



**Sgt. Leonel Treviño Elementary  
Campus Improvement Plan  
2020-2021**

# Sergeant Leonel Treviño Elementary Mission Statement



To prepare all students to be successful in life by providing quality instruction in a motivated educational environment conducive to helping students learn and excel academically in order to be globally competitive.

# Sergeant Leonel Treviño Elementary

## Guiding Principles



### ***What We Believe In***

#### ***Guiding Principles***

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- Accountability
- No Excuses

### ***What We Want to Accomplish***

Every student will graduate bi-literate, college ready, college connected, and college complete.

# Sergeant Leonel Treviño Elementary CAMPUS DEMOGRAPHICS



Total District Enrollment – 32,051

Total Campus Enrollment – 469 (2019 data)

Total Campus Enrollment as of October 1, 2020=448

Percent	Sgt. Trevino EL	PSJA ISD	STATEWIDE
Hispanic	99%	98.89%	51.34%
Economically Disadvantaged	96.4%	89.00%	60.26%
ELL	65.9%	41.04%	17.04%

# Sergeant Leonel Treviño Elementary CAMPUS DEMOGRAPHICS



	ALL TESTS	SPED	LEP	MIGRANT	ECD
Number	555	38	383	4	527
Percent	100	7	69	1	95

	ALL TESTS	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	555	550	0	0	5	0
Percent	100	99	0	0	0	0

# Performance Levels 2019



	All Subject	ELA/Reading	Mathematics	Writing	Science
2018	74	70	82	*	69
2019	74	70	82	71	67
Difference	0	0	0	*	-2

# Performance Levels 2019



All Students Performance Rates	Approaches	Meets	Masters	Campus Goals 2021
ELA/Reading	70	33	11	90/60/30
Math	82	47	25	90/60/30
Writing	71	31	6	90/60/30
Science	67	36	17	90/60/30

# Sgt. Leonel Treviño Elementary Performance Levels 2019



	Domain I	Domain II Part A	Domain II Part B	Domain II Overall	Domain III	Campus Overall Rating	Label Rating
2018-2019	72	74	80	80	79	79	B



# Sgt. Leonel Treviño Elementary TELPAS 2019-2020

Trevino	Listening		Speaking		Reading		Writing		Yearly Progress Composite Rating	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
2 <sup>nd</sup>	17/34=50%	34/39=87%	9/34=26%	15/39=38%	25/34=74%	22/39=56%	10/34=29%		18/34=53%	
3 <sup>rd</sup>	34/40=85%		14/40=35%		17/40=43%	20/36=56%	10/40=25%		15/39=38%	
4 <sup>th</sup>	8/59=14%		15/59=25%		27/59=46%	23/44=52%	28/59=47%		13/59=22%	
5 <sup>th</sup>	20/46=43%	38/61=62%	17/46=37%	27/61=44%	24/46=52%	42/61=69%	24/46=52%		17/44=39%	
	79/179=44%	72/100=72%	55/179=31%	42/100=42%	93/179=52%	107/180=59%	72/179=40%		77/204=38%	

# Pharr-San Juan-Alamo Independent School District 2019-2020 District and Board Goals



- **Goal 1:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 48% by June 2020.
- **Goal 2:** The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 58% by June 2020.
- **Goal 3:** The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 48% by June 2020.
- **Goal 4:** The percent of graduates who are College Career Military Ready (CCMR) will increase from 70% to 74% by 2020.

# THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS



The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

**GOAL #1:** The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

**GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

**GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.

**GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

**Objective #1:** Parents will be full partners with educators in the education of their children.

**Objective #2:** Students will be encouraged and challenged to meet their full educational potential.

**Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Objective #4:** A well-balanced and appropriate curriculum will be provided to all students.

**Objective #5:** Qualified and highly effective personnel will be recruited, developed, and retained.

**Objective #6:** The state's students will demonstrate exemplary performance in the comparison to national and international standards.

**Objective #7:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**Objective #8:** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

**Objective #9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## 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.**

# Sgt. Leonel Treviño Elementary Comprehensive 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

# Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment



## 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:

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

- In Reading, the achievement gap between SpEd and All students 2018-2019 is 49%.
- In Mathematics, the achievement gap between SpEd and All students 2018-2019 is 32%.

### Personnel Needs:

The Special Education Department must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

### Professional Development Needs:

The Special Education Department must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

### Strengths:

- Majority of student being mainstreamed in the regular classroom.

# Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment



## Demographics Summary Continued:

### English Language Learners (ELL):

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 ELL 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 bi-literacy. In addition, the BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy 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 ELL students.

### Needs:

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

- In Reading, the achievement gap between ELL and the campus goal for 2018-2019 is 14%.
- In Mathematics, the achievement gap between ELL and the campus goal 2018-2019 is 6%.

### Strengths:

- The Dual Language Program at PSJAISD serves ELL students in grades K-12 at PSJAISD
- In Reading, the ELL students are outperforming all students by 6%.
- In Mathematics, the ELL students are outperforming all students by 2%.

# Sgt. Leonel Treviño Elementary Comprehensive Needs Assessment



## Demographics Summary Continued:

### Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

#### Needs:

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

- In Reading, the achievement gap between Economically Disadvantaged (96.4 of the student population) and All students 2018-2019 is 1%.
- In Mathematics, the achievement gap between Economically Disadvantaged (96.4 of the student population) and All students 2018-2019 is 1%.

#### Strengths:

- In Math, for Economically Disadvantaged students at the campus 24% mastered target in the assessment.



# Sgt. Leonel Treviño Elementary

## Goal Area 1: Student Achievement



### Annual Goals

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

#### **Focus Areas: 1, 2, 5, 6**

Reading, Language Arts and Literacy  
Mathematics

Accountability standard or domain  
Instructional Technology

Sixth Grade Transition

College Readiness (ES, MS, HS)

Synchronous & Asynchronous

Technology Educator Training and Support

# Sgt. Leonel Treviño Elementary

## Goal Area 2: Closing the Gaps



### Annual Goals

- By June 2021, 80% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet STAAR performance targets in Reading and Math.
- By June 2021, 80% of our identified student groups in Academic Growth Status component in the Closing the Gaps domain will meet the required growth targets in reading and math.
- By June 2021, 90% of English learners will advance by at least one level of the composite rating from June 2019 to June 2021.

### Focus Areas: 1, 3, 5, 6

Special Education Program  
Gifted & Talented Program  
Migrant  
Dyslexia  
English Learners  
STAAR/EOC Performance/Participation  
TELPAS-Listening, Speaking, Reading and Writing and Composite Scores  
Special Education Placement in Instructional Setting 40/41  
All Student Groups (All, His., SE, EL, ECD, Con. Enrolled, NCE, )

# Sgt. Leonel Treviño Elementary

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

### Annual Goals

- By June 2021, Treviño Elementary will provide a school environment that promotes wellness for students, parents and the community in a variety of areas and in return, parental involvement will increase by 10%.
- Throughout the 2020-2021 school year, 100% of the staff will be committed to providing a school environment that promotes wellness for its students, parents, and the community in a variety of areas (SEL).
- By June 2021, attendance will increase from 97.3% to 98.3% by providing a positive culture and climate for all students.

### Focus Areas: 4, 7

Attendance  
Bullying Prevention  
Child Abuse & Sexual Abuse Prevention  
Suicide Prevention  
Discipline Management – Safe Environments  
DAEP Referrals  
Special Education In-school Suspension  
Special Education Out-of-School Suspension  
Parent and Community Involvement  
Social Emotional Learning (SEL)/Mental Health

# Sgt. Leonel Treviño Elementary

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

### Annual Goals

- By June 2021, 100% of teachers will deliver high quality, engaging lessons maximizing the instructional time with the implementation of the McREL Evaluation System.
- Throughout the 2020-2021 school year, we will use the evaluation systems to increase staff quality and retain highly qualified and high performing teachers.
- By June 2021, we will decrease personnel turnaround by 10% by improving recruitment process.
- By June 2021, the campus positive culture and climate will increase.

### Focus Areas: 6,8

Analysis of McREL Evaluations  
Bilingual/ESL Certified Teachers  
Professional Development Trainings  
Number of Hours of Instructional Coaching and Support  
Teacher Mentors  
Number of Teachers: Developing, Proficient, Accomplished, Distinguished  
Process for Effective Staff Interviews  
Screening of Staff  
Job Fairs

<b>Goal Area: 1</b>	Student Achievement						
<b>Annual Goal:1</b>	By June 2021 all identified student groups in the Student Achievement domain will improve ELA/ Reading in all standards (approaching, meets, and masters) by 10%.						
<b>Objective:1 Reading</b>	By June 2021 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of 10% in all standards.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Pearson DMR resources Istation	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
<b>Action Steps</b>							
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
4)Provide instruction and interventions that are directly related to students’ needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring)							

Strategy 2 (Reading)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Curriculum / Pearson	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.							
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.							
3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies							
4)Align TEKS activities and materials to meet the needs of all student subgroups in Language Arts.							

Strategy 3 (Reading)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a fluency intervention & acceleration plan to address reading student Lexile levels.	Principal Assistant Principal CLL Teachers	-DMAC DMAC Reports Fluency progress monitoring template Curriculum / Pearson (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments Fluency Testing AR Reports STAR Reports (Library) Istation CLI Reports	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Fluency Progress Monitoring Reports -Walk-through feedback -Lesson Plans	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1)Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, Rising Star Readers, Intervention Strategies Schedule additional computer time before/ after school							
2) Implement fluency intervention blocks for all grade levels							
3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies							
4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks							

<b>Goal Area: 1</b>	Student Achievement						
<b>Annual Goal:2</b>	By June 2021 all identified student groups in the Student Achievement domain will improve ELA/ Reading in all standards (approaching, meets, and masters) by 10%.						
<b>Objective: 2 Reading</b>	All identified student groups in the Academic Achievement component will increase in all standards by 10% by improving fluency throughout the 2020-2021 school year.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Create, collect and assess data to monitor student fluency progress weekly and biweekly and drive interventions based on data.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports Fluency progress monitoring template SAAVAS	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1)Support instructional program in reading through the implementation of: DEAR time, Peer tutoring, Cooperative learning strategies, Reading Intervention Kits, Rising Star Readers, Intervention Strategies Schedule additional computer time before/ after school.							
2) Implement fluency intervention blocks for all grade levels.							
3) Provide multiple opportunities for development of research-based ELA/ SLAR skills and strategies.							
4)Implement a continuous monitoring program to ensure continuity and consistency of reading fluency checks.							



Strategy 2 (Reading)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a fluency block across all grade levels.	Principal Assistant Principal CLL Teachers	Fluency schedule DMAC Reports Fluency progress monitoring template Curriculum / Pearson (TPRI)/Tejas Lee Checklists Pre-K and Kinder Imagine Learning Reports Campus Based Assessments Fluency Testing AR Reports Star Reports Istation	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Fluency progress monitoring reports -Walk-through feedback -LPAC notes -Lesson Plans	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments. -Increase in WPM (words per minute)	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1) Teachers will analyze data and create fluency groups.							
2) Implement fluency strategies that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.							
3) Provide multiple opportunities for development of research-based fluency skills and strategies.							
4) All grade levels will align schedules to implement fluency block.							

<b>Goal Area: 1 (Math)</b>	Student Achievement						
<b>Annual Goal: 3</b>	By June 2021 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by 10%.						
<b>Objective: 1 (Math)</b>	By June 2021 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of 10% in all standards.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Sharon Wells Pearlized math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I - Title II - Title III - Special Ed. & Bilingual Funds – Migrant Funds
<b>Action Steps</b>							
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II)							
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments							
3)Use assessment data to drive intervention plans and build intervention time into the day at every grade level							
4)Provide instruction and interventions that are directly related to students’ needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring)							

Strategy 2 (Math)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Sharon Wells Pearlized math Imagine Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.							
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.							
3) Provide multiple opportunities for development of research-based Math skills and strategies							
4)Align TEKS activities and materials to meet the needs of all student subgroups in Math.							

Strategy 3 (Math)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a Math fluency intervention & acceleration plan to address basic Math arithmetic.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Sharon Wells Pearlized Math Imagine Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Weekly Math fluency  -Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format -Walk-through feedback -Lesson Plans	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I -Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1)Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format							
2) Implement basic facts lessons across all grade levels							
3) Provide multiple opportunities for development of research-based Math skills and strategies							
4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks							

<b>Goal Area: 1</b>	Student Achievement						
<b>Annual Goal: 4</b>	By June 2021 all identified student groups in the Student Achievement domain will improve Math in all standards (approaching, meets, and masters) by 10%.						
<b>Objective: 2 (Math)</b>	By June 2021 all identified student groups in the Student Achievement domain will be monitored to ensure an increase in Category 2 by 10%.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Create, collect and assess data to monitor student progress weekly and biweekly and drive interventions based on data.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Sharon Wells Pearlized math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly Sharon Wells, Pearlized Math, unit, CBA, BM I&II)							
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments							
3)Provide instruction with supplemental materials to tutor, reinforce identified students on the priority for services report							
4)Provide instruction and interventions that are directly related to students’ needs as demonstrated by data (e.g., STAAR academies, Friday camps, and tutoring)							

Strategy 2 (Math)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Sharon Wells Pearlized math Imagine Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.							
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.							
3) Provide multiple opportunities for development of research-based Math skills and strategies for Category 2.							
4)Align TEKS activities and materials to meet the needs of all student subgroups in Math.							

Strategy 3 (Math)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Develop a Math fluency intervention & acceleration plan to address basic Math arithmetic.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports STAAR released test STAAR question stems Progress monitoring template Sharon Wells Pearlized Math Imagine Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR)  -Weekly Math fluency  -Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format  -Walk-through feedback -Lesson Plans	- Increase in Student Achievement in all identified student groups.  -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR	Title I – Title II – Title III – Special Ed. & Bilingual Funds – Migrant Funds
<b>Action Steps</b>							
1)Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format							
2) Exit tickets will be developed aligned to the skill of the day with an emphasis on Category 2							
3)Provide additional computer time as needed before and after school using Imagine Math							
4)Implement a continuous monitoring program to ensure continuity and consistency of math fluency checks							

<b>Goal Area: 1</b>	Student Achievement						
<b>Annual Goal: 5</b>	By June 2021 all identified student groups in the Student Achievement domain will improve Writing in all standards (approaching, meets, and masters) by 15%.						
<b>Objective: 1 (Writing)</b>	By June 2021 all identified student groups in the Student Achievement domain will be monitored to ensure an increase of 15% in all standards.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Create, collect, and assess data to monitor student progress weekly and biweekly and drive interventions based on data.	Principal Assistant Principal CLL Teachers Librarian Counselor	Mentoring Minds DMAC Reports STAAR released test STAAR aligned writing prompts Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	- Increase in Student Achievement in the level of writing. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Writing Compositions -CBA I -BM I & II -STAAR -TELPAS	-Title I Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1)Use ongoing campus and district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments							
3)Create a writing committee that will review and provide feedback on student writing samples							
4)Provide extra reinforcement in the area of elaboration, vocabulary, spelling, grammar, composition, voice, revising & editing							



Strategy 2 (Writing)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best practices to improve Student Achievement and teacher knowledge and implementation of state standards (TEKS)	Principal Assistant Principal CLL Teachers Librarian Counselor	Mentoring Minds DMAC Reports STAAR released test STAAR aligned writing prompts Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	- Increase in Student Achievement in the level of writing. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.							
2) Implement a comprehensive curriculum that addresses the needs of our students and ensures that they will meet or exceed the state’s rigorous academic performance standards.							
3) Provide multiple opportunities for development of research-based writing skills and strategies.							
4)-Thinking Maps, proof reading activities, teacher/student conferencing, grammar and spelling, keep a composition portfolio, writing timelines, and daily oral language activities.							

Strategy 3 (Writing)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a plan to support writing skills across all grade levels.	Principal Assistant Principal CLL Teachers	Mentoring Minds DMAC Reports STAAR released test STAAR aligned writing prompts Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	-Increase in Student Achievement in the level of writing.  -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1)Support instructional program in reading through the implementation of: Teacher created writing prompts, writing block, and implementation of writing committee							
2) Implement TELPAS writing block							
3) Provide multiple opportunities for development of research-based Writing skills and strategies							
4)Implement a continuous monitoring program to ensure continuity and consistency of writing student sample checks							

<b>Goal Area: 1</b>	Student Achievement						
<b>Annual Goal: 6</b>	By June 2021 all identified student groups in the Student Achievement domain will improve Writing in all standards (approaching, meets, and masters) by 15%.						
<b>Objective: 2 (Writing)</b>	By June 2021 85% of all students will be writing on grade level or above for all grade levels						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Create, collect and assess data to monitor student progress biweekly based on data from student product.	Principal Assistant Principal CLL Teachers Librarian Counselor	Mentoring Minds DMAC Reports STAAR released test STAAR aligned writing prompts Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	- Increase in Student Achievement in the level of writing. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Bi-Weekly Writing Compositions -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1)Create and use teacher created writing prompts to produce student writing samples							
2) Use collaborative learning community (CLC) meetings to plan interventions, analyze student data, and create assessments							
3)Create a writing committee that will review and provide feedback on student writing samples							
4)Use data to reinforce the areas of elaboration, vocabulary, spelling, grammar, composition, voice, revising & editing							

Strategy 2 (Writing)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use best instructional practices to improve delivery of classroom writing lessons.	Principal Assistant Principal CLL Teachers Librarian Counselor	Mentoring Minds DMAC Reports STAAR released test STAAR aligned writing prompts Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	- Increase in Student Achievement in the level of writing. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III - Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							

1) Weekly dissection of state standards (TEKS) in grade level and CLC meetings.

2) Implement campus wide SLO's to improve writing instructional practices.

3) Provide multiple opportunities for development of research-based writing skills and strategies.

4)-Thinking Maps, proof reading activities, teacher/student conferencing, grammar, and spelling, keep a composition portfolio, writing timelines, and daily oral language activities.

Strategy 3 (Writing)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop a plan to support writing skills across all grade levels.	Principal Assistant Principal CLL Teachers	Mentoring Minds DMAC Reports STAAR released test STAAR aligned writing prompts Progress monitoring template Pearson Forde Ferrier Kamico Write From the Beginning	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans -Teacher created writing prompts -Student product	- Increase in Student Achievement in the level of writing. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Title I - Title II - Title III – Special Ed. & Bilingual Funds - Migrant Funds
<b>Action Steps</b>							
1)Support instructional program in reading through the implementation of: Teacher created writing prompts, writing block, and implementation of writing committee							
2) Implement TELPAS writing block							
3)Provide extra reinforcement in the area of elaboration, vocabulary, spelling, grammar, composition, voice, revising & editing							
4)Implement a continuous monitoring program to ensure continuity and consistency of writing student sample checks							

<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal: 1</b>	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
<b>Objective: 1</b>	Special Education students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Monitor all student progress on a monthly basis in the areas of Reading and Mathematics	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Istation Reading Imagine Math Learning Ally	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed 12 -SCE
<b>Action Steps</b>							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2)Student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Strategy 2 (Rdg./Math-Sped)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and instructional aides assigned to the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed 12 -SCE
<b>Action Steps</b>							
1)Provide training for teachers on district curriculum and testing strategies.							
2)Peer coaching and observation opportunities to enhance instructional practices							
3)Provide trainings on the implementation of interventions for RTI, 504, and IEP's plans							
4)Provide specific instructional training for instructional aides to best serve special education students remotely or in class.							

Strategy 3 (Rdg./Math Sped)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>Ensure the general ed teacher, LPAC committee member, campus testing coordinator or any other program representative is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.</p>	<p>Principal Assistant Principal CLL Teachers Counselor Special Ed teacher</p>	<p>DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading</p>	<p>-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021</p>	<p>-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments</p>	<p>- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.</p>	<p>-Weekly Assessments -CBA I -BM I &amp; II -STAAR -TELPAS</p>	<p>- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed 12 -SCE</p>
<p><b>Action Steps</b></p>							
<p>1)Special Education teacher and teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students</p>							
<p>2)Collaborate with all general education teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.</p>							
<p>3)Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.</p>							
<p>4) Monitor bi-weekly lesson plans for implementation of IEP accommodations to accelerate student progress.</p>							



<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 2:</b>	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
<b>Objective: 1</b>	English Language Learner (ELL) students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Monitor all student progress monthly in the areas of Reading and Mathematics	Principal Assistant Principal CLL Teachers LPAC	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Istation Reading Imagine Math Summit K12	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed12 -SCE
<b>Action Steps</b>							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2)ELL student groups’ data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students’ needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Strategy 2 (ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers with ELL students in the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal CLL Teachers LPAC	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading Summit K12	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed12 -SCE
<b>Action Steps</b>							
1)Provide training for teachers on district curriculum and testing strategies.							
2)Peer coaching and observation opportunities to enhance instructional practices							
3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants.							
4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports ,Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers ,TPRI/Tejas LEE Strategies							

Strategy 3 (ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>Ensure the teachers serving ELL students, LPAC committee member, campus testing coordinator, or any other program representative is present at the LPAC meetings representing the ELL students and advocating for their instructional and testing arrangements.</p>	<p>Principal Assistant Principal CLL Teachers Counselor Special Ed teacher</p>	<p>DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading Summit K12</p>	<p>-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021</p>	<p>-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments</p>	<p>- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.</p>	<p>-Weekly Assessments -CBA I -BM I &amp; II -STAAR -TELPAS</p>	<p>- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 - Special Ed12 -SCE</p>
<b>Action Steps</b>							
1)ELL teachers will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students							
2)Collaborate with grade level to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3)Using data room, principals will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.							
4) Monitor bi-weekly lesson plans for implementation of linguistic accommodations to accelerate student progress.							

<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal :3</b>	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
<b>Objective: 2</b>	English Language Learner (ELL) students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by providing high-quality research-based instruction throughout the 2020-2021 school year.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Monitor all student progress monthly in the areas of Reading and Mathematics	Principal Assistant Principal CLL Teachers LPAC	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Istation Reading Imagine Math Summit K12	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	
<b>Action Steps</b>							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2)ELL student groups' data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Strategy 2 (ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers with ELL students in the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal CLL Teachers LPAC	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading Summit K12	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	
<b>Action Steps</b>							
1)Provide training for teachers on district curriculum and testing strategies.							
2)Peer coaching and observation opportunities to enhance instructional practices							
3)Provide continuous staff development in: Data analysis to identify language proficiency levels, Dual Language strategies/methodologies, Second language acquisition methodologies, Primary language instruction, and Region One consultants.							
4)Provide specific instructional training on: supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instruction, Istation reports, Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers, TPRI/Tejas LEE Strategies							

Strategy 3 (ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide technology resources to facilitate reading and math development to differentiate student learning.	Principal Assistant Principal CLL Teachers Counselor	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Istation Reading Summit K12	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- All ELL identified student groups will increase in Student Achievement. -Increase academic performance of all ELL student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	
<b>Action Steps</b>							
1)ELL teachers will provide students with digital E-books in both English and native language to support the acquisition of language 2 (L2).							
2) Allocate resources (e.g., Istation, Imagine Math, Mackenvia, Accelerated Reading/Star software, Summit K12, and myON) to facilitate Reading and Math development for student groups							
3)Ensure that campus schedules allow for instructional time for program implementation							
4) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							

<b>Goal Area 2:</b> Closing the Gaps							
<b>Annual Goal:4</b>		All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.					
<b>Objective: 1 (Sped &amp; ELL)</b>		Special Education and ELL students in the Academic Achievement component will increase by 5 % in the Reading and Mathematics targets by June 2021.					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Monitor all student progress monthly in the areas of Reading and Mathematics	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Istation Reading Imagine Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 -Special Ed 12 -SCE
<b>Action Steps</b>							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2)Student groups’ data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students’ needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Strategy 2 (Sped & ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide professional development for teachers and instructional aides assigned to the areas of reading and math to deliver high quality instruction.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 -Special Ed 12 -SCE
<b>Action Steps</b>							
1)Provide training for teachers on district curriculum and testing strategies.							
2)Peer coaching and observation opportunities to enhance instructional practices							
3)Provide trainings on the implementation of interventions for Dual Language Model, RTI, 504, and IEP's plans							
4)Provide specific instructional training for instructional aides to best serve special education and ELL students remotely or in class.							



Strategy 3 (Sped & ELL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Well-planned tutorials that respond to the CBA and Benchmark data will be scheduled after-school, on Saturdays, and during the day through learning academies.	Principal Assistant Principal CLL Teachers Counselor Special Ed teacher	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance of all student groups in all BM and STAAR assessments.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	- Title I/Title II/Title III - Local Funds 199 - State Bilingual - Migrant 212 -Special Ed 12 -SCE
<b>Action Steps</b>							
1)Provide additional support to students identified at-risk of failing K-5th grade with tutoring after school/before school.							
2)During CLC's teachers of ELL students and special education teacher will collaborate to discuss effective teaching strategies and align support structures.							
3)Create and implement spiraling activities based on student needs.							
4) Monitor monthly tutoring or enrichment lesson plan calendars that target high needed skills.							

<b>Goal Area: 2</b>	Closing the Gaps						
<b>Annual Goal : 5</b>	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
<b>Objective: 2</b>	All English Language Learners will advance by at least one level of TELPAS composite ratings by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Effectively implement and monitor adopted Dual Language program across all grade levels.	Principal Assistant Principal CLL Teachers Dual Language department	DMAC DMAC Reports Progress monitoring template Pearson DMR Resources Istation Reading	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS - District TELPAS benchmark	
<b>Action Steps</b>							
1)Use ongoing district and campus built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II)							
2)Student groups’ data will be disaggregated at the campus levels (CPR) to determine student progress and towards increasing performance at all levels							
3)Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA,TELPAS benchmark and Benchmarks.							
4)Plan and provide instruction, interventions, and enrichment that are directly related to students’ needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Strategy 2 (TELPAS)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Principal Assistant Principal CLL Teachers	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	
<b>Action Steps</b>							
1)Provide training for teachers on ELPS and testing strategies.							
2)Create and implement a TELPAS block across all grade levels.							
3)Provide trainings on the implementation of language acquisition strategies.							
4)Create and implement TELPAS progress monitoring practices							

Strategy 3 (TELPAS)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.	Principal Assistant Principal CLL  Teachers Counselor Special Ed teacher	DMAC DMAC Reports Progress monitoring template Sharon Wells Pearson DMR Resources Pearlized Math Imagine Math Istation Reading	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -ARD notes -Lesson Plans -Teacher created assessments	- Increase in Student Achievement in all identified student groups. -Increase academic performance in all TELPAS domains.	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	
<b>Action Steps</b>							
1)Using data room, principals will monitor assessment results, and lead data analysis discussions with stakeholders							
2)Create a calendar of writing samples for all grade level to align and support TELPAS writing structures.							
3)Create and implement spiraling activities based on student needs.							
4) Monitor monthly writing calendars that target TELPAS writing skills.							

<b>Goal Area: 3</b>	Improve Safety, Public Support, Culture, and Climate						
<b>Annual Goal: 1</b>	Throughout the 2020 - 2021 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.						
<b>Objective: 1</b>	By June 2021, the campus will see an increase of 10% in parental involvement.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide a welcoming environment by extending invitations for school events and activities.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	Sgt. Leonel Treviño Facebook Sgt. L. Treviño School website Class Dojo Google Classroom PSJA ISD website Action Plan Campus data	October 2020 - June 2021	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
<b>Action Steps</b>							
1) Hold teacher parent conferences after assessments such as TPRI/TEJAS Lee, CLI, TXKEA, CBA, Benchmarks, STAAR, TELPAS, campus-based progress monitoring virtually or in person during assigned period.							
2) Create a parent survey that will provide feedback as to what activities or events they would like to participate in.							
3) Invite parents to a monthly Parent Café.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff ensures every interactions and engagement with parents is positive and valuable.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	-Sgt. Leonel Treviño Facebook -Sgt. L. Treviño School website -Class Dojo -Google Classroom -PSJA ISD website -Action Plan -Campus data	October 2020 - June 2021	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
<b>Action Steps</b>							
1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.							
2)Create a parent survey that will provide feedback as to what activities or events they would like to participate in.							
3)Provide professional development trainings on how to improve communication with all stakeholders							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Communication with parents is timely and is provided through a variety of communication methods.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	-Sgt. Leonel Treviño Facebook -Sgt. L. Treviño School website -Class Dojo -Google Classroom -PSJA ISD website -Action Plan -Campus data	October 2020 - June 2021	Invitations Flyers Social media posts Sign in sheets Agendas	Parent involvement will increase by 10%. Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	Title I: #2, #4, and #10
<b>Action Steps</b>							
1) Share a monthly calendar of events through digital and / or hard copy.							
2) Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.							
3) Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.							

<b>Goal Area: 3</b>	Improve Safety, Public Support, Culture, and Climate						
<b>Annual Goal: 2</b>	Throughout the 2020 - 2021 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.						
<b>Objective:2</b>	By June 2021, the campus will monitor the effectiveness of staff responding to parent concerns and complaints to ensure student academic needs are met.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
School staff and parents ensure mutual support for each other's roles as partners to increase student success.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	-Sgt. Leonel Treviño Facebook -Sgt. L. Treviño School website -Class Dojo -Google Classroom -PSJA ISD website -Action Plan -Campus data	October 2020 - June 2021	-Invitations -Flyers -Social media posts -Sign in sheets -Agendas	-Parent involvement will increase by 10%. -Parent participation will increase across all school activities and events.	Sign in sheets Agendas Parental surveys	
<b>Action Steps</b>							
1) Hold timely parent conferences after parent concern has been communicated.							
2) Implement and monitor an effective response system for parents to facilitate communication between both parties.							
3) Invite parents to a monthly informative Parent Café sessions							



Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Staff ensures every interactions and engagement with parents is positive and valuable.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	<ul style="list-style-type: none"> <li>• Sgt. Leonel Treviño Facebook</li> <li>• Sgt. L. Treviño School website</li> <li>• Class Dojo</li> <li>• Google Classroom</li> <li>• PSJA ISD website</li> <li>• Action Plan</li> <li>• Campus data</li> </ul>	October 2020 - June 2021	<ul style="list-style-type: none"> <li>• Invitations</li> <li>• Flyers</li> <li>• Social media posts</li> <li>• Sign in sheets</li> <li>• Agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Parent involvement will increase by 10%.</li> <li>• Parent participation will increase across all school activities and events.</li> </ul>	Sign in sheets Agendas Parental surveys	
<b>Action Steps</b>							
1) Teacher invite parents to visit their classrooms, volunteer, and to share valuable information about their children's learning.							
2) Create a parent survey that will provide feedback as to what activities or events they would like to participate in.							
3) Provide professional development trainings on how to improve communication with all stakeholders							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Communication with parents is timely and is provided through a variety of communication methods.	Principal Assistant Principal CLL Teachers Parent Liaison Counselor	<ul style="list-style-type: none"> <li>• Sgt. Leonel Treviño Facebook</li> <li>• Sgt. L. Treviño</li> <li>• School website</li> <li>• Class Dojo</li> <li>• Google Classroom</li> <li>• PSJA ISD website</li> <li>• Action Plan</li> <li>• Campus data</li> </ul>	October 2020 - June 2021	<ul style="list-style-type: none"> <li>• Invitations</li> <li>• Flyers</li> <li>• Social media posts</li> <li>• Sign in sheets</li> <li>• Agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Parent involvement will increase by 10%.</li> <li>• Parent participation will increase across all school activities and events.</li> </ul>	Sign in sheets Agendas Parental surveys	
<b>Action Steps</b>							
1) Share a monthly calendar of events through digital and / or hard copy.							
2) Provide an extension of conference time minimum once a six weeks to teachers so teachers can communicate with parents.							
3) Provide important information to parents through our various online platforms such as but not limited to: Class Dojo, Facebook, School Messenger, Email, Text, and School website.							

<b>Goal Area: 3</b>	Improve Safety, Public Support, Culture, and Climate						
<b>Annual Goal: 3</b>	Throughout the 2020 - 2021 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.						
<b>Objective: 1 (SEL)</b>	By June 2021 we will foster a school environment that promotes wellness for all students and recognizes good health and safety, fosters consistent attendance, increases attentiveness and higher academic achievement.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Prepare and deliver classroom lessons and provide small group counseling to promote a positive school culture and address campus issues such as cyberbullying, bullying, social media, and emotional abuse.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Behavioral Centers</li> <li>PSJA LPC</li> <li>Curriculum Anti-bullying Materials</li> <li>Positive Promotions</li> <li>Oriental Trading</li> <li>Amazon</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>Ongoing one to one assistance of emotional needs.</li> <li>Counselor develops a trusting relationship and rapport with student.</li> <li>Drills run yearly throughout district</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from team after drill is completed</li> <li>Successful use of actual plan implemented for emergencies</li> <li>Counselor Calendar</li> </ul>	Surveys Questioning and discussions. Safe to Speak Up application data	Title-I School
<b>Action Steps</b>							
1) Continued use of the bullying/suicide support app							
2) Monthly counseling and guidance lessons targeting bullying / cyberbullying for students							
3) Integrate district policy on bullying/ cyberbullying							
4) Provide information on the use of Safe to Speak Up application							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>Increase the safety of all students and staff by providing support services including determent of bullying, cyberbullying, emotional abuse, and suicide risk.</p>	<p>Principal Asst. Principal Teachers Counselor Security personnel All campus staff</p>	<ul style="list-style-type: none"> <li>• Curriculum Behavioral Centers</li> <li>• PSJA LPC</li> <li>• Curriculum Anti-Bullying Materials</li> <li>• Positive Promotions</li> <li>• Oriental Trading</li> <li>• Amazon</li> </ul>	<p>September 2020 - June 2021</p>	<ul style="list-style-type: none"> <li>• Ongoing one to one assistance of emotional needs.</li> <li>• Nurse develops a trusting relationship and rapport with student.</li> <li>• Drills run yearly throughout district</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from team after drill is completed</li> <li>• Successful use of actual plan implemented for emergencies</li> <li>• Counselor Calendar</li> </ul>	<p>Surveys Questioning and discussions. Safe to Speak Up application data</p>	<ul style="list-style-type: none"> <li>• Title-I School</li> </ul>
<b>Action Steps</b>							
1) Training staff on the Emergency Response Team Plan							
2) Update emergency kits placed around campus and train appropriate staff on the use and location of kits							
3) Revise and modify the Emergency Response Team as needed throughout the school year							
4) Provide a training for COVID-19 Team members and implement plan as needed throughout the school year							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote the development of each student as a whole person.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none"> <li>• Curriculum Behavioral Centers</li> <li>• PSJA LPC</li> <li>• Curriculum Anti- Bullying Materials</li> <li>• Positive Promotions</li> <li>• Oriental Trading</li> <li>• Amazon</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Ongoing one to one assistance of emotional needs.</li> <li>• Counselor develops a trusting relationship and rapport with student.</li> <li>• Drills run yearly throughout district</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from team after drill is completed</li> <li>• Successful use of actual plan implemented for emergencies</li> <li>• Counselor Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys Questioning and discussions.</li> <li>• Safe to Speak Up application data</li> </ul>	Title-I School
<b>Action Steps</b>							
1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship.							
2)Encourage the participation rate in extracurricular activities.							
3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication							

<b>Goal Area: 3</b>	Improve Safety, Public Support, Culture, and Climate						
<b>Annual Goal: 4</b>	Throughout the 2020 - 2021 school year, we will be committed to providing a school environment that promotes wellness for its students, parents, and community in a variety of areas.						
<b>Objective: 2 (SEL)</b>	Throughout the school year we will implement a discipline management plan to maintain a positive school environment that is safe and conducive to learning.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Identify and implement a school wide common set of rules and consequences.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none"> <li>Curriculum</li> <li>Behavioral Centers</li> <li>PSJA LPC</li> <li>Curriculum Anti-Bullying Materials</li> <li>Positive Promotions</li> <li>Amazon</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>Ongoing one to one assistance of emotional needs.</li> <li>Counselor develops a trusting relationship and rapport with student.</li> <li>Drills run yearly throughout district</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from team after drill is completed</li> <li>Successful use of actual plan implemented for emergencies</li> <li>Counselor Calendar</li> </ul>	Surveys Questioning and discussions. Safe to Speak Up application data	Title-I School
<b>Action Steps</b>							
1) Teacher will develop, implement, and post in their classroom a list of rules							
2) Integrate a campus wide set of rules and display campus rules in main traffic areas							
3) Communicate our school wide rules through daily school announcements							
4) Implement a reward system as an incentive for positive behavior							

Strategy 2 (SEL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development training on behavior management.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none"> <li>• Curriculum Behavioral Centers</li> <li>• PSJA LPC</li> <li>• Curriculum Anti-Bullying Materials</li> <li>• Positive Promotions</li> <li>• Oriental Trading</li> <li>• Amazon</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Ongoing one to one assistance of emotional needs.</li> <li>• Nurse develops a trusting relationship and rapport with student.</li> <li>• Drills run yearly throughout district</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from team after drill is completed</li> <li>• Successful use of actual plan implemented for emergencies</li> <li>• Counselor Calendar</li> </ul>	Surveys Questioning and discussions. Safe to Speak Up application data	Title-I School
<b>Action Steps</b>							
1)Provide behavior management trainings within the district, campus, or other.							
2)Teachers will share behavior management strategies during CLC meetings.							
3) Teachers will participate in peer observations to acquire classroom management ideas from one another							
4) CLL with administration support, will model appropriate classroom management and provide ideas or strategies.							

Strategy 3 (SEL)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote the development of each student as a whole person.	Principal Asst. Principal Teachers Counselor Security personnel All campus staff	<ul style="list-style-type: none"> <li>• Curriculum Behavioral Centers</li> <li>• PSJA LPC</li> <li>• Curriculum Anti Bullying Materials</li> <li>• Positive Promotions</li> <li>• Oriental Trading</li> <li>• Amazon</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Ongoing one to one assistance of emotional needs.</li> <li>• Counselor develops a trusting relationship and rapport with student.</li> <li>• Drills run yearly throughout district</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from team after drill is completed</li> <li>• Successful use of actual plan implemented for emergencies</li> <li>• Counselor Calendar</li> </ul>	Surveys Questioning and discussions. Safe to Speak Up application data	Title-I School
<b>Action Steps</b>							
1)Strengthen personal growth, self- esteem, responsible behavior, youth development and citizenship.							
2)Encourage the participation rate in extracurricular activities.							
3) Staff will promote daily positive messages, promote kindness through daily interactions and different means of communication							



<b>Goal Area: 3</b>	Improve Safety, Public Support, Culture, and Climate						
<b>Annual Goal: 5</b>	By June 2021, the campus positive culture and climate will increase						
<b>Objective: 1 (Attendance)</b>	Increase school attendance from a 97.3% (based on 2019 data) to a 98.3 % attendance rate to ensure student academic success.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Develop a campus attendance reward system for students and staff.	Principal Asst. Principal Teachers Counselor CLL PEIMS clerk	<ul style="list-style-type: none"> <li>Campus Data</li> <li>Eschool Report Substitute System Report</li> </ul>	October 2020 - June 2021	<ul style="list-style-type: none"> <li>Daily attendance monitoring</li> <li>Eschool Data</li> <li>PEIMS Update Trainings</li> <li>Monthly Incentive Calendar</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in student academic scores</li> <li>Improvement in student attendance rate</li> <li>Improvement in staff retention</li> </ul>	Eschool Report Campus, district, and state data	Title 1--#10
<b>Action Steps</b>							
1) As a grade level teacher will create a system to reward classroom student attendance							
2) Campus will reward students at the end of every marking period							
3) Campus will reward and recognize staff with perfect attendance by marking period							

Strategy 2 (Attendance)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop an interactive curriculum to engage students in hand on activities.	Principal Asst. Principal Teachers Counselor CLL	State Standards (TEKS) STEM Resources GT Department District Adoptions Teacher Created Material Postive Promotions Oriental Trading Amazon	October 2020 - June 2021	Student Product display Student Product Presentation STEM Activities Final Products	Increase on the level of Identified Gifted and Talented students Increase in attendance Increase in student achievement	Classroom Fair STEM Parade Gifted and Talented assessment Campus, District, or State assessment.	Title 1--#10
<b>Action Steps</b>							
1) Provide professional development training on how to integrate STEM activities to daily lessons							
2)During CLC's teachers will collaborate, plan, and create hands on activities that are aligned to state standards (TEKS)							
3)Provide opportunities for student choice of projects, presentations and activities							

Strategy 3 (Attendance)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Utilize technology resources to enhance curriculum instruction and increase student engagement.	Principal Asst. Principal Teachers Counselor CLL	<ul style="list-style-type: none"> <li>• State Standards (TEKS)</li> <li>• STEM Resources</li> <li>• GT Department</li> <li>• District Adoptions</li> <li>• Teacher Created Material</li> <li>• Google Classroom</li> <li>• Class Dojo</li> <li>• Google Meets</li> </ul>	October 2020 - June 2021	<ul style="list-style-type: none"> <li>• Student Product display</li> <li>• Student Product Presentation</li> <li>• STEM Activities</li> <li>• Final Products</li> <li>• Google Meets Video</li> <li>• Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Increase on the level of Identified Gifted and Talented students</li> <li>• Increase in attendance</li> <li>• Increase in student achievement</li> </ul>	Classroom Fair STEM Parade Gifted and Talented assessment Campus, District, or State assessment.	Title 1--#10
<b>Action Steps</b>							
1)Utilize Google Classroom or any other digital platform to enhance learning							
2) Increase usage of Imagine Learning program for Reading and Math							
3) Embed technology within teacher lessons to make learning interactive and engaging (Power Points, games, internet homework assignments, online grading systems, IPAD's)							

<b>Goal Area: 4</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal: 1</b>	Throughout the 2020 - 2021 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time.						
<b>Objective: 1 (Lessons)</b>	All teachers will use research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide professional development training on research based instructional strategies.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> <li>• Mentoring Minds</li> <li>• DMAC Reports</li> <li>• STAAR released test</li> <li>• Progress monitoring template</li> <li>• Pearson</li> <li>• Forde Ferrier</li> <li>• Write from the Beginning</li> </ul>	September 2020 -June 2021	<ul style="list-style-type: none"> <li>• DMAC data reports</li> <li>• Campus Performance Reviews (CPR)</li> <li>• Progress Monitoring Reports</li> <li>• Walk-through feedback</li> <li>• Lesson Plans</li> <li>• Teacher created writing prompts</li> <li>• Student product</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in Student Achievement across all grade levels.</li> <li>• Increase academic performance of all student groups in all BM and STAAR assessments.</li> </ul>	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
<b>Action Steps</b>							
1) During CLC meetings teachers will learn how to align learning objectives to state standards (TEKS)							
2) Campus based training on the implementation of interactive journals							
3) Provide training on communication to help teacher deliver clear and effective feedback to individual students							
4) Teachers will implement higher level questioning in all lessons across all subjects							

Strategy 2 (Lessons)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> <li>• Mentoring Minds</li> <li>• DMAC Reports</li> <li>• STAAR released test</li> <li>• Progress monitoring template</li> <li>• Pearson</li> <li>• Forde Ferrier</li> <li>• Write from the Beginning</li> </ul>	September 2020 -June 2021	<ul style="list-style-type: none"> <li>• DMAC data reports</li> <li>• Campus Performance Reviews (CPR)</li> <li>• Progress Monitoring Reports</li> <li>• Walk-through feedback</li> <li>• Lesson Plans</li> <li>• Teacher created writing prompts</li> <li>• Student product</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in Student Achievement across all grade levels.</li> <li>• Increase academic performance of all student groups in all BM and STAAR assessments.</li> </ul>	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
<b>Action Steps</b>							

- 1)Heterogenous grouping that builds trust and promotes open communication
- 2) Set the rules and assign a role to each member of the group during collaborative group work
- 3) During CLC meetings, teacher will plan and create collaborative learning strategies to implement in their classroom
- 4)Set guidelines and expectations on classroom discussions, group work, and interactions.

Strategy 3 (Lessons)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote strategies that encourage higher order thinking, problem solving, and critical thinking skills.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> <li>• Mentoring Minds</li> <li>• DMAC Reports</li> <li>• STAAR released test</li> <li>• Progress monitoring template</li> <li>• Pearson</li> <li>• Forde Ferrier</li> <li>• Write From the Beginning</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• DMAC data reports</li> <li>• Campus Performance Reviews (CPR)</li> <li>• Progress Monitoring Reports</li> <li>• Walk-through feedback</li> <li>• Lesson Plans</li> <li>• Teacher created writing prompts</li> <li>• Student product</li> </ul>	<ul style="list-style-type: none"> <li>• -Increase in Student Achievement across all grade levels.</li> <li>• Increase academic performance of all student groups in all BM and STAAR assessments.</li> </ul>	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
<b>Action Steps</b>							
1) Teachers will use scaffolding strategies during lessons							
2) Use graphic organizer to map out thinking							
3) Implement higher order thinking question stems							
4) Use big idea questions at the beginning of lessons and guiding questions to check for understanding							

<b>Goal Area: 4</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal: 2</b>	Throughout the 2020 - 2021 school year, all teachers will deliver high quality, engaging lessons maximizing the instructional time.						
<b>Objective: 2 (Lessons)</b>	Monitor teachers in the use research-based strategies in their daily lessons to increase engagement at least 95% of the instructional time.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School-Wide Component</b>
Monitor professional development training on research based instructional strategies.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> <li>• Mentoring Minds</li> <li>• DMAC Reports</li> <li>• STAAR released test</li> <li>• Progress monitoring template</li> <li>• Pearson</li> <li>• Forde Ferrier</li> <li>• Kamico</li> <li>• Write from the Beginning</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• DMAC data reports</li> <li>• Campus Performance Reviews (CPR)</li> <li>• Progress Monitoring Reports</li> <li>• Walk-through feedback</li> <li>• Lesson Plans</li> <li>• Teacher created writing prompts</li> <li>• Student product</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in Student Achievement across all grade levels.</li> <li>• Increase academic performance of all student groups in all BM and STAAR assessments.</li> </ul>	<ul style="list-style-type: none"> <li>-Weekly Assessments</li> <li>-CBA I</li> <li>-BM I &amp; II</li> <li>-STAAR</li> <li>-TELPAS</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Monitor and assist during CLC meetings as teachers learn how to align learning objectives to state standards (TEKS)							
2) Administration supports and monitors campus-based training and the implementation of interactive journals							
3) Monitor and adjust teacher communications feedback to individual students							
4) Review of lesson plans during grade level meetings to ensure higher order thinking questions are implemented							

Strategy 2 (Lessons)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>Monitor the use collaborative learning strategies in all lessons across all grade levels to promotes interactions, responsibilities, accountability, and social skills.</p>	<p>Principal Asst. Principal Teachers Counselor CLL Support Staff</p>	<ul style="list-style-type: none"> <li>• Mentoring Minds</li> <li>• DMAC Reports</li> <li>• STAAR released test</li> <li>• Progress monitoring template</li> <li>• Pearson</li> <li>• Forde Ferrier</li> <li>• Kamico</li> <li>• Write from the Beginning</li> </ul>	<p>September 2020 - June 2021</p>	<ul style="list-style-type: none"> <li>• DMAC data reports</li> <li>• Campus Performance Reviews (CPR)</li> <li>• Progress Monitoring Reports</li> <li>• Walk-through feedback</li> <li>• Lesson Plans</li> <li>• Teacher created writing prompts</li> <li>• Student product</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in Student Achievement across all grade levels.</li> <li>• Increase academic performance of all student groups in all BM and STAAR assessments.</li> </ul>	<p>Weekly Assessments CBA I BM I &amp; II STAAR TELPAS</p>	<p>Title 1--#5</p>
<b>Action Steps</b>							
1) Model and assist during CLC meetings on how to create heterogenous grouping							
2) Help teachers implement student roles in classroom lessons							
3) Monitor the implementation of creation of collaborative learning strategies							
4) Support teacher input on guidelines and expectations on classroom discussions, group work, and interactions							



Strategy 3 (Lessons)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and support the use of strategies that encourage higher order thinking, problem solving, and critical thinking skills.	Principal Asst. Principal Teachers Counselor CLL Support Staff	<ul style="list-style-type: none"> <li>• Mentoring Minds</li> <li>• DMAC Reports</li> <li>• STAAR released test</li> <li>• Progress monitoring template</li> <li>• Pearson</li> <li>• Forde Ferrier</li> <li>• Kamico</li> <li>• Write from the Beginning</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• DMAC data reports</li> <li>• Campus Performance Reviews (CPR)</li> <li>• Progress Monitoring Reports</li> <li>• Walk-through feedback</li> <li>• Lesson Plans</li> <li>• Teacher created writing prompts</li> <li>• Student product</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in Student Achievement across all grade levels.</li> <li>• Increase academic performance of all student groups in all BM and STAAR assessments.</li> </ul>	Weekly Assessments CBA I BM I & II STAAR TELPAS	Title 1--#5
<b>Action Steps</b>							
1)Continuous feedback and support on the delivery of scaffolding strategies during lessons							
2) Monitor the use of authentic student created work in hallways and classrooms that promotes higher order thinking.							
3) Facilitate the use of higher order thinking question stems							
4) Review and revise lesson plans on big idea questions that will be implemented to check for understanding.							

<b>Goal Area: 4</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal: 3</b>	Throughout the 2020 - 2021 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers.						
<b>Objective:1 (Evaluation)</b>	Throughout the 2020 - 2021 school year, use evaluation systems to improve staff quality, recruitment that will increase teacher retention rate by 4%.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Use different components of MCREL evaluating system to provide low inference data to teachers	Principal Assistant Principal CLL Teachers	<ul style="list-style-type: none"> <li>• MCREL Evaluation System</li> <li>• District Resources District</li> <li>• Walkthrough Form</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• MCREL Observation Tool</li> <li>• Walkthroughs Feedback Sessions</li> <li>• CLC</li> <li>• Peer to Peer Observation Schedule</li> <li>• Campus Data</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of teacher retention</li> <li>• Higher MCREL teacher rating</li> <li>• Increase in Student Achievement</li> <li>• Teacher Attendance</li> <li>• Student Enrollment</li> </ul>	Increase in student achievement Increase in proficiency levels in MCREL	Title 1--#5
<b>Action Steps</b>							
1) Create a supportive management environment							
2) Provide training on standards and strands of the MCREL evaluation system.							
3) Peer to peer classroom observations with constructive feedback							
4) Model expectations for different proficiency levels							

Strategy 2 (Evaluation)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	6  Title-I School- wide Component
Establish and maintain a mentoring program for first- and second-year teachers.	Principal Assistant Principal CLL Teachers	<ul style="list-style-type: none"> <li>• MCREL Evaluation System</li> <li>• District Resources</li> <li>• District Walkthrough Form</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• MCREL Observation Tool</li> <li>• Walkthroughs</li> <li>• Feedback Sessions</li> <li>• CLC</li> <li>• Peer to Peer Observation Schedule</li> <li>• Campus Data</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of teacher retention</li> <li>• Higher MCREL teacher ratings.</li> <li>• Increase in Student Achievement</li> <li>• Teacher Attendance</li> <li>• Student Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student achievement</li> <li>• Increase in proficiency levels in MCREL</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Assign a mentor to first- and second-year teachers							
2) District mentoring program							
3) MCREL development sessions with first- and second-year teachers							
4) Create a support group that provides professional insights and development to ensure growth							

Strategy 3 (Evaluation)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teacher will become certified for their teaching assignment.	Principal Assistant Principal CLL Teachers	<ul style="list-style-type: none"> <li>• MCREL Evaluation System</li> <li>• District Resources</li> <li>• District Walkthrough Form</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• MCREL Observation Tool</li> <li>• Walkthroughs</li> <li>• Feedback Sessions</li> <li>• CLC</li> <li>• Peer to Peer Observation</li> <li>• Schedule</li> <li>• Campus Data</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of teacher retention</li> <li>• Higher MCREL teacher ratings</li> <li>• Increase in Student Achievement</li> <li>• Teacher Attendance</li> <li>• Student Enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student achievement</li> <li>• Increase in proficiency levels in MCREL</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Trainings on certification exam							
2) Teachers will develop a better understanding of the correlation between state standards and MCREL							
3) Aware of assessment dates and certification process							
4) Explore test requirements							

<b>Goal Area: 4</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal: 4</b>	Throughout the 2020 - 2021 school year, use evaluation systems to increase staff quality and retain highly qualified and high performing teachers.						
<b>Objective: 2 (Evaluation)</b>	Throughout the 2020 - 2021 school year, the campus will decrease personnel turnaround by 10% by improving recruitment process.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School-Wide Component</b>
Campus will develop recruitment campaigns and networking opportunities.	Principal Assistant Principal CLL Teachers Counselor All Staff	<ul style="list-style-type: none"> <li>• School Pamphlet</li> <li>• Facebook</li> <li>• Class Dojo</li> <li>• District Website</li> <li>• School Website</li> <li>• Social Media</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Social Media Visits</li> <li>• School Calendar Events</li> <li>• Campus Presentations</li> <li>• Campus Tours</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of social media audience</li> <li>• Increase in number of job applicants</li> <li>• Increase in retention rate of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student achievement</li> <li>• Increase in highly qualified staff</li> <li>• Positive images and stories will be publicized on social media highlight to successes</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Campus will host in house job fairs and develop URL link for recruitment purposes will be included in our school website							
2) Campus will work on events to promote school name							
3) Promotion of school events and accomplishments through various social media platforms							
4) Create, post, and distribute pamphlets that highlight campus accomplishments.							

<b>Strategy 2 (Evaluation)</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Opportunities for growth within the school organization.	Principal Assistant Principal CLL Teachers Counselor All Staff	<ul style="list-style-type: none"> <li>• School Pamphlet</li> <li>• Facebook</li> <li>• Class Dojo</li> <li>• District Website</li> <li>• School Website</li> <li>• Social Media</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Social Media Visits</li> <li>• School Calendar Events</li> <li>• Campus Presentations</li> <li>• Campus Tours</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of social media audience</li> <li>• Increase in number of job applicants</li> <li>• Increase in retention rate of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student achievement</li> <li>• Increase in highly qualified staff</li> <li>• Positive images and stories will be publicized on social media to highlight successes.</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Assign a mentor to first- and second-year teachers							
2) Provide leadership opportunities (peer assistance, teacher coaches, planners, administrative interns)							
3) Provide opportunities for conferences outside of the district							
4) Create partnership with universities to support any staff member who is interested in pursuing or continuing their education							

Strategy 3 (Evaluation)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-Wide Component
Use best hiring practices to recruit highly qualified staff.	Principal Assistant Principal CLL Teachers Counselor All Staff	<ul style="list-style-type: none"> <li>• School Pamphlet</li> <li>• Facebook</li> <li>• Class Dojo</li> <li>• District Website</li> <li>• School Website</li> <li>• Social Media</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Sign-In Sheets</li> <li>• Social Media Visits</li> <li>• School Calendar Events</li> <li>• Campus Presentations</li> <li>• Campus Tours</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of social media audience</li> <li>• Increase in number of job applicants</li> <li>• Increase in retention rate of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student achievement</li> <li>• Increase in highly qualified staff</li> <li>• Positive images and stories will be publicized on social media to highlight successes.</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Gather hiring data and analyze why staff leaves and address any concern areas that may arise.							
2)Use the MCREL Evaluating System to align and create focused interview questions.							
3) Establish a prescreened that aligns to campus mission and vision statement .							
4) Create a hiring committee consisting of several stakeholders such as but not limited to Administration, Teachers, CLL, Counselor and School Liaison.							

<b>Goal Area: 4</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal: 5</b>	By June 2021, the campus positive culture and climate will increase						
<b>Objective: 1 (Culture)</b>	By June 2021, the campus positive culture and climate will increase staff retention by 10%						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School-Wide Component</b>
Create a culture of value in which all staff feel a sense of being accepted, valued, welcomed, and supported in all school settings.	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none"> <li>• Campus vision and mission statement</li> <li>• Sprit of PSJA Themes</li> <li>• School Social Media</li> <li>• Kindness</li> <li>• Humor</li> <li>• Music</li> <li>• Oasis Game Room</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Weekly CLC</li> <li>• Meetings</li> <li>• Committee</li> <li>• Agendas</li> <li>• Sign In Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Positive School Culture</li> <li>• Retention of Staff</li> <li>• Higher Staff Attendance</li> <li>• Higher Student Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of Student Achievement</li> <li>• Increase in teacher overall MCREL ratings</li> <li>• Positive images and stories will be publicized on social media to highlight successes.</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Staff is part of campus decision making							
2) Staff input to develop cultural practices in school							
3) Survey on staff needs and areas of improvement							
4) Promote and model great character							



Strategy 2 (Culture)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff motivation	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none"> <li>• Campus vision and mission statement</li> <li>• Sprit of PSJA Themes</li> <li>• School Social Media</li> <li>• Kindness</li> <li>• Humor</li> <li>• Music</li> <li>• Oasis Game Room</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Weekly CLC Meetings</li> <li>• Committee Agendas</li> <li>• Sign In Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Positive School Culture</li> <li>• Retention of Staff</li> <li>• Higher Staff Attendance</li> <li>• Higher Student Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of Student Achievement</li> <li>• Increase in teacher overall MCREL ratings</li> <li>• Positive images and stories will be publicized on social media to highlight successes</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Recognizing accomplishments and personal celebrations							
2) Publicly praise staff members in all social media platforms							
3) Encourage collaboration							
4) Creating and implementing a reward system for all staff							

Strategy 3 (Culture)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote and apply a positive atmosphere.	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none"> <li>• Campus vision and mission statement</li> <li>• Sprit of PSJA Themes</li> <li>• School Social Media</li> <li>• Kindness</li> <li>• Humor</li> <li>• Music</li> <li>• Oasis Game Room</li> <li>• Positive Promotions</li> <li>• Oriental Trading</li> <li>• Amazon</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Weekly CLC</li> <li>• Meetings</li> <li>• Committee Agendas</li> <li>• Sign In Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Positive School Culture</li> <li>• Retention of Staff</li> <li>• Higher Staff Attendance</li> <li>• Higher Student Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of Student Achievement</li> <li>• Increase in teacher overall MCREL ratings</li> <li>• Positive images and stories will be publicized on social media highlight successes</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Empower staff to give input in the school decision making process							
2) Team building activities							
3) Creating and implementing a reward system for all staff							
4) Celebrate staff members through STAAR of the month and Sprit of PSJA Awards							

<b>Goal Area: 4</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal: 6</b>	By June 2021, the campus positive culture and climate will increase						
<b>Objective:2 (Culture)</b>	By June 2021, the campus positive culture and climate will increase student attendance and retention by 2%						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Create a culture of value in which all students feel a sense of being accepted, valued, welcomed, and supported in all school settings.	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none"> <li>• Campus vision and mission statement</li> <li>• School Social Media</li> <li>• Kindness</li> <li>• Humor</li> <li>• Music</li> <li>• Oasis Game Room</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Student feedback</li> <li>• Individual Student Conferencing</li> <li>• Counseling and Guidance Lessons</li> <li>• Teacher student conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Positive School Culture</li> <li>• Increase Student Attendance</li> <li>• Meeting Attendance Goals</li> <li>• Decrease of Student Discipline Referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of Student Achievement</li> <li>• Positive images and stories will be publicized on social media to highlight successes</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Students and family take part in campus decision making							
2) Student and family provide input to develop cultural practices in school							
3) Campus provides a climate of support for academic learning and social emotional learning							
4) Promote and model great character							

Strategy 2 (Culture)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus will provide different opportunities to increase student motivation	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none"> <li>• Campus vision and mission statement</li> <li>• School Social Media</li> <li>• Kindness</li> <li>• Humor</li> <li>• Music</li> <li>• Oasis Game Room</li> <li>• Oriental Trading</li> <li>• Amazon</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Student feedback</li> <li>• Individual Student Conferencing</li> <li>• Counseling and Guidance Lessons</li> <li>• Teacher student conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Positive School Culture</li> <li>• Increase Student Attendance</li> <li>• Meeting Attendance Goals</li> <li>• Decrease of Student Discipline Referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of Student Achievement</li> <li>• Positive images and stories will be publicized on social media to highlight successes</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Recognizing accomplishments and personal celebrations							
2) Publicly praise students in all social media platforms							
3) Celebrate student achievement with a Super Star Parade every six weeks							
4) Creating and implementing a reward system for all students to celebrate achievements							

Strategy 3 (Culture)	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote and apply a positive atmosphere in a classroom setting	Principal Assistant Principal Teachers Counselor CLL All Campus Staff	<ul style="list-style-type: none"> <li>• Campus vision and mission statement</li> <li>• School Social Media</li> <li>• Kindness</li> <li>• Humor</li> <li>• Music</li> <li>• Oasis Game Room</li> <li>• Oriental Trading</li> <li>• Amazon</li> </ul>	September 2020 - June 2021	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Student feedback</li> <li>• Individual Student Conferencing</li> <li>• Counseling and Guidance Lessons</li> <li>• Teacher student conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Positive School Culture</li> <li>• Increase Student Attendance</li> <li>• Meeting Attendance Goals</li> <li>• Decrease of Student Discipline Referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of Student Achievement</li> <li>• Positive images and stories will be publicized on social media to highlight successes</li> </ul>	Title 1--#5
<b>Action Steps</b>							
1) Empower students to be active participants							
2) Providing a safe and inclusive classroom environment							
3) Creating and implementing classroom rules							
4) Celebrate student academic achievements every marking period and daily personal celebrations							