



Graciela Garcia Elementary School



**Campus Improvement Plan
2020-2021**

Board Approved:



Executive Summary

Campus Improvement Plan: School Year 2020-2021

Campus Name: Graciela Garcia Elementary

Mission: Graciela Garcia Elementary, together with the parents and community, is committed to educate the whole child by providing a meaningful and rigorous learning environment that aims for academic excellence. Rich experiences are offered to foster both multicultural and international-mindedness; striving to develop caring, service-minded life-long learners, while valuing each child's uniqueness.

Demographics Summary: As of September 2020, student enrollment at Garcia Elementary is 403. The student population at Garcia Elementary is predominantly Hispanic. Approximately 97.5% of our students are considered low socio-economic. 3.5% of the student enrollment represent our migrant group. Approximately 9.5% of our student population receive special education services, while .03% receive accommodations under 504. Just over 1% of our students participate in the Gifted and Talented program while 71% of our students, whose home language is Spanish, make up our English Learner population. The campus attendance rate has consistently maintained between 96.9-97.6%. Most of the students that attend Garcia Elementary live in the neighborhoods that surround our campus. Currently, there are 18 students who attend Garcia Elementary that do not live in the area and commute daily from neighboring school districts.

Comprehensive Needs Assessment Summary: Garcia Elementary received an overall grade of 94 out of 100 based on performance in three domains. In Domain 1 Student Achievement, Garcia earned 90, which shows how much students know and achieved at the end of the school year. In Domain 2 School Progress, Part A-Academic Growth, Garcia earned 91, which shows how students perform over time and how that growth compares to similar schools. In Domain 2 School Progress, Part B-Relative Performance, Garcia earned 91, which shows how our Economically Disadvantaged (98%), students performed on the STAAR assessment. Garcia scored 100 on Domain 3 Closing the Gaps, which shows how well student groups within our school are performing. Overall Garcia earned four A's in all areas of the three domains and earned six distinctions.



Executive Summary

Campus Improvement Plan: School Year 2020-2021

Campus Name: Graciela Garcia Elementary

Curriculum/ Instruction and Assessment: As an International Baccalaureate and Dual Language School, Graciela Garcia Elementary School, aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. In order to make learning rigorous and relevant, we focus on inquiry and project- based learning using our IB units of study. As a Dual Language campus, Garcia Elementary strives to create bilingual, bi-literate, and bicultural individuals which is vital in fostering peace and understanding at a global level. We are committed to educating the whole child by focusing on the social, emotional, and cognitive development of students. Our goal is to provide a safe, engaging and nurturing school environment that is conducive to learning. Through these programs, students will be encouraged to become active, compassionate lifelong learners who understand that other people, with their differences, can also be right.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction, Increase the number of students scoring at Meets and Masters, level on STAAR by 3% in all subgroups, Increase level of English language proficiency in TELPAS, State data will increase 3% in Domains 1, 2, and 3, Improved fluency, literacy, and comprehension (PK-5th), Develop student’s academic, social and emotional wellbeing, Focus on International-mindedness and strong personal values, Nurture independent learning skills, encouraging every student to take responsibility for their learning, Incorporate local and global issues into the curriculum through six related transdisciplinary themes, Understanding the connections between the six themes, “Who we are”, Where we are in place and time” “How we organize ourselves”, “How we express ourselves”, and “How the world works”, Developing Bilingual, Bi-literate, and Bicultural individuals.

Andrea Garcia

Principal

Esmeralda Chavez

Teacher Leader

Judith Munoz Calderon

Parent

Mission Statement

Graciela Garcia Elementary, together with the parents and community, is committed to educate the whole child by providing a meaningful and rigorous learning environment that aims for academic excellence. Rich experiences are offered to foster both multicultural and international-mindedness; striving to develop caring, service-minded life-long learners, while valuing each child's uniqueness.

What We Believe In-Guiding Principles

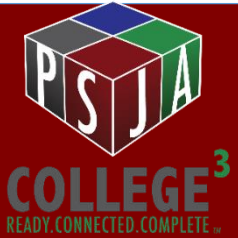
- Support growth of educators through collaborative, reflective inquiry, planning and action
- Create a culture where everyone (staff, parents, and community) actively contributes to school improvement, collegially, professional development, and teacher preparation.
- Enhance the implementation of the International Baccalaureate and Dual Language programs to increase student achievement

What We Want to Accomplish

- Improve all student achievement
- Improve student attendance
- Acquire knowledge in inquiry-based instruction
- Provide adequate staff development
- Increase active participation of parents and community involvement
- Maintain the authorized International Baccalaureate nomination

GRACIELA GARCIA ELEMENTARY SCHOOL

School Profile

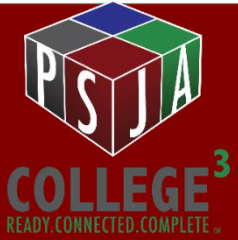


Demographics:

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GRACIELA GARCIA ELEMENTARY SCHOOL

2020-2021 School Profile



Curriculum/ Instruction and Assessment:

As an International Baccalaureate and Dual Language School, Graciela Garcia Elementary School, aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. In order to make learning rigorous and relevant, we focus on inquiry and project- based learning using our IB units of study. As a Dual Language campus, Garcia Elementary strives to create bilingual, bi-literate, and bicultural individuals which is vital in fostering peace and understanding at a global level. We are committed to educating the whole child by focusing on the social, emotional, and cognitive development of students. Our goal is to provide a safe, engaging and nurturing school environment that is conducive to learning. Through these programs, students will be encouraged to become active, compassionate lifelong learners who understand that other people, with their differences, can also be right.

GRACIELA GARCIA ELEMENTARY SCHOOL

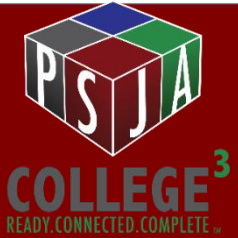
2020-2021 SBDM Committee



Members	Name	Members	Name
School Administration		Paraprofessional	Elodia de la Rosa
Principal	Sandra Garcia		
Assistant Principal	Rosalie Zuniga	Support Staff	Rigoberto Ramirez
Counselor	Maria Lujan		
CII	Tracy Southwell	District Resource	Fidencio Camacho
Librarian	Sheila Sinapuelas		
		Parent	Judith Calderon
Professionals			
Pre-Kinder	Maria Bocanegra	Community Representative	Nancy Gonzalez
Kinder	Maria Santoyo		
1st	Abelardo Garza		
2nd	Fernanda Sanchez		
3rd	Blasa Guerrero		
4th	Sandra Rodriguez		
5th	Esmeralda Chavez		
SPED Resource	Keila Trevino		

GRACIELA GARCIA ELEMENTARY SCHOOL

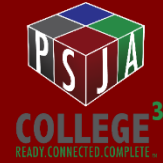
2020-2021 SBDM Committee Timeline



Date	Agenda
August 27, 2020	Analyze data and conduct a Campus Needs Assessment Targeting each Goal and Focus Area. Review Budget: Local & Title One Reviewed Balances and discussed future expenditures.
October 8, 2020	Review Campus Plan Make Revisions Review Balances and discuss future expenditures.
March, 2021	Review Campus Plan Make Revisions Review Balances and discuss future expenditures.
June, 2021	Review Campus Plan Make Revisions Review Balances and discuss future expenditures.

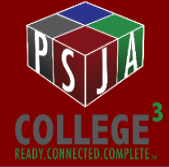
Graciela Garcia Elementary

2020-2021 CAMPUS DEMOGRAPHICS



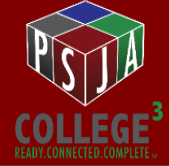
	ALL	SPED	LEP	MIGRANT	ECD	GT	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ ALASKAN
#	399	38	284	14	389	5	397	0	2	0	0
%	100%	9.5%	71%	3.5%	97.5%	1.3%	99%	0	.5%	0	0

Graciela Garcia Elementary Accountability Summary 2020-2021



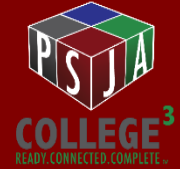
Domain	Component Score	Scaled Score	Rating
Domain 1 Student Achievement	60	90	A
Domain 2 School Progress, Part A – Academic Growth	84	91	A
Domain 2 School Progress, Part B – Relative Performance (Eco Dis: 98.0%)	60	91	A
Domain 3 Closing the Gaps	100	100	A
Overall		94	A

Graciela Garcia Elementary Accountability Summary 2020-2021



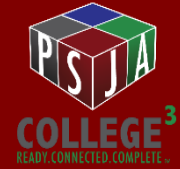
Domain 1	Student Achievement			
	Reading %	Mathematics %	Writing %	Science %
Approaches	88	90	81	83
Meets	53	65	58	67
Masters	30	40	19	35
2021 Goals				
Approaches	90	95	85	86
Meets	56	70	60	70
Masters	35	43	21	38

Graciela Garcia Elementary Accountability Summary and Goals 2020-2021



Domain 2 School Progress	Part A: Academic Growth						
Points from 1/2 Point	Points from 1 Point	Total Growth Points Earned	Total Possible Points	Component Score	Scaled Score	Rating	Goal 2021
12.5	188	200.5	238	84	91	A	86
Domain 2 Relative Performance	Part B: Relative Performance						
% Economically Disadvantaged	STAAR Performance	Rating	2021 Goal				
98.0	60	A	A				

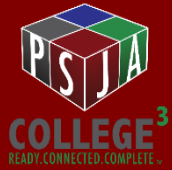
Graciela Garcia Elementary Accountability Summary and Goals 2020-2021



Academic Achievement Status (Percentage at MEETS Grade level or above)

Domain 3		Closing the Gaps												
	All	African Amer.	Hispanic	White	American Indian	Asian	Econ. Disadv.	EL's (Current and M4)	Special Ed. (Current)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
Reading	53 Y		54 Y				53 Y	54 Y			54 Y			
Targets	44	32	37	60	43	74	33	29	19	36	46	42		
2020 Goals	56		57				56	56	20		56			
Math	65 Y		56 Y				64 Y	64 Y			67 Y			
Targets	46	31	40	59	45	82	36	40	23	44	47	45		
2020 Goals	68		59				67	66	25		69			
Total Indicators												10	10	

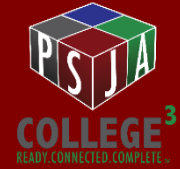
Graciela Garcia Elementary Accountability Summary and Goals 2020-2021



Academic Growth Status

Domain 3		Closing the Gaps												
	All	African Amer.	Hispanic	White	American Indian	Asian	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Current)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
Reading	84 Y		84 Y				85 Y	84 Y			88 Y			
Targets	66	62	65	69	67	77	64	64	59	65	66	67		
2020 Goals	85		85				85	85			92			
Math	84 Y		84 Y				84 Y	84 Y			82 Y			
Targets	71	67	69	74	71	86	68	68	61	70	71	70		
2020 Goals	75		75				75	75			75	85		
Total Indicators												10	10	

Graciela Garcia Elementary Accountability Summary and Goals 2020-2021



Student Success Status

Domain 3		Closing the Gaps													
	All	African Amer.	Hispanic	White	American Indian	Asian	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Current)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.	
Domain 1	60 Y		60 Y				59 Y	60 Y	37 Y		61 Y	49 Y			
Targets	47	36	41	58	46	73	38	37	23	43	48	45			
2020 Goals	63		63				62	63	40		63	52			
Total Indicators												7	7		

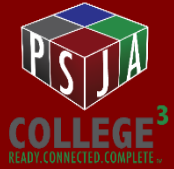
Graciela Garcia Elementary Accountability Summary and Goals 2020-2021



English Language Proficiency Status

Domain 3							Closing the Gaps							
	All	African Amer.	Hispanic	White	American Indian	Asian	Econ. Disadv.	ELL's (Current and M4)	Special Ed. (Current)	Special Ed. (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
TELPAS								39Y						
Targets								36						
2020 Goals								46						
Total Indicators													1	1

Graciela Garcia Elementary Accountability Summary 2020-2021



2019 Closing the Gaps Calculation Report

Domain 3	Closing the Gaps				
	Total Met	Total Evaluated	% of Eligible Indicators Met	Weight	Score
Academic Achievement	10	10	100%	30.0%	30.0
Growth Status	10	10	100%	50.0%	50.0
ELP Status	1	1	100%	10.0%	10.0
Student Success Status	7	7	100%	10.0%	10.0
Closing the Gaps Score					100 (A)

Graciela Garcia Elementary

2020-2021 Comprehensive Needs Assessment

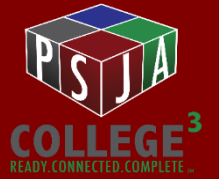


Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. K-5th-TELPAS Scores
3. 2018-19 Attendance
4. PEIMS Demographics
5. PK-CIRCLE Scores
6. K-Tx KEA Scores
7. 1st-3rd-TPRI/Tejas Lee Scores
8. McREL Teacher Evaluations
9. Teacher Certifications
10. Walk-through Data
11. Professional Development Plan
12. Discipline Referrals/IB Reflections
13. Campus RTI practices, Intervention Plans
14. Parental Involvement Data
15. Technology Inventories
16. PBMAS

Graciela Garcia Elementary

2020-2021 Comprehensive Needs Assessment



Demographics Summary: Special Education

The following accountability sources were used to review the Special Education data by the Campus Leadership Team: 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.

Results/Needs:

- In STAAR Math, % Meets Grade Level Standard for Special Education students at Garcia Elementary was 43%, 9 above the target of 23%.
- In STAAR Reading, % Meets Grade Level Standard for Special Education students at Garcia Elementary was 29%, 6 above the target of 19%.
- Differentiate instruction in order to increase the Meets Grade Level Standard for Special Education students.

Personnel Professional Development Needs:

- Special Ed teacher will attend any and all Professional Development offered to general education teachers.
- The Campus will work closely with Special Education Department and provide PD in the area of co-teaching to implement the inclusion model effectively.
- Special Ed teacher will co-teach in 3rd, 4th, and 5th Grade classrooms where SPED Students are enrolled.
- Special Ed teacher will use the Depth of Knowledge questioning techniques throughout her lessons.
- All Teachers will be trained on differentiation in instruction.

Graciela Garcia Elementary

2020-2021 Comprehensive Needs Assessment



Demographics Summary: English Language Learners (EL)

The following accountability sources were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the Campus Leadership Team: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students.

Results/Needs:

Subject	Approaches	Meets	Masters
Reading	89%(88% All Students)	54%(53% All Students)	29%(30% All Students)
Math	91%(90% All Students)	64%(65% All Students)	41%(40% All Students)
Writing	81%(81% All Students)	61%(58% All Students)	19%(19% All Students)
Science	83%(83% All Students)	61%(67% All Students)	37%(35% All Students)

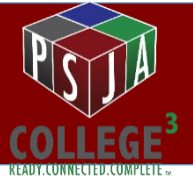
- In Reading, the achievement gap between EL and All students is 1% in the Masters.
- In Mathematics, the achievement gap between EL and All students is 1% in the Meets.
- In Writing, there is no achievement gap between EL and All students.
- In Science, the achievement gap between EL and All students is 6% in the Meets.

Personnel Professional Development Needs:

Provide teachers PK-5th the opportunity to attend in-services/workshops and 6-hour yearly update.

Graciela Garcia Elementary

2020-2021 Comprehensive Needs Assessment



Demographics Summary: Economically Disadvantaged

The following accountability sources were used to review the Economically Disadvantaged data by the SBDM: 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:

Subject	Approaches	Meets	Masters
Reading	88%(88% All Students)	53%(53% All Students)	29%(30% All Students)
Math	89%(90% All Students)	64%(65% All Students)	40%(40% All Students)
Writing	81%(81% All Students)	57%(58% All Students)	18%(19% All Students)
Science	83%(83% All Students)	67%(67% All Students)	35%(35% All Students)

- In Reading, the achievement gap between Econ Dis and All students is 1% in the Masters.
- In Mathematics, the achievement gap between Eco Dis and All students is 1% in the Approaches and Meets.
- In Writing, the achievement gap between Eco Dis and All students is 1% in Meets and Masters.
- In Science, there is no achievement gap between Eco Dis and All students.

Personnel Professional Development Needs:

Provide teachers the opportunity to attend professional development that will help close the achievement gap and increase the percent of students performing at meets and masters.

Graciela Garcia Elementary

2020-2021 Comprehensive Needs Assessment



Demographics Summary: Attendance (All students)

Needs:

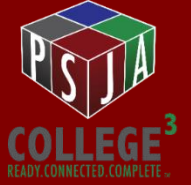
In 2019-2020, attendance rate was 96.9%, there was a small decrease when compared to 2018-2019 (97.6%).

Interventions:

- Campus Leadership Team will create a calendar for Parent Meetings that will inform parents and students of the importance of attendance.
- Classroom teachers will keep an attendance log where they will document calls made to parents about attendance.
- Classroom teacher will implement a reward system/tangible visual tool (marble jar, prizes, extra time at playground, cupcakes, ice cream etc.) to track and celebrate attendance.
- Announce weekly attendance on Fridays (top class per grade level.)
- Identify students who are frequently absent by grade level and create an action plan for intervention.
- Students with 7 or more absences will participate in the Attendance Recovery Program.

Graciela Garcia Elementary /PSJA ISD 2020-2021

Goals



- Goal Area 1-Student Achievement
(Focus Area 1,2,5,6)
- Goal Area 2-Special Population Goals & Strategies
(Focus Area 3,5,6)
- Goal Area3-Improve Safety, Public Support, Culture and Climate-
Including Safety & Violence Prevention
(Focus Area 4,7)
- Goal Area 4-Increase Staff Quality, Recruitment and Retention
(Focus Area 6,8)

Goal Area 1-English/Spanish Reading Language Arts and Literacy



Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our students will make measurable progress in reading. Students achieving Meets and Masters will increase from 53% to 56% as measured by 2021 STAAR Reading Assessment. At least 80% of student will move up on performance level as reported by STAAR Assessment.

Measurable Objective: The percent of students reading on or above grade level will increase by 5% each six weeks.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Literacy Development in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach, CLL, Librarian	Local Fund-199 Title 1 Funds 211	September 2020-August 2021	Walk-throughs Lesson Plans McREL Observation Fluency and Comprehension check every 6wks.	Increased student achievement Gains Meeting Fluency Norms and Lexile on Fluency Chart	SLO Assessments, PK 3 & 4-CIRCLE test, K-Tx KEA, 1 st 3 rd -TPRI/Tejas Lee, Progress Reports, Report Cards, 6 wks. Fluency and Comprehension check 3 rd -5 th - CBA, BM, STAAR	Title 1 #1 #2 #4 #6d #8

Goal Area 1-English/Spanish Reading Language Arts and Literacy Action Plan

- CLC Meetings
- Reading Academies for K-1st Grad Teachers-Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.
- PK 3 & 4 and Kinder-Weekly Phonemic Awareness practice, Teacher read aloud , student comprehension
- Kinder & 3rd-Phonics, Fluency, and Reading Comprehension
- 4th-5th-Fluency with Comprehension
- Fluency and Lexile Norms & Strategies
- English/Spanish Resources: Weekly Phonemic Awareness Lessons, Sing, Spell, Read, & Write, Leer Jugando, Cancionero, Diana Ramirez
- Technology Resources: MyON/Accelerated Reading, Istation Reading
- IB, & Dual Language Programs

Goal Area 1-English/Spanish Reading Language Arts and Literacy



Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

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Measurable Objective: The percent of students reading on or above grade level will increase by 5% each six weeks.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Implement Best Practices/CIF strategies to improve student literacy, fluency and comprehension.	Principal Asst. Principal, Teachers and Instructional Coach	Title 1 211, Local Funds 199	September 2020- August 2021	Walk-throughs McREL Observations Lesson Plans	Increased Student Progress as measured by Progress and Report Cards, CBA & BM test scores, and STAAR	SLO assessments, CBAs, BMs, STAAR, TELPAS	Title -#2

Goal Area 1-English/Spanish Reading Language Arts and Literacy Action Plan

Best Practices/CIF strategies will be implemented daily: literacy groups, four corners, gallery walk, graffiti walk, think pair & share and write to learn

- **CLC Meetings**
- **Cold Reading and Fluency strategies such as choral reading, paired/partner reading, & echo reading will be implemented daily.**
- **Hands on activities, foldables**
- **Research presentations**
- **Integration of curriculum**
- **Small group instruction**
- **Implementation of centers, Word walls, Word bank /vocabulary games**
- **Readers Theater**
- **Graphics organizers, Thinking Maps**

Goal Area 1-English/Spanish Reading Language Arts and Literacy



Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: For the 2020-2021 school year 100% of students will make measurable progress in writing as evidence on **STAAR Writing Assessment**.

Measurable Objective: Each student will improve by one performance level in two or more areas of the writing rubric.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Grammar and Writing Instruction will be aligned campus-wide. Monitor grammar and writing skills and the development of the writing process in English and Spanish.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2020-August 2021	Lesson Plans, Completed Curriculum documents, Composition prompts, DL writing rubric, Walk-throughs, McREL Observations,	Increased Student Progress as measured by weekly CBA test scores, report cards, progress reports, WFTB Rubric and DL writing spreadsheet	SLO assessments, CBAs, BMs, STAAR, TELPAS	Title 1 #2 #4 #8

Goal Area 1-English/Spanish Reading Language Arts and Literacy Action Plan

Monitor grammar and writing skills and the development of the writing process through the implementation and maintenance of:

- **CLC Meetings**
- **Grammar and Writing Instruction will be aligned district-wide. (Writing timelines)**
- **Writing samples show cased each six weeks using DL Rubric and WFTB Rubric**
- **Write from the Beginning-Weekly guided compositions-required at each grade level**
- **Writing Best Practices (Forde Ferrier)**
- **PYP portfolios, Project-Based instruction**
- **Writing and Reflective journals**

Goal Area 1-English/Spanish Reading Language Arts and Literacy

Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our students will make measurable progress in reading. Students achieving Meets and Masters will increase from 53% to 56% as measured by 2021 STAAR Reading Assessment. At least 80% of student will move up on performance level as reported by STAAR Assessment by **differentiating instruction**.

Measurable Objective: The percent of students reading on or above grade level will increase by 5% each six weeks with the use of differentiated instruction.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Implement differentiated instruction with fidelity.	Principals, Asst. Principal, Instructional Coach CLL	Local Funds, Title 1 Funds	September 2020-August 2021	Walk-through documentation McREL evaluations/Observations	CBAs, Benchmarks Student achievement gains, Progress and Report cards	SLO Assessments, CBAs, BMs, STAAR, TELPAS, Weekly tests	Title 1 #2 #3 #4

Goal Area 1-English/Spanish Reading Language Arts and Literacy Action Plan

Use CLC meetings to help teachers with differentiated instruction by:

- **Monitoring student progress as measured by Progress and Report cards, CBA and BM test scores.**
- **Analysis of data to create intervention plans, and plan for differentiated instruction based on need.**
- **Monitor the implementation of the curriculum weekly: lesson plans, instructional plans, and student differentiated instruction.**
- **Address students at all levels (approaches, meets, and mastery)**
- **Enrichment/Reteach Hour based on need.**
- **Hire small group tutors**

Goal Area 1-English/Spanish Reading Language Arts and Literacy



Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our students will make measurable progress in reading. Students achieving Meets and Masters will increase from 53% to 56% as measured by 2021 STAAR Reading Assessment. At least 80% of student will move up on performance level as reported by STAAR Assessment by **protecting instructional time.**

Measurable Objective: The percent of students reading on or above grade level will increase by 5% each six weeks by protecting instructional time.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Protect instructional time with fidelity to increase student reading level on or above grade level. Use CLC meetings to help teachers understand the importance of protecting instructional time.	Principal Asst. Principal, Teachers Instructional Coach CLL and CLFs	Title 1 211, Local Funds 199	September 2020- August 2021	Walk-throughs McREL Observations Lesson Plans	Increased Student Progress as measured by CBA test scores, Benchmark Assessments, report cards, progress reports, TELPAS, STAAR scores	SLO assessments, CBAs, BMs, STAAR, TELPAS	Title -#2c

Goal Area 1-Reading Language Arts and Literacy Action Plan

Protect Instructional time:

- **Announcements early in the morning and in the afternoon.**
- **Schedule Extra-curricular activities afterschool.**
- **Flexible schedules**
- **Virtual Learning (Synchronous and Asynchronous)**
- **Intervention time (During and after school)**
- **Enrichment/Reteach Hour daily**

Goal Area 1: Mathematics

Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our students will make measurable progress in the Mathematics STAAR Assessment.

Measurable Objective: Students achieving Meets and Masters will increase from 65% to 68% as measured by 2021 STAAR Mathematics Assessment.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Use CLC meetings to provide training on math curriculum, effective teaching strategies for all teachers including SPED teachers and teacher assistants on using online resources for asynchronous instruction and intervention.	Principal Asst. Principal, Teachers District Content Coordinators, and Instructional Coach	Title 1 211, Local Funds 199	September 2020-August 2021	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption	Increased Student Progress for all students including sub- groups as measured on CBAs, BMs, STAAR	SLO Assessments, CBAs, BMs, STAAR, TELPAS Weekly test	Title 1 - #2abc #4abc #9abc

Goal Area 1: Mathematics Action Plan

- **Improve student learning outcomes in Math**
 - PK-Frog Street and PK Guidelines**
 - Kinder- Pearlized Math (Numbers & Operation Applications, Concepts, Enrichment, and Skills)**
 - 1st Grade- Pearlized Math (Facts and Applications, Concepts, and Enrichment)**
 - 2nd-4th Grade-Sharon Wells (Problem Solving, Basic Facts, Skills, and Concept Lesson)**
 - 5th Grade-Sharon Wells (Problem Solving, Skills, Review and Concept Lesson)**
- **Differentiate instruction, STAAR Math-Increase % in Meet and Master , Focus on growth and progress**
- **Use CLC meetings to provide teachers with training on Virtual teaching and learning using Google Classroom, & implementation/integration of technology; increase on-line resource use: Imagine Math, Sharon Wells, & Think Central for asynchronous instruction and intervention.**

Goal Area 1-Accountability Standard/Domain

Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our students will make measurable progress on STAAR Assessments. Tutorials will be provided for the various subgroups in each phase of accountability to ensure students improve their scores to the Meets and Master levels on the STAAR assessments.

Measurable Objective: Decrease the student achievement gap among all subgroups and increase the number of students that score at Meets and Masters.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Campus Performance Reviews (CPRs) will be held following each district level CBA or BM for in-depth analysis of the data.	Campus Principals, Asst. Principal Instructional Coach	DMAC reports	September 2020-August 2021	Action/ Intervention Plans Calendar of Spiraling Activities	Increase in student achievement	SLO Assessments, CBAs, BMs, STAAR, TELPAS	Title 1 – #2abc #4abc #6ac #8abc #9abc

Goal Area 1-Accountability Standard/Domain Action Plan

Data analysis will be used to drive instruction. Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subgroup.

- Data will be used to inform tutorial lessons and to identify spiraled skills. Students will be identified for extended learning opportunities.
- Teachers will receive assessment data for their students within 48 hours of the test administration.
- Teachers will create action/intervention plans, and calendar of Spiraling Activities.
- Teachers will identify students in each phase of accountability Including Subgroups, following each CBA and BM using DMAC reports in order to form targeted tutorial groups and differentiate instruction.
- Data Room will be available to monitor assessment results, complete data analysis discuss and plan appropriate targeted instructional interventions. and monitor student growth.
- Monitor the progress of all students including all subgroups to ensure they are on-track to meet state passing standards on STAAR and decrease the student achievement gap among all subgroups. Review RTI, 504 students' performance and progress and provide accommodations and interventions.

Goal Area 1-Accountability Standard/Domain

Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our students will make measurable progress on STAAR Assessments. Tutorials will be provided for the various subgroups in each phase of accountability to ensure students improve their scores to the Meets and Master levels on the STAAR assessments.

Measurable Objective: Decrease the student achievement gap among all students and subgroups and increase the number of students that score at Meets and Masters.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide additional academic support to accelerate and differentiate instruction through intervention services.	Principals, Asst. Principal, Instructional Coach, CLL	Local 199, Title I -211 , St Comp 199, Migrant 212 , Title III 263, SPED 224	September 2020- August 2021	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps, report cards, progress reports	SLO Assessments, CBAs, BMs, STAAR, TELPAS	Title 1 #2 abc #4 abc #8 abc #9 abc

Goal Area 1-Accountability Standard/Domain Action Plan

- Use CLC meetings to provide additional academic support to accelerate and differentiate instruction.
- Extended day, Saturday tutoring, computer intervention programs, and pull out reading programs
- Provide enrichment/reteach hour to support and differentiate for all students, Gifted and Talented Students and all subgroup.
- Hiring of Title One Tutors, Summer school
- Purchase and implement Instructional Resources/Supplies
- Provide supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: Dictionaries, Nonlinguistic Representation, Frayer model, Interactive Word Walls, Thinking Maps, Graphic Organizers, Imagine Learning, Imagine Math, Herman Method, Esperanza, TPRI/Tejas LEE Strategies, CIF Protocols, IB Planners
- Hire consultants to train and address needs specific to campus: Pearson, Diana Ramirez, Pearlized Math, Sharon Wells, Forde-Ferrier, etc.

Goal Area 1-College, Career, and Military Readiness



Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our students will make measurable progress in College, Career, and Military Readiness by participating in the Dual Language and IB programs.

Measurable Objective: Students will increase their proficiency level in TELPAS and participate in real life project-based actions through IB planners.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
As an International Baccalaureate and Dual Language School we will develop bilingual, bi-literate, and bicultural individuals, make learning rigorous and relevant and create individuals who will become inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	Principal Asst. Principal Instructional Coach (CLL) IB Coordinator	Title 1 Funds Local Funds 199,	September 2020- August 2021	Lesson Plans, IB Planners Student & Teacher Reflections on planners	Benchmark scores, student achievement gains Walk-throughs, Pre and Post Conferences	SLO assessments, CBAs, BMs, STAAR, Progress & Report Cards	Title 1 #1 c #2 abc #4 abc

Goal Area 1-College, Career, and Military Readiness Action Plan

- **Dual Language Department** and campus will provide teachers the opportunity to attend: 30 hours of training for new teachers, 6-hour yearly update for all veteran bilingual teachers, TABE Conference, Region 1 Trainings/In services, Campus/District In-services to develop bilingual, bi-literate, and bicultural individuals who will be College, Career, & Military Ready. Develop bilingual, bi-literate, and bicultural individuals who will be College, Career, & Military ready by providing teachers with training and resources
- **IB-**Provide teachers the opportunity to attend in-services/workshops: Visitation to other districts in and out of state, IB strategies, Inquiry based instruction, Level I, II & III training , International conference, Other trainings related to IB, CLC weekly meetings to reflect on IB units of study and make needed adjustments, and IB coordinator will help grade levels write IB units of study, create DOK questions, student action/product, connection to real life situations, & share innovative ideas

Goal Area 1-Instructional Technology

Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: Provide ongoing support for the implementation/ integration of technology into the curriculum.

Measurable Objective: Identify and apply strategies for supporting the use of and integration of technology in learning.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide teachers with training through modules on Synchronous and Asynchronous Virtual teaching and learning, using Google Classroom. Campus CIT will provide ongoing support and training for staff.	CIT CLL Librarian Principal Asst. Principal	Online resources Hoonuit, Google Classroom Modules, Computers Laptops Software, hardware	September 2020-August 2021	Teacher module certificates Google classrooms Increase in participants in technology sessions (sign in sheets). Increased enrollment in technology camps.	Synchronous and Asynchronous Virtual teaching Increased student scores. Technology projects in core classes. Student evaluations of technology camps.	Observations Walk through	Title 1 #1 c #2 abc #3 c #4 abc #8 c

Goal Area 1-Instructional Technology Action Plan

Staff Development on Synchronous and Asynchronous teaching and learning, modules which include Google Classroom, Google Forms, Google Slides and Google Docs on Hoonuit, Each teacher will complete at least 8 hours of training, submit their certificates, and each will set up their Google Classroom.

Campus Instructional Technologists (CIT) will provide ongoing support for the implementation/ integration of technology in the curriculum and instruction and increase the use of student technology for instructional rigor. CIT will set dates for teacher technology training sessions, create a calendar with topics, and provide training on programs used by district. These programs include Google Classroom, Istation Reading, Imagine Math, Think Central, Class Dojo, myON and others that support virtual teaching and learning, and other web sites mandated by the district.

Goal Area 1-Instructional Technology

Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: Provide on-going support for the implementation/ integration of technology into the curriculum.

Measurable Objective: Identify and apply strategies for supporting the use of and integration of technology in learning.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Support computer assisted instruction in Computer Labs.	Principal Asst. Principal Computer Lab Manager Teachers	I-station Reading, Imagine Math Living with Science	September 2020- August 2021	Computer Lab Schedules Usage reports.	Increased scores on technology benchmarks and state tests. Increase in student achievement	BOY, MOY, & EOY Assessments and State Assessments, Reports Walk throughs	Title 1 #1 c #2 abc #3 c #4 abc #8 c

Goal Area 1-Instructional Technology Action Plan

Campus computer labs: Students will work in Computer Lab at least 4 times a week for 30-45 minutes, Programs will be used asynchronously during virtual teaching and learning, Three-year computer hardware replacement for all campus computer labs which are using computer assisted instruction.

Goal Area 1-Instructional Technology

Goal Area 1-Student Achievement (Focus Area 1,2,5,6)

Smart Goal: Provide on-going support for the implementation/ integration of technology into the curriculum.

Measurable Objective: Identify and apply strategies for supporting the use of and integration of technology in learning.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide technology and multimedia resources for students, teachers and other support staff to facilitate and reinforce reading, math & science development for all students.	Principal Asst. Principal Computer Lab Manager Teachers CIT Librarian	Core content curriculum resources. I-station Reading, Imagine Math Learning.com myON Living with Science	September 2020- August 2021 Ongoing, service that is provided to all campuses.	Computer Lab Schedules Reports Usage reports. Increase in student achievement.	Increased scores on technology benchmarks and state tests. Increase in student achievement	BOY, MOY, & EOY Assessments and State Assessments, Reports Observations Walk through	Title 1 #1 c #2 abc #3 c #4 abc #8 c

Goal Area 1-Instructional Technology Action Plan

Purchase devices: computers, laptops, iPad and iPad insurance, chrome books/win books for classrooms and students.

Purchase: Printers, Toner/Ink for printers, Headphones, Age appropriate keyboards, Speakers, and electrical cords/power strips

Provide software: I Station Reading, Imagine Math, Think Central, Living with Science, myON etc.

- Storage devices (USB), Computer programs, Educational websites, Smart board/Promethean, Interactive Flat Panel Boards & Associated Items
- Document readers, copiers, copier usage/rental, data projectors/lamps

Goal Area 2-Special Education Program

Goal Area 2-Special Population Goals & Strategies (Focus Area 3,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our Special Education students will make measurable progress in the STAAR Assessment and TELPAS.

Measurable Objective: Implement research-based methodologies that strengthen the content knowledge and skills of Special Education students to ensure they are on track to meet state passing standards on the 2020-2021 STAAR.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Provide Staff Development on policies and procedures specific for Special Ed. students, implement research-based methodologies that strengthen the content knowledge and skills of SPED students, and ensure that SPED students receive in class support from classroom teacher, resource teacher and paraprofessionals.	Principal, Assistant Principal, CLL, SPED Teacher, Classroom Teachers	Special Ed 224 Title 1 211, Local Funds 199	September 2020- August 2021	Lesson Plans and Walk-throughs, McREL Observations Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

Goal Area 2-Special Education Program Action Plan

Provide Staff Development on policies and procedures specific for Special Ed. Students:

RTI Referral, options and monitoring process, & SPED Referral Process-modifications, accommodations, strategies for differentiation, different disabilities, and behavior modifications.

Region One In services, Mainstreaming In services, District In services, Autism, Inclusion for Special Ed., Dyslexia-Esperanza/Herman Method, & CO-Teaching Program

Implement and ensure SPED services are provided to students with disabilities.

Apply modifications/accommodations for SPED students, monitor progress, use data analysis to drive instruction, and differentiate instruction, appropriately designed instruction, Follow IEP, accommodations, modifications and meet student needs in the regular classroom setting, SPED teachers will be provided with professional development offered to general education teachers, SPED teachers will use the Depth of Knowledge questioning techniques through lessons, provide SPED teachers with training on virtual teaching and learning using Google Classroom.

Goal Area 2-Gifted & Talented Program

Goal Area 2-Special Population Goals & Strategies (Focus Area 3,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our Gifted and Talented students will make measurable progress in the STAAR Assessment and TELPAS.

Measurable Objective: Implement research-based methodologies that strengthen the content knowledge and skills of Gifted and Talented students to ensure they are on track to meet state passing standards on the 2020-2021 STAAR.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide teachers the opportunity to attend GT and International Baccalaureate training. This will help us serve the academic and social needs of all students including all sub-groups through enrichment, extracurricular school organizations, clubs & sports	Principal Asst. Principal Instructional Coach	Title 1 Funds 211, Local Funds 199 Title III 224 Special Ed 224	September 2020-August 2021	Agendas and Sign-in Sheets Lesson Plans, IB Planners Increase student engagement Participation Logs	Benchmark scores, student achievement gains Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

Goal Area 2-Gifted & Talented Program Action Plan

GT Professional Development: 30-hour training for new teachers, 6-hour yearly update, G.T. Training for testing future GT students, Region 1 and District G.T. Workshops, best practices, DOK questioning, provide GT teachers with training on virtual teaching and learning using Google Classroom, CIT will provide training on the implementation/integration of technology; increase on-line resource use.

IB-Provide teachers the opportunity to attend in-services/workshops:

Visitation to other districts in and out of state, IB strategies, Inquiry based instruction, Level I, II & III training , International conference, Other trainings related to IB, CLC weekly meetings to reflect on IB units of study and make needed adjustments, & IB coordinator will help grade levels write IB units of study, create DOK questions, student action/product, connection to real life situations, & share innovative ideas

Provide Academic Enrichment, Extracurricular opportunities for all students.

Reading Laureate Program, Battle of the Books, Destination Imagination, Texas Bluebonnet Book Club, Technology Club, UIL Competition
Fine Arts & Athletic Programs (Folkloric Dance Team, Music Club, Choir, Flag Football, Soccer, Softball, Volleyball)

Goal Area 2-Migrant Program



Goal Area 2-Special Population Goals & Strategies (Focus Area 3,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our Migrant students will make measurable progress in the STAAR Assessment and TELPAS.

Measurable Objective: Implement research-based methodologies that strengthen the content knowledge and skills of Migrant students to ensure they are on track to meet state passing standards on the 2020-2021 STAAR.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Implement research-based best practices to provide all Migrant students with support and to monitor growth.	Migrant Director, Principals, AP, Migrant Tutor, Teachers	Migrant Funds 212	September 2020-August 2021	Classwork, Lesson Plans from Teacher and Tutor	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

Goal Area 2-Migrant Program Action Plan

- **Train teachers to implement research-based best practices.**
- **Ensure that all Migrant students receive necessary support to strengthen their content and skills knowledge.**
- **Monitor through data analysis to drive instruction, and differentiate instruction**
- **STAAR Math and Reading-Increase % in Meet and Master, Focus on growth and progress**

Goal Area 2-Dyslexia

Goal Area 2-Special Population Goals & Strategies (Focus Area 3,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our Dyslexia students will make measurable progress in the STAAR Assessment and TELPAS.

Measurable Objective: Provide research-based methodologies/services that strengthen the literacy skills of students with Dyslexia to ensure they are on track to meet state passing standards on the 2020-2021 STAAR.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Provide teachers with training on research-based instruction for students with Dyslexia, provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee or SPED ARD Committee. Use data analysis to monitor and ensure student growth.	Principal, Asst. Principal, Instructional Coach Counselor Dyslexia Tutor	Title 1 211, Local Funds 199	September 2020- August 2021	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports , McREL observations	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1 #1abc #2abc #4abc #9abc

Goal Area 2-Dyslexia Action Plan

- **Increase the number of trained Dyslexia Teachers and tutors.**
- **Ensure that all Dyslexia students receive designed instruction for students identified with Dyslexia. (Herman Method or Esperanza)**
- **Use data analysis to drive instruction, and differentiate instruction, STAAR Reading-Increase % in Meet and Master, Focus on growth and progress**

Goal Area 2-English Learners

Goal Area 2-Special Population Goals & Strategies (Focus Area 3,5,6)

Smart Goal: For the 2020-2021 school year, 100% of our English Learners will make measurable progress in the STAAR Assessment and TELPAS.

Measurable Objective: Implement research-based methodologies that strengthen the content knowledge and skills of English Learners, to ensure they are on track to meet state passing standards on the 2020-2021 STAAR and TELPAS.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Provide teachers the opportunity to attend in-services, implementation of ELPS strategies to accelerate the progress of Els and implement a TELPAS Action Plan.	Principal Asst. Principal Instructional Coach	Title 1 Funds Title 1 211, Local Funds 199 Title III 224, 263 State Comp 199, SPED 224	September 2020-August 2021	Agendas and Sign-in Sheets Walk-throughs. LPAC notes, Lesson Plans Completed Curriculum Documents	CBAs, BMs, Student achievement gains, closing achievement gaps Progress and Report cards	CBAs, BMs, STAAR, PRE- LAS, LAS, TELPAS	Title 1 #1abc #2abc #4abc #9abc

Goal Area 2-English Learners Action Plan

- **Ensure that all English Learners receive instruction from highly qualified Bilingual Certified Teachers**
- **Provide teachers the opportunity to attend Staff Development:** 6-hour yearly update, 30-hour training for new teacher, Region 1/District/Campus In-services, TABE Conference
- **Implementation of ELPS strategies :** Ensure that all EL students develop academic skills and vocabulary and increase language acquisition in Spanish and English, and curriculum documents will include ELPS strategies for EL students and Supplemental Aids for Special Education students.
- **Implement a TELPAS Action Plan to monitor language proficiency and growth:** Develop academic skills, vocabulary, increase language acquisition in Spanish and English, use data, CIF Strategies, and ESL strategies.
- **Use data** analysis to drive instruction, and differentiate instruction, increase the percentage of students scoring Meets and Masters on the STARR test focus on growth and progress

Goal Area 3-Attendance

Goal Area 3-Improve Safety, Public Support, Culture and Climate-Including Safety & Violence Prevention (Focus Area 4,7)

Smart Goal: For the 2020-2021 school year, we will make measurable progress in attendance.

Measurable Objective: Implement an attendance plan to promote high attendance and improve attendance rate.

Measurable Objective: Implement an attendance plan to promote high attendance and to improve attendance rate.	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Provide awareness meetings for parents on attendance, communicate with parents of students who are absent often and provide incentives for perfect attendance.	Principal Asst. Principal Teachers Attendance Committee Counselor Parent Educator	Local Fund 199, Activity Fund Uniform voucher Title 1 Part C	September 2020- August 2021	Student Roster Parent Communication log Truancy Policy	Increased Attendance, Student Achievement Growth & Progress	Report cards Progress Repots	Title 1 #6a #9abc

Goal Area 3-Attendance Action Plan

Provide awareness meetings for parents on the importance of student attendance and guidelines on state mandated attendance. Encourage and communicate with all students and subgroups of the importance of attendance.

- Communicate with parents or guardians on a needed basis about students who are absent through phone calls, home visits, ARP Letter, and parent conferences.
- Promote perfect attendance and Academic Achievement with students by celebrating and rewarding them on a six weeks basis with a Star Parade, certificates, and snacks.
- Migrant students receive uniform vouchers to encourage attendance.

Goal Area 3-Child Abuse & Sexual Abuse Prevention

Goal Area 3-Improve Safety, Public Support, Culture and Climate-Including Safety & Violence Prevention (Focus Area 4,7)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Counselor will provide staff training on Child abuse, Sexual abuse and neglect, and Social Emotional Learning (SEL).	Principal Asst. Principal Counselor Nurse	Local Funds	September 2020- August 2021	Sign-In Sheets, Certificates, PEIMS Data Discipline	Awareness and prevention of child abuse & sexual abuse.	Documentation/ Follow up	Title 1 #4a #10ac

Goal Area 3-Child Abuse & Sexual Abuse Prevention Action Plan

- Counselor will address and provide individual counseling to students who are identified at risk and refer to outside agencies if needed.
- Guidance lessons (SEL) will be provided for all students, including sub-groups and students identified at risk through small group, and individual counseling.

Goal Area 3-Bullying Prevention

Goal Area 3-Improve Safety, Public Support, Culture and Climate-Including Safety & Violence Prevention (Focus Area 4,7)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Training of Staff on student Bullying Prevention, and Social Emotional Learning (SEL).	Principal Asst. Principal Counselor Teachers	Local Funds	September 2020- August 2021	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals	Documentation/ Follow up	Title 1 #6a #10c

Goal Area 3-Bullying Prevention Action Plan

- **Counselor will conduct guidance lessons (SEL) for students to address the fears, expectations, empathy towards others, and transition issues that will develop social skills: sharing, manners, conflict resolution, problem solving, peer pressure, bullying, etc.**
- **IB Reflection will be used to help students reflect on their actions. Student Participation in morning announcements (Pledge of Allegiance, Texas Pledge, Moment of Silence)**
- **Positive self-concept: Morning announcements, Acknowledging student accomplishments, student birthdays etc.**

Goal Area 3: Drug, Tobacco, Alcohol Prevention

Goal Area 3-Improve Safety, Public Support, Culture and Climate-Including Safety & Violence Prevention (Focus Area 4,7)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide training on drug, tobacco, & alcohol prevention, and Social Emotional Learning (SEL).	Principal Asst. Principal Counselor Teachers	Local Funds	September 2020-August 2021	Develop a trusting relationship with students	Decrease in the number of referrals	Documentation/ Follow up	Title 1 #6a #10c

Goal Area 3: Drug, Tobacco, Alcohol Prevention Action Plan

Provide training on drug, tobacco, & alcohol prevention:

- Conduct guidance lessons (SEL) for students to address the fears, expectations, and transition issues that will develop social skills such as: sharing, manners, conflict resolution, problem solving, peer pressure, drugs, etc.
- Partnerships with parents to establish the responsibilities of each.
- Students will develop a positive view of self and learn to use effective interpersonal skill.
- Provide Drug Education- Red Ribbon Week
- Provide presentations from Law Enforcement and Fire Departments on drug Awareness.

Goal Area 3: Suicide Prevention

Goal Area 3-Improve Safety, Public Support, Culture and Climate-Including Safety & Violence Prevention (Focus Area 4,7)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Training of Staff on Suicide Prevention, and Social Emotional Learning (SEL).	Principal Asst. Principal Counselor Nurse	Local Funds Counseling Calendar	September 2020-August 2021	Sign-In Sheets, Certificates, PEIMS Data Discipline Counseling Calendar	Decrease in referrals	Side by side data analysis	Title 1 #6a #10c

Goal Area 3: Suicide Prevention Action Plan

Conduct guidance lessons (SEL) for students to address the fears, expectations, and transition issues that will develop social skills such as: sharing, manners, conflict resolution, problem solving, peer pressure, bullying, drugs, careers, etc.

Provide early counseling presentation/intervention for students by: Providing regular scheduled counseling sessions for identified students, providing scheduled classroom presentations, developing behavior plans, and rewarding positive behavior

Counselor will address and provide individual counseling to students who are identified at risk and refer to outside agencies if needed.

Goal Area 3: Discipline Management-Safe Environments



Goal Area 3-Improve Safety, Public Support, Culture and Climate-Including Safety & Violence Prevention (Focus Area 4,7)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Train staff on managing discipline and maintaining safe environments.	Principal Asst. Principal Counselor Teachers IB Coordinator Nurse Custodians Coaches	Local Funds	September 2020- August 2021	Agendas, Sign-In Sheets, PEIMS Discipline Data Reflection Binder	Decreased discipline problems on campus	Student Reflections	Title 1 #6a #10c

Goal Area 3: Discipline Management-Safe Environments Action Plan

Training of staff on student referral protocols, de-escalation and restorative practices.

Provide PAC meetings for parents on Discipline management (behavioral strategies) and safe positive and nurturing environments.

Inform parents of Student Code of Conduct

Provide guidance lessons for students (individual and small group) including subgroups to address the importance of discipline and a safe environment.

IB-Provide Character Education lessons through IB program, Implementing student profile, and reflection.

Practice safety procedures, fire drills, lock down procedures, bus evacuation drills and other emergency codes, Revising and modifying the Emergency Response Plan/Team annually, Establish a Safety Committee, Train staff on managing students while emergency is taking place, Provide CPR training for staff, CPI training for staff, Using radios to communicate,

Acknowledging appropriate behavior by rewarding students, displaying motivational bulletin boards, banners, instilling pride in one-self and amongst each other, promoting and modeling a high degree of respect for students and one another, respecting school property, & maintaining a clean environment.

Goal Area 3-Parent and Community Involvement



Goal Area 3-Improve Safety, Public Support, Culture and Climate-Including Safety & Violence Prevention (Focus Area 4,7)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Train all staff on good customer service, conduct meetings to inform parents about different topics, and communicate with parents in different ways.	Principal Asst. Principal Counselor Parent Educator	Local Funds Parent/Teacher Pact Emergency Information Form Guest Speakers/ Presenters Title I Survey Progress & Report Card	September 2020- August 2021	Agendas, Sign-in Sheets, Telephone Logs Parent Logs Results of Survey Progress Report Report Card	Improve interactions and scores Parent Surveys	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee Student achievement	Title I- #1 ab #2a #6abcd #7abd #10abc

Goal Area 3-Parent and Community Involvement Action Plan

Good Customer Service

Parent Meetings: Curriculum, State Tests and Accountability System, academic achievement, Special Programs: IB & DL, PAC meetings on selected topics such as Title 1, State and Federal mandates, Guest speakers, Recruit parent volunteers, Meet the Teacher, Open House, Dissemination of information to parents, Literacy Parent Nights, Home visits/conferences as needed, Home school compact for parents and students.

Provide parents opportunities to serve on school committees: LPAC, SBDM, & PAC

Distribute the Title I Survey and use the results to improve and structure parent-school relationship

Communicate through memos, letters, flyers, marquee, phone calls, home visits, Class Dojo in English and Spanish.

Adult Education Center: Provides parents and adults from community with continued education.

Celebrate: Thanksgiving Luncheon, Christmas Program, International Week, Spring Program, 5th Grade Exhibition, End-of the Year Awards, Parents

Student clinic: Make parents aware of student clinic by providing ongoing health assistance and services.

Goal Area 4: Analysis of McREL Evaluations

Goal Area 4: Increase Staff Quality, Recruitment and Retention (Focus Area 6, 8)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
McREL –Principal, Assistant Principal, CLL, & Teachers will attend training on the evaluation system.	Principal Asst. Principal Instructional Coach	Title 1 Funds	September 2020- August 2021	Agendas and Sign-in Sheets	Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 #4abc

Goal Area 4: Analysis of McREL Evaluations Action Plan

- Principal and Asst. Principal and Instructional Coach (CLL) will attend collaborative meetings on leadership and McREL Evaluation Training
- Teacher Self-Assessment
- Teacher Professional Development Plan (Goal Setting)
- Directed Professional Development Plan (Growth)
- SLOs-Student learning objectives prepared and entered on TEEMS.
- Pre and post evaluation conferences
- Two teacher observations (Focus on Lesson Cycle), one announced and one unannounced.
- Mid-year Conference & Progress
- Teacher summary Evaluation
- Final Conference and Goal Setting
- Summary Score Review
- Teacher Collaborative Learning Communities

Goal Area 4: Proficiency Levels of Teachers

Goal Area 4: Increase Staff Quality, Recruitment and Retention (Focus Area 6, 8)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide coaching and training on research-based best teaching practices in order to assist growth/maintain their proficiency level.	Principal Assistant Principal CLL	McREL CIF strategies	September 2020-August 2021	Lesson plans Walk throughs Observations	Improved Proficiency Level	Self Assessment Observations Summary Score	Title 1 #4abc

Goal Area 4: Proficiency Levels of Teachers Action Plan

- **McREL Evaluation Training**
- Teacher Self-Assessment
- Teacher Professional Development Plan (Goal Setting)
- Directed Professional Development Plan (Growth)
- SLOs-Student learning objectives prepared and entered on TEEMS.
- Pre and post evaluation conferences
- Two teacher observations (Focus on Lesson Cycle), one announced and one unannounced.
- Mid-year Conference & Progress
- Teacher summary Evaluation
- Final Conference and Goal Setting
- Summary Score Review
- Teacher Collaborative Learning Communities-provide training on **research-based teaching practices**.
Classroom management, Discipline, Procedures and Policies, CIF strategies, Data analysis, literacy, fluency etc.

Goal Area 4: Instructional Coaching, Mentoring, and Support



Goal Area 4: Increase Staff Quality, Recruitment and Retention (Focus Area 6, 8)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Instructional coaching support for First year teachers and other teachers needing support.	Principal Asst. Principal Instructional Coaches	Title 1 Local funds I3 Invest in Innovation funds	September 2020- August 2021	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Self Evaluation, Teacher Observations, Walk-throughs, Mid yr., & Summative Evaluation, SLO obtainment, CBAs, BMs, STAAR, TELPAS	Title 1 #5bc

Goal Area 4: Instructional Coaching, Mentoring, and Support Action Plan

- **Assign a mentor and Support first year teachers and new staff, attend New Teacher Academies,**
- **Support other teachers needing support, with on-going Professional Development & Instructional Rounds**
- **McREL Evaluation Training, Teacher Self-Assessment, Assist teachers with Professional Development Plan (Growth), and Preparing SLOs**
- **CLCs: Teacher Collaborative Learning Communities-provide training on research-based teaching practices.**
- **Curriculum support, Lesson planning, Classroom management, Discipline, Procedures and Policies, CIF strategies, Data analysis, literacy, fluency etc.**
- **Acknowledgement of staff accomplishments: Plaques, Certificates, Incentives**

Goal Area 4: Process for Effective Staff Interviews

Goal Area 4: Increase Staff Quality, Recruitment and Retention (Focus Area 6, 8)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title 1 School-wide Components
Recruit highly qualified staff: Implement a plan for teacher selection and retention and celebrate accomplishments.	Principal Asst. Principal Instructional Coach Committee Members	Local Funds Title 1 Funds Staffing needs	September 2020- August 2021 On going Strong focus on upcoming school year	Staff hired High teacher retention rate	High teacher retention Highly qualified teacher Student success	Screen all applicants for best candidates Report cards Progress Reposts	Title 1 #5bc

Goal Area 4: Process for Effective Staff Interviews Action Plan

Recruitment

Advertising vacancy through HR & district web-page, Set up interview committee, Use criteria for hiring, Verify previous employment , Contact references , Make selection based on Highly Qualified Teachers, and Utilize SBDM members/Grade Level Chairpersons to assist with interviews.

Retention

Bilingual/ESL certified, Special Education certified, Core area certifications, Masters degrees, CTE certified , & Advance Placement certified.

Celebrate and acknowledge staff accomplishments: Plaques, Certificates, Incentives

Goal Area 4: Bilingual/ESL Certified Teachers

Goal Area 4: Increase Staff Quality, Recruitment and Retention (Focus Area 6, 8)

Smart Goal: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop and retain 100% highly qualified staff reflective of and responsive to the needs of the campus.

Strategy	Persons Responsible/Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Implement a plan for Bilingual/ESL certified teacher selection and retention.	Principal Asst. Principal	Staffing needs projections	September 2020-August 2021 On going	Staff hired High teacher retention rate	Student Success	Screen all applicants for best candidates	Title 1 #5bc

Goal Area 4: Bilingual/ESL Certified Teachers Action Plan

All classrooms will have a highly qualified teacher that is prepared to deliver instruction and who will support student success with content expertise.

- **Bilingual/ESL certified**
- **Core area certifications**
- **Masters degrees**
- **Resume, references**
- **Previous observations**
- **McREL proficiency level**
- **Utilize SBDM members and/or Grade Level Chairpersons to assist with interviews**

Goal Area 4: Professional Development Trainings



Goal Area 4: Increase Staff Quality, Recruitment and Retention (Focus Area 6, 8)

Smart Goal: In the 2020-2021 school year 100% of all staff members will be trained in research based best practices responsive to the needs of the campus' diverse student body.

Measurable Objective: Develop 100% highly qualified staff reflective of and responsive to the needs of the campus' diverse student body.

Strategy	Persons Responsible/ Title	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title 1 School-wide Components
Provide Professional Development throughout school year for teachers and paraprofessionals on student population, subgroups, and educational programs, processes, and procedures	Principal Asst. Principal, Instructional Coach, CLL Grade Level Chair-persons,	Local Funds Title 1 Funds	September 2020-August 2021	Sign in logs	Highly qualified teachers and teacher retention.	Progress reports Report cards	Title 1 #3 abc #4 abc #5 abc

Goal Area 4: Professional Development Trainings Action Plan

- Professional Development**

District in-services, Outside Consultants, New teacher academies-1st yr., Region One In-services, Dual Language Institute, IB Training, Campus staff development , Grade level Meetings, & CLC Meetings

- Subgroups**

Migrant, ELL's, Special Education, Curriculum, Content Vocabulary, Classroom/Discipline Management, & IB Program, Dual language Program

Appendices

Appendix A: Goal Area 4: BOY Professional Development Trainings



Date	PD Topic	PD Format & Audience	PD Resources	CIP Goal Alignment
Monday Aug. 17, 2020	Convocation, Campus Procedures, Bullying/Cyberbullying, Student & Adult Sexual Harassment, Copyright Presentation, Teacher Handbook/Campus procedures, Define remote learning(Synchronous and Asynchronous), School Map, Remote Learning Schedules	Virtual, All Staff, district & campus	Laptops, Microsoft Teams, Campus Handbook, Power Points, School Map, Sample Schedules	Goal Areas: 1-4
Tuesday Aug. 18, 2020	Campus based-COVID 19 Safety Procedures, Review Remote Sample Schedules, McREL overview, CLCs procedures, Conflict Resolution, Google Classroom training	Virtual, All Staff, campus	Laptops, Microsoft Teams, Power Points	Goal Areas: 3, 4
Wednesday Aug. 19, 2020	Curriculum Rollouts, Year at-a-glance doc., Six Weeks Pacing Guide, Weekly Lessons, Reading Curriculum, Writing Curriculum, K Pearlized Math, Curriculum planning, Fine Arts Session, PE Session, Virtual EXPO	Virtual, by grade levels and Specials (Music, & PE)	Laptops, Microsoft Teams	Goal Areas: 1, 2, 4
Thursday Aug. 20, 2020	Continue with Curriculum Rollouts, Year at-a-glance doc., Six Weeks Pacing Guide, Weekly Lessons-Pearlized Math, Sharon Wells, Science Curriculum, Curriculum Planning, Fine Arts Session, PE Session, & Library updates	Virtual, by grade levels and Specials (Music, & PE)	Laptops, Microsoft Teams	Goal Areas: 1, 2, 4
Friday Aug. 21, 2020	Setting the Virtual Classroom	Virtual, All Staff, Campus Workday	Laptops, Google Classroom	Goal Areas: 1, 2, 4
Monday Aug. 24, 2020	Virtual Learning Pathway-Google Classroom (8 hours credits), STAAR and Accountability System, BM 2 Data Analysis, New District Mission & Vision	Virtual, (Sinapuelas & Mendez) Hoonuit Platform	Laptops, Hoonuit Platform, Power Points	Goal Areas: 1, 2
Tuesday Aug. 25, 2020	Imagine Math and Istation, DLTI training for New Teachers Day 1, Social Emotional Learning, 504/RTIs/SPED/Accommodations Presentation	Virtual, All Staff, campus	Laptops, Microsoft Teams	Goal Areas: 1-4
Wednesday Aug. 26, 2020	DLTI training for New Teachers Day 2, Teachers and Tas continue to work on Virtual Learning Pathway-Google Classroom (8 hours credits)	Virtual, All Staff, campus	Laptops, Hoonuit Platform,	Goal Areas: 1, 2
Thursday Aug. 27, 2020	Teachers and Tas continue to work on Virtual Learning Pathway-Google Classroom (8 hours credits), Curriculum Planning	Virtual, All Staff, campus	Laptops, Hoonuit Platform,	Goal Areas: 1, 2
Friday Aug. 28, 2020	IB Overview Setting up the Virtual Classroom	Virtual, All Staff, Workday	Laptops, Google Classroom, Power Points	Goal Areas: 1-4

Appendix B

PHARR SAN JUAN ALAMO ISD

Graciela Garcia Elementary



October 8, 2020

	Print Name	Grade Level	Signature
1	Sandra Garcia	Principal	<i>Sandra Garcia</i>
2	Rosalie Zuniga	Assistant Principal	<i>Rosalie Zuniga</i>
3	Tracy Southwell	CLL, & IB coordinator	<i>Tracy Southwell</i>
4	Maria Bocanegra	PK 3 & 4	<i>Maria Bocanegra</i>
5	Maria Santoyo	Kinder	<i>Ma. Isabel Santoyo</i>
6	Abelardo Garza	1 st	<i>Abelardo Garza</i>
7	Fernanda Sanchez	2 nd & SPED Unit	<i>Fernanda Sanchez</i>
8	Blasa Guerrero	3 rd & Coaches	<i>Blasa Guerrero</i>
9	Sandra Rodriguez	4th	<i>Sandra Rodriguez</i>
10	Esmeralda Chavez	5 th , Sci. Lab & SPED Resource	<i>Esmeralda Chavez</i>
11	Fidencio Camacho	District Resource	<i>Fidencio Camacho</i>
12	Judith Calderon	Parent	Judith Munoz Calderon
13	Nancy Gonzalez	Community Representative	Nancy Gonzalez