



**PHARR-SAN JUAN-ALAMO**  
Independent School District



**CARMEN ANAYA ELEMENTARY**  
Dedicated to Excellence!

Carmen Anaya Elementary School

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# 2020 Campus Improvement Plan

*15 October 2020*



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**Executive Summary**  
**Campus Improvement Plan 2020-2021**  
**Campus: Carmen Anaya Elementary**

**Mission:**

At Carmen Anaya Elementary, we believe that all the elementary children should develop an understanding of the past and identification with the present to meet the challenges of an ever-changing world and to become responsible ethical members of our society. In order for us to realize our objectives, we at Carmen Anaya Elementary recognize the need for competitive efforts between the student, school, home, and community. As stated in our 2018 Blue Ribbon School application, “It is the philosophy of Carmen Anaya Elementary staff that educating children to become competent, responsible, and ethical members of society will continue to lead change in the Las Milpas community”.

**Demographic Summary:**

The current enrollment at Carmen Anaya Elementary is 455 students. Demographic statistics are as follows: Male 50.1% Female 49.9%, English Learners 62.3%\* Economically disadvantaged 94.7% Gifted and Talented 2.0% At- Risk 86% \* and Special Education 5.8%.

**Comprehensive Needs Assessment Summary:**

Carmen Anaya Elementary received an overall accountability score of 96% based on Texas Education Agency formula which includes a percentage of the three state standard domains. Domain I which measures the overall “Student Achievement”, Anaya scored a 96. Domain 2 measures School Progress in two areas: Part A Academic Growth and Part B Relative Performance. In Part A we scored an 83% which indicates we had no student growth from the 2018 state assessment. Part B which compares our economically disadvantaged student population (96.6) to our comparison schools, we scored a 92% (A). The state uses the higher of the two scores, so our final Domain II rating was a 92% (A). Finally, Domain III Closing the Gaps measures how all campus group categories perform against an established state target. Anaya Elementary met all targets at 100% thereby getting all state distinctions and meeting all requirements for an overall school rating of an “A” campus.

**Curriculum and Instruction and Assessment:**

**Reading:** PSJA adopted SAVAAS curriculum and district coordinators created a pacing guide and lessons for all teachers in Kinder-5<sup>th</sup> grade. District also bought and trained teachers in the Diana Ramirez Reading strategies which teachers are expected to implement with the state adopted material. In addition to the curriculum which is provided in both English and Spanish for students in 2<sup>nd</sup> -5<sup>th</sup> grade, we schedule all classrooms in computer labs for 30 minutes daily for extra practice in reading skills by using the iStation application. Students in Kindergarten – 1<sup>st</sup> grade also use SAVAAS Reading curriculum, however they do not get both English and Spanish student books. The Spanish Language Arts portion of the curriculum is supported by the REACH basal. Kinder students get either book in their first language as well and teachers

use such resources as Sing, Spell Read, and Write. Pre-kinder classes use Sing, Spell, Read and Write as well as Frog Street which the district is piloting this year.

**Math:**


Sharon Wells Math Curriculum has been the adopted curriculum for the district's 2<sup>nd</sup> -5<sup>th</sup> grade elementary students. The curriculum is highly structured, fast paced instructional that requires weekly progress monitoring assessments. Students in Kinder and 1<sup>st</sup> grades use Pearlized Math, also a highly structured curriculum that incorporates weekly progress monitoring assessments. Prek4 teachers use their own resources. All students participate daily in computer lab math applications such as Imagine Math and Big Brain.

**Assessments:**

Students are assessed weekly in Reading, Math, Science using district adopted curriculum. Each of the progress monitoring assessments are based on the week's lessons, and they are aligned to the TEKS. Every unit in these core subjects also have assessments and teachers are required to monitor students' progress. Students are also assessed using Tejas Lee, TPRI, TxKEA at the beginning, middle and end of every academic school year. Pre Las, and LAS testing used to identify language proficiency at the beginning and end of each school year. STAAR assessments as are administered as mandated by Texas Education Agency.

**Summary of Goals:**

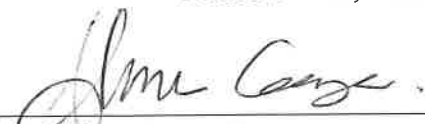
Goals for Carmen Anaya Elementary in 2020-2021 will be to increase student achievement by 5%, increase our TELPAS score at 45%, and increase our Domain II Part A by 5 percentage points. In Goal Area 2, our goal is to identify groups that show gaps in ability for the lower grades, and reduce the gap by 30%. In Goal Area 3, we will promote the safety of our campus, by complying and monitoring the established campus COVID protocols, promoting partnership and involvement of community businesses, and developing the social emotional aspect of students and staff to improve the culture and climate in our campus. Goal Area 4, we want to increase the number of accomplished and distinguished teachers reduce teacher turnover rate. Establish staff socials to build capacity and relationships which will build teacher efficacy and have all teachers at a "Proficient" or higher rating on McRel teacher evaluation system.



Berta Cantu, Principal



Andrew Wirt, Campus Instructional Leader



Mrs. Alma Garza, Parent

## **Professional Staff Representatives**

**Bertha Cantu, Principal**

Alicia Flores, Teacher (4th)

Elena Hernandez, Nurse

Hilda Hernandez, Teacher (2nd)

Beatriz Lackey, Teacher (Sp.Ed.)

Roel Luna, Counselor

Jessica Perez, Teacher (Kinder)

Laura Quiroz, Librarian

**Laura Torres, Assistant Principal**

Christina Rangel, Teacher (Kinder)

Graciela Rodriguez, Teacher (3rd)

Mario Sanchez, Teacher (5th)

Jose Sepulveda, Reading Specialist

Rebekah Valdez-Cantu, Teacher (PK)

Andrew Wirt, CLL

## **Parent Representatives**

Liliana Gomez, Parent

Alma Garza, Parent

## **Community Representatives**

Eddie Anaya, Community Leader

*In Process of Selecting*

## **Business Representatives**

*In Process of Selecting*

*In Process of Selecting*

# - SBDM Subcommittees -

To honor our SBDM process values of student-centeredness, intentionality, and impact, the SBDM bylaws specify that professional staff representatives shall work in subcommittees at the Principal’s discretion. The following table lists the subcommittee composition of professional staff by goal area for the 2020-2021 school year.

Because 2019-2020 statewide accountability data is the same as the 2018-2019 school year, fewer members are in the Student Achievement subcommittee. The SBDM committee as a whole works to advise and guide the development of goals in Goal Area #1.

<b>Sub-Committee #1: Student Achievement</b>
<p>Laura Torres (Assistant Principal)* Berta Cantu (Principal)**</p> <p><i>Data and goals remain the same for 2020-2021 school year, revised for BM #2 performance</i></p>

<b>Subcommittee #2: Closing the Gaps</b>
<p>Jose Sepulveda (Reading Specialist)* Laura Quiroz (Librarian)** Jessica Perez (Teacher, K) Beatriz Lackey (Teacher, Sp.Ed.)</p> <p><i>Berta Cantu (ex officio) Laura Torres (ex officio)</i></p>

<b>Subcommittee #3: Improving School Safety, Public Support, Culture &amp; Climate</b>
<p>Roel Luna (Counselor)* Rebekah Valdez-Cantu (Teacher, PK)** Christina Rangel (Teacher, K) Alicia Flores (Teacher, 4th)</p> <p><i>Berta Cantu (ex officio) Laura Torres (ex officio)</i></p>

<b>Subcommittee #4: Increasing Staff Quality, Recruitment, &amp; Retention</b>
<p>Andrew Wirt (CLL)* Mario Sanchez (Teacher, 5th)** Elena Hernandez (Nurse) Graciela Rodriguez (Teacher, 3rd) Hilda Hernandez (Teacher, 2nd)</p> <p><i>Berta Cantu (ex officio) Laura Torres (ex officio)</i></p>

\* Chair, \*\*Assistant Chair





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# **Comprehensive Needs Assessment (CNA)**

## **Including Campus Data**



# Texas Education Agency

## 2019 Accountability Ratings Summary

### Carmen Anaya Elementary

Due to COVID-19, state testing was waived for the 2019-2020 Academic Year. Therefore, state accountability data remains the same as the previous year. The Comprehensive Needs Assessment reviews this 2019 accountability data along with other data sources included in the appendices of this CIP.

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>95</b>	<b>A</b>
<b>Domain I: Student Achievement</b>			
STAAR Performance	68	92	<b>A</b>
<b>Domain II: School Progress</b>			
Part A – Academic Growth	77	83	<b>B</b>
Part B – Relative Performance	68	93	<b>A</b>
<b>Domain III: Closing the Gaps</b>			
	100	<b>100</b>	<b>A</b>

# Domain I: Student Achievement

## 2019-2020 STAAR Scaled Score

92 - A

### All Tests Performance

<b>Approaches</b>	96%
<b>Meets</b>	71%
<b>Masters</b>	37%
<b>Average of Percentages</b>	$204 / 3 = 68$
<b>Domain I (Raw Score)</b>	<b>68</b>

# Domain II: School Progress

## Part A: Academic Growth

2019-2020 STAAR Scaled Score

83 - B

2019-2020 STAAR Performance

<i>Prior-Year Performance on STAAR</i>	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)		
Did Not Meet	-	0	2	-	0	5	-	-	3	0		
Approaches Grade Level	-	2	0	-	8	19	-	-	28	9		
Meets Grade Level	2	-	-	14	-	-	-	8	16	30		
Masters Grade Level	0	-	-	5	-	-	19	-	-	49		
										Growth Points Earned	Total Possible Points	
Total Number of Tests	2	2	2	19	8	24	19	8	47	88		
Total Points	0.0	0.0	2.0	0.0	4.0	24.0	0.0	4.0	47.0	88.0	169.0	
										Raw Score		77%

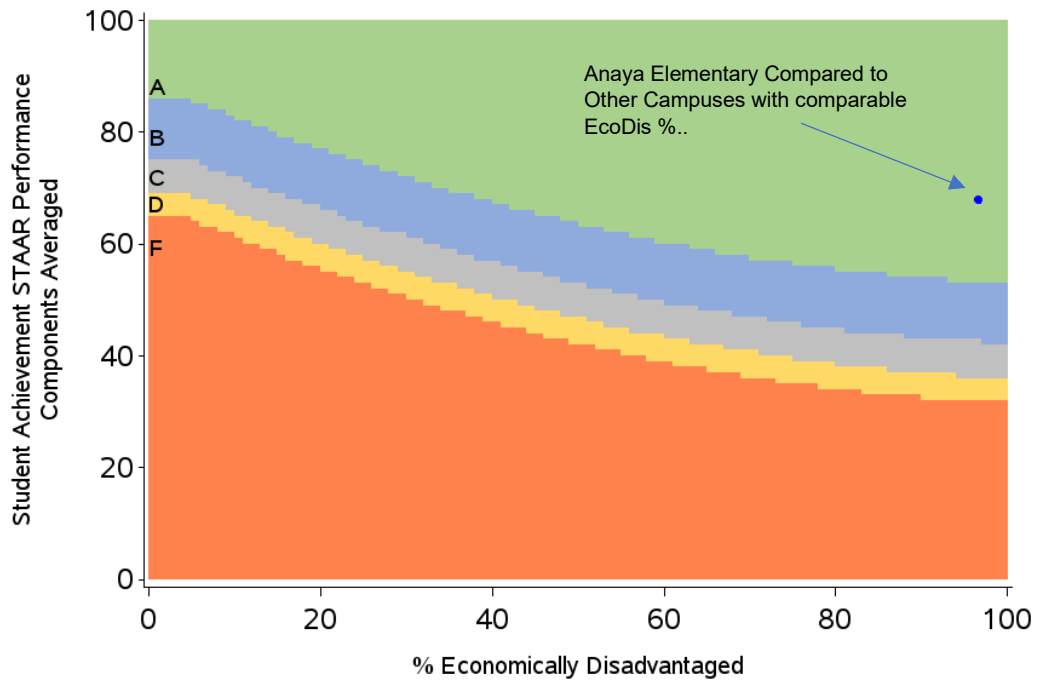
# Domain II: School Progress

## Part B: Relative Performance

**2019-2020 STAAR Scaled Score**

93 - A

Texas Education Agency  
 2019 Relative Performance  
 CARMEN ANAYA EL (108909128) - PHARR-SAN JUAN-ALAMO ISD



Note: Place your mouse cursor over a plot point for more detailed information.

Anaya Elementary Domain II-B Scoring				Value needed for:			
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	90	80	70	60
				96.6	96.1 to 97	Elementary	68

# Domain III: Closing the Gaps

2019-2020 STAAR Scaled Score

100 - A

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Component #1 - Academic Achievement Status</b>																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Y		Y						Y	Y			Y	Y		
% at Meets GL Standard or Above	64%	-	65%	*	-	-	-	-	64%	66%	29%	*	63%	69%		
# at Meets GL Standard or Above	108	-	**	*	-	-	-	-	103	76	6	*	84	24		
Total Tests (Adjusted)	168	-	**	*	-	-	-	-	162	116	21	*	133	35		
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Y		Y						Y	Y			Y	Y		
% at Meets GL Standard or Above	80%	-	80%	*	-	-	-	-	80%	83%	81%	*	80%	80%		
# at Meets GL Standard or Above	134	-	**	*	-	-	-	-	129	96	17	*	106	28		
Total Tests (Adjusted)	168	-	**	*	-	-	-	-	162	116	21	*	133	35		
Total Indicators															12	12

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
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## Component #2: Growth Status

ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67		
Target Met	Y		Y						Y	Y			Y			
Academic Growth Score	74	-	75	*	-	-	-	-	74	78	77	*	70	89		
Growth Points	81	-	**	*	-	-	-	-	78.5	59	10	*	60.5	20.5		
Total Tests	109	-	**	*	-	-	-	-	106	76	13	*	86	23		
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70		
Target Met	Y		Y						Y	Y			Y			
Academic Growth Score	80	-	80	*	-	-	-	-	79	73	96	*	81	76		
Growth Points	88	-	**	*	-	-	-	-	85	56.5	12.5	*	70.5	17.5		
Total Tests	110	-	**	*	-	-	-	-	107	77	13	*	87	23		
Total Indicators															10	10



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
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### Component #3: English Language Proficiency Status

Target										36%						
Target Met										Y						
TELPAS Progress Rate										40%						
TELPAS Progress										71						
TELPAS Total										176						
Total Indicators															1	1

### Component #4: Student Success Status

Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Y		Y						Y	Y	Y		Y	Y		
STAAR Component Score	68	-	68	*	-	-	-	-	68	69	51	60	67	71		
% at Approaches GL Standard or Above	96%	-	96%	*	-	-	-	-	96%	96%	91%	80%	97%	92%		
% at Meets GL Standard or Above	71%	-	72%	*	-	-	-	-	71%	73%	51%	60%	70%	74%		
% at Masters GL Standard	37%	-	37%	*	-	-	-	-	37%	39%	11%	40%	34%	47%		
Total Tests	446	-	**	*	-	-	-	-	431	309	55	5	353	93		
Total Indicators															7	7

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Participation Rates</b>																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	-	100%	*	-	-	-	-	100%	100%	100%	*	100%	100%		
# Participants	181	-	**	*	-	-	-	-	175	123	21	*	134	47		
Total Tests	181	-	**	*	-	-	-	-	175	123	21	*	134	47		
Mathematics																
% Participation	100%	-	100%	*	-	-	-	-	100%	100%	100%	*	100%	100%		
# Participants	179	-	**	*	-	-	-	-	173	121	21	*	134	45		
Total Tests	179	-	**	*	-	-	-	-	173	121	21	*	134	45		

# - Comprehensive Needs Assessment -

Strengths	Needs
<p><b><u>STAAR:</u></b></p> <ul style="list-style-type: none"> <li>● Met All Distinctions</li> <li>● Rated A Campus</li> <li>● Scored higher than state scores</li> </ul> <p><b><u>English Language Learners:</u></b></p> <ul style="list-style-type: none"> <li>● 3<sup>rd</sup> grade Math passing rate for EL students at Carmen Anaya Elem. was 100%, All students (100%).</li> <li>● 4<sup>th</sup> grade Reading passing rate for EL students at Carmen Anaya Elem. was 97%: 1% point above the All student (96%).</li> <li>● 4<sup>th</sup> grade Math passing rate for EL students at Carmen Anaya Elem. was 100%, All students 100%</li> <li>● Anaya Elem. was 97%: 7% points above All student (90%).</li> <li>● 3<sup>rd</sup> – 5<sup>th</sup> Gr. STAAR All Subjects rate at Met or Exceeded Progress for EL students at Carmen Anaya Elem. was 96%, All Student (96%).</li> </ul> <p><b><u>Economically Disadvantaged:</u></b></p> <ul style="list-style-type: none"> <li>● In 3<sup>rd</sup> Math, ECD (100%), and All Students (100%).</li> <li>● In 3<sup>rd</sup> Reading, ECD (91%) and All Students (91%).</li> <li>● In 4<sup>th</sup> Reading, ECD (96%), and All Students (96%).</li> <li>● In 4<sup>th</sup> Math, ECD (96%), and All Students (96%).</li> <li>● In 4<sup>th</sup> Writing, ECD (90%), and All Students (90%).</li> <li>● In 5<sup>th</sup> Reading, ECD (97%), and All Students (97%).</li> <li>● In 5<sup>th</sup> Math, ECD (100%), and All Students (100%).</li> <li>● In 5<sup>th</sup> Science, ECD (95%), and All Students (95%).</li> </ul>	<p><b><u>STAAR:</u></b></p> <ul style="list-style-type: none"> <li>● No progress in Domain II Part A</li> <li>● Writing score decreased 5% points 72% to 67%</li> </ul> <p><b><u>English Language Learners:</u></b></p> <ul style="list-style-type: none"> <li>● 5<sup>th</sup> grade Reading passing rate for EL students at Carmen Anaya Elem. Was 95% two points below the All students 97%</li> <li>● 5<sup>th</sup> grade Science passing rate for EL students at Carmen Anaya Elem. was 93% two points below the All students 95%</li> <li>● 4<sup>th</sup> grade Math passing rate for EL students at Carmen Anaya Elem. was 94%: 2 % points below All student (96%).</li> <li>● STAAR Masters Gr. Level EL students: Reading: 31%, Math: 41%, Writing: 41%, Science: 24%</li> </ul> <p><b><u>Achievement Gaps:</u></b> (at Approaches Gr. Level or Above)</p> <ul style="list-style-type: none"> <li>● In Reading, EL (94%) and All (95%).</li> <li>● In Math, EL (98%) and All (99%).</li> <li>● Science, EL (92%), and All (95%).</li> </ul> <p><b><u>TELPAS:</u></b></p> <ul style="list-style-type: none"> <li>● Develop oral language proficiency ratings for Beginner, Intermediate, Advanced, and Advanced High in TELPAS.</li> <li>● Component 3, English Language Proficiency Indicator met after phase in.</li> </ul>





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# **Campus Goals & Action Plan**

## **Based on CNA**



# PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT CARMEN ANAYA ELEMENTARY

## Data Resources Reviewed

1. TPRI/TejasLEE (2017-19)
2. Benchmark #2 (2019-2020)
3. Star Literacy Assessment Reports
4. State Accountability Reports (TAPR 2017-19)
5. TELPAS Report (2017-19)
6. PEIMS Report Card Failure Report
7. RTI Reports
8. PEIMS Demographic Report
9. Parental Involvement Data
10. PEIMS Attendance Report
11. On-Point Report
12. Teacher Climate Survey (2018, 2020)
13. McREL Reports (2019, 2020)
14. PD Goal Survey & PD Plans
15. Certification Staffing Report
16. Campus SEED Blueprint
17. Peer Coaching Aggregate Data
18. Walkthrough Data



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# Goal Area #1: Student Achievement



<b>Goal Area: 1</b>	<b>Student Achievement</b>
<b>Annual Goal:</b>	In 2021 Carmen Anaya Elementary TELPAS scores will increase to a 45% in order to meet State standards.
<b>Objective:</b>	In 2021, TELPAS scores at Carmen Anaya Elementary will increase by a minimum of 5% points in order to surpass state standard of 38%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Train teachers in application of district Dual Language curriculum	Olivia Martinez, DL Director N. Viramontes, DL, District Coordinator Berta Cantu, Principal Laura Torres, Asst. Principal	District Curriculum: Mi Vision/My Vison TELPAS Activities TELPAS trainings Student Journals Campus Calendar TELPAS Release Items TELPAS Online Reading and Writing	9/2020 10/22/20 12/14/20 2/1/20	Lesson Plans Walk through data Training sign ins Grade book Benchmark Scores/ Results Teacher submissions	Students will demonstrate competency in bi-literacy in second L2 in Listening, Speaking, Reading and Writing	Benchmark assessments(Bilit eracy) SLA/ELA Progress monitoring assessments State Tests	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Professional Development for teachers on best practices</li> <li>Monitor classroom activities and interventions</li> <li>Ensure teacher compliance of DL program via walkthroughs and artifacts</li> <li>Implementation of ELPS in the 4 domains with fidelity</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement Daily TELPAS practice activities with fidelity in a consistent and cohesive manner	Berta Cantu, Principal Laura Torres, Asst. Principal Classroom teachers	District Curriculum: Mi Vision/My Vison TELPAS Activities TELPAS trainings Student Journals Campus Calendar CLC Meetings/ Roadmaps	Daily beginning August 28, 2020 September 8, 2020- March 11, 2021	Lesson Plans Classroom observation data Grade book Campus TELPAS Calendar CLC evidence and Artifacts Intervention forms Journals and LOD	Students will demonstrate increased competency in Listening Speaking Reading And Writing as well as Writing proficiency	Benchmark assessments(Bilit eracy) SLA/ELA Progress monitoring assessments	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Disseminate TELPAS results and create individual student goals</li> <li>Teachers create student proficiency goals (+1)</li> <li>Incorporate TELPAS daily activities</li> <li>Follow district guidelines for dual language implementation and assessments</li> <li>Monitor student progress and growth in ELPS (L,S,R, W)</li> <li>Create Professional Development for teachers</li> </ul>							

<b>Goal Area: 1</b>	<b>Student Achievement</b>
<b>Annual Goal:</b>	95% of all Reading tests will perform at approaches, 75% at meets, 40% at Masters
<b>Objective:</b>	3rd -5th grade students at Carmen Anaya will increase progress measure in Reading by a minimum of 5 % points from the previous year

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze student data reports and identify state standards of concern	Berta Cantu, Principal Laura Torres, AP Andrew Wirt, CLL 3rd-5th Teachers	DMAC reports TEA Reports	September 2020 December 16, 2020 March 10, 2020 May 12, 2020	Data reports/Charts DMAC Reports Staff Meeting Agendas Tutoring Lists Intervention Calendars	Student growth from BM 1to BM2 Increase in Progress Measure (District)	Benchmark Assessments STAAR Assessments	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Provide immediate and effective interventions</li> <li>• Monitor all subpopulation groups to ensure they are on track to meet state passing standards</li> <li>• Maintain update student data forms/charts in data room</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Immediate tutorials for students who do not perform at Approaches( 3rd grade) , and students who showed no progress from 2019 (4th & 5th)	Berta Cantu, Principal Laura Torres, AP Andrew Wirt, CLL 3rd-5th Teachers Jose Sepulveda, CRT Classroom teachers 3rd-5th	DMAC reports Teacher grade book data	December 16, 2020 March 10, 2020 May 12, 2020	Data reports/Charts DMAC Reports Staff Meeting Agendas Tutoring Lists Tutoring Sign in Intervention Calendars	Student growth from BM 1to BM2 Increase in Progress Measure (District) Intervention Plans	Benchmark Assessments Progress Monitoring Intervention Plans	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Regroup students as needed for intentional instruction</li> <li>• Ensure student participation in tutorials</li> <li>• Enroll students with reading gaps in Reading Intervention classes</li> <li>• Align student instruction with student academic level (CRT)</li> <li>• Participation in Reading Clinics- training/support for teachers</li> </ul>							

<b>Goal Area: 1</b>	<b>Student Achievement</b>
<b>Annual Goal:</b>	Identify, monitor and prioritize student progress in Domain II part A
<b>Objective:</b>	In 2021, Carmen Anaya Elementary 4th and 5th grade students will increase D2 Part A score from an 83 to 88

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify students who showed regressed or no growth in 2018 in Reading and Math	Berta Cantu, Principal Laura Torres, AP Andrew Wirt, CLL 3rd-5th Teachers	BM Scores CBA Scores STARR Interim Campus Data Dessagation Calendars	December 2020 February 2021	Teacher action plans after progress monitoring assessments Tutoring lesson plans CLC Meeting Agendas to analyze student data Student performance chart	Increase in student progress measure	DMAC 110% Report Student Growth Classifications	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Use benchmark data (2020) to identify students who did not perform</li> <li>• Group students with similar strengths and weakness</li> <li>• Provide intentional, purposeful tutorials</li> <li>• Monitor student progress</li> <li>• Maintain student performance chart</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify TEKS that were of concern	Berta Cantu, Principal Laura Torres, AP Andrew Wirt, CLL 3rd-5th Teacher	Pearson STAAR Master Kamico Sharon Wells Imagine Learning	December 2020 February 2021	Teacher action plans after progress monitoring assessments CLC Meeting Agendas to analyze student data	TEKS mastered at 70% or higher	DMAC SE Tutorial Report	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Perform Item analysis on latest benchmark assessments</li> <li>• Align instructional resources to TEKS of low performance</li> <li>• Ensure instructional resources are on grade level</li> </ul>							



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# Goal Area #2: Closing the Gaps

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	2020- 2021 Carmen Anaya Kinder -2nd grade students will meet at least 30% "Developed" in TPRI/Tejas Lee in Phonemic Awareness category by EOY assessment.
<b>Objective:</b>	Kinder students will learn 80% of letters and sounds by the end of the 2020-2021 academic school year..

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use data reports from TPRI / TEJAS LEE BOY to identify areas of concern for Kinder students.	B. Cantu,Principal L. Torres,Assistant principal J. Sepulveda, Reading Strategist Grade level Teachers	District Curriculum Istation Reading "Boom Cards" digital task cards TPRI/Tejas Lee Resources Star Early Literacy Assessment Fluency Charts Reading Clinics	First 6 weeks of the start of the school year, Mid January and Mid April.	TPRI /TEJAS LEA BOY, MOY, EOY Reports Display of Fluency Chart/ on file Teacher walk-throughs Sign in Sheets (Reading Clinics)	Closing of the achievement gaps Literacy will increase Increase STAR student growth	Weekly assessments TPRI/ TEJAS LEE RTI progress monitoring	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Assess students every 3 weeks on deleting initial and final sounds.</li> <li>Small group interventions</li> <li>RTI monitoring</li> <li>re-teach in a small group settings/ 1:1</li> </ul>							

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	Carmen Anaya Elementary Kinder -2nd grade students will increase fluency rates by a minimum of 50% “Developed” in EOY assessments.
<b>Objective:</b>	1st grade students will read above the 50%tile fluency rate between 40 to 60 wcpm by the end of the 2020-2021 academic school year..

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use data reports from TPRI / TEJAS LEE BOY to identify areas of concern for Kinder students.	B. Cantu,Principal L. Torres,Assistant principal J. Sepulveda, Reading Interventionist Grade level Teachers	District Curriculum Istation Reading “Boom Cards” digital task cards TPRI/Tejas Lee Resources Star Early Literacy Assessment High Frequency Words	First 6 weeks of the start of the school year, Mid January and Mid April.	Student work display of DMR’s Comprehension Clothesline Reports Teacher walk-throughs	Closing of the achievement gaps Literacy will increase Increase STAR student growth	Weekly assessments TPRI/ TEJAS LEE RTI progress monitoring	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and ongoing professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Assess the student to make sure that word decoding or word recognition is not the source of the difficulty (if decoding is the source of the problem, decoding will need to be addressed in addition to reading speed and phrasing).</li> <li>Students who have not mastered the skill, will be explicitly re-taught in a small group setting using interventions and resources listed (~30 mins/week)</li> <li>Give the student independent level texts that he or she can practice again and again. Time the student and calculate words-correct-per-minute regularly. The student can chart his or her own improvement.</li> <li>RTI Monitoring</li> </ul>							

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	2020- 2021 Carmen Anaya Kinder -2nd grade students will meet at least 30% “Developed” in TPRI/Tejas Lee in comprehension category by EOY assessment
<b>Objective:</b>	80% of students in 2nd Grade will demonstrate reading comprehension at reading level by the end of the 2020-2021 academic school year..

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use data reports from TPRI / TEJAS LEE BOY to identify areas of concern for Kinder students.	B. Cantu,Principal L. Torres,Assistant principal J. Sepulveda, Reading Interventionist Grade level Teachers	District Curriculum Istation Reading MYON Star Early Literacy Assessment	First 6 weeks of the start of the school year, Mid January and Mid April.	Student work display of DMR’s Comprehension Clothesline Reports Teacher walk-throughs	Closing of the achievement gaps Literacy will increase Increase STAR student growth	Weekly assessments TPRI/ TEJAS LEE RTI progress monitoring	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Incorporate semantic mapping for comprehension development</li> <li>• Monitor implementation of Think Alouds and Visual imagery during reading instruction</li> </ul>							

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	In 2021 Anaya Elementary will be at 45% or higher in TELPAS progress.
<b>Objective:</b>	In 2021 Anaya Elementary will be at 45% or higher in TELPAS progress. Implementation of weekly TELPAS oriented research based activities with fidelity.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
DUAL language of the day instruction. Teachers will provide opportunities to develop listening and speaking.	B. Cantu,Principal L. Torres,Assistant principal A. Wirt instructional leaders, 3rd - 5th grade teachers EL Coordinators, Bilingual/ESL Director	Develop and implement a plan to practice for the online Listening and Speaking TELPAS test using online tools, for 2nd-5th grade, and Dual Language District Curriculum	Lesson Plans (weekly) Every 6 weeks.	<ul style="list-style-type: none"> <li>Implementation can be measured by confirming that teachers are including strategies in lesson planning. Impact can be measured through assessments, showing that achievement gaps between student groups are closing.</li> <li>Word Walls on English and Spanish for vocabulary development visible in the classroom.</li> </ul>	Improved listening, speaking, reading writing and composite TELPAS scores	TELPAS	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							

- Provide training for teachers on TELPAS activities and strategies to develop Listening, Speaking, Reading and Writing.
- Word Walls on English and Spanish for vocabulary development.
- Create opportunities under a safe learning environment for students to speak in English.
- Have students listen to audiobooks and children Podcast and summarize verbally.



(continued)

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	In 2021 Anaya Elementary will be at 45% or higher in TELPAS progress.
<b>Objective:</b>	In 2021 Anaya Elementary will be at 45% or higher in TELPAS progress. Implementation of weekly TELPAS oriented research based activities with fidelity.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide training for teachers on TELPAS activities and strategies to develop Listening, Speaking, Reading and Writing.	Campus administrators, instructional leaders, teachers, EL Coordinators, Bilingual/ESL Director	Develop and implement a plan to practice for the online Reading TELPAS test using online tools, for 2nd-5th grade, and Dual Language District Curriculum	Lesson Plans (weekly) Every 6 weeks.	<ul style="list-style-type: none"> <li>Implementation can be measured by confirming that teachers are including strategies in lesson planning. Impact can be measured through assessments, showing that achievement gaps between student groups are closing.</li> <li>Word Walls on English and Spanish for vocabulary development visible in the classroom</li> </ul>	Improved listening, speaking, reading writing and composite TELPAS scores	TELPAS	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3: Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Professional Development for teachers on best practices</li> <li>Monitor classroom activities and interventions</li> <li>Ensure teacher compliance of DL program via walkthroughs and artifacts</li> <li>Implementation of ELPS in the 4 domains with fidelity</li> </ul>							

(continued)

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	In 2021 Anaya Elementary will be at 45% or higher in TELPAS progress.
<b>Objective:</b>	In 2021 Anaya Elementary will be at 45% or higher in TELPAS progress. Implementation of weekly TELPAS oriented research based activities with fidelity.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use information collected through classroom walkthroughs during DUAL language of the day instruction. Teachers will guide students on the writing process.	Campus administrators, instructional leaders, teachers, EL Coordinators, Bilingual/ESL Director	Develop and implement a plan to practice for the online Reading TELPAS test using online tools, for 2nd-5th grade, and Dual Language District Curriculum	Lesson Plans (weekly) Every 6 weeks.	Implementation can be measured by confirming that teachers are including strategies in lesson planning. Impact can be measured through assessments, showing that achievement gaps between student groups are closing.  Word Walls on English and Spanish for vocabulary development visible in the classroom	Improved listening, speaking, reading writing and composite TELPAS scores	TELPAS	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3: Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>● Provide students time and opportunity to write “regular and substantial practice in writing, aimed at developing fluency (Jochum, 1989)</li> <li>● Engage students to write for a purpose, personal events, background experience. “Writing proficiency is a consequence of not only the time spent on the task, but also on the significance of the task” (Farman, Lapp &amp; Flood, 1992).</li> <li>● Teacher models the process of writing.</li> <li>● Create a safe writing environment One on one conferencing Voluntary sharing with peers “Peer editing”</li> </ul>							

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	Carmen Anaya Elementary will increase student performance for Special Education population on STAAR Reading Assessment
<b>Objective:</b>	STAAR Reading tests performance for Sp Ed. population will increase to 60% at Meets and 30% at Masters level.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
3rd -5th grade teachers will plan and collaborate weekly to align and implement differentiated instruction.	Berta Cantu,Principal Laura Torres, AP Beatriz Lackey, Resource Teacher Mr. Luna, School Counselor Grade level teachers 3rd-5th J. Sepulveda, Reading Interventionist	Pearson Benchmarks DMR training Read 180 Istation Reading Accelerated Reading MYON Sing, Spell, Read and Write and Leer Cantando Forde Ferrier	Sept.2020 Oct. 2020 Nov. 2020 Dec. 2020 Jan. 2021 Feb. 2021 Mar. 2021 Apr. 2021. May 2021 Jun. 2021	DMAC Reports Student Report Cards Benchmark Data STAAR Results Walk through data Tutorial sign in	Evidence of students' growth in Reading (BM 1 to BM2). Increase in Progress Measure. (District) Increase in student STAAR score	Weekly progress Monitoring Teacher tests, Benchmarks, and STAAR Test	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							

- Train teachers on differentiated Instruction and best practices
- Monitor implementation of student IEP and accommodations
- Develop student progress chart (progress monitoring)
- Participate in Reading Clinic as needed
- Attend Reading Academies/ tutorials

(continued)

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	Carmen Anaya Elementary will increase student performance for Special Education population on STAAR Reading Assessment
<b>Objective:</b>	STAAR Reading tests performance for Sp Ed. population will increase to 60% at Meets and 30% at Masters level.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct Data analysis on students reports and target state standards by area of concern	Berta Cantu,Principal Laura Torres, AP Beatriz Lackey, Resource Teacher Special Ed. TA Grade level teachers 3rd -5th J. Sepulveda, Reading Strategist,	Pearson Benchmarks DMR training Read 180 Istation Reading Accelerated Reading MYON Sing, Spell, Read and Write and Leer Cantando Forde Fer	Sept.2020 Oct. 2020 Nov. 2020 Dec. 2020 Jan. 2021 Feb. 2021 Mar. 2021 Apr. 2021. May 2021 Jun. 2021	DMAC Reports Student Report Cards Benchmark Data STAAR Results Walk through data Small group Grade level meetings sign in	Evidence of students' growth in Reading (BM 1 to BM2). Increase in Progress Measure. (District) Increase in student STAAR score	Weekly progress Monitoring Teacher Tests, Benchmarks, and STAAR Test	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance –
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>• Small group interventions</li> <li>• 1-1 grouping</li> <li>• Vertical alignment meetings across grade levels</li> <li>• Monitoring student special education populations to prevent regression</li> <li>• Reach to SpEd department for formal training of TA for classroom instructional practices</li> <li>• Design and implement effective Interventions</li> </ul>							

(continued)

<b>Goal Area: 2</b>	<b>Closing Achievement Gaps</b>
<b>Annual Goal:</b>	Carmen Anaya Elementary will increase student performance for Special Education population on STAAR Reading Assessment
<b>Objective:</b>	STAAR Reading tests performance for Sp Ed. population will increase to 60% at Meets and 30% at Masters level.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure students participation in after school enrichments programs	Berta Cantu,Principal Laura Torres, AP Mr. Luna, School Counselor Laura Quiroz, Librarian Andrew Wirt, CLL Grade level teachers 3rd -5th J. Sepulveda, Reading Strategist, Beatriz Lackey, Resource Teacher	Pearson Benchmarks DMR training Read 180 Istation Reading Accelerated Reading	Sept.2020 Oct. 2020 Nov. 2020 Dec. 2020 Jan. 2021 Feb. 2021 Mar. 2021 Apr. 2021. May 2021 Jun. 2021	DMAC Reports Student Report Cards Benchmark Data STAAR Results Walk through data Small group instruction.	Demonstrate all students' population growth across performance levels in Reading.	Benchmarks STAAR Test	Core Element 1: Comprehensive Needs Assessment A,B,C Core Element 2: Schoolwide reform strategies A,B,C Core Element 3:Instruction by highly qualified teachers Core Element 4: High-quality and on-going professional development Core Element 8: Measures to include teachers in the decisions regarding the use of academic assessments – Core Element 9: Effective, timely additional assistance
<b>Action Steps</b>							

- Identify and regroup students by their area of concern.
- Reading Interventions align with student area of need
- Small group instruction ratio of 1:4
- Students at emergent or early reading level will receive instruction at appropriate grade level (Lexile)
- Ensure students participate in after school library programs that promote reading.



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## **Goal Area #3:**

**Improve Safety, Public Support,  
Culture & Climate**

<b>Goal Area: 3</b>	<b>Improve Safety, Public Support, Culture and Climate</b>
<b>Annual Goal:</b>	Promote the safety of our campus' students and staff by complying and monitoring the established CDC, state, and district COVID protocols
<b>Objective:</b>	COVID cases reported will not exceed 5% of the campus population.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Collect and assess data to monitor student from daily/weekly checklist reports	-Campus COVID-19 committee Bertha Cantu(Principal), Laura Torres(AP), Roel Luna(Counselor), Rebekah Valdez(Teacher), Andrew Wirt(CLL), Perla Rodriguez(Secretary), Maria Hernandez(Nurse), Jonathan Morales(Security guard), Joey Medrano(Head custodian), Maria Flores(Music Teacher), Juan Munoz(Lab), and Pete Bazan(Paraprofessional)	-Software and checklists provided by the district. CDC guidelines, County reports/dashboard, Campus Nurses' Report	August 2020 to June 2021	-Nurses reports, checklists	-No COVID-19 positive cases on 90% or more of students and staff.	NA	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) COVID campus committee will complete a checklist district COVID-19 protocols A.M and P.M.</li> <li>2) Monitor daily PPE/school required responsibilities</li> <li>3) Share statistics of campus positive rates with staff and district administration.</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote behaviors that reduce spread of COVID 19.	Campus COVID-19 committee Bertha Cantu(Principal), Laura Torres(AP), Roel Luna(Counselor), Rebekah Valdez(Teacher), Andrew Wirt(CLL), Perla Rodriguez(Secretary), Maria Hernandez(Nurse), Jonathan Morales(Security guard), Joey Medrano(Head custodian), Maria Flores(Music Teacher), Juan Munoz(Lab), and Pete Bazan(Paraprofessional)	-Signs and messages -Adequate supplies. -School's Social Media platforms, custodial checklist	August 2020 to June 2021	'Hand hygiene and respiratory etiquette(masks). -Modified layouts. -Recognize signs and symptoms Desinfection PPE use social distancing, QR reports, sign in sheets, temperature check	Personal prevention practices such as handwashing, staying home when sick and environmental cleaning and disinfection are important principles to help lower the risk of COVID-19 exposure and spread during school sessions and activities.	NA	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Educate staff and families about when they/their child(ren) should stay home and when they can return to school.</li> <li>2) Teach and reinforce use of masks. The use of masks is one of many important mitigation strategies to help prevent the spread of COVID-19</li> <li>3) Monitor QR reports and temperature checks</li> </ul>							

<b>Goal Area: 3</b>	<b>Improve Safety, Public Support, Culture and Climate</b>
<b>Annual Goal:</b>	Promote the community-campus partnership and involvement of community businesses with our campus.
<b>Objective:</b>	Increase the number of community businesses by one new participants.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote the campus with the community businesses.	All staff members, Laura Quiroz(PR), Janie Mercado(Parent educator)	Social media, campus website, letters inviting local businesses to be a part of our campus culture.	ongoing	Business partners participation in school events	Positive promotion of our school	NA	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Send invitations, letters, and advertisement to community businesses to be part of our school culture</li> <li>2) Identify businesses commitment and contributions to school.</li> <li>3) Recognize businesses partnership annually</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Adopt an initiative by forming a community partnership with local business that will bring in a specific type of community member to service a particular need for our campus.	All staff members, Laura Quiroz(PR), Janie Mercado(Parent educator)	Social media, campus website, letters inviting local businesses to be a part of our campus culture.	ongoing	Business partners participation in school events	Increment on parental and local businesses participation on virtual and/or in-person school events.	NA	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Recruit local businesses</li> <li>2) Develop a plan for implementing initiative</li> <li>3) Write and send letters of appreciation</li> </ul>							



<b>Goal Area: 3</b>	<b>Improve Safety, Public Support, Culture and Climate</b>
<b>Annual Goal:</b>	Promote and develop social emotional aspect to improve the culture and climate in our campus.
<b>Objective:</b>	Increase productivity, participation, and meet emotional needs of students and staff to facilitate the SE competency of district initiative

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promoting the climate and culture of our campus with the community businesses.	Bertha Cantu,Principal Laura Torres(AP), Roel Luna(Counselor), Elena Hernandez(Nurse), Rebekah Valdez(Teacher), Maria Flores(Teacher), Teachers	Social Emotional resources provided from the 2020-2021 by the district. SEL initiative( Presentations, Computer application-EVER-FI, Surveys), District Resources and Curriculum	August 2020 October 2020 December 2020 Feb 2021 April 2021	Sign in sheets, pre-post district surveys, EVERFI data	Attendance records, results from surveys, TAPR number of years teachers have been working in the campus, participation on campus/district activities, involvement in school committes to benefit students, committees created by interest of staff	Pre and post SEL surveys	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Schedule meeteetings during the year.</li> <li>2) Select the topics of need</li> <li>3) Collect resources(District) for implementation of topics</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure implementation of student code of conduct protocol	Bertha Cantu,Principal Laura Torres(AP), Roel Luna(Counselor), Teachers and staff	District resources from student services department (Forms, protocols, software, manuals)	ongoing	Campus SEL lessons and activities, District SEL plans and events, Activities from SEL committee, TAC reports, on site data	Campus data on file, student records, counselor's portal, updated consistency and effectiveness	NA	NA
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>1) Refresher training on district student code of conduct</li> <li>2)Review data every 3 weeks</li> <li>3) Develop intervention plans</li> </ul>							



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

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>
<b>Annual Goal:</b>	By May 2021, reduce staff turnover rate from 17% to 6% (or no more than 2 teachers) and have 0 mid-year hirings or personnel changes.
<b>Objective:</b>	By March 2021, create a campus onboarding process that supports new hires as they acclimate to campus culture and expectations.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create and use Schoolwide Staff Directory to help new hires onboard to campus procedures.	Bertha Cantu - Principal Laura Torres - Assistant Principal Clarissa Sanchez - PIMS Clerk Perla Rodriguez- Secretary Laura Quiroz- Librarian	Staff handbook TAC	August 2021	Staff Directory Roles & Responsibilities Document New Staff PD Sign-In	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs Retention rate Teacher climate survey	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Committee will create a directory of every staff member.</li> <li>Directory will consist of the staff member's picture, assigned grade level, duties and responsibilities.</li> <li>Directory will also include information about staff member including their email and room number.</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Connect new hires to peer mentor to provide instructional support and peer coaching.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wirt- CLL	New Teacher Center Tools New Teacher Support TxCEE Field Support	August-May 2021	CLL Mentor Check-In Meetings Peer Mentor Stipend Eligibility & District Mentor Session Sign-ins	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs Retention rate for new teachers Teacher climate survey	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Principal shall assign peer mentor</li> <li>Ensure collaboration through CLCs or planning time</li> <li>Check in with peer mentors to verify they attend NTS trainings and are checking in with their mentees</li> <li>Monitor teacher instructional practices</li> </ul>							

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>
<b>Annual Goal:</b>	By May 2021, teachers will score 15 of the 17 questions on the teacher climate survey at a 3 or higher.
<b>Objective:</b>	The Sunshine Committee will improve teacher climate. By January 2021, the Sunshine Committee will establish consistent procedures for celebrating special events and occasions for staff. By May 2021, the Sunshine Committee will coordinate at least two "social" events for staff to interact and build interpersonal relationships.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish and follow consistent procedures for celebrating special events and occasions for staff to make each team member feel valued and connected.	Sunshine Committee consisting of non grade-level chair members and office staff member and administrative member	Campus calendar Staffing information	Nov 2020	Integrated calendar for special staff events	Teacher climate survey	n/a	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Specialized staff become members of grade level teams</li> <li>Instructional aides will be assigned to teams</li> <li>Personal information such as birthdays and personal important events will be collected by committee</li> <li>Calendar created with information and discussed before every month</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Coordinate at least two official events for staff to interact in a casual setting and build interpersonal relationships extended beyond the classroom.	Sunshine Committee	Campus calendar	Sept-Dec 2020 Jan-May 2021	Committee members Committee agendas Attendance at the social events (sign-ins)	Teacher climate survey	n/a	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Establish Sunshine Committee</li> <li>Raise funds for Sunshine Committee</li> <li>Schedule official social events to be hosted either at school or virtually</li> </ul>							

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>
<b>Annual Goal:</b>	By May 2021, teachers will score 15 of the 17 questions on the teacher climate survey at a 3 or higher.
<b>Objective:</b>	By May 2021, ensure specialized staff (formerly “support staff”) are included and valued as important instructional team members.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Encourage staff to make interdisciplinary connections between core content and electives.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wirt - CLL All Grade Level Chairs All Teachers	C&I District resources TEKS/Curricular Resources Pacing Guide	2nd, 4th, and 6th six weeks	TCLC Roadmaps and Agendas Integrated Pacing Guides for every six weeks Lesson plans	Walkthroughs Interdisciplinary collaboration	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Electives will be grouped for collaboration in T-CLCs with the Pre-K and HeadStart teachers to increase interdisciplinary connections.</li> <li>Create a master pacing guide by grade level across all subjects (core content and electives).</li> <li>Distribute comprehensive pacing guide to all teachers to increase cross-curricular connections and reinforcements.</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Include specialized staff in planning and decision-making that affects their instruction.	Bertha Cantu - Principal Laura Torres - Assistant Principal Roel Luna - Counselor Perla Rodriguez - Secretary	Campus master schedule CLC Configuration	Every six weeks	Lesson plans CLC Configuration Provisional schedules Special Event Meeting Sign-ins	Teacher Climate Survey	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Differentiate lesson plan expectations for electives teachers, Special Ed teacher, reading specialist, and science lab teacher.</li> <li>Ensure all specialized staff have an assigned CLC group and grade level chair to include all staff in decision-making and administrative procedures.</li> <li>Consult specialized staff in the creation of provisional schedules for school events, good choice celebrations, awards assemblies, etc.</li> <li>Science Tech Lab and Science Lab will be linked, with the Science Lab teacher coordinating science content instruction in both the lab and tech lab.</li> </ul>							

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>
<b>Annual Goal:</b>	By May 2021, our campus will have: 0% “Developing” teachers and no more than 5% “Proficient” teachers. 95% of staff will earn either “Accomplished” or “Distinguished” final evaluation ratings. At least 43% of staff will maintain a “Distinguished” rating.
<b>Objective:</b>	By May 2021, all staff identified as “priority” (new hires, new teachers, growth plan, Science Tech Lab) will engage in at least 3 full peer coaching cycles with Collaborative Learning Leader (CLL) and be connected to a district-approved peer mentor.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Engage priority teachers in peer coaching cycles to increase the quality of their teaching.	Andrew Wirt - CLL Peer Mentors District New Teacher Support	New Teacher Center Tools	Every two weeks	CLL will log hours working with priority teachers. CLL will hold confidential records of coaching conversations: collaborative assessment log, planning conversation guide, selective scripting, post-observation co-analysis, and analyzing student work.	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	Classroom observation tool Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>CLL will work with New Teacher Support (A. Salinas-Oviedo) to implement New Teacher Center coaching cycles</li> <li>Every two weeks, CLL will meet with priority teachers to use NTC tools</li> <li>Every ten weeks, CLL will complete a full coaching cycle (collaborative assessment log, planning conversation guide, selective scripting, post-observation co-analysis, and analyzing student work) with each priority teacher</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure all peer mentors meet district and state requirements for mentor stipend.	Bertha Cantu - Principal Laura Torres - Assistant Principal Perla Rodriguez - Secretary Andrew Wirt - CLL Peer Mentors	New Teacher Support District personnel New Teacher Center Tools	Oct. 2020 Dec. 2020 Feb. 2021 April 2021	Peer mentor eligibility for peer mentor stipend	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	Walkthroughs CLL Coaching Conversations Formative Classroom Assessment Data	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Secretary will reach out to New Teacher Support (A. Salinas-Oviedo) about mentor program requirements by Oct 2020</li> <li>Principal and Asst. Principal will identify peer mentors and disseminate information about mentor program requirements</li> <li>Secretary will check in every two months with New Teacher Support to verify compliance with mentor program requirements</li> <li>CLL will meet with peer mentors on a monthly basis to increase accountability and capacity to engage new teachers</li> </ul>							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure all new hires attend all meetings for New Teacher Institute and fulfill district new teacher requirements.	Bertha Cantu - Principal Laura Torres - Assistant Principal Perla Rodriguez - Secretary Andrew Wirt - CLL	New Teacher Support New Teacher Center Tools	Oct. 2020 Dec. 2020 Feb. 2021 April 2021	New Teacher Support attendance logs New Teacher Support comments on new teachers' participation during NTS check-ins	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	Walkthroughs CLL Coaching Conversations Formative Classroom Assessment Data	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Secretary will reach out to New Teacher Support (A. Salinas-Oviedo) to check on new teachers' attendance in NTS workshops</li> <li>Principal and Asst. Principal will follow-up with new teachers who are not meeting program requirements</li> <li>CLL will receive attendance report and follow-up with new teachers during coaching conversations on the content covered during NTS workshops</li> </ul>							

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>
<b>Annual Goal:</b>	By May 2021, our campus will have: 0% “Developing” teachers and no more than 5% “Proficient” teachers. 95% of staff will earn either “Accomplished” or “Distinguished” final evaluation ratings. At least 43% of staff will maintain a “Distinguished” rating.
<b>Objective:</b>	By May 2021, all staff shall participate in instructional rounds focused on Common Instructional Framework (CIF) strategies, behavior management, or student engagement.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop an instructional rounds protocol and sign-up procedure to encourage teacher choice in giving/receiving peer feedback.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wir t- CLL Lead Teachers	Exit ticket providing space for 3 positive observations District New Teacher Support personnel New Teacher Center Tools	Sept 2020-May 2021	Formal written protocol for instructional rounds Committee meeting agendas and sign-in sheets Staff Meeting rollout and sign-up	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs Teacher Effectiveness ratings	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							

- Principal shall convene a focus team to create a campus instructional rounds protocol in collaboration with New Teacher Support and NTC tools
- Focus team will present protocol to teachers prior to instructional rounds commencement

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct instructional rounds for the three focus areas and debrief feedback with teachers.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wir t- CLL Lead Teachers Peer Mentors	Curriculum for focus areas	Sept 2020-May 2021	Classroom walkthroughs Instructional Rounds Sign-in Sheet Instructional Rounds Log & Feedback Forms	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs Teacher Effectiveness ratings	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							

- Teachers sign up to give feedback or receive feedback for at least one of the three focus areas: CIF, behavior management, or student engagement.
- Principal and Assistant Principal reinforce feedback through classroom walkthroughs
- CLL reinforces feedback through peer coaching cycles

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>
<b>Annual Goal:</b>	By May 2021, our campus will have: 0% “Developing” teachers and no more than 5% “Proficient” teachers. 95% of staff will earn either “Accomplished” or “Distinguished” final evaluation ratings. At least 43% of staff will maintain a “Distinguished” rating.
<b>Objective:</b>	All Teacher CLC (TCLC) roadmaps shall integrate skills in technology literacy, data literacy, and analyzing student work to meet teachers’ self-identified professional learning needs and PD goals.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase data literacy by integrating development of action plans into TCLC roadmaps.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wir t- CLL Grade Level Chairs All Teachers	DMAC reports District data analysis templates Action plan/calendar templates	Dec. 2020 Feb. 2021 March 2021 May 2021	Action plans/calendars DMAC training sign-in sheet Tutoring lesson plans	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Schedule virtual DMAC training for grades K-5 to increase implementation of progress monitoring data by Dec. 2020</li> <li>Follow Irma Duran comprehensive data analysis after benchmarks for TPRI/TejasLEE, STAAR subjects, and TELPAS</li> <li>Teachers will integrate tutoring lesson plans into their action plans/action calendars</li> <li>CLL will create roadmap for data analysis which includes CLC meetings to analyze student results after each</li> </ul>							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
TCLCs will mirror the lesson cycle and include frequent analysis of authentic student work relevant to roadmap areas.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wir t- CLL Grade Level Chairs Arlene Longoria - TxCEE Field Supervisor	TxCEE SEED Blueprint	Oct. 2020 - May 2021	TCLC and CCLC roadmaps Evidence of transformation from CLCs NTC “Analyzing Student Work” completed templates	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>CLL will meet with grade level chairs and administration to develop SEED blueprint in alignment with CIP</li> <li>CLL will develop roadmaps in alignment with SEED blueprint goals with administrator’s approval</li> <li>Teachers will engage in NTC “Analyzing Student Work” protocol at least once every 5-6 weeks</li> </ul>							



- continued -

<b>Goal Area: 4</b>	<b>Increase Staff Quality, Recruitment &amp; Retention</b>						
<b>Annual Goal:</b>	By May 2021, our campus will have: 0% “Developing” teachers and no more than 5% “Proficient” teachers. 95% of staff will earn either “Accomplished” or “Distinguished” final evaluation ratings. At least 43% of staff will maintain a “Distinguished” rating.						
<b>Objective:</b>	All Teacher CLC (TCLC) roadmaps shall integrate skills in technology literacy, data literacy, and analyzing student work to meet teachers’ self-identified professional learning needs and PD goals.						
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Increase participation in technology trainings hosted by Hoonuit, CIT, librarian, and district technology integration specialist.	Bertha Cantu - Principal Laura Torres - Assistant Principal Andrew Wir t- CLL Rebekah Valdez - CIT Laura Quiroz - Librarian	District Hoonuit Online Training Resources District Technology Integration Specialist	Aug. 2020 - May 2021 (twice monthly)	Campus technology training agendas Technology training sign-in sheets ERO Check-Ins	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs Technology Training Attendance Sign-Ins Student virtual engagement	DMAC Data Progress Monitoring State Assessment Data (TELPAS/STAAR) Walkthroughs	
<b>Action Steps</b>							
<ul style="list-style-type: none"> <li>Institute campus requirement to attend at least 5 campus or district technology trainings per semester</li> <li>Print periodic attendance reports to verify compliance with campus attendance requirements</li> </ul>							





**PHARR-SAN JUAN-ALAMO**  
Independent School District



**CARMEN ANAYA ELEMENTARY**  
Dedicated to Excellence!

# - Appendices -



# PHARR-SAN JUAN-ALAMO ISD

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2020 – 2021

PD / Testing Calendar



# AUGUST 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
Campus -Based Professional Development  <b>17</b>	Campus -Based Professional Development  <b>18</b>	District- Based Professional Development  <b>19</b>	District- Based Professional Development  <b>20</b>	WORKDAY  <b>21</b>
Campus -Based Professional Development  <b>24</b>	Campus -Based Professional Development  <b>25</b>	Campus - Based Professional Development  <b>26</b>	Campus - Based Professional Development  <b>27</b>	WORKDAY  <b>28</b>
<b>31</b>				

# SEPTEMBER 2020

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	BOY LPAC Training Day 3	4
NO SCHOOL 7	{ 1 <sup>st</sup> 6 Weeks Begins 8	1st Grade TPRI/Tejas LEE Training 9	BOY LPAC Training Day 2nd Grade TPRI/Tejas LEE Training 10	3rd Grade TPRI/Tejas LEE Training 11
14	<b>BOY</b> <b>K-1 Math</b> <b>BOY LPAC Window</b>	September 14-September 18 (all grade levels)		18
	15	16	17	
21	<b>BOY TPRI/Tejas Lee Window</b> September 21-September 25 (1st – 3rd Grade)			25
	22	23	24	2nd Six Weeks Science Curriculum Rollout (Lab Teachers) 2:45-4:14
Kinder TX-KEA Training 28	29	30	<b>BM 1 Voyager – Grades 1-3 – Sept. 14-18</b> <b>BM 1 Voyager – Kinder – Sept. 28 – Oct 2</b>	



# OCTOBER 2020

Monday	Tuesday	Wednesday	Thursday	Friday
				2nd Six Weeks Science Curriculum Rollout Science Lab Teachers 2:45-4:15 (PM)
			<b>1</b>	<b>2</b>
Pearlized Math Kinder full day	<u>2nd Six Weeks Training Sharon Wells (PM)</u> 2nd Grade/3rd Grade  BOY TX-KEA Window October 5-October 12 (Kinder)  Pearlized 1st Grade full day	<u>2nd Six Weeks Training Sharon Wells (PM)</u> 4th Grade/5th Grade Pearlized Kinder Group A and B (PM)  PK3 & PK4 CIRCLE Progress Monitoring Wave 1 Window Opens	Pearlized Kinder Group C and 1st Grade Group A (PM)	}
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	1st 6 Weeks Ends <b>9</b>
Pearlized 1st Grade Group B and C (PM)  2nd 6 Weeks Begins				
<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
		PK3 & PK4 CIRCLE Progress Monitoring Wave 1 Window Closes		
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	56 <b>30</b>



# NOVEMBER 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<b>2</b>	<u>3<sup>rd</sup> Six Weeks Training</u> Sharon Wells (PM) 2 <sup>nd</sup> Grade/3 <sup>rd</sup> Grade	<u>3<sup>rd</sup> Six Weeks Training</u> Sharon Wells (PM) 4 <sup>th</sup> Grade/5 <sup>th</sup> Grade	<b>5</b>	Early Release Day }  2 <sup>nd</sup> 6 Weeks Ends <b>6</b>
Pearlized Math Kinder full day  3 <sup>rd</sup> 6 Weeks Begins	Pearlized Math 1st Grade full day	Pearlized Kinder Group A and B (PM)	Pearlized Kinder Group C and 1st Grade Group A (PM)	<b>13</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
Pearlized 1st Grade Group B and C (PM)				
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>HOLIDAY</b>	<b>HOLIDAY</b>	<b>HOLIDAY</b>	<b>HOLIDAY</b>	<b>HOLIDAY</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
<b>30</b>				

# DECEMBER 2020

Monday	Tuesday	Wednesday	Thursday	Friday
30	1	2	3	4
7	BM 1 4 <sup>th</sup> Writing 8	9	Scoring of Compositions 10	11
BM Assessment Window (TELPAS Online Reading & Writing for Beg & Int LEP students—all grade levels)				
14	BM 1 2 <sup>nd</sup> - 5 <sup>th</sup> Math 15	BM 1 2 <sup>nd</sup> - 5 <sup>th</sup> Reading 16	BM 1 5 <sup>th</sup> Science 17	3 <sup>rd</sup> 6 Weeks Ends 18
HOLIDAY 21	HOLIDAY 22	HOLIDAY 23	HOLIDAY 24	HOLIDAY 25
HOLIDAY 28	HOLIDAY 29	HOLIDAY 30	HOLIDAY 31	

# JANUARY 2021

Monday	Tuesday	Wednesday	Thursday	Friday
4 <sup>th</sup> Six Weeks Sharon Wells Training on January 4 <sup>th</sup>				HOLIDAY  <b>1</b>
Campus -Based Professional Development – see detailed PD calendar  <b>4</b>	{ 4 <sup>th</sup> 6 Weeks Begins  <b>5</b>	<b>MOY K-1 Math</b>  Pearlized Math Kinder Full Day  <b>6</b>	Pearlized Math 1st Grade Full Day Pearlized Kinder Group A (PM)  <b>7</b>	Pearlized Kinder Group B and C (PM)  <b>8</b>
Pearlized 1st Grade Group A and B (PM)  <b>11</b>	Pearlized 1st Grade Group C (PM)  <b>12</b>	  <b>13</b>	  <b>14</b>	  <b>15</b>
PK3 & PK4 CIRCLE Progress Monitoring Wave 2 Window Opens  <b>18</b>	<b>MOY TPRI/Tejas Lee Window January 18-January 22 (Grades 1-3)</b> <b>MOY TX-KEA Window January 18 – January 22 (Kinder)</b> <b>MOY LPAC Window January 18-January 22 (Elementary)</b>			  <b>22</b>
BM 2 Voyager Grades K-3 Window  <b>25</b>	  <b>26</b>	  <b>27</b>	  <b>28</b>	  <b>29</b>

# FEBRUARY 2021

Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>HOLIDAY</b>	<b>TELPAS</b> Writing Collections Begin PK3 & PK4 CIRCLE Progress Monitoring Wave 2 Window Closes	<b>BM 2</b> 4 <sup>th</sup> Writing		<b>Scoring of Compositions</b>
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>15</b>	<u>5<sup>th</sup> Six Weeks Training</u> <u>Sharon Wells (PM)</u> 2 <sup>nd</sup> Grade/3 <sup>rd</sup> Grade	<u>5<sup>th</sup> Six Weeks Training</u> <u>Sharon Wells (PM)</u> 4 <sup>th</sup> Grade/5 <sup>th</sup> Grade		<b>19</b>
			<b>18</b>	4 <sup>th</sup> 6 Weeks Ends
	Pearlized Kinder Group A (PM)	Pearlized Kinder Group B and C (PM)	Pearlized 1st Grade Group A and B (PM)	<span style="background-color: yellow;">Early Release Day</span>  Pearlized Kinder Full Day
5 <sup>th</sup> 6 Weeks Begins	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
			<b>25</b>	<b>26</b>

**TELPAS Alt. Assessment Window February 22-April 9** (Listening, Speaking, Reading and Writing)



# MARCH 2021

Monday	Tuesday	Wednesday	Thursday	Friday
Pearlized 1st Grade Full Day Pearlized 1st Grade Group C (PM)  <b>1</b>	      <b>2</b>	      <b>3</b>	      <b>4</b>	      <b>5</b>
      <b>8</b>	<b>BM 2</b> 3 <sup>rd</sup> - 5 <sup>th</sup> Math     <b>9</b>	<b>BM 2</b> 3 <sup>rd</sup> - 5 <sup>th</sup> Reading     <b>10</b>	<b>BM 2</b> 5 <sup>th</sup> Science     <b>11</b>	      <b>12</b>
<b>HOLIDAY</b>      <b>15</b>	<b>HOLIDAY</b>      <b>16</b>	<b>HOLIDAY</b>      <b>17</b>	<b>HOLIDAY</b>      <b>18</b>	<b>HOLIDAY</b>      <b>19</b>
      <b>22</b>	      <b>23</b>	      <b>24</b>	      <b>25</b>	<b>TELPAS</b> Writing Collections Ends  <b>Early Release Day</b>   <b>26</b>
      <b>29</b>	      <b>30</b>	      <b>31</b>	<b>STAAR Alternate 2 Assessment Window March 29-May 7</b>  <b>TELPAS Assessment Window February 22-April 2 K-12 (Listening, Speaking, Writing)</b>	

# APRIL 2021

Monday	Tuesday	Wednesday	Thursday	Friday
<b>STAAR Online Testing Window</b> April 6 – May 4 (every Tuesday only)				<b>HOLIDAY</b>
TELPAS Assessment Window February 22-April 2 (K-1 Reading) TELPAS Assessment Window February 22-April 9 (2-12 Reading)			1	2
5	<b>STAAR</b> Grade 4 Writing	STAAR Make-Up	STAAR Make-Up	STAAR Make-Up  5 <sup>th</sup> 6 Weeks Ends
12	<u>6th Six Weeks Training</u> Sharon Wells (PM) 2 <sup>nd</sup> Grade/3 <sup>rd</sup> Grade	<u>6th Six Weeks Training</u> Sharon Wells (PM) 4 <sup>th</sup> Grade/5 <sup>th</sup> Grade	15	16
{ BM 3 Voyager Grades K-3 Window  PK3 & PK4 CIRCLE Progress Monitoring Wave 3 Window Opens  6 <sup>th</sup> 6 Weeks Begins	20	Pearlized Kinder Group A and B (PM)	EOY LPAC Training Day  Pearlized Kinder Group C and 1st Grade Group A (PM)	<span style="background-color: yellow;">Early Release Day</span>  Pearlized Kinder Full Day and 1st Grade Full Day
19	20	21	22	23
EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K  Pearlized 1st Grade Groups B and C (PM)	EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K	EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K	Technology Applications Testing Window <span style="color: red;">April 27 - May 30</span> EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K	EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K  62
26	27	28	29	30

# MAY 2021

Monday	Tuesday	Wednesday	Thursday	Friday
3	End of Year Test K-2 <sup>nd</sup> Grade Math 4	End of Year Test 2 <sup>nd</sup> Grade Reading 5	End of Year Test K – 4 <sup>th</sup> Science 6	PK3 & PK4 CIRCLE Progress Monitoring Wave 3 Window Closes 7
10	STAAR Grades 3-5 Mathematics 11	STAAR Grades 3-5 Reading 12	STAAR Grade 5 Science 13	STAAR Make-Up 14
17	18	19	20	21
24	25	26	27	28
HOLIDAY 31	STAAR Online Testing Window May 11–June 11 Grades 3-5 Reading & Mathematics Grade 5 Science			

# JUNE 2021

JUNE 2021				
Monday	Tuesday	Wednesday	Thursday	Friday
				}
	1	2	3	4 6 <sup>th</sup> 6 Weeks Ends
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29			



# - SBDM Committee Procedures -

This RACI matrix summarizes the voting procedures and responsibilities of the Anaya Elementary School Based Decision Making committee (SBDM). The colors below indicate which stakeholders are Responsible (R), Approvers (A), Consulted (C), or Informed (I) of SBDM decisions. These campus SBDM procedures were developed in compliance with state and local policies and guidelines.

**R** Responsible

**A** Approver

**C** Consulted

**I** Informed

SBDM Responsibility	SBDM Voting Members					Assistant Principal	Other Campus Staff
	Principal	Professional Staff	Parent Reps	Community Reps	Business Reps		
1. Elect professional staff representatives to SBDM (every 2 years or if vacancy)	R					C	A
2. Select non-professional staff representatives to SBDM (every 2 years or if vacancy)	R	C				C	C
3. Collect, analyze, & organize data for CNA	R	R	I	I	I	C	C
4. Identify & prioritize problem statements for CNA	R	R	I	I	I	C	C
5. Find root causes for CNA	R	R	I	I	I	C	C
6. Write CNA summary	R	R	I	I	I	C	C
7. Develop SMART Goals for CIP for district goal areas	R	R	I	I	I	C	C
8. Write CIP objective statements by goal (sub-committees)	R	R	I	I	I	C	C
9. Complete task-analysis for each objective statement	R	R	C	C	C	C	C

# - SBDM Committee Procedures -

(continued)

**R** Responsible

**A** Approver

**C** Consulted

**I** Informed

SBDM Responsibility	SBDM Voting Members					Assistant Principal	Other Campus Staff
	Principal	Professional Staff	Parent Reps	Community Reps	Business Reps		
10. Vet CIP draft by Title I	R	I	I	I	I	R	I
11. Meet to make SBDM committee amendments to CIP	R	R	R	R	R	R	I
12. Vote by 2/3 majority to approve CIP (principal has veto power)	A	A	A	A	A	I	I
13. Create PD timeline	R	C	C	C	C	C	C
14. Vote by consensus to approve PD timeline	A	A	A	A	A	I	I
15. Submit PD timeline and CIP to executive officer	R	I	I	I	I	I	I
16. Make final revisions	R	C	C	C	C	C	I
17. Hold and attend quarterly meetings and public meeting to review, revise, and assess progress in CIP	R	R	R	R	R	R	I
18. Create agenda for quarterly meetings to review, revise, and assess progress in CIP	R	C	C	C	C	C	I
19. Vote by simple majority to approve posting of meeting notes and agendas to school website	A	A	A	A	A	I	I
20. Post SBDM committee notes and agendas to school website	A	I	I	I	I	I	R

