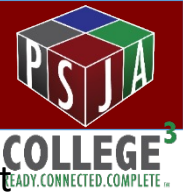




**Palmer Elementary
Campus Improvement Plan
2020-2021**

Board Approved:

2020-2021 Executive Summary



- **Mission:** The mission of Geraldine Palmer Elementary is to provide highly qualified personnel to meet the needs of all student populations on our campus. Our goal is to prepare students with life-long skills by building on learning opportunities in the areas of academic, cultural, technological and social programs. Our school, parents, and community are committed to making sure all students strive for the highest standards of excellence in education.
- **Demographics Summary:** The current enrollment of Geraldine Elementary as of October 2020 is 688 students. The student population at Geraldine Palmer Elementary consists of 98.5% Hispanic and 1.4% White. Students classified as low socio-economic status is 86.2% and 0.4% migrant students and a % of mobility. Approximately 10% of our student population receive special education services, while 3% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 2% of our student population. The bilingual population is approximately 60% where most of the students' home language is Spanish. The average attendance rate for the campus is 98%.
- **Comprehensive Needs Assessment Summary:** Geraldine Palmer Elementary received an A on the TEA Accountability Rating system, which translates to 90 out of 100 based on the performance in three different areas, or domains. In the Student Achievement domain, Geraldine Palmer earned a 90, which measures student achievement and mastery of TEKS. Palmer earned an 80 in the School Progress Domain Part A and a 91 for Part B. This indicates how students at Geraldine Palmer Elementary perform over time and how that growth compares to similar schools. Geraldine Palmer scored 100 in Closing the Gaps, the domain that shows how well subpopulations of students perform within a school.
- **Curriculum/Instruction and Assessment:** Teachers utilize district adopted curriculum and strategies (i.e. Diana Ramirez, Forde Ferrier) to teach reading with a focus on teaching metacognitive strategies. Students that show need participate in a school-wide intervention period to close the reading fluency gap. Palmer Elementary offers dual-language classes in all grade levels. Our goal is to create a campus of fluent readers who demonstrate above average comprehension in their ability to make connections and inferences about the texts they read. Our focus will be on teaching students to share their ideas about what they read through the development of metacognitive and 21st century skills.
- **Summary of Goals:** The Goal of Geraldine Palmer Elementary is to improve student achievement and student progress in Domain I and Domain II. We will do this through the implementation of campus and district systems such as 504, RTI, Imagine Learning, iStation, Voyager, Summit K-12, and DMR. We will increase student mastery of grade level TEKS by utilizing TEKS based, data driven instruction; thus, increasing the number of all students scoring at the Meets or Masters level on STAAR. Geraldine Palmer Elementary will also increase the number of students that are reading on level by second grade. Palmer Elementary will also increase the use in the AR program to promote literacy throughout our school. In addition, we plan to increase participation in the Dual Language Program and increase the consistency of our intervention hour to help students reach their academic goals.

Principal Signature

Teacher Leader Signature

Parent Signature

THE BOARD OF EDUCATION GOALS AND PROGRESS MEASURE



Goal 1: The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

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

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

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

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

Goal 2: The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

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

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

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

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

Goal 3: The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

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

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

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

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

Goal 4: The percent of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2023.

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

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

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

Palmer Elementary Vision Statement

Every Palmer Elementary student is prepared to participate, compete, and excel in classrooms and extra-curricular activities that will prepare them to further their education and foster multi-generational prosperity.

Palmer Elementary Mission Statement

The mission of Geraldine Palmer Elementary is to provide highly qualified personnel to meet the needs of all student populations on our campus. Our goal is to prepare students with life-long skills by building on learning opportunities in the areas of academic, cultural, technological and social programs. Our school, parents, and community are committed in making sure that all students strive for the highest standards of excellence in education.

GERALDINE PALMER ELEMENTARY SCHOOL PROFILE



Geraldine Palmer Elementary is located in Pharr, Texas. Current enrollment is between 664-688 students throughout the school year. The student population at Geraldine Palmer Elementary is 98.5% Hispanic and 86.2% low socio-economic status with approximately 3 migrant students.

Geraldine Palmer Elementary was designated by Laura Bush's Texan by Nature Conservation Program as a Conservation Wrangler and educates students on the native habitat. Palmer provides students with opportunities to further their knowledge of nature by providing gardening, recycling, and bird watching clubs in effort to create awareness and pride of our native habitat and the importance of nature conservation.

Site Based Decision Making Committee



COLLEGE
READY. CONNECTED. COMPLETE.™

Member	Role
Brisa Gonzalez	Principal
Eira Hernandez	Assistant Principal
Marth Gomez	Counselor
Marla Bazan	Collaborative Learning Leader
Norma Tovias	Nurse
Francisca Sanchez	Lead Teacher
Lizeth Martinez	Lead Teacher
Maria Navarro	Lead Teacher
Susana Alvarado	Lead Teacher
Gabriela Sanchez Cantu	Teacher
Yesi Ortega Gonzalez	Teacher
Moises Lopez	PPCD Teacher
Felis Ojeda	Lead Teacher
Lucia Hernandez	Lead Teacher
Rosisela Ayala	Lead Teacher
Priscilla Chavez	Parent
Dora Rivera	Community Member

Site-Based Decision-Making Committee



- **Operating Procedures:** The SBDM serves as the key committee in the Campus Intervention Team to assist the campus principal with the development, review, and revision of the CIP. All SBDM information must be included on the campus website. The organizational structure of the school's SBDM including subcommittees, membership, and operating procedures of the subcommittees and should include the meeting schedule for both the SBDM and subcommittees. The SBDM shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.
- A list of meeting dates, committee members, agendas and minutes for each meeting must be on the campus website. The campus website homepage must include the link to the SBDM page for easy access. Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.
- **Scheduled Meeting Dates: September 1, 2020, November 19, 2020, January 21, 2021, May 28, 2021**
- **Committee Roles and Responsibilities:**
 - **Chair** – prepares committee meeting agendas with the assistance of the principal, guide meetings and encourage input from all members
 - **Vice-Chair** – performs Chair's duties in his/her absence; serves as chair of the Evaluation and Modification Committee
 - **Scribe/Recorder** – prepare and maintain minutes of committee meetings, committee membership roster and bylaws
 - **Facilitator/Timekeeper** – monitors committees' energy and interaction, keeps committee on track and ensures activities are completed in a timely manner

PALMER DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	688	374	314	67	417	6	1	3	593	11
Percent	100	54.4	45.6	9.7	60.6	0.9	0.1	0.4	86.2	1.6

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	664	654	1	0	9	0
Percent	100	98.5	.2	0	1.4	0

Student Achievement Summary 2019



	Performance Target 2019
Domain 1 Student Performance	90
Domain 2 (Part A)	80
Domain 2 (Part B)	91
Domain 3	100

Student Achievement Summary 2019



All Students Performance Rates	Performance Target 2019 Approaches	Performance Target 2019 Meets	Performance Target 2019 Masters
Reading	89	59	31
Math	92	64	38
Writing	81	50	18
Science	90	64	37

Student Achievement Summary 2019



ELL Current & Monitored Performance Rates	Performance Target 2019 Approaches	Performance Target 2019 Meets	Performance Target 2019 Masters
Reading	89	55	31
Math	92	61	36
Writing	80	46	9
Science	87	64	32

Student Achievement Summary 2019



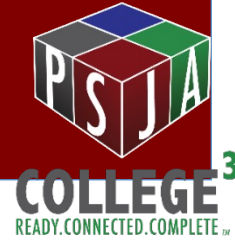
Special Ed Performance Rates	Performance Target 2019 Approaches	Performance Target 2019 Meets	Performance Target 2019 Masters
Reading	71	39	11
Math	68	46	14
Writing	58	50	0
Science	89	67	22

Student Achievement Summary 2019



ECO Dis Performance Rates	Performance Target 2019 Approaches	Performance Target 2019 Meets	Performance Target 2019 Masters
Reading	88	56	28
Math	92	61	36
Writing	79	47	15
Science	89	63	35

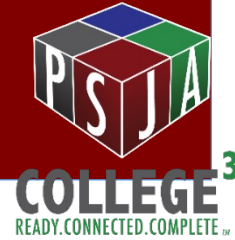
Campus Needs Assessment



Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2018-19 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McREL Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

Campus Needs Assessment



Demographics

Demographics Summary Continued:

English Learners (EL):

The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS), and TELPAS indicators to determine strengths and needs of our EL students. The BE/DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development Coach to enhance biliteracy. In addition, the BE/DL Department was involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of EL students and align the curriculum between English and Spanish Language Arts, which led to a more coherent and consistent biliteracy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In 3rd grade Math, the achievement gap between EL and all students 2018-2019 is 1%.
- In 4th grade Reading, the achievement gap between EL and all students 2018-2019 is 4%.
- In 4th grade Math, the achievement gap between EL and all students 2018-2019 is 5%.
- In 4th grade Writing, the achievement gap between EL and all students 2018-2019 is 5%.
- In 5th grade Reading, the achievement gap between EL and all students 2018-2019 is 1%.
- In 5th grade Science, the achievement gap between EL and all students 2018-2019 is 3%.

Campus Needs Assessment



Demographics

Demographics Summary

English Learners (EL):

Strengths:

- The Dual Language Program at Palmer serves EL students in grades PK-5.

On the STAAR exam:

- 3rd grade Reading, EL students surpassed the achievement gap with 3 points.
- 5th grade math, EL students closed the achievement gap.
- 3rd grade Reading, passing rate for EL students at palmer surpassed the state average by 23 points.
- 4th grade Math, passing rate for EL students at palmer surpassed the state average by 15 points.
- 4th grade Reading, passing rate for EL students at palmer surpassed the state average by 9 points.
- 4th grade Math, passing rate for EL students at palmer surpassed the state average by 3 points.
- 4th grade Writing, passing rate for EL students at palmer surpassed the state average by 10 points.
- 5th grade Reading, passing rate for EL students at palmer surpassed the state average by 10 points.
- 5th grade Math, passing rate for EL students at palmer surpassed the state average by 17 points.
- 5th grade Science, passing rate for EL students at palmer surpassed the state average by 18 points.

Campus Needs Assessment



Demographics

Demographics Summary

Special Education:

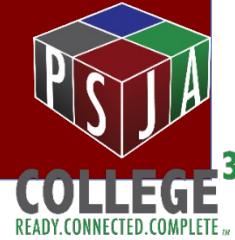
The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In 3rd grade Reading, the achievement gap between Sped and All students 2018-2019 is 36%.
- In 3rd grade Math, the achievement gap between Sped and All students 2018-2019 is 36%.
- In 4th grade Reading, the achievement gap between Sped and All students 2018-2019 is 12%.
- In 4th grade Math, the achievement gap between Sped and All students 2018-2019 is 23%.
- In 4th grade Writing, the achievement gap between Sped and All students 2018-2019 is 14%.
- In 5th grade Reading, the achievement gap between Sped and All students 2018-2019 is 14%.
- In 5th grade Math, the achievement gap between Sped and All students 2018-2019 is 13%.
- In 5th grade Science, the achievement gap between Sped and All students 2018-2019 is 5%.

Campus Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Strengths:

- 4th grade Reading, passing rate for EL students at palmer surpassed the state average by 17 points.
- 4th grade Math, passing rate for EL students at palmer surpassed the state average by 7 points.
- 4th grade Writing, passing rate for EL students at palmer surpassed the state average by 16 points.
- 5th grade Reading, passing rate for EL students at palmer surpassed the state average by 16 points.
- 5th grade Math, passing rate for EL students at palmer surpassed the state average by 25 points.
- 5th grade Science, passing rate for EL students at palmer surpassed the state average by 31 points.

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain 1: Student Achievement	<ul style="list-style-type: none"> • STAAR performance 2018= 83% and in 2019=90% • Reading 2018= 80% 2019=93% • Math 2018=90% 2019=91% • Science 2018=89% 2019=91% 	<ul style="list-style-type: none"> • Writing lowest performance 77% • No growth in writing 2018 to 2019 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 4th grade Writing
2	Domain 2: Part A	<ul style="list-style-type: none"> • Reading 74% of students met growth • Math 77% of students met growth 	<ul style="list-style-type: none"> • Reading 26% of students did not meet growth • Math 23% of students did not meet growth 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2020-2021 in Reading and Mathematics
3	Domain 2: Part B	<ul style="list-style-type: none"> • Geraldine Palmer Elementary received a 90 on school progress for the 2018-2019 school year. 	<ul style="list-style-type: none"> • Continue accurately documenting Eco Disadvantaged status. 	<ul style="list-style-type: none"> • Special population groups will receive additional support and intensive interventions in reading, writing, math, science.
4	Domain 3	<p>Part I: Academic Achievement All Students Reading Improvement 2018=51% 2019=59%</p> <p>Part III- 100% Met</p> <p>Part IV- Student Success Approaches 2018= 85% 2019= 90% Meets: 2018= 55% 2019= 60% Masters= 2018=27% 2019=32%</p>	<p>Part II Growth Status Math 2018=81% 2019=77% Reading Noncontinuous Enrolled 2018=72% 2019=72% Special Ed 2018=79% 2019=52% Continuously Enrolled 2018=82% 2019=75%</p>	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood schools • New buildings/renovations • Communication in both English and Spanish • Parent Liaison on campus • Parent Centers 	<ul style="list-style-type: none"> • More parent volunteers needed. 	<ul style="list-style-type: none"> • Bring in parent, more parent volunteers
6	Technology	<ul style="list-style-type: none"> • Implementation of technology in lessons. • Weekly technology training for teachers. 	<ul style="list-style-type: none"> • Integration of technology in instruction and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Student attendance • Collaborative Learning Communities with common planning periods • Customer Service 	<ul style="list-style-type: none"> • Decrease in student enrollment 	<ul style="list-style-type: none"> • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New McRel Evaluation Tool 		

2020-2021 Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaching		92	95
Meets		68	71
Masters		32	35

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaching		87	90
Meets		52	55
Masters		28	31

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaching		99	99
Meets		75	78
Masters		53	56

2020-2021 Goals



3rd Grade Reading

	% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaching		87	90
Meets		65	68
Masters		41	44

4th Grade Reading

	% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaching		87	90
Meets		52	55
Masters		24	27

5th Grade Reading

	% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaching		93	96
Meets		61	64
Masters		30	33

2020-2021 Goals



4th Grade Writing			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaching		81	84
Meets		50	53
Masters		18	21

2020-2021 Goals



5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2021
Approaching		90	93
Meets		64	67
Masters		37	40

2020-2021 District Goals



- Goal Area 1: Student Achievement
- Goal Area 2: Closing the Gaps
- Goal Area 3: Improve Safety, Public Support, Culture and Climate
- Goal Area 4: Increase Staff Quality, Recruitment, and Retention

Goal Area 1: Student Achievement

Goal Area 1:		Student Achievement					
Annual Goal 1:		All student groups will show a 3% increase in performing at meets grade level or above, from 60% in 2019 to 63% in 2021, on all STAAR subjects by June 2021.					
Objective 1:		All student groups will show a 3% increase in performing at meets grade level or above from 59% in 2019 to 62% in 2021 on STAAR Reading by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL	DMAC Reports Weekly Comprehension Progress Monitoring Pearson Fluency	September 2020- June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC/Planning meetings Walk throughs	Increase academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will disaggregate the scores on all assessments and use the information to plan instruction and intervention							
Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices							
Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize teachers in 3rd-5th grade and teacher aides to provide additional targeted instruction and extended learning opportunities for struggling students	Classroom Teacher Principal Assistant Principal CLL	Forde Ferrier Motivation Reading Reading Coach Step Up to the TEKS Pearson Fluency STAAR	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC/Planning meetings Walk throughs	Increase academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Additional instructional minutes will be provided during school and after school tutorials							
Incorporate School wide intervention block to address needs of all students							
Assist members will provide support to target the needs of struggling students during small group instruction							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Support the implementation of the reading adoption including the TEKS alignment through CLC and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL	Savvas Easy Bridge ELAR/SLAR TEKS District supplemental curriculum resources (DMR)	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC/Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will continue to implement DMR strategies and engaging experiences aligned to TEKS							
Teachers will utilize DOK questions and interactive journals to raise rigor of instruction							
Teachers will utilize thinking maps/graphic organizers to improve students' critical thinking skills during weekly lessons							

Goal Area 1:		Student Achievement					
Annual Goal 1:		All student groups will show a 3% increase in performing at meets grade level or above, from 60% in 2019 to 63% in 2021, on all STAAR subjects by June 2021.					
Objective 2:		All student groups will show a 3% increase in performing at meets grade level or above on STAAR Math from 64% in 2019 to 67% by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL	DMAC Reports Weekly Sharon Wells Progress Monitoring Math GPS Go Math STAAR Master Math Fast Focus Countdown to STAAR Forde-Ferrier	September 2020- June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will disaggregate the scores on all assessments and use the information to plan instruction and intervention							
Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices							
Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize teachers in 3rd-5th grade and teacher aides to provide additional targeted instruction and extended learning opportunities for struggling students	Classroom Teacher Principal Assistant Principal CLL	Forde Ferrier Step Up to the TEKS	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increase academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Additional instructional minutes will be provided during school and after school tutorials							
Incorporate School wide intervention block to address needs of all students							
Assist members will provide support to target the needs of struggling students during small group instruction							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during Math instruction through various online programs	Classroom Teacher Principal Assistant Principal CLL	Imagine Math	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Use Imagine Math to teach STAAR objectives and embed strands as needed for 3 rd -5 th grade students							
Computer Lab manager will generate reports to identify and communicate students' areas of needs to teacher							
Use Imagine Math to reinforce aligned curriculum being taught in PK-5 classrooms							

Goal Area 1:		Student Achievement					
Annual Goal 1:		All student groups will show a 3% increase in performing at meets grade level or above, from 60% in 2019 to 63% in 2021, on all STAAR subjects by June 2021.					
Objective 3:		All student groups will show a 3% increase in performing at meets grade level or above on STAAR Writing from 50% in 2019 to 53% by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL	DMAC Reports Progress Monitoring	September 2020- June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will disaggregate the scores on all assessments and use the information to plan instruction and intervention							
Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices							
Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize teachers in 3rd-5th grade and teacher aides to provide additional targeted instruction and extended learning opportunities for struggling students	Classroom Teacher Principal Assistant Principal CLL	Forde Ferrier 4 th Grade STAAR released test questions Step Up to the TEKS TEKSING Towards STAAR	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Additional instructional minutes will be provided during school and after school tutorials							
Incorporate School wide intervention block to address needs of all students							
Assist members will provide support to target the needs of struggling students during small group instruction							
Provide teachers with writing professional development from Forde-Ferrier or comparable writing consultant							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during writing instruction through various online programs	Classroom Teacher Principal Assistant Principal CLL	Galaxy	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Purchase and utilize Galaxy program to teach STAAR objectives and embed strands as needed in 4 th grade students							
Continue to implement school-wide fluency and comprehension intervention for students identified as having academic needs to support writing							
Use Galaxy to reinforce aligned curriculum being taught in the classroom							

Goal Area 1:		Student Achievement					
Annual Goal 1:		All student groups will show a 3% increase in performing at meets grade level or above, from 60% in 2019 to 63% in 2021, on all STAAR subjects by June 2021.					
Objective 4:		All student groups will show a 3% increase in performing at meets grade level or above on STAAR Science, from 50% in 2019 to 53% by June 2021.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor student performance through the disaggregation of assessment data using DMAC reports to identify areas of need during CLC meeting and grade-level planning meetings	Classroom Teacher Principal Assistant Principal CLL	DMAC Reports Progress Monitoring Edusmart	September 2020- June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will disaggregate the scores on all assessments and use the information to plan instruction and intervention							
Teachers will meet once a week to collaborate and develop lesson plans, activities, and share best practices							
Teachers will collaborate to increase rigor with implementation of instructional strategies that promote the use of higher order thinking skills							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize teachers in 3rd-5th grade and teacher aides to provide additional targeted instruction and extended learning opportunities for struggling students	Classroom Teacher Principal Assistant Principal CLL	Measuring Up STAAR Master Science Step Up to the TEKS Science Fusion	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Additional instructional minutes will be provided during school and after school tutorials							
Incorporate School wide intervention block to address needs of all students							
Assist members will provide support to target the needs of struggling students during small group instruction							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during science instruction through various online programs	Classroom Teacher Principal Assistant Principal CLL	Edusmart District Science Curriculum Google Slides Gomez and Gomez Summit K12 Science Fusion	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Use Summit k-12 to teach STAAR objectives and embed strands as needed							
Promote utilization of Google apps including Google Classroom, Google Drive, and Google Slides, and provide support to campus staff							
Monitor the use of science instructional technology tools to promote student engagement and learning							

Goal Area 1:		Student Achievement					
Annual Goal 2:		All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.					
Objective 1:		All students in 1st-3rd Grades will perform at approaches, meets, and masters level of reading fluency goals set by district on TPRI and Tejas Lee assessments and show adequate progress on beginning, middle, and end of year assessments					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Establish and implement literacy groups that support explicit phonics and phonemic awareness instruction	Classroom Teacher Paraprofessionals CLL Librarian Principal Assistant Principal	Florida Center Activities Estrellitas Sing, Spell, Read, & Write Reading Phonics Resource	September 2020- June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 7, 8, 9
Action Steps							
1st and 2nd grade teachers will include rhyming, alliteration, phoneme blending, phoneme segmentation. and phoneme manipulation in their literacy block							
Teachers will explicitly teach early reading strategies using the Florida Center and TPRI/TEJAS LEE activities							
1st grade teachers will complete Texas Reading Academy Modules and implement strategies during instruction							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will Implement components of a balanced literacy program such as read alouds, shared reading, writing, guided reading to improve vocabulary, fluency, and comprehension	Classroom Teacher Paraprofessionals CLL Librarian Principal Assistant Principal	Florida Center Activities Estrellitas Sing, Spell, Read, & Write Reading Phonics Resource District Adopted Reading Curriculum	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 8, 9
Action Steps							
Teachers will create a time and treatment block to incorporate balanced literacy components in their daily schedules							
Campus leadership team will monitor the implementation of the balanced literacy components and provide feedback							
New PK-1 st grade teachers will participate and complete balanced literacy training							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Integrate the application of technology to promote a blended learning environment during science instruction through various online programs	Classroom Teacher Paraprofessionals CLL Librarian Principal Assistant Principal	ELAR/SLAR TEKS, PK Guideline PAC meeting calendar PAC meeting agenda	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 7, 8, 9
Action Steps							
Develop monthly schedule and agenda for PAC meetings and communicate with community through district approved social media outlets							
Establish campus expectations and procedures for PAC literacy events							
Teachers will support and provide literacy activities, tips, and material to parents and communicate students' goals							

Goal Area 1:		Student Achievement					
Annual Goal 2:		All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.					
Objective 2:		All students in Kindergarten will meet district and state goals on Texas-KEA assessments and show adequate progress on beginning, middle, and end of year assessments					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implement explicit phonemic awareness and phonics instruction to build reading fluency and decoding strategies	Classroom Teacher Paraprofessionals CLL Principal Assistant Principal	Florida Center Activities Estrellitas Sing, Spell, Read, & Write Reading Phonics Resource District Adopted Reading Curriculum	September 2020- June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will supplement district curriculum with SSRW and Florida Center activities during whole and small group instruction							
Teachers will incorporate these activities into their lesson plans to ensure the provision of explicit and systematic phonemic awareness and phonics instruction							
Evaluators will monitor the implementation of instruction during walkthroughs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Decrease the number of students achieving Support and Monitor levels on TxKEA	Classroom Teacher Principal Assistant Principal CLL	Florida Center Activities Estrellitas Sing Spell Read and Write Reading Phonics Resource	September 2020-June 2021	Lesson Plans Tracking Sheets DMAC Reports Agenda and Sign in Sheets CLC work Planning meetings Walk throughs	Increased academic performance of all students	District Benchmarks Weekly assessments STAAR Assessment	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will analyze formative and summative assessments to determine how to best differentiate instruction to meet students' needs							
Teachers will provide differentiated, data-driven instruction to students							
Campus administration/evaluators will monitor the implementation of differentiated instruction in classrooms							

Goal Area 1:		Student Achievement					
Annual Goal 2:		All student groups in grades PK-5th will perform at approaches, meets, and masters level of reading fluency and comprehension goals set by the district.					
Objective 3:		All students in PK-3 and PK-4 programs will perform at approaches, meets, and masters level of reading fluency goals set by district and show adequate progress on BOY, MOY, and EOY CLI-Engage assessments					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor progress of students' ability to rapidly name/produce letter names/sounds	Classroom Teacher Paraprofessionals Principal Assistant Principal	Frog Street Press Sing, Spell, Read, and Write Florida Center Activities CLI-Engage Activities	Teachers will progress monitor fluency in rapid letter name and sound identification every 3 weeks and assess at EOY, BOY, and MOY	Phonics time in lesson plans (whole group, small group, and school-wide intervention block) Teachers will turn in six weeks progress monitoring and BOY, MOY, and EOY assessments to Assistant Principal	Students will meet PSJA ISD fluency goals of 90% at approaches, 60% at meets, and 30% at masters level of letter name/sound recognition/production	Summative: Six Weeks progress monitoring and BOY, MOY, and EOY assessments Formative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will include phonics instruction in their lesson plans. Teachers will teach phonics during whole group instruction and small group instruction.							
Teachers will use progress monitoring and fluency assessment data to drive instruction by providing appropriate interventions for students in need during school-wide intervention block.							
Teachers will create a print-rich learning environment in person or virtual to stimulate children's natural curiosity and engage children in classroom lessons.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Parent Communication and Collaboration	Classroom Teacher Principal Assistant Principal	PSJA Fluency Checklist (bi-monthly). PSJA Fluency Assessment (BOY, MOY, EOY) Palmer Parent Communication Log	September 2020-June 2021	Parent Communication Logs	PK teachers will create a learning community by including parents in the goal setting process for their child. Students will meet district fluency goals with the instutiion and supprot of classroom teachers and parental support.	Formative: bi-monthly progress monitoring and BOY, MOY, and EOY assessments Summative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will communicate district goals to parents and explain progress monitoring/assessment process. Teachers will collaborate with parents to set fluency goals for the students.							
Teachers will keep lines of communication open by informing parents of student's progress and/or any challenges the students may face in a timely manner. Teachers will collaborate with parents to determine root cause of child's challenges.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Monitor progress of students' ability to comprehend literacy through weekly comprehension checks	Classroom teachers Assistant Principal Principal	Frog Street Press Curriculum Progress Monitoring Tracking Sheets	September 2020-June 2021	Teachers will plan for comprehension checks in weekly lessn plans; Teachers will align lessons with comprehension objectives assessed by planning with the end in mind	Students will show an increase in their ability to read and understand increasingly complex texts	Formative: bi-monthly progress monitoring and BOY, MOY, and EOY assessments Summative: daily work and exit tickets	1, 2, 3, 4, 7, 8, 9
Action Steps							
Teachers will align instruction Texas Pre-K Guidelines Emergent Literacy - Reading Domain							
Teachers will assess students' comprehension each week							
Teachers will turn in progress monitoring comprehension results to AP							

Goal Area 2: Closing the Gaps

Goal Area 2:		Closing the Gaps					
Annual Goal 3:		English Learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.					
Objective 1:		Three percent of EL student will move up on PLD in the listening domain of the 2020-2021 TELPAS assessment.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies that target listening proficiency level descriptors (PLDs) into lesson plans.	Teachers Principal Assistant Principal Collaborative Learning Leader	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies binder	Aug 2020-May 2021	Lesson Plans Objective Walls TELPAS Progress Monitoring Holistic Data	TELPAS Progress Monitoring Holistic Data, 2021 TELPAS Listening Scores	Teacher Observations	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' listening proficiency based on 2019-2020 TELPAS scores.							
Teachers will incorporate listening strategies into their lessons from the ELPS Instructional Tool and TELPAS binder							
Teachers will include targeted ELPS objective on their objective wall.							
Lesson plans will be monitored on a weekly basis to ensure ELPS strategy is addressed.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC	Teachers Principal Assistant Principal Collaborative Learning Leader	TELPAS Progress Monitoring Form List of ELPS strategies implemented	Monthly	Lesson Plans Objective Walls TELPAS Progress Monitoring	Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	Classroom observations	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS listening strategies							
Teachers will review holistic data during CLC meetings to assess impact of strategies							
Teachers will adjust strategies as student make progress or need additional support for growth							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TELPAS Online Modules to develop listening proficiency	Teachers Principal Assistant Principal Computer Lab Manager	TELPAS binder TELPAS online tutorials TestNav Daily attendance log TestNav reports	September 2020-June 2021	Students will show progress in listening domain of TELPAS	Daily attendance log TestNav reports Increase in students' English language listening proficiency	Lab reports	1, 2, 3, 9
Action Steps							
Students will have access to activities in TELPAS binder and TELPAS online tutorials from TEA on TestNav							
Teachers will create a log on the implementation of TELPAS online modules							
Administration will monitor teacher log for fidelity							

Goal Area 2:		Closing the Gaps					
Annual Goal 3:		English Learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.					
Objective 2:		Three percent of EL student will move up on PLD in the speaking domain of the 2020-2021 TELPAS assessment.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies that target speaking proficiency level descriptors (PLDs) into lesson plans.	Teachers Principal Assistant Principal Collaborative Learning Leader	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies binder	Aug 2020-May 2021	Lesson Plans Objective Walls TELPAS Progress Monitoring Holistic Data	TELPAS Progress Monitoring Holistic Data, 2021 TELPAS Listening Scores	Teacher Observations	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' speaking proficiency based on 2019-2020 TELPAS scores.							
Teachers will incorporate speaking strategies into their lessons from the ELPS Instructional Tool and TELPAS binder							
Teachers will include targeted ELPS objective on their objective wall.							
Lesson plans will be monitored on a weekly basis to ensure ELPS strategy is addressed.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC	Teachers Principal Assistant Principal Collaborative Learning Leader	TELPAS Progress Monitoring Form List of ELPS strategies implemented	Monthly	Lesson Plans Objective Walls TELPAS Progress Monitoring	Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	Classroom observations	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS speaking strategies							
Teachers will review holistic data during CLC meetings to assess impact of strategies							
Teachers will adjust strategies as student make progress or need additional support for growth							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TEPAS Online Modules to develop listening proficiency	Teachers Principal Assistant Principal Computer Lab Manager	TELPAS binder TELPAS online tutorials TestNav Daily attendance log TestNav reports	August 2020-June 2021	Students will show progress in speaking domain of TEPAS	Daily attendance log TestNav reports Increase in students' English language speaking proficiency	Lab reports	1, 2, 3, 9
Action Steps							
Students will have access to activities in TEPAS binder and TEPAS online tutorials from TEA on TestNav							
Teachers will create a log on the implementation of TEPAS online modules							
Administration will monitor teacher log for fidelity							

Goal Area 2:		Closing the Gaps					
Annual Goal 3:		English Learners will advance by at least one level of TELPAS composite rating from June 2019 to June 2021.					
Objective 3:		EL students will show an overall 3% increase on 2020-2021 TELPAS assessment by meeting EL progress and advancing a minimum of one English Language Proficiency Level					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Incorporate differentiated ELPS strategies into lesson plans.	Teachers Principal Assistant Principal Collaborative Learning Leader	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies binder Summit K12	Aug 2020-May 2021	Lesson Plans Objective Walls TELPAS Progress Monitoring Holistic Data	TELPAS Progress Monitoring Holistic Data, 2021 TELPAS Listening Scores	Teacher Observations	1, 2, 3, 9
Action Steps							
Teachers will use Student Profile Sheet to determine students' speaking proficiency based on 2019-2020 TELPAS scores.							
Teachers will incorporate ELPS strategies into their lessons from the ELPS Instructional Tool and TELPAS binder							
Teachers will include targeted ELPS objective on their objective wall.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Review TELPAS progress monitoring holistic data during CLC	Teachers Principal Assistant Principal Collaborative Learning Leader	TELPAS Progress Monitoring Form List of ELPS strategies implemented	Monthly	Lesson Plans Objective Walls TELPAS Progress Monitoring	Teachers will use data to provide differentiated and targeted ELPS strategies to appropriate students	Classroom observations	1, 2, 3, 9
Action Steps							
Teachers will implement ELPS speaking strategies contingent upon the lesson and need of students							
Teachers will review holistic data during CLC meetings to assess impact of strategies							
Teachers will adjust strategies as student make progress or need additional support for growth							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Students will practice with TELPAS Online Modules to develop listening proficiency	Teachers Principal Assistant Principal Computer Lab Manager	TELPAS binder TELPAS online tutorials TestNav Daily attendance log TestNav reports Summit K12 Released Practice Tests	August 2020-June 2021	Students will show overall progress in TELPAS	Daily attendance log TestNav reports	Lab reports	1, 2, 3, 9
Action Steps							
Students will have access to activities in TELPAS binder and TELPAS online tutorials from TEA on TestNav							
Teachers will create a log on the implementation of TELPAS online modules							
Administration will monitor teacher log for fidelity							

Goal Area 2:		Closing the Gaps					
Annual Goal 4:		By June 2021, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students at the Meets level on STAAR will close by 3% in all subjects.					
Objective 1:		By June 2021, the achievement gap between Special Education students will close by 3%, from a 47% to 50% in all subjects on STAAR.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.	Classroom teachers Paraprofessionals Principal Assistant Principal Collaborative Learning Leader	Reading Curriculum Reading Rockets Itty Bitty Book of CIF	Aug 2020-May 2021	Lesson Plans Walk throughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings							
Campus leadership team will monitor strategy implementation during walk throughs							
Teachers will include targeted ELPS objective on their objective wall.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for special education students	Classroom teachers Resource teachers Special Education teachers Principal Assistant Principal Collaborative Learning Leader	Students' IEP District Curriculum TEKS	August 2020-May 2021	Lesson Plan Student Work	Students will use appropriate scaffolds to successfully demonstrate mastery of IEP goals and TEKS	Daily Work Benchmarks Assessments STAAR	1, 2, 3, 9
Action Steps							
General Education teachers, Resource teachers, and Special Education teachers will keep open lines of communication to agree on students' abilities and goals							
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.							
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.							

Goal Area 2:		Closing the Gaps					
Annual Goal 4:		By June 2021, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students at the Meets level on STAAR will close by 3% in all subjects.					
Objective 2:		By June 2021, the achievement gap between EL students will close by 5%, from a 57% to 62% in all subjects on STAAR.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.	Classroom teachers Paraprofessionals Principal Assistant Principal Collaborative Learning Leader	Reading Curriculum Reading Rockets Itty Bitty Book of CIF	Aug 2020-May 2021	Lesson Plans Walk throughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings							
Campus leadership team will monitor strategy implementation during walk throughs							
Teachers will include targeted ELPS objective on their objective wall.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for EL students	Classroom teachers Principal Assistant Principal Collaborative Learning Leader	District Curriculum TEKS ELPS	August 2020-May 2021	Lesson Plan Student Work	Students will use appropriate scaffolds to successfully demonstrate mastery of TEKS and increase in English Language Proficiency	Daily Work Benchmarks Assessments STAAR	1, 2, 3, 9
Action Steps							
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.							
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.							

Goal Area 2:		Closing the Gaps					
Annual Goal 4:		By June 2021, the achievement gap between English Learners, Special Education, and Economically Disadvantaged students at the Meets level on STAAR will close by 3% in all subjects.					
Objective 3:		By June 2021, the achievement gap between Economically Disadvantaged students will close by 5%, from a 58% to 63% in all subjects on STAAR.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will provide students with more opportunities to develop their social and academic vocabulary in authentic contexts.	Classroom teachers Paraprofessionals Principal Assistant Principal Collaborative Learning Leader	Reading Curriculum Reading Rockets Itty Bitty Book of CIF	Aug 2020-May 2021	Lesson Plans Walk throughs CLC work	Students will demonstrate a deeper understanding of TEKS and be able to effectively communicate what they have learned	District Benchmarks STAAR Classroom Talk Classroom writings Weekly Progress Monitoring Assessments	1, 2, 3, 9
Action Steps							
Teachers will learn and roll out new vocabulary instructional strategies during teacher CLC meetings							
Campus leadership team will monitor strategy implementation during walk throughs							
Teachers will include targeted ELPS objective on their objective wall.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers will intentionally plan scaffolding strategies targeted for economically disadvantaged students	Classroom teachers Principal Assistant Principal Collaborative Learning Leader	District Curriculum TEKS ELPS	August 2020-May 2021	Lesson Plan Student Work	Students will use appropriate scaffolds to successfully demonstrate mastery of TEKS; Benchmark and STAAR assessment scores increased	Daily Work Benchmarks Assessments STAAR Weekly Progress Monitoring	1, 2, 3, 9
Action Steps							
Teachers will learn, practice, plan for, and implement scaffolding protocols during Collaborative Learning Community Meetings and analyze effectiveness of protocol.							
Campus leadership team will monitor scaffolding protocols in lesson plans and being implemented in class.							

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

Goal Area 3:		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 5:		By 2021, family involvement at Palmer Elementary will increase by empowering family members to play a key role in supporting the academic achievement of students					
Objective 1:		Ensure that technology resources are available for 100% of students in need					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
School will provide students with the most updated technology.	Principal Assistant Principal Counselor Computer Lab Manager Teachers Paraprofessionals	Technology Surveys Parent Communication Logs Technology Inventory	Aug 2020-May 2021	Technology Inventory List Parent Communication Log	Increase in student attendance Increase in student engagement	Technology Inventory Lists Attendance reports	1, 2, 6, 7, 9, 10
Action Steps							
Counselor, Teachers, and Paraprofessionals will consistently contact parents to evaluate technology needs.							
School will issue students electronic devices (i.e., laptops, iPads, tablets, hot spots) to parents on designated days.							
Parent support videos to educate parents on technology basics							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Use various software to enrich student's learning.	Principal Assistant Principal Computer Lab Manager Teachers Librarian	Imagine Learning Accelerarted Reading Program IStation Imagine Math myON EVERFI MackinVIA	August 2020-May 2021	Computer Usage Reports	Increased academic performance of all students	Daily Work Daily Attendance	1, 2, 6, 7, 9, 10
Action Steps							
Teacher will designate time during the school day for students to log into computer programs.							
Teacher will designate computer lessons that will help student increase academic achievement.							
Lab Manager will support teachers in determining students' educational needs by running usage reports and assessment data							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide support to students to promote maximum utilization of Google Apps for educational purposes	Teachers Principal Assistant Principal Librarian Computer Lab Manager	Electronic devices Communication Log	August 2020-June 2021	Increase usage of Google Apps in classrooms. Increase of student products created through technology usage.	Increased academic performance of all students	Daily Work Daily Attendance	1, 2, 6, 7, 9, 10
Action Steps							
Teachers will assist and train parents and students on how to access and use different Google Apps							
Teachers will take attendance in Google Classrooms							
Teachers will deliver instruction on the Google Classrooms platform							

Goal Area 3:		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 5:		By 2021, family involvement at Palmer Elementary will increase by empowering family members to play a key role in supporting the academic achievement of students					
Objective 2:		Ensure that curriculum resources are available for 100% of students in need					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
School will provide students with hard copies of curriculum during remote instruction	Principal Assistant Principal Teachers Paraprofessionals	District Remote Learning Curriculum Parent Communication Logs	Aug 2020-May 2021	Student summation of complete assignments	Increase in student attendance Increase in student engagement and academic performance	Student grades	1, 2, 6, 7, 9, 10
Action Steps							
Teacher will ensure that all students have access to hard copies of remote learning curriculum							
School leaders will coordinate days to create and distribute curriculum							
Teachers will contact parents to inform them of distribution days and classroom expectations							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Use various software to enrich student's learning such as Istation, Think Through Math, etc.	Principal Assistant Principal Computer Lab Manager Teachers Campus Instructional Technology Representative	District information for remote log-in Parent Communication Log Information sheets/video tutorials for student use of different technology applications	August 2020-May 2021	Computer Usage Reports Parent Communication Log	Student engagement in technology apps	Usage reports Student achievement data reports	1, 2, 3, 6, 9, 10
Action Steps							
Teacher will plan for use of instructional technology in lessons							
Teachers will set classroom expectations for usage and communicate expectations with students and parents							
Administration and Lab Manager will monitor usage							

Goal Area 3:		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 5:		By 2021, family involvement at Palmer Elementary will increase by empowering family members to play a key role in supporting the academic achievement of students					
Objective 3:		Increase engagement of parents and community members by providing current public information resources					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Increase social media communication by posting across different platforms to inform parents and community members of pertinent information regarding school events, policies, and procedures	Principal Assistant Principal Counselor School Nurse Campus PR Representative	Facebook account Class Dojo Access to PSJA PR information Parent Communication Log	Aug 2020-May 2021	Increase in the number of followers on Palmer Facebook page Increase in parent-teacher communication via Class Dojo	Parents are consistently aware of school events, policies, and procedures	Facebook Posts Class Dojo Posts	1, 2, 6, 8, 10
Action Steps							
Administration, School Nurse, and Counselor will work with Campus PR Representative to inform students, parents, and community of current, new, or future events, policies, and procedures using the school's Facebook page							
One hundred percent of teachers will connect to Class Dojo to 100% of students and parents who have access to technology							
Teachers will post current, new, or future events, policies, and procedures as well as classroom announcements on Class Dojo.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Encourage parents to attend virtual Google Classroom trainings	Principal Assistant Principal Counselor Campus PR Representative Parental Liaison	District Google Classroom trainings Parent Communication Log	August 2020-May 2021	Parent Communication Log	Increase in student attendance and engagement on the Google Classroom platform	Google Classroom daily attendance Parent Communication Log	1, 2, 6, 8, 10
Action Steps							
School administration and Parental Liaison will contact parents to inform them of District Google Classroom trainings							
Campus PR Representative will advertise trainings on Palmer's social media accounts							
Parental Liaison will monitor attendance of trainings							

Goal Area 3:		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 6:		By 2021, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.					
Objective 1:		Train 100% of staff on physical and psychological school safety to create a safe school culture and climate					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Staff development on safety protocols	Principal Assistant Principal School Nurse Custodians School Staff	Bloodborne Pathogen Control Training 2020-2021 Public Health Training Health Services Overview and Covid-19 Fire Safety Procedures	Aug 2020-May 2021	Certificates and sign in sheets PD Workshop Check-in	All staff and students report to campus for the continuity of learning.	Campus walk through on safety checklist. Fire Drills End of training quizzes	10
Action Steps							
Stay updated with CDC guidelines.							
Stay updated with TEA guidelines regarding Covid 19 and TEC mandates							
Train staff on updated CDC and TEA guidelines.							
Staff members complete district required HOONUIT Trainings.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Train school learning community on school Bullying/Cyberbullying awareness, prevention, and procedures.	Teachers Counselor Principal Assistant Principal School Staff Community Members	District approved bullying/ cyberbullying presentations.	August 2020-May 2021	Sign in sheets Fidelity to campus procedures for Bullying/Cyberbullying prevention by teachers and staff	Providing a safe environment where they feel safe to come to school.	Decrease the number of bullying cases reported to the state.	10
Action Steps							
Training for staff on bullying/cyber-bullying awareness and procedures.							
Provide students with a copy of the Student Code of Conduct policies.							

Goal Area 3:		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 6:		By 2021, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.					
Objective 2:		Achieve 98% of student attendance standard					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Designate paraprofessionals as assist members to classroom teachers to double efforts on monitoring and tracking attendance for synchronous and asynchronous learning.	Principal Assistant principal PEIMS Clerk Assist Member Teacher	TELPAS Proficiency Level Descriptors ELPS Instructional Tool TELPAS Strategies binder Attendance Incentives	Aug 2020-May 2021	Attendance Records	Attendance goal consistently met	Attendance Records	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
Assist members help teachers take attendance during synchronous and asynchronous instruction.							
Assist members support teacher with synchronous and asynchronous instruction to make sure students are engaged.							
Assist members make student contact for asynchronous instruction and provide instructional support.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Establish a Student Attendance Committee to provide incentives for students who meet attendance goals and contribute to the positive school culture	Student Attendance Committee Principal Assistant Principal School Secretary PEIMS Clerk Receptionist Campus PR Representative	Attendance Records Incentives Awards	August 2020-May 2021	Attendance Records	Improve student achievement Attendance goal met	Attendance Records	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
Implement the use of attendance committee to come up with incentives.							
Attendance committee will schedule incentives every six weeks.							
Attendance committee will advertise incentives on social media and on campus.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Teachers and staff will communicate with parents using district protocols to prevent a student from being excessively absent.	Student Attendance Committee Principal Assistant Principal School Secretary PEIMS Clerk Receptionist	Parent Communication Log Attendance Records	August 2020-June 2021	Attendance Records	Student's academic Performance increase.	Daily Attendance	1, 2, 3, 6, 7, 8, 9, 10
Action Steps							
Staff will notify parents when students needs to make up minutes in ARP program							
Parent liaison contacts parents for students that have excessive absences, which may include home visits.							
Teacher contact parents when student is out and document in parent communication logs.							

Goal Area 3:		Improve Safety, Public Support, Culture & Climate – Including Safety & Violence Prevention					
Annual Goal 6:		By 2021, the culture and climate at Palmer elementary will improve based on teacher and staff perceptions and staff perceptions of staff-student relationships.					
Objective 3:		Attend to the social emotional needs of students and staff by holding staff development and SEL sessions.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implement district wraparound services designed to give a child non-academic support he or she needs throughout the school day	Principal Assistant Principal Counselor Teachers	District SEL resources	Aug 2020-May 2021	Student are provided with non-academic support so they can be successful in school.	Improve student achievement and student self esteem.	Students demonstrate increase in executive function skills Student engagement in lessons/activities increases	1, 2, 3, 4, 7, 10
Action Steps							
Wraparound committee will assist and provide resources for students in non-academic need.							
Teachers will assist in identifying students that are in need of wraparound services.							
Counselor will provide community resources available to assist student and parent's needs.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Foster a positive campus culture and support the appropriate social-emotional development of students.	Counselor Teachers Principal Assistant Principal	SEL activities/ lessons Districts Counseling Curriculum	August 2020-May 2021	Counselor Curriculum of SEL lessons	Observation of student and teacher interaction while in common areas (cafeteria, gym, hallway, Google Classroom, etc.).	Students demonstrate increase in executive function skills Student engagement in lessons/activities increases	1, 2, 3, 4, 7, 10
Action Steps							
Counselor will provide students will SEL lessons to help student develop self-managing techniques.							
Teacher will be aware of the importance of how SEL activities play an important role in classroom climate-for example, how teachers build relationships with students, how students build relationships with each other, and how conflict and discipline are addressed.							

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 7:		Geraldine Palmer Elementary will develop educator capacity by supporting all teachers on campus through coaching, mentoring, and staff development.					
Objective 1:		Support the professional growth of teachers by monitoring, evaluating, and providing feedback.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implement an effective instructional coaching system with ongoing feedback to monitor teacher effectiveness.	Principal Assistant Principal CLL	Coaching log Teachers' PD goals	Aug 2020-May 2021	Observations Walkthroughs	Teacher implementation of effective strategies	McRel Observation Rubric	4, 5
Action Steps							
Build trust between instructional coach, administration and teachers to foster a positive coaching environment.							
Teachers will set two professional development goals and work with instructional leaders to meet goals.							
Use coaching and communication strategies to create a calendar of coaching sessions.							
Provide clear, targeted and actionable feedback.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Instructional leadership team members will calibrate on McREL rubric to provide effective feedback to teachers.	Principal Assistant Principal CLL	McRel Observation Rubric	September 2020- May 2021	Observations Walkthroughs	Teacher implementation of effective strategies	McRel Observation Rubric	4, 5
Instructional leadership team will collaborate on formal and informal teacher walkthroughs using the McREL rubric.							
Instructional leadership team will analyze ratings on McREL rubric and calibrate after each joint walkthrough.							
Instructional leadership team will provide calibrated feedback to teacher outlining specific actions aligned with PD goals.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Administration and CLL will develop a walkthrough schedule and weekly observation data to ensure equitable and effective coaching schedule of each teacher.	Principal Assistant Principal CLL	McREL Timeline Evaluation Schedule Walkthrough Schedule	September 2020- May 2021	Observation and Walkthrough schedule	Teacher implementation of effective strategies	McRel Observation Observations and Walkthroughs	4, 5
Action Steps							
Administration and CLL will conduct a meeting with staff to establish clear expectations for walkthroughs.							
Administration and CLL will establish a calendar of walkthroughs for teachers who are in need.							
Administration and CLL will conduct walkthroughs based on the calendar.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 7:		Geraldine Palmer Elementary will develop educator capacity by supporting all teachers on campus through coaching, mentoring, and staff development.					
Objective 2:		Provide support in the development of new teacher effectiveness for teachers who are new to profession, content, grade level, or school.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
New teachers will be provided a peer colleague to support their teacher effectiveness development. New teachers include teachers that are new to the profession, content, grade level, or school.	Principal Assistant Principal New Teacher Support Director CLL	TELPAS Proficiency Level Descriptors ELPS Instructional Tool Strategies binder TELPAS	August 2020- May 2021	Designate planning time during the day for planning instructional best practices and procedures.	Teacher feedback Effective instructional practices in the classroom	Summative McRel Conference	4, 5
Action Steps							
Distinguished and experienced peer colleague prospects will be asked to participate in the development of new teachers.							
New teachers will be assigned a peer colleague for support.							
New teachers and peer colleagues will plan together to ensure the success of the new teacher.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Instructional leaders will conduct monthly coaching meetings with new teachers to provide differentiated support. New teachers include teachers that are new to the profession, content, grade level, or school.	Peer Colleagues New Teachers CLL	New Teacher Center Program Resources Peer Support	August 2020- May 2021	Designate planning time during the day for planning instructional best practices and procedures. Teacher and peer colleague will have intentional dialogue about student learning, analyzing student work, professional growth, and areas of need.	Teacher feedback Effective instructional practices in the classroom	Summative McRel Conference	4, 5
Create a schedule where new teacher and peer colleague can meet and collaborate on curriculum and campus procedures.							
Hold monthly coaching meetings with new teachers to provide differentiated support. New teachers include teachers that are new to the profession, content, grade level, or school.							
Peer colleague will provide feedback and guidance during these monthly meetings.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 7:		Geraldine Palmer Elementary will develop educator capacity by supporting all teachers on campus through coaching, mentoring, and staff development.					
Objective 3:		Provide all staff with professional development in the use of technology for traditional and distance learning twice a month.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide teachers and students with access to appropriate technology resources encouraging the use of devices and programs such as Google Classroom.	Principal Assistant Principal CLL Campus Instructional Technology Representative	Google Classrooms Teams	August 2020-May 2021	Google Classroom Attendance Log	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	McRel Rubric	4, 5
Action Steps							
Inform teachers and students about the technology resources that are available during monthly technology meetings.							
Establish expectations and routines on the implementation of technology resources.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide resources for instructional staff to effectively integrate technology into the curriculum.	Principal Assistant Principal CLL Campus Instructional Technology Representative	Classroom Technology Technology Trainings	August 2020-May 2021	Google Classroom Lessons Classroom Technology Technology Training Sign-in Sheets	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	McRel Rubric	4, 5
Action Steps							
Develop goals and desired outcomes for the integration of technology into the curriculum.							
Provide trainings based on the desired outcomes.							
Purchase the technology resources needed to ensure the success of the desired outcomes.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize technology applications during staff development as a campus source of professional development experiences.	Principal Assistant Principal CLL Campus Instructional Technology Representative	Classroom Technology Technology Trainings	August 2020-May 2021	Walkthroughs Classroom Technology	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	McRel Rubric	4,5
Action Steps							
Develop goals and desired outcomes for the integration of technology into the curriculum. Provide trainings based on the desired outcomes.							
Implement and model technology applications during staff development, staff meetings, and CLC meetings.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 8:		Empower staff to become leaders in their own capacity					
Objective 1:		Establish campus committees led and goverend by teachers.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Implementation of campus committees.	Principal Assistant Principal CLL Campus Committee Members	McREL Rubric Local funds	September 2020-May 2021	Meeting Agendas/Sign-in Sheets Actions taken by committees	The campus will foster a working environment where stakeholders have input in decision making.	Campus committees will provide leadership roles and opportunities where stakeholders can provide feedback and share ideas.	5
Action Steps							
Create a list of needed committees in the campus.							
Ask staff members to volunteer to be a part of a committee.							
Create a schedule where committee members can meet and collaborate.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Campus Committees will create a two way communication between employees and campus leadership that work to bring forth ideas and questions.	Principal Assistant Principal CLL Campus Committee Members	Local Funds	September 2020-May 2021	Meeting Agendas/Sign-in Sheets Actions taken by committees	The campus will foster a working environment where are stakeholders have input in decision making.	Campus committees will provide leadership roles and opportunities where stakeholders can provide feedback and share ideas.	5
Action Steps							
Create a schedule where committee chair members will meet with administration to share ideas and feedback.							
Campus committee chairs will provide feedback to the school principal and administration on ideas.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 8:		Empower staff to become leaders in their own capacity					
Objective 2:		Provide opportunities for staff to share their expertise by providing job embedded professional development to other teachers on campus.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide professional development opportunities led by teachers based on our campus needs.	Principal Assistant Principal Teachers	McREL Rubric	August 2020- May 2020	EROs Agendas	Increase in leadership role opportunities for teachers. Teachers will have the knowledge and resources to lead others.	Goal Setting Conference Summative Conference	5
Action Steps							
Set professional learning goals							
Provide opportunities for teachers to volunteer to lead CLC or provide staff development at staff meeting							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide teachers leadership opportunities during planning time to share their expertise and successful strategies.	Principal Assistant Principal Teachers	McREL Rubric	August 2020- May 2020	Lesson planning schedule	Increase in leadership role opportunities for teachers Teachers have the knowledge and resources to lead other	Goal Setting Conference Summative Conference	5
Teachers will develop a weekly schedule to plan for reading and math.							
Teachers will develop a schedule to lead their planning time so that all teachers have the opportunity to lead a planning session.							

Goal Area 4:		Increase Staff Quality, Recruitment and Retention					
Annual Goal 8:		Empower staff to become leaders in their own capacity					
Objective 3:		Provide staff with opportunities to become leaders on campus.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide opportunities for teachers to participate in leadership and decision making roles such as the SBDM committee and subcommittees.	Principal Assistant Principal Teachers	District Improvement Plan Campus Improvement Plan SBDM Guidelines McREL Rubric	August 2020- May 2020	Site Based Decision Making Committee Roster(s) and Agendas	Increase leadership role opportunities for teachers Teachers will have the knowledge and resources to lead others.	Goal Setting Conference Summative Conference	5
Action Steps							
Recruit teacher members to volunteer to be a part of a committee.							
Create a schedule where committee members can meet and collaborate.							
Follow district guidelines regarding SBDM meetings.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Provide opportunities for teachers to participate in leadership and decision making roles during the hiring process	Principal Assistant Principal Teachers	McREL Rubric	August 2020- May 2020	Hiring Committee Meeting Agendas and Sign-in Sheets	Increase leadership role opportunities for teachers Teachers will have the knowledge and resources to lead others	Goal Setting Conference Summative Conference	5
Action Steps							
Recruit staff members to volunteer to be a part of a committee.							
Create a schedule where committee members can meet and collaborate.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 Schoolwide Component
Utilize technology applications during staff development as a campus source of professional development experiences.	Principal Assistant Principal CLL Campus Instructional Technology Representative	Classroom Technology Technology Trainings	August 2020-May 2021	Walkthroughs Classroom Technology	Technology / Programs will be effectively integrated into the curriculum and classroom activities.	McRel Rubric	4,5
Action Steps							
Develop goals and desired outcomes for the integration of technology into the curriculum. Provide trainings based on the desired outcomes.							
Implement and model technology applications during staff development, staff meetings, and CLC meetings.							

Appendices

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 ISD

2020 – 2021
PD/Testing Calendar



AUGUST 2020

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

SEPTEMBER 2020

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

OCTOBER 2020

Monday	Tuesday	Wednesday	Thursday	Friday
				2nd Six Weeks Science Curriculum Rollout Science Lab Teachers 2:45-4:15 (PM) 1 2
Pearlized Math Kinder full day 5	<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 6	<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 7	Pearlized Kinder Group C and 1st Grade Group A (PM) 8	} 1st 6 Weeks Ends 9
{ Pearlized 1st Grade Group B and C (PM) 2nd 6 Weeks Begins 12	13	14	15	16
19	20	21	22	23
26	27	PK3 & PK4 CIRCLE Progress Monitoring Wave 1 Window Closes 28	29	30

NOVEMBER 2020

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

DECEMBER 2020

Monday	Tuesday	Wednesday	Thursday	Friday
30	1	2	3	4
7	BM 1 4 th 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 nd - 5 th Math 15	BM 1 2 nd - 5 th Reading 16	BM 1 5 th Science 17	3 rd 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 th Six Weeks Sharon Wells Training on January 4 th				HOLIDAY 1
Campus -Based Professional Development – see detailed PD calendar 4	{ 4 th 6 Weeks Begins 5	MOY K-1 Math Pearlized Math Kinder Full Day 6	Pearlized Math 1st Grade Full Day Pearlized Kinder Group A (PM) 7	Pearlized Kinder Group B and C (PM) 8
Pearlized 1st Grade Group A and B (PM) 11	Pearlized 1st Grade Group C (PM) 12	 13	 14	 15
PK3 & PK4 CIRCLE Progress Monitoring Wave 2 Window Opens 18	MOY TPRI/Tejas Lee Window January 18-January 22 (Grades 1-3) MOY TX-KEA Window January 18 – January 22 (Kinder) MOY LPAC Window January 18-January 22 (Elementary)			 22
BM 2 Voyager Grades K-3 Window 25	 26	 27	 28	 29

FEBRUARY 2021

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

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) 1	 2	 3	 4	 5
8	BM 2 3 rd - 5 th Math 9	BM 2 3 rd - 5 th Reading 10	BM 2 5 th Science 11	12
HOLIDAY 15	HOLIDAY 16	HOLIDAY 17	HOLIDAY 18	HOLIDAY 19
22	23	24	25	TELPAS Writing Collections Ends Early Release Day 26
29	30	31	STAAR Alternate 2 Assessment Window March 29-May 7 TELPAS Assessment Window February 22-April 2 K-12 (Listening, Speaking, Writing)	

APRIL 2021

Monday	Tuesday	Wednesday	Thursday	Friday
STAAR Online Testing Window April 6 – May 4 (every Tuesday only)				HOLIDAY
TELPAS Assessment Window February 22-April 2 (K-1 Reading) TELPAS Assessment Window February 22-April 9 (2-12 Reading)			1	2
5	STAAR Grade 4 Writing 6	STAAR Make-Up 7	STAAR Make-Up 8	STAAR Make-Up 9 5 th 6 Weeks Ends
12	<u>6th Six Weeks Training</u> <u>Sharon Wells (PM)</u> 2 nd Grade/3 rd Grade 13	<u>6th Six Weeks Training</u> <u>Sharon Wells (PM)</u> 4 th Grade/5 th Grade 14	15	} 16
{ BM 3 Voyager Grades K-3 Window PK3 & PK4 CIRCLE Progress Monitoring Wave 3 Window Opens 6 th 6 Weeks Begins 19	20	Pearlized Kinder Group A and B (PM) 21	EOY LPAC Training Day Pearlized Kinder Group C and 1st Grade Group A (PM) 22	Early Release Day Pearlized Kinder Full Day and 1st Grade Full Day 23
EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K Pearlized 1st Grade Groups B and C (PM) 26	EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K 27	EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K 28	Technology Applications Testing Window April 27 - May 30 EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K 29	EOY-TPRI/TEJAS LEE Grades 1-3 TX-KEA Grades K 30

MAY 2021

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

JUNE 2021

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