. Counselor develops a trusting relationship and rapport with student. Drills run yearly throughout district *Agendas *Sign in Sheets *ERO Staff Development Registration Reports	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies Counselor Calendar Increase in student participation and performance	Surveys Questioning and discussions. Safe to Speak Up application data	Title 1- #4 - High-quality and ongoing Professional development, #9 Effective & Timely -Assistance to students experiencing difficulty , #10 Corrdination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Survey data will be disiminated to staff.							
2. Action plan will be developed and utilized.							
3. Action plan will be monitored and adjusted to meet the needs of Guerra Campus community.							

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



Goal Area 3: Improve Safety, Public Support, Climate and Culture							
Annual Goal 2: By June 2021, 95% of the staff, parents and students will engage and interact with child's school and community.							
Objective 3: 100% of Guerra Elementary staff, students and parents will engage in feeder pattern community events 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 Counselor will communicate with High and Middle school students to present and perform to all identified students for means for recruitment and retention.	*High School Principal *Middle School Principal *School Counselor *Guidance and Counseling Department	*School Pamphlets *Power point presentations *School Performances	*October 2020- June 2021	*Photographs Portfolio *School's Agendas *School website	*District student rollover count.	*Formative Assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	Title 1- #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Red Ribbon Rally							
2. Career Fair							
3. Sixth grade Orientation							
4. Elective Performances							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus counselor will establish a Parent Night in May with feeder school and provide them the opportunity to showcase their initiatives on campus.	*Middle School Principal *Middle School Counselors *Elementary School Counselor	*School Pamphlets *Power point presentations *School Performances	*May 2021	*Photographs Portfolio *School's Agendas *Sign in sheets *School website	*District student rollover count.	*Parent Participation	Title 1- #6 - Strategies to Increase Parental Involvement, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Parent Sixth grade Orientation							
3. Invite feeder campus to showcase their performing arts, electives and academics to our campus.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus counselor will conduct a 5th grade campus visit in May to feeder middle school.	*Middle School Principal *Middle School Counselors *Elementary School Counselor	*School Pamphlets *Power point presentations *School Performances	*May 2021	*Photographs Portfolio *School's Agendas *School website	*District student rollover count.	*Formative Assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE	Title 1- #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1. Student Sixth grade Orientation on campus to provide them a rich experience .							
2) Students will be exposed to feeder campus and take part in their performing arts showcase.							

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



Goal Area 3:		Improve Safety, Public Support, Culture, and Climate					
Annual Goal 3:		By June 2021, 100% of staff will commit to provide a positive and motivating environment that is fostered on overall student learning and success.					
Objective 1:		Guerra student attendance will increase from an average of 95% to 98% year round by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A campus team (support team) is created to assist teachers to improve attendance rate and track the positivity ratio on Guerra attendance.	Principal Asst. Principal Teachers Counselor CLL PEIMS clerk	Campus Data Eschool Report Substitute System Report	October 2020 - June 2021	Daily attendance monitoring Eschool Data PEIMS Update Trainings Monthly Incentive Calendar Weekly Meetings Weekly Attendance Reports	Improvement in student academic scores Improvement in student attendance rate Improvement in staff retention	Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer Reader	Title 1 - #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) The campus support staff communicates with staff every other Friday to address Attendance and Daily Engagement levels to address next steps.							
2) As a grade level teachers create an action plan to address good and bad attendance by creating a communication plan and rewarding system.							
3) Teachers will keep ongoing two-way communication with their parents by using Class Dojo, Google Meets , Jasper to connect with their families on a daily basis.							
4) The campus leadership team will reward and recognize staff with perfect attendance by marking period							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a monthly calendar with reminders , activities and reward contingent events that will motivate students to stay engaged and connected with our campus initiatives.	Principal Asst. Principal Teachers Counselor CLL	State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material Positive Promotions Oriental Trading Amazon	October 2020 - June 2021	Student Product display Student Product Presentation STEM Activities Final Products	Improvement in student academic scores Improvement in student attendance rate Improvement in staff retention	Eschool Report Campus, district, and state data	Title 1 - #6- Strategies to Increase Parental Involvement, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Teachers will be given the opportunity to be a part of our Culture Monthly calendars so they can have buy-in from each grade for different events and activities.							
2) Our librarian alongside our PR rep will work on implementing events that promote students who are not only connected and engaged but who go the extra mile to be a part of our initiatives.							
3) Our librarian will also provide opportunities for student choice of projects, presentations and activities that will promote attendance.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus leadership team will ensure the teachers continue to integrate interactive activities in their curriculum and weekly lesson plans that will engage students on a daily basis.	Principal Asst. Principal Teachers Counselor CLL	State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material Google Classroom Class Dojo Google Meets	October 2020 - June 2021	Student Product display Student Product Presentation STEM Activities Final Products Google Meets Video Google Classroom	Improvement in student academic scores Improvement in student attendance rate Improvement in staff retention	Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer Reader	Title 1 - #3 Instruction by Highly Qualified Teachers, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Teachers will utilize technology: Google Classroom or any other digital platform to enhance learning and increase student engagement whether it is face to face or virtually.							
2) The campus will support staff in embedding technology within lessons to make learning interactive and engaging (Power Points, games, internet homework assignments, online grading systems, IPAD's)							
3) Teachers will monitor engagement levels of students by analyzing data of all systems and platforms used and take proper next steps to improve .							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
An increase of improvement will be based on student motivational activities, implementing family literacy events and class recognition for great student achievement.	Admin, librarian, teachers, parents, and students	AR reports usage during family literacy	August 2020- June 2021	Agendas, sign-in sheets, invites, flyers, photos of family literacy	Number of students who attend book clubs will increase AR Goals Literacy Turnouts Bright Summer Readers	Eschool Report Campus, district, and state data AR STAR Goals, Bright Summer Reader	Title 1
Action Steps							
1) The campus will provide a rich literacy environment by using (Renaissance/MYOn).							
2) The librarian will invite various authors to help promote student literacy and art of reading for enjoyment.							
2) The librarian will implement Book Clubs, Bright summer Reader, and AR goals to help students improve their level of engagement in reading by choice.							

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



Goal Area 3: Improve Safety, Public Support, Culture and Climate							
Annual Goal 3: By June 2021, 100% of staff will commit to provide a positive and motivating environment that is fostered on overall student learning and success.							
Objective 2: 100% of our teachers and staff will commit to promoting a culture that fosters shared beliefs and a sense of community.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Guerra will promote college ready campus initiatives throughout grade levels and throughout the campus community.	Principals Teacher Campus Counselor Coaches	*PSJA College Readiness *School Mission and Vision *University Websites	Aug 2020- Jun 2021	*College shirts *Friday college day *University collaboration via technology	Increase in student participation and performance	Participation and performance	Title 1 - #6- Strategies to Increase Parental Involvement, #10 Coordination and integration of Federal, State, and Local services.
Action Steps							
1) Encourage Friday spirit day for students to wear their designated college shirt							
2) Contact and collaborate with assigned Texas universities on ways to promote engagement							
3) Conduct virtual university tours and learn about what all universities have to offer							
4) Assign each grade level a designated university to represent for the school year							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus PR/SEL team will provide the 5 social emotional learning competencies during content areas and extracurricular activities.	Principals Teacher Campus Counselor Coaches	*District Training and Materials *Feedback Surveys *Professional Developments *Counseling and guidance department	Aug 2020- Jun 2021	*Walk Through Reports *Completed Teacher Surveys Lesson plans	Increase in student participation and performance	Surveys Performance Participation Behavior Reports	Title 1 - #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) Utilize social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness, etc. in their classrooms							
2) Conduct and collect student surveys to evaluate the students' physical and psychological state							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus teachers and staff will promote student participation in extracurricular activities, clubs, and campus announcements.	Principals Teacher Campus Counselor Coaches	*School sponsors	Aug 2020- Jun 2021	*Sign in sheets *Video recordings of meetings *Weekly meetings *Monthly calendar * Morning announcements	Increase in student participation Increase in student performance	Performance Participation	Title 1 - #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) All staff will be required to sign up for one extracurricular activity/club to promote students to join							
2) All campus teachers and staff are required to promote classroom celebrations on their walls, and on their social media.							
3) All campus teachers and staff will attend all campus events and integrate their grade level as part of the plan as support system to all campus initiatives.							

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

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 3:		By June 2021, 100% of staff will commit to provide a positive and motivating environment that is fostered on overall student learning and success.					
Objective 3:		100% of Guerra campus teachers and staff will articulate a clear and consistent communication to community.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus PR / Media committee will work together to constantly provide updated school & district information	PR Rep Librarian Campus Counselor Teachers Principals	District public relations department	Aug 2020- Jun 2021	*Flyers *Photos *School Website *Social Media Accounts	Increase in community participation and engagement	Increase in engagement Participation Side by side data analysis	Title 1 - #6 - Strategies to Increase Parental Involvement, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) PR rep will promote events on school website and social media accounts (twitter, Facebook, class dojo)							
2) The campus will collaborate with district personal for upcoming district events							
3) All campus teachers and staff will collaborate to create monthly calendar of upcoming campus events							
4) The PR Rep and Media team will collaborate to create and share school flyers on website and social media accounts							
5) The Camps Media / PR team will use technology to enhance our branding to innovative and transformational							
Strategy 2	Persons	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The PR/Media team will conduct monthly parent surveys on social media uses and communication	PR Rep Librarian Counselor Teachers Principals	*Feedback Surveys	Aug 2020- Jun 2021	*Parent feedback *Completed parent surveys *Social Media Accounts * School Website	Public Relation Data Increase in parent/community engagement	Participation Side by side data analysis Parent surveys.	Title 1 - #6 - Strategies to Increase Parental Involvement, #10 Coordination and integration of Federal, State, and Local services, Programs, and Funds
Action Steps							
1) The campus PR /Media team will promote survey on social media accounts and school website							
2) The PR communication media committee will conduct check in calls with our campus community.							
3) The Camps Media / PR team will use technology to enhance a two-way communication system.							

Goal Area 4: Staff Quality, Retention, & Recruitment

Goal Area 4:		Increase Staff Quality, Retention, & Recruitment					
Annual Goal 1:		By June 2021, 85% of all teachers will show growth in McREL's Performance Evaluation Report by one level in the effectiveness rubric rating.					
Objective 1:		Based on 2019-2020 McREL's Performance Evaluation Reports, by the end of the 2020-2021 school year, about 6% of Guerra Elementary teachers will grow to at least Effective from Not Available; about 14% of Guerra Elementary teachers will grow from Developing to Effective; about 60% of Guerra Elementary teachers will grow from Effective to Highly Effective; and about 20% of Guerra Elementary teachers will remain at Highly Effective by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
The campus CLL will provide instructional coaching support for all staff and integrate and provide effective professional development about implementing research-based strategies to enhance student learning.	Principal, Assistant Principal, CLL,	Professional development based trainers, professional development based on needs, McRel Guidelines, SLO guidebook,	August 2020 to June 2021	Mentor/coaching logs, sign-in sheets, CLCs, improved in teacher quality	Increase in teacher satisfaction and moral improvement in student performance; better adjustments for new and all teacher personnel, McREL Teacher Evaluation Proficiency level increase	Weekly walkthroughs & observations, McREL Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) Teachers complete their McREL Self-Assessments and submit their PD goals by September 30th.							
2) Analyze data to create, assess, and monitor Student Learning Objectives.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
The Campus CLL and leadership team will provide professional development for all staff based on their professional development goals.	Principal, Assistant Principal, CLL,	Professional development based trainers, professional development based on needs, McRel Guidelines, SLO guidebook,	August 2020 to June 2021	Professional development sign in sheets remote check ins, improved in teacher quality	Data showing increase alignment between teacher evaluation and student performance.	Weekly walkthroughs & observations, McREL Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) New teacher will attend their weekly NTI meetings							
2) Evaluate PD feedback to ensure it meets needs							
3) Establish and maintain a mentoring program for first and second year teachers.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Campus leadership team will use walk-through data to monitor, support, and provide feedback for teacher effectiveness.	Principal, Assistant Principal, CLL,	Professional development based trainers, professional development based on needs, McRel Guidelines, SLO guidebook,	August 2020 to June 2021	Walkthrough data and schedule, CLC agenda and sign in sheets, teacher conferences, improved in teacher quality	Teacher satisfaction and moral improvement	Weekly walkthroughs & observations, McREL Student Academic Performance Rigor/Relevance Rubric	Title 1 - #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) Provide effective feedback based on walkthroughs and observations to identify teachers' areas of needs.							
2) Use the weekly walk-throughs using Instructional Focus Walkthrough form							
2) Provide learning opportunities, i.e... peer observations to observed effective strategies based on areas of need.							
3) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.							

Goal Area 4: Staff Quality, Retention, & Recruitment

Goal Area 4: Increase Staff Quality, Retention, & Recruitment							
Annual Goal 1: By June 2021, 85% of all teachers will show growth in McREL's Performance Evaluation Report by one level in the effectiveness rubric rating.							
Objective 2: 100% of the staff will participate in professional development based on data collected in the evaluation systems to show growth and to target research-based strategies for teachers to integrate in their classrooms by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time and will identify areas of need by teacher	Principal, Assistant Principal, CLL,	Instructional walkthroughs, McREI observations, SLOs, Professional Learning Communities,	August 2020 to June 2021	Walkthrough data and schedule, CLC agenda and sign in sheets, teacher conferences, improved in teacher quality	increased quality instructional time, implementation of best practices	walkthrough data reviews	Title 1- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
Create campus walkthrough schedules							
Retrieve and analyze weekly walkthroughs to address teachers' areas of need							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Campus mentor/Instructional coach for teachers to the campus and new to grade level assignments to model lessons in the classroom or virtually.	Principal, Assistant Principal, CLL, Grade level chairs	Instructional walkthroughs, McREI observations, SLOs, Professional Learning Communities,	August 2020 to June 2021	Staff integrates research-based strategies that was shared with them, improved in teacher quality	increase in scores, academic achievement and closing the gaps.	Scheduled coaching and modeled lessons.	Title 1- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
Use walkthroughs and observations evaluations to provide effective coaching and professional development for all teachers.							
Provide learning opportunities, peer observations to observe effective strategies based on the area of needs							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Weekly TCLCs that provide and model effective instructional strategies to use in the classroom	Principal, Assistant Principal, CLL, Grade level chairs	SLOs, Teacher Collaboration Learning Communities, McRel Guidelines, SLO guidebook,	August 2020 to June 2021	TCLC agendas, sign in sheets, virtual recordings	implementation of best practices in the classroom,	walkthrough data reviews	Title 1- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
Provide effective classroom resources to improve student academic achievement							
CLL will model lessons and instructional strategies during TCLCs							
GLC will be available for peer coaching and mentorships							

Goal Area 4: Staff Quality, Retention, & Recruitment

Goal Area 4: Increase Staff Quality, Retention, & Recruitment							
Annual Goal 1: By June 2021, 85% of all teachers will show growth in McREL's Performance Evaluation Report by one level in the effectiveness rubric rating.							
Objective 3: 100% of all teachers will use research-based strategies in their daily lessons to deliver high quality lessons by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Teachers will use collaborative learning strategies in all lessons across all grade levels to promote interactions, responsibilities, accountability, and social skills.	Principal, Assistant Principal, CLL, Grade Level Chairs Teachers	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	August 2020 to June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	- Increase in Student Achievement across all grade levels. -Increase academic performance of all student groups in all BM and STAAR assessments. G12+G12+H12	-Weekly Assessments -CBA I -BMI & II -STAAR -TELPAS	Title I- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) Heterogeneous grouping that builds trust and promotes open communication							
2) Set the rules and assign a role to each member of the group during collaborative group work							
3) During CLC meetings, teacher will plan and create collaborative learning strategies to implement in their classroom							
4) Set guidelines and expectations on classroom discussions, group work, and interactions.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
The campus leadership team will promote strategies that encourage higher order thinking, problem solving, and critical thinking skills.	Principal Asst. Principal Teachers Counselor CLL Support Staff	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson Forde Ferrier Write From the Beginning	August 2020 to June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	- Increase in Student Achievement across all grade levels. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BMI & II -STAAR -TELPAS	Title I- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS)							
2) Campus based training on the implementation of interactive journals							
3) Provide training on communication to help teacher deliver clear and effective feedback to individual students							
4) Teachers will implement higher level questioning in all lessons across all subjects							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
The CLL / and Grade level chairs will provide professional development training on research based instructional strategies.	Principal Asst. Principal Teachers Counselor CLL Support Staff	Mentoring Minds DMAC Reports STAAR released test Progress monitoring template Pearson Forde Ferrier Write From the Beginning	August 2020 to June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	- Increase in Student Achievement across all grade levels. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BMI & II -STAAR -TELPAS	Title I- #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS)							
2) Campus based training on the implementation of interactive journals							
3) Provide training on communication to help teacher deliver clear and effective feedback to individual students							
4) Teachers will implement higher level questioning in all lessons across all subjects							

Goal Area 4: Staff Quality, Retention, & Recruitment

Goal Area 4: Increase Staff Quality, Retention, & Recruitment							
Annual Goal 2: By June 2021, Guerra Elementary will build capacity, promote collaboration, inspire action, and develop leaders.							
Objective 1: 100% of all teachers will be given the opportunity to have leadership opportunities and be involved in campus decision making committees by June 2021.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Teachers act as stakeholders: They will be given the opportunity to have voice and autonomy in critical decision making meetings.	Principal, Assistant Principal, CLL, Grade Level Chairs Teachers	Staff meetings, TCLCs, Action Plans SBDM Committee	August 2020 to June 2021	Staff meetings guided by teachers' interests and concerns, be involved when classroom resources are ordered	Addressed needs and concerns, teachers have the classroom resources needed	Staff meetings, weekly TCLCs,	Title 1 - #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) Provide opportunity for communication to address concerns and take next steps							
2) Accept ideas in regards to which classroom resources will be faithfully implemented.							
3) Teachers are provided the opportunity to challenge the status quo .							
4) Teachers are provided the opportunity to take part in adaptive innovation by leading their own ideas.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Teachers are encouraged and empowered : They are provided the opportunity to be grade level chairs & guide our TCLCs.	Principal, Assistant Principal, CLL, Grade Level Chairs Teachers	Grade level chair meetings, TCLCs	August 2020 to June 2021	TCLCs are guided by teachers to promote leadership roles	Higher teacher retention rate, Increase in teacher satisfaction and moral, Collaboration	Weekly TCLCs	Title 1 - #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) CLL provides opportunities for teachers to lead weekly TCLCs with a focus on the campus road map.							
2) Grade level chairs will be given the opportunity to share their strategies and present them during staff meetings and TCLS.							
3) GL chairs are given the autonomy to lead their TCLC daily by following a CLC schedule that permits them lesson planning time for all four disciplines , progress monitoring and data analysis.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title-I School- wide Component
Give each teacher the opportunity to be primary representative of a club, progress monitoring team, committee, etc.	Principal, Assistant Principal, CLL, Grade Level Chairs Teachers	Progress Monitoring Committees (all content), UIL Sponsors, Clubs sign up sheets	August 2020 to June 2021	Teachers are satisfied with the leadership roles presented,	Positive campus culture, leadership opportunities, highlights teacher's interests	Scheduled student events for clubs, progress monitoring	Title 1 - #1 Comprehensive Needs Assessment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1) Teachers decide/volunteer on the committee they would like to participate (instead of being assigned).							
2) Teachers are given the opportunity to lead their clubs and organizations							
3) Teachers will be assigned to be a part of a progress monitoring team for Reading, Math, Science or Writing, and lead that team through vertical alignment and progress monitoring structures and processes.							

Goal Area 4: Staff Quality, Retention, & Recruitment

Goal Area 4:	Increase Staff Quality, Retention, & Recruitment						
Annual Goal 3:	By June 2021, 85% of the staff will be retained to stay at Guerra Elementary, and high quality teachers will be recruited for the following school years.						
Objective 1:	100% of all staff will be recognized for their hard work and dedication to Guerra Elementary by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative	Title-I School-wide Component
All teachers receive Contingent rewards and recognizitos to reward and celebrate individual accomplishments	Principal, Assistant Principal, CLL, PR Representative, District Employees	Gift baskets, local stakeholders, Spirit of PSJA Awards, campus/district social media Amazon Campus vision and mission statement. Sprit of PSJA Themes School Social Media	August 2020 to June 2021	Recognitions on social media, highly effective teachers are recruited and retained	Improved customer service for all staff, inscreased efficiency and happier employees, teacher and staff retention & recruitment	Empolyee recognition during staff meetings	Title 1- #1 Comprehensive Needs Asestment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1)Leadership team organizes and keeps up with local and national staff/teacher celebrations							
2)Leadership team frequently promotes and celebrates our staff and teachers on social media							
3)The campus will recognize teachers that standout specifically for different campus initiaitives, and they are highlighted in staff meetings and social media.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Summative	Title-I School-wide Component
Leadership team along with all staff promote a positive campus culture based on campus' vision	Principal, Assistant Principal, Counselor, CLL, teachers, all staff	Gift baskets, local stakeholders, Spirit of PSJA Awards, campus/district social media Amazon Campus vision and mission statement. Sprit of PSJA Themes School Social Media	August 2020 to June 2021	All teachers and staff are recruited and retained at Guerra Elementary	Improved customer service for all staff, inscreased efficiency and happier employees, teacher and staff retention & recruitment	Staff collaboration, staff meetings,	Title 1- #1 Comprehensive Needs Asestment, #3 Instruction by Highly Qualified Teachers, #4 High-Quality and Ongoing Professional Development, #5 Strategies to Attract Highly Qualified Teachers
Action Steps							
1)Create campus' vision and mission statement and handbook							
2)Promote collaboration across the campus							
3)Provide support groups for all grade levels							