Campus Improvement Plan
2021-2022

Board Approved:

Vision Statement

We envision a student led environment where everyone is empowered to become lifelong learners and global innovators.

Mission Statement

At Arnoldo Cantu Sr. Elementary, our mission is to inspire and create 21st century learners that will actively impact humanity.

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

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.

DISTRICT GOALS

Goal 1 – Student Achievement (Focus Area: 1,2,5,6)
Goal 2 – Closing the Gaps (Focus Area: 1,3,5,6)
Goal 3 – Improve Safety, Public Support, Culture and Climate (Focus Area: 4,7)
Goal 4 – Increase Staff Quality, Recruitment and Retention (Focus Area: 6, 8)

District Focus Areas

Focus Area 1: Student Achievement, CCMR, Graduation Rate

Focus Area 2: Student Progress, Academic Growth, Relative Performance

Focus Area 3: Closing the Achievement Gaps

Focus Area 4: Family and Community Involvement

Focus Area 5: Technology

Focus Area 6: Increasing Learning Time

Focus Area 7: School Culture and Climate

Focus Area 8: Staff Quality, Recruitment, and Retention

Title I, Part A
School wide Components:

TITLE I- SCHOOLWIDE COMPONENTS – 1.) Comprehensive Needs Assessment 2.) Reform Strategies 3.) Instruction by Highly Qualified Staff 4.) High-Quality Professional Development 5.) Strategies to Attract Highly Qualified Teachers 6.) Strategies to Increase Parental Involvement 7.) Transition from Preschool and Middle and High School Transitions 8.) Teacher Decisions-Making Regarding Assessments 9.) Effective and Timely Assistance to Students Experiencing Difficulty 10.) Coordination and integration of Federal, State, and Local Services, Programs, and Funds for curriculum activities

Data Resources Reviewed

1. 2017-2019 STAAR Campus Summary Report
2. 2018-2020 TPRI / TEJAS Lee MOY/EOY Summary Reports
3. 2018-2020 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. McRel Teacher Evaluations
9. Professional Development Plan
10. Teacher Certifications
11. TELPAS Scores
12. Technology Inventories
13. PBMAS

CAMPUS DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/LEP	MIGRANT	ECD	GT
NUMBER	612	320	292	39	255	2	1		10	562	37
PERCENT	100%	52.3%	47.7%	6.4%	41.7%	0.3%	0.2%		1.6%	91.8%	6.0%

	ALL	HISPANIC	ASIAN	BLACK	WHITE
NUMBER	612	606	0	2	4
PERCENT	100%	99%	0	.33%	.65%

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

English Language Learners (EL):

The following sources from across the campus were used to review the Dual Language Department data by the CPOC : State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The 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 DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EL 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 EL students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows: (at Approaches Gr. Level or Above)

- In Science, there was no achievement gap between EL (Current and Monitored) (91%) and All students (78%) 2017-2019 is above 13%.

Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (EL):

Needs:

On the STAAR exam by grade level: **2017-2019 scores**

- 5th grade Reading passing rate for EL students at A. Cantu Elem. was 86%, 2 points above the All students (84%).

- 5th grade Math passing rate for EL students at A. Cantu Elem. was 88%, 2 points above the All students (86%).

- Academic Growth Math target is 71% Cantu Elem. Was at 69%

Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (EL):

Strengths:

On the STAAR exam by grade level:

- 5th grade Science passing rate for EL students at A. Cantu Elem. was 91%, 13 points above the All students (78%).

- 3rd grade Reading passing rate for EL students at A. Cantu Elem. was %, above All student (86%).

- 3rd grade Math passing rate for EL students at A. Cantu Elem. was 89%, above All students (87%).

- 4th grade Reading passing rate for EL students at A. Cantu Elem. was 89%, above All student (78%).

- 4th grade Math passing rate for EL students at A. Cantu Elem. was 89%, above All student (77%).

- 4th grade Writing passing rate for EL students at A. Cantu Elem. was 75%, above All student (70%).

- 3rd – 5th Gr. STAAR All Subjects rate at Met or Exceeded Progress for EL students at A. Cantu Elem. was 58%, 6% above the All Student (52%).

  STAAR Masters Gr. Level: Reading – 30%, Math – 37%, Writing-26%, Science – 15% for EL students

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

- In Reading, these was a 1% achievement gap between ECD (83%) and All Students (84%).

- In Math, there was a 1% achievement gap between ECD (85%) and All Students (86%).

- In Science, there was no achievement gap between the ECD (78%) and All Students (78%).

Comprehensive Needs Assessment

Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

- In 3rd Reading, these was a 1% achievement gap between ECD (83%) and All Students (84%).

- In 5th Reading, these was a 1% achievement gap between ECD (87%) and All Students (88%).

- In 5th Math, these was a 2% achievement gap between ECD (87%) and All Students (89%).

- In Writing, there was a 1% achievement gap between ECC (75%) and All Students (76%).

- In Science, there was no achievement gap between the ECD (78%) and All Students (78%).

Comprehensive Needs Assessment

Demographics   *

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- **On Domain II Part B Relative for the Economically Disadvantaged, A. Cantu Elem. earned a score of 53, 1 point below the performance score of an A (54).**

- 4th STAAR Writing rate at Met or Exceeded Progress for ECD students at A. Cantu Elem. was 21%, 1% above the All Student (20%).

  STAAR Masters Gr. Level: Reading – 26%, Math – 31%, Writing-21%, Science – 13% for ECD students

Econ. Disadv.	STAAR Performance- Domain I	VALUE NEEDED FOR: (Scaled Scores)			
		A 90	B 80	C 37	D 60
87.7%	53	54	44	37	33

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I: Student Achievement Target Score: 60 **A. Cantu Score: 55**	• All subject All students were higher than state and district percentages -Approaches C-81%, D-73%, S-77% -Meets C-52%, D-43%, S-48% -Masters C-27%, D-17%, S-22% • Reading All students were higher than the state and district percentages Approaches C-82%, D-67%, S-74% -Meets C-54%, D-39%, S-46% -Masters C-28%, D-14%, S-19% • Math All students were higher than the state and district percentages -Approaches C-84%, D-80%, S-81% -Meets C-57%, D-49%, S-50% -Masters C-32%, D-23%, S-24% • Writing All students were higher than the state and district percentages -Approaches C-74%, D-63%, S-66% -Meets C-48%, D-38%, S-41% -Masters C-20%, D-12%, S-13% Distinction Designations • Academic Achievement In Reading • Academic Achievement in Math • Postsecondary Readiness	• Science All students performance showed that we are performing slightly below the state and district percentages in performance standards -Approaches C-78%, D-77%, S-80% -Meets C-36%, D-43%, S-51% -Masters C-15%, D-16%, S-23% • Academic growth for all grades in math. Target is 71% Cantu is at 69%	• 5th Grade Science • Academic growth for Math all grades

Comprehensive Needs Assessment Continued: Goal 1-7 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
2	Domain 2: School Progress Part A: Academic Growth Part A-A. Cantu Score: 71 (248.5 out of 348) Part B: Relative Performance Target Score: 54 (A) Part B-A. Cantu Score: 53	• Campus Exceeded the State and District Scores for Academic Growth (Reading & Math) -C-71, S-69, D-70 • Campus Exceeded the State and District Scores for Academic Growth (Reading) -C-73, S-69, D-69	• Campus earned the same score as the State and the District for Academic Growth (Math) -C-70, S-70, D-70	• Address the needs of the students who did not meet the expected academic growth for 2017-2019 in Reading and Mathematics
3	Domain 3: Closing the Gaps Target Score: 100 A. Cantu Score: 90	• Component 1-Academic Achievement -Campus Met and Exceeded the 6 eligible indicators (Reading) -Campus Met and Exceeded the 6 eligible indicators (Math) • Component 2-Academic Growth - Campus Met and Exceeded the 6 eligible indicators (Reading) -Campus Met and Exceeded 4 out of the 6 eligible indicators (Math) • Component 3-English Language Proficiency -Campus Met and Exceeded the eligible indicator • Component 4-Student Success -Campus Met and Exceeded 5 of the 6 eligible indicators	• Component 2-Academic Growth -Campus did not meet 2 of the 6 eligible indicators (all student group & continuously enrolled group) • Component 4-Student Success -Campus did not meet 1 of the 6 eligible indicators (special education current) • Campus is identified by the state as a school needing **ADDITIONIONAL TARGETED SUPPORT** in the area of Special Education due to the campus not meeting the STAAR Component Target of 23 (A. Cantu-19)	• Special population groups will receive additional support , intensive interventions during the day and during tutoring in reading, writing, math, and science. • Our campus will provide all teachers with training in accommodations and inclusion best practices. • Students receive prescriptive instruction/accommodations to attain the goals of the IEP. • Campus will continue to provide tutorials for students with special needs.

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	Family and Community Engagement	• Neighborhood school • Renovations • Communication in both English and Spanish • Elementary parent engagement is high • Onsite parent meetings • Parent Volunteers • Parent literacy nights by gr. level • Parent Center for ESL & GED classes • Library Parent Reading Nights • Parent Educator at campus level (1/2day) • Parent Centers for Alamo area • Business Partnerships • Participate in community festivals, parades, performances, walks. • Christmas Programs (PK-5th) • Pre-K Roundup (home visits) • Dropout Recovery Visits • McTeacher Night • Meet the Teacher Night/Open House • Thanksgiving Food can drive • Blanket distribution for the needy • School vouchers and Teach the Children	• Full time parent educator on campus	• On-site parent center that offers training such as ESL, GED, and Computer classes.
5	Technology	• Technology equipment available: promethean boards, laptops, winbooks, ipads, ipods, computers in each class, printers, 1 COWs (with sets of 24) • Academic programs: Imagine Learning (PreK-5th Grade) • Campus Instructional Technology teacher on campus • Technology club • Class Dojo communication • School Messenger • Library data bases available • Monthly technology staff trainings.	• Integration of technology in instruction and increase the use of student technology for instructional rigor • Student personal technology devices (e.g., Ipads, ipods) • PreK – 5th Gr. Imagine learning program	• Provide training on the implementation of technology integration; increase on-line resource use

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
6	School Culture and Climate	• Great student attendance – Six Weeks Elementary Champs • 98% Attendance Rate for school yr. • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Monthly Staff Birthday celebrations • Student & Staff Birthday recognitions • Student Academic Progress Celebrations • Award's Assemblies • Kindergarten Graduation • Christmas Programs for all grades • Head-Start/Daycare transition • 5th to Middle School transition • High school Children's Shows • Fundraisers for staff/student needs (e.g., cancer, autism, kidney, heart awareness) • Cinco De Mayo, 16 de septiembre, Thanksgiving, Christmas, celebrations. • 100th Days of school Celebrations • Positive Campus based behavior matrix • PSJA Guiding Principles • UIL, cheerleaders, AR Laurete Club • Red Ribbon Month Activities	• Increase in Student Enrollment and Retention • District Level Recognition to school for academic excellence /meeting all STAAR distinctions designations	• Build public relations • Improve student retention
7	Staff Quality, Recruitment, and Retention	• Highly Qualified Staff • New Teacher Academy • New Teacher Mentor Teachers • CLC time for teachers to plan for effective instruction • McRel Evaluation Tool • District Elementary Teacher of the Year • Back to School Fair at PSJA High School • Bilingual, Grade level chairperson, Master's degree, UIL, Chess, DI, Robotics stipends • McRel Teacher Incentive Pay	• Trainings for BTLPT exams • Additional paraprofessionals to effectively reach all students. • CLL used to model and guide new teachers	• Assistance for teachers to pass state exams such as the BTLPT exam

Domain I: Student Achievement

Approaches	Meets	Masters
81%	52%	27%

81%
52%
+27%
160/3=53

Domain I (Raw Score)

53

Domain II: School Progress
Part A: Academic Growth

4th & 5th Reading & Math---Individual Student Yearly Growth

PRIOR YEAR PERFORMANCE		CURRENT YEAR PERFORMANCE											
		DID NOT MEET			APPROACHES			MEETS			MASTERS		
		Progress Not Applicable 0 pts.	Did Not Meet Progress 0pts.	Met or Exceeded Progress 1 pts.	Progress Not Applicable 0 pts.	Did Not Meet Progress .5pts.	Met or Exceeded Progress 1 pts.	Progress Not Applicable 0 pts.	Did Not Meet Progress .5pts.	Met or Exceeded Progress 1 pts.	Progress Not Applicable 1 pts.	Growth Points Earned	Total Possible Points
	Did Not Meet	-	22	39	-	-	26	-	-	5	1		
	App	-	8	-	-	31	15	-	-	25	5		
	Meets	-	-	-	16	-	-	-	14	18	20		
	Master	-	-	-	7	-	-	24	-	-	72		
	Total Tests	-	30	39	23	31	41	24	14	48	98		
	Total Pts.	–	0.0	39.0	0.0	15.5	41.0	0.0	7.0	48.0	98.0	248.5	348
	Score								DOMAIN II-PART A (RAW SCORE)				71

Domain II-Part B: Relative Performance

		VALUE NEEDED FOR: (Scaled Scores)			
Econ. Disadv.	STAAR Performance-Domain I	A 90	B 80	C 37	D 60
87.7%	53	54	● 44	37	33

DOMAIN II- PART B (RAW SCORE) 53

Domain III-Closing the GAPS

Component 1-Academic Achievement (Meets or Above)

CANTU	All Y	His. Y	White N	Sped. Current N	Sped. Former N	ECD Y	ELs Current & M4 Y	Cont. Enrolled Y	Non. Cont. Enrolled Y	Total Met	Total Eligible	Percent Indicators Met	Weight	Score .
Reading Targets	44	37	60	19	36	33	29	46	42					
Reading Actual	54	55	25	20	33	52	60	55	53	6	6			
#of Assess	273	269	4	20	3	242	114	222	51					
Math Targets	46	40	59	23	44	36	40	47	45					
Math Actual	57	57	50	15	67	56	64	59	51	6	6			
#of Assess	273	269	4	20	3	242	114	222	51					
Component Score										12	12	100 %	30.0	30.0

Domain III-Closing the GAPS

Component 2-Academic Growth (Reading & Math)

CANTU	All Y	His. Y	White N	Sped. Current N	Sped. Former N	ECD Y	ELs Current & M4 Y	Cont. Enrolled Y	Non. Cont. Enrolled Y	Total Met	Total Eligible Indicators Met	Percent Met Indicators	Weight	Score
Reading Targets	66	65	69	59	65	64	64	66	67					
Reading Actual	73	73	100	63	50	73	74	71	80	6	6			
#of Assess	173	171	2	15	2	153	71	143	30					
Math Targets	71	69	74	61	70	68	68	71	70					
Math Actual	70	70	50	56	25	68	71	69	74	4	6			
#of Assess	175	173	2	16		154	73							
Component Score										10	12	83%	50.0	41.5

Domain III-Closing the GAPS

Component 3-English Language Proficiency

ELL Current & Monitored		Total Met	Total Eligible	Percent Eligible Indicators Met	Weight	Score
Target	42					
Actual Total	60	1	1	100%	10.0	10.0
# Assessment	202					

Domain III-Closing the GAPS

Component 4-Student Success

CANTU	All Y	His. Y	White N	Sped. Current Y	Sped. Former N	ECD Y	ELs Current & M4 Y	Cont. Enrolled Y	Non. Cont. Enrolled Y	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
Target	47	41	58	23	43	38	37	48	45					
Domain I	53	54	47	19	38	52	57	54	51	6	7			
#of Assess	721	711	10	56	8	638	302	587	134					
Component Score										6	7	86%	10	8.6

Domain III-Closing the GAPS

Raw Score All Components

Components	Weight	Total Points
1. Academic Achievement	30%	30
2. Growth	*50%	41.5
3. English Language Proficiency	10%	10
4. Student Success	10%	8.6
Domain III-Raw Score		90

All Domains Preview (Preliminary)

Domains	Raw Score	Scaled Score	Better of Part A or Part B	Better of Domain 1 or 2	Weight	Weighted Points
Domain I	53	80				
Domain II-Part A	71	74				
Domain II-Part B	53	(89)	89	89	70%	62.3
Domain 3	90	(85)			30%	25.5
					Overall Score	88

2019 Campus Overall Rating Label: Met Standard

Approaches

Campus	Prior Year	Current Year
ARNOLDO CANTU SR EL	77%	81% **+4**

Subject	Prior Year	Current Year
Mathematics	79%	84% **+5**
Reading	75%	82% **+7**
Science	69%	78% **+9**
Writing	81%	74% **-7**

Curriculum	Prior Year	Current Year
Mathematics 03	77%	89% **+12**
Mathematics 04	78%	77% **-1**
Mathematics 05	82%	85% **+3**
Reading 03	75%	90% **+15**
Reading 04	69%	78% **+9**
Reading 05	81%	76% **-5**
Science 05	69%	78% **+9**
Writing 04	81%	74% **-7**

Meets

Campus	Prior Year	Current Year
ARNOLDO CANTU SR EL	45%	52% **+7**

Subject	Prior Year	Current Year
Mathematics	52%	57% **+5**
Reading	49%	54% **+5**
Science	37%	36% **-1**
Writing	49%	48% **-1**

Curriculum	Prior Year	Current Year
Mathematics 03	53%	62% **+9**
Mathematics 04	48%	53% **+5**
Mathematics 05	50%	48% **-2**
Reading 03	49%	59% **+10**
Reading 04	38%	51% **+13**
Reading 05	49%	48% **-1**
Science 05	37%	36% **-1**
Writing 04	49%	48% **-1**

Masters

Campus	Prior Year	Current Year
ARNOLDO CANTU SR EL	27%	27%

Subject	Prior Year	Current Year
Mathematics	32%	32%
Reading	30%	28% **-2**
Science	13%	15% **+2**
Writing	16%	20% **+4**

Curriculum	Prior Year	Current Year
Mathematics 03	33%	33%
Mathematics 04	24%	30% **+6**
Mathematics 05	26%	27% **+1**
Reading 03	36%	34% **-2**
Reading 04	22%	26% **+4**
Reading 05	24%	23% **-1**
Science 05	13%	15% **+2**
Writing 04	16%	20% **+4**

Goals 2021-2022

Domain I				
STAAR Performance				
	Reading	Mathematics	Writing	Science
Approaches	82%	84%	74%	78%
Meets	54%	57%	48%	36%
Masters	28%	32%	20%	15%
2021 Goals				
Approaches	86%	87%	80%	84%
Meets	57%	59%	52%	40%
Masters	30%	32%	25%	20%

Goals 2021-2022

Domain II			
Academic Growth			
	2019	**2021 Goals**	**2021 Goals**
Points from 1/2 Point	22.5	50	
Points from 1 Point	226	250	

Goals 2021-2022

Academic Achievement (Percentage at MEETS Grade Level or Above)

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non- Continuous Enrolled	Total Met	Total Eval.
Reading	51	100	51	33	-	40	49	52	0	51	53	12	12
Targets	44	32	37	60	74	19	33	29	36	46	42		
2021 Goals	60	100	60	60		60	60	60	50	60	60	12	12
Math	57	100	58	67	-	40	58	63	33	60	51	10	12
Targets	46	31	40	59	82	23	36	40	44	47	45		
2021 Goals	70	100	65	70		60	65	70	60	70	60	12	12

Academic Growth

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non- Continuous Enrolled	Total Met	Total Eval.
Reading	70	-	69	100	-	55	70	64	0	68	78	12	12
Targets	66	62	65	69	77	59	64	64	65	66	67		
2021 Goals	75		75	100		65	75	70	65	75	80	12	12
Math	70	-	70	83	-	82	70	71	0	69	73	10	12
Targets	71	67	69	74	86	61	68	68	70	71	70		
2021 Goals	75		75	90		85	75	75	70	75	75	12	12

English Language Proficiency

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current)	Special Ed (Former)	Continuously Enrolled	Non- Continuous Enrolled	Total Met	Total Eval.
TELPAS								54				1	1
Targets								36					
2021 Goals								60					

Student Achievement Domain

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Continuously Enrolled	Non- Continuous Enrolled	Total Met	Total Eval.
Domain I	54	100	54	44	-	36	53	57	14	55	50	7	7
Targets	47	36	41	58	73	23	38	37	43	48	45		
2021 Goals	60	60	60	60		45	60	65	50	60	60	7	7

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

- Goal 2-Closing the Gaps (Focus Area: 1,3,5,6)

- Goal 3-Improve Safety, Public Support, Culture and Climate(Focus Area: 4,7)

- Goal 4-Increase Staff Quality, Recruitment & Retention

Goal Area: 1	Student Achievement
Annual Goal: 1	All identified student groups will meet 80% of the indicators in the Academic Achievement component by June 2022.
Objective: 1	All identified student groups will be monitored to ensure that at least 80% of the indicators in the Academic Achievement component are met by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will administer and review data from formative and summative assessments such as: weekly/biweekly assessments, CBAs, campus & district benchmarks.	Principal, Asst. Principal, Teachers	District curriculum, DMAC, Lead 4Ward, STAAR Release Assessments	August 2021– June 2022	Student Progress Monitoring, Teacher Progress Monitoring, DMAC Reports, Weekly Assessments,	Weekly Assessments	–Weekly Assessments –CBA I –BM I & II –STAAR	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c

Action Steps							
1)Use ongoing district 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 level to determine student progress and towards increasing performance at the Meets level and above							
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., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus data rooms will be available for data analysis and monitoring student progress.	Principal, Asst. Principal, CLL, Teachers	District curriculum, DMAC, Lead 4Ward, STAAR Release Assessments	August 2021– June 2022	Student data folders, data walls in room 17, DMAC reports	Teachers will identify student needs and reteach/spiral skills that were identified as a need so that students will show mastery on next assessment.	–Weekly Assessments –CBA I –BM I & II –STAAR	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local

Action Steps							
1.) Have data binders available for each grade level for all students.							
2.) Place data on walls and set individual student goals to see student progress							
3.) Create individual student folders that include testing data and individual student goals.							

Goal Area: 1	Student Achievement
Annual Goal:1	All identified student groups will meet 80% of the indicators in the Academic Achievement component by June 2022.
Objective:2	All identified student groups in the Academic Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction throughout the 2020-2021

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will implement scientifically researched based curriculum across all content areas (Reading, Math, Science, Writing, Social Studies)	Principal, Asst. Principal, Teachers	District curriculum, DMAC, Lead 4Ward, STAAR Release Assessments	August 2021- June 2022	Student Progress Monitoring, Teacher Progress Monitoring, DMAC Reports, Data Analysis documents, Weekly Assessments, lesson plans	Weekly Assessments Scores will improve, Achievement gains.	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local

Action Steps
1. Administration will monitor the implementation of research based curriculum by performing walkthroughs and providing feedback.
2. Provide DMR materials for teachers to use during reading instruction as an alternate resource.
3. Monitor Istation Reading and Imagine math usage reports and ensure that students and teachers are using these programs daily.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be trained on the State standards, domains,, depth and comlexity of the TEKS and on the use of data to create a viable curriculum for each subject.	Principal, Asst. Principal, CLL, Teachers	TEKS, district curriculum, timelines, weekly data	August 2021- June 2022	Agendas, sign in sheets, walkthroughs, spiraling calendar, modified curriculum.	Benchmark scores, student achievement gains,	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local

Action Steps
1. Hold training for teachers to understand and distict the TEKS
2. Align curriculum and daily/weekly tasks for each subject to TEKS to ensure the implementation of high quality, research based instruction.
3. Create calendars and timelines for spiraling unmastered TEKS into the curriculum to ensure mastery of previously taught skills.

Goal Area 1	Student Achievement
Annual Goal 2	Students in grades 3-5 will improve to 30% Masters, 60% Meets, 90% Approaches by June 2022.
Objective 1:	Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2020-2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness	Principal, Asst. Principal, Teachers, CLL, Grade Level Chairs	-District Curriculum -STAAR Release Assessments (BM I & II)	August 2021- June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps
1)Use ongoing district 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 to determine student progress and towards increasing performance at the approaches, meets and masters level and above
3)Use and provide teachers with research based workbooks and material to create formative and summative assessments.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Performance Review sessions (CPRs) will be held with grade levels following each campus/district level unit test, CBA or District Benchmark for in depth analysis of data and create formative and summative assessments with spiraling TEKS.	Principal, Asst. Principal, Teachers, CLL, Grade Level Chairs	-District Curriculum -STAAR Release Assessments (BM I & II)	-August 2021- June 2022	-DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps
1) Provide teachers sufficient time to analyze data through the use of DMAC reports
2) Meeting with teachers after each benchmark to review data and plan according to lowest TEK
3) Ensure that students create a yearly goal and monitor their own growth through the use of a chart.

Goal Area 1	Student Achievement
Annual Goal 2	Students in grades 3-5 will improve to 30% Masters, 60% Meets, 90% Approaches by June 2022.
Objective 2	Professional development specific to the state assessed curriculum will be provided for all district stakeholders.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive professional development such as DMR, Forde Ferrier, Sharon Wells, Pearlized Math that is specific to the assessed curriculum.	Principal, Assistant principal, teachers	–District Curriculum –Istation Reading –Imagine Math	–Aug. 2021- June 2022	–District Review Sessions (DRS) –DMAC data reports –Campus Performance Reviews (CPR) –Progress Monitoring Reports –Walk-through feedback –Lesson Plans –Professional development	–Closing the achievement gap among student groups –Increase academic performance of all student groups in all BM, Achievement gains at every domain	–Weekly Assessments –CBA I –BM I & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment- a,b,c, –Reform Strategies- a,b,c –Teacher Decision Making Regarding Assessments-a,b,c –Effective & Timely –Assistance to students experiencing difficulty- a,b,c –Integration of Fed., State, & Local Services, Programs and Funds-
Action Steps							
1) Schedule professional development with consultants in areas of need based on campus data.							
2) Provide resources needed to implement skills learned during professional development sessions.							
3) Monitor the implementation of newly acquired strategies from professional development through walkthroughs and lesson plans.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Grade level chairs, and CLL will provide teachers with monthly professional development on CIF strategies, campus goals and technology that will help students reach the set goals.	Principal, Assistant principal, teachers, Grade Level Chairs, CLL	CIF Strategies, curriculum, DMAC	August 2021- June 2022	–Campus Based Professional Development –DMAC data reports –agendas and sign in sheets –Progress Monitoring Reports –Walk-through feedback –Lesson Plans	–Increase academic performance of all student groups in all BM, STAAR – achievement gains –individual student gains towards their individualized goals.	–Weekly Assessments –CBA I –BM I & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment- a,b,c, –Reform Strategies- a,b,c –Teacher Decision Making Regarding Assessments-a,b,c –Effective & Timely –Assistance to students experiencing difficulty- a,b,c –Integration of Fed., State, & Local Services, Programs and Funds-
Action Steps							
1)Create a timeline/calendar with strategies that will be taught during monthly professional development sessions.							
2)Use assessment campus data to determine and select topics/strategies for professional development sessions.							
3) Administer needs assessments periodically for teacher's input on topics/strategies they would like to learn more on.							

Goal Area 2:	Closing the Gap
Annual Goal 1:	Students in the Math, Special Education subgroup will increase 10% to surpass the math target of 23% by June 2022.
Objective 1:	All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2021.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
–Monitor the progress of all students including special population students, i.e. special ed, EL, migrant, 504, dyslexia, etc. through district & campus formative aseessments.	Principal/Asst. Principal/Special Ed./Bilingual Dept/Counselor/504 Committee/Dyslexia Designee	Imagine Math / Math tutoring/Sharon Wells	August 2021– June 2022	Strategies embedded in the district curriculum guides/walk-thru logs, Mcrel/DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions/ARDs/Accommodations/Lesson Plans/Tutorial Logs/Counseling Logs/Participation rates and rosters/504 folders/Dyslexia Folders/Progress Monitoring Reports	–Narrowing of the student achievement gap among all student populations. –Evident when students show growth in benchmarks and progress monitoring assessments.	–Weekly Assessments –CBA I –BM I & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps
1)Ensure that interventions are scheduled in the daily schedules through the use of a daily intervention blocks. Schedules reflect/include scheduled time and names of students.
2)Implement and provide proper intervention skills that include each students weakness that are needed for growth and schedule them routinely for each intervention session. Skills must be included on schedule.
3)Run weekly progress monitoring assessments/computer progress data to measure growth in every student, and meet with teachers to review data and make adjustments to instruction during interventions along with reviewing
4)Meet with teachers weekly during TCLC to review, organize, and follow instructional action plans and procedures that are impacting student growth throughout the use of data and make necessary changes.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
–Include 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/Interative Word Walls/Thinking Maps/Graphic Organizers/Voyager Program/Istation	Principal/Asst. Principal/Special Ed./Bilingual Dept/Counselor/504 Committee/Dyslexia Designee	Imagine Math / Math tutoring/Sharon Wells	August 2021– June 2022	–District Review Sessions (DRS) –DMAC data reports –Campus Performance Reviews (CPR) –Progress Monitoring Reports –Walk-through feedback –LPAC notes –Lesson Plans –Language Acquisition Monitoring Application	–Narrowing of the student achievement gap among all student populations. –Evident when students show growth in benchmarks and progress monitoring assessments.	–Weekly Assessments –CBA I –BM I & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps
1)Ensure that all teachers are trained and understand the importance and use supplemental aids during instruction and testing.
2) Implement that all classroom teachers use dictionaries, have posted word walls that are interactive, and use of graphic organizers during the writing process to help aid understanding.
3)Ensure that the Voyager/Pasaporte Intervention program is utilized with fidelity during small intervention groups so that students are progressed biweekly to show growth and academic needs are being met.

Goal Area 2:	Closing the Gap
Annual Goal 1:	Students in the Math, Special Education subgroup will increase 10% to surpass the math target of 23% by June 2022.
Objective 2:	Decrease the student achievement gap among all special education subgroups.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
-Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal/Asst. Principal/Special Ed./Bilingual Dept/Counselor/504 Committee/CLL/Teachers	Create schedules that reflect days and times for interventions. /Use progress monitoring assessments to monitor and show growth/Look at IEPs to check for accommodations	August 2021 – June 2022	-Weekly walk-throughs, ARDs, Accommodations, Lesson Planning with grade levels weekly to ensure implementation.	-Narrowing of the student achievement gap among all student populations. -Evident when students show growth in benchmarks and progress monitoring assessments.	Weekly Assessments/BiWeekly Progress Monitoring/CBAs, BMs, STAAR, TELPAS,	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps							
1)Ensure that special education teachers are aware of lessons in the classroom so that they can design and adjust those lessons and meet the needs of their students.							
2)Review action plans based on data from assessments with grade levels after assessments or progress monitoring in order to make adjustments.							
3) Provide tutoring after school with interventions that are are purposeful and planned with the students needs in order to show growth.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Monitor implementation of ELPS strategies to accelerate the progress of ELs and provide extended learning opportunities for students in the classroom through utilizing the ELPS language stems.	Principal/Asst. Principal/Special Ed./Bilingual Dept/CLL/Teachers	Create schedules that reflect days and times for interventions. /Use progress monitoring assessments to monitor and show growth/Look at IEPs to check for accommodations	August 2021 – June 2022	Posted ELPS language stems in every classroom and provided in all lesson plans.	Walk-throughs, TELPAS growth, the use of CIF strategies to promote language/communication	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps							
1)Train teachers to utilize ELPS in their classsrooms so students can extend and improve their language abilities.							
2)Ensure that teachers incorporate and post the ELP strategies in daily lessons so that students can see and hear the modeling of ELPS them.							
3)Schedule EL students weekly practice of second language through the use of summit k12 to enhance language/reading/writing skills.							

Goal Area 2:	Closing the Gap
Annual Goal: 2	80% of EL students will increase one proficiency level by June 2022.
Objective 1:	All student groups will be monitored weekly to ensure that at least 90% of the indicators in the Closing the Gaps domain are met by June 2022.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title–I School- wide Component
Monitoring through the use of: Ingrate the use of Istation Reading and Imagine Math into the students daily schedule that include pathways unique to each students ability to produce data.	Principal/Asst. Principal/Special Ed./Bilingual Dept/Counselor/504 Committee/CLL/Teachers	Istation Reading & Imagine Math Weekly Reports to show data	August 2021– June 2022	–Reports will show data of both monthly benchmark growth in all areas of reading and math. Reading in their second language will show areas of weaknesses and strengths.	–Narrowing of the student achievement gap among all student populations. –Evident when students show growth in weekly and monthly reports.	–Imagine Reading Weekly Reports – Imagine Reading Monthly Assessment Reports –CBA I –BM I & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–
Action Steps							
1)Have the teachers and computer lab manager ensure reports are emailed to teachers every Monday to review data and completion of benchmarks and tasks.							
2)Provide instruction to parents on how Istation is a necessary learning tool for parents to see growth in their child by educating them how to access the site.							
3)Give incentives to students that complete benchmarks that show an increase in growth accross reading content.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title–I School- wide Component
Schedule a time in all classroom daily schedules to have independent reading time, to increase fluency and testing for data in comprehension. This program would be called SOAR. Stop, open a book and read.	Principal/Asst. Principal/Teachers/Librarian	School Library / AR Access to testing / Data reports of testing	August 2021– June 2022	End of 6 weeks AR reports that show data from both testing and growth in lexile levels.	–Closing the achievement gap among student groups –Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	–Accerlerated Reader Reports –CBA I –BM I & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–
Action Steps							
1)Ensure that all daily schedules from prek through 5th grades include SOAR time, so that students can independently read and test.							
2)Training and instruct teachers and librarian to run weekly and end of six weeks reports of AR testing and Lexile growth to ensure students are meeting or exceeding assigned reading points.							
3)Provide and incentative at the end of every 6 weeks for students that met their points and grew their lexile reading scores.							

Goal Area 2:	Closing the Gap
Annual Goal:	80% of EL students will increase one proficiency level by June 2022.
Objective 1:	EL student groups will be monitored throughout the 2021-2022 school year using various formative and summative assessments.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
–Provide ELPS training to all staff members to serve the needs to our ELs students	Principal/Asst. Principal/Special Ed./Bilingual Dept/Counselor/504 Committee/CLL/Teachers	–District Curriculum –Istation Reading –Imagine Math –MyON –STAAR Release Assessments (BMI & II)	August 2021– June 2022	–District Review Sessions (DRS) –DMAC data reports –Campus Performance Reviews (CPR) –Progress Monitoring Reports –Walk-through feedback –LPAC notes –Lesson Plans –Language Acquisition Monitoring Application	–Closing the achievement gap among student groups –Increase academic performance of all student groups in all BM, STAAR tested subjects	–Weekly Assessments –CBA I –BMI & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps
1) Beginning of year ELPS training provided to all staff for implementation of ELPS.
2) Ensure that teachers post ELPS that are visible to students so that they can use during instruction.
3) Teachers use CIF strategies for collaboration in learning groups to build language

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
– Incorporate writing journals with weekly lessons to build reading and language literacy in the second language.	Principal/Asst. Principal/Special Ed./Bilingual Dept/Counselor/504 Committee/CLL/Teachers	–District Curriculum –Istation Reading –Imagine Math –MyON –STAAR Release Assessments (BMI & II)	August 2021– June 2022	–District Review Sessions (DRS) –DMAC data reports –Campus Performance Reviews (CPR) –Progress Monitoring Reports –Walk-through feedback –LPAC notes –Lesson Plans –Language Acquisition Monitoring Application	–Closing the achievement gap among student groups –Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	–Weekly Assessments –CBA I –BMI & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps
1) Integrate writing journals on a weekly basis in lesson plans while using the TELPAS Summit Program
2) Use writing rubrics to score writing journals and conference with students.
3) Turn in a writing assignment at the end of each 6 weeks along with charting the growth of every student.

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Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	Attendance will improve by 10% by June 2022.
Objective 1:	Monitor school attendance initiative to ensure student academic success.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
–Ensure parents are collaborative partners with teachers in the education of their children	–Principal –Assistant Principal –Counselor –Teachers –Nurse –PEIMS Clerk –Parent Educator	–ESchool /District liason/Parental Involvement Department	August 2021–June 2022	–Teacher Call Logs –ESchool Reports/Data	Improve overall student attendance and increase student achievement.	Parental Involment Meetings	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps
1) Teachers will keep lines of communication open with parents of their students regarding attendance and grades
2) Teachers will collaborate with administration with attendance concerns
3) Parent educator will assist in making contact with parents when students are absent

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
–Provide consistent student support and guidance through campus personnel to ensure student academic success.	–Principal –Assistant Principal –Counselor –Teachers –Nurse –PEIMS Clerk –Parent Educator	–Local Funds	August 2021–June 2022	–School Community Liason Program Personnel –ESchool Reports/Data	Increased attendance and decrease in truancy rates	Community Resources Collaborative Partnerships	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps
1) Teachers will make contact with student if issues appear to be evident
2) Counselor will follow–up with student to support student with their needs
3) School staff will make contact with parent if needed

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	Attendance will improve by 10% by June 2022.
Objective 2:	Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-The campus will implement a comprehensive school health program to ensure students are healthy while attending school.	-Principal Assistant Principal Nurse - Coach/PE Lessons	- -School-Based Clinics - -Local Health Providers -Local Hospitals	August 2021- June 2022	School nurse will ensure students are provided with medical attention while on campus or contact parents when student needs further medical attention. School nurse will follow up with parents/guardians to help maintain a high attendance rate.; Outside referrals for students will be provided as needed to ensure their health needs are met.	Decrease of absenteeism within the student body	Side by side data analysis	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps
1) Teachers will be trained on new protocols for student health concerns due to COVID-19 symptoms
2) Nurse will train teachers on how to appropriately refer students to the nurse's office
3) Provide referrals for services needed and coordinate with social service agencies within the community when needed

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Continue to implement a comprehensive guidance and counseling program addressing group and individual needs and provide support services including determent of bullying/emotional abuse and suicide risk	-Principal -Assistant Principal -Counselor	District Counseling and Guidance Curriculum -District SEL Wrap- Around Specialist (Student Services) - Behavioral Centers -District LPC's	August 2021- June 2022	Decrease in Social & Emotional issues and bullying incidents	Decrease of absenteeism within the student body	Side by side data analysis	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps
1) Guidance lessons will be provided and will include bullying/cyberbullying
2) Continued implementation of WITS with students
3) Counselor will continuously monitor and check-in with students

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	The campus will keep COVID 19 and Flu cases to less than 2% of the total student and staff population
Objective 1:	Provide a clean and safe environment for all students and staff.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
–Implement a school-wide hand washing program to reduce the amount of absences due to the COVID-19, flu or common cold.	–Principal –Assistant Principal –Counselor –Nurse –Teachers	–CDC Handwashing Guidelines Sanitizing Stations –Weekly Parent Education on CDC Guidelines	Aug. 2021– June 2022	When asked, students will know how to describe appropriate hand washing techniques	Spread of illness will be at a minimum; decrease in absenteeism amongst students and staff	–Meeting daily attendance goal	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps							
1) Staff will be trained on appropriate hand washing techniques							
2) Students will be shown correct hand washing techniques							
3) Signs will be posted around the campus that show appropriate hand washing							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
–Ensure all areas around the campus are thoroughly cleaned and disinfected throughout the school day.	–Principal –Assistant Principal –Custodians	–Cleaning/Disinfecting Supplies –Daily Cleaning Logs	Aug. 2021– June 2022	Areas around the campus will be cleaned and sanitized using appropriate cleaning/disinfecting supplies and daily cleaning logs will be filled out by custodians	Areas around the campus will appear clean and sanitized and will decrease spread of illnesses	–Daily check on cleaning logs –Daily Checks on restroom cleaning logs	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps							
1) Custodians will clean/disinfect staff & student restrooms as needed and fill out cleaning log							
2) Students and staff will report any areas that need to be cleaned/disinfected							
3) Administration will review cleaning logs daily							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 2:	The campus will keep COVID 19 and Flu cases to less than 2% of the total student and staff population
Objective 2:	Educate students and staff on CDC guidelines and district safety procedures and protocols.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
-Hand sanitizing stations will be strategically placed around the campus	-Principal -Assistant Principal -Custodians	-District provided hand sanitizer dispensers -District provided hand sanitizer	Aug. 2021- June 2022	Hand santizers will be regularly checked to ensure that it is available to students and staff at all times	Number of infections on campus will be reduced by emphasizing that hygiene and cleanliness are one of the most important tools in stopping the spread of COVID-19 & flu	-Daily check on cleaning logs -Daily Checks on restroom cleaning logs	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps

1) Custodians will ensure hand sanitizing stations are properly filled
2) Students and staff will report when dispensers are in need of hand sanitizer
3) Custodians will ensure an adequate supply of hand sanitizer is readily available on campus

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
-All staff, students, parents, and visitors will be required to wear a face mask or face shield and have their temperature checked while in the building and maintain a social distance of 6 feet.	-Principal Assistant Principal Counselor CLL Teachers Nurse All other staff members	-Wellness check visitor logs -Thermometers -PPR Supplies	Aug. 2021- June 2022	-Wellness check visitor logs	Good health will be maintained	-Daily check on cleaning logs -Daily Checks on restroom cleaning logs	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps

1) Designated staff will complete wellness check at the entrance of the building and ensure appropriate face covering is worn
2) All staff members will receive training on COVID-19 guidelines and will monitor and follow 6 ft social distance guidelines
3) All staff members will report anyone not following guidelines to administration

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention
Annual Goal 1:	Develop and retain 100% of highly qualified staff.
Objective 1:	We will ensure that the climate is positive and the culture is one of collaboration and cooperation for educational excellance.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
On-going professional development fo District/Campus Curriculum such as Diana Ramirez, Forde Ferrier, Bill MacDonald, Sharon Wells, Pearlized Math, Sing Spell Read and Write and others.	Department Director, Principal, Assistant Principal, CLL	-Title 1 -Local Funds	-Aug. 2021- June 2022	-Walkthroughs -Sign In Sheets	-Closing the achievement gap among student groups -Increased curriculum alignment within in grade level, Vertical alingment amongst grade levels	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Coordinate with district department directors for professional development dates.
2) Use campus assessment data to determine campus need and provide professional development according to those needs.
3) Provide professional development on instruction and interventions that are directly related to students' needs as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies,

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement an effective instructional coaching system with on-going professional development.	-Principal -Assistant Principal -CLL -Grade level chairs	-Title one funds -Local Funds	-Aug. 2021- June 2022	-Sign in sheets -Coaching Logs -Coaching Schedules -Walk-through feedback	-Closing the achievement gap among student groups -MCREL Teacher evaluation proficiency Level increase by at least one level	-Weekly Assessments -CBA I -BM I & II -STAAR -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps

1) Have monthly professional development meets that focus on topics that promote effective intructional strategies.
2) Incorporate instructional rounds with new teachers by grade levels and accross the grade levels.
3) Provide grade level mentors to ensure new teachers or new teachers to grade level are using effective and immplented strategies are being followed.

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention
Annual Goal 1:	Develop and retain 100% of highly qualified staff.
Objective 2:	We will continue with campus wide monthly professional development to teach and enchance classroom instructional skills.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
–Conduct monthly CLCs and weekly CLCs to enchance teacher knowledge in all areas of their instruction.	Department Director, Principal, Assistant Principal, CLL	–District Curriculum –CIF Stratgies –Framing the lesson strategies – STAAR Release Assessments (BM I & II)	–Aug. 2021–June 2022	–Sign in Sheets –Progress Monitoring Reports –Walk-through feedback	–Closing the achievement gap among student groups –Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	–Weekly Assessments –CBA I –BM I & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps							
1) Create a calendar for weekly and monthly meetings.							
2) Conduct instructional rounds to provide teachers with feedback.							
3) Meet with grade level chairs every two weeks to plan effective meetings that will add to teachers toolbox.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a campus mentor program for new teachers and other teachers needing support.	Department Director, Principal, Assistant Principal, CLL	–District Curriculum –CIF Stratgies –Framing the lesson strategies – STAAR Release Assessments (BM I & II)	–Aug. 2021–June 2022	–District Review Sessions (DRS) –DMAC data reports –Campus Performance Reviews (CPR) –Progress Monitoring Reports –Walk-through feedback –LPAC notes –Lesson Plans –Language Acquisition Monitoring Application	–Closing the achievement gap among student groups –Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	–Weekly Assessments –CBA I –BM I & II –STAAR/EOC –TELPAS	–Comprehensive Needs Assessment– a,b,c, –Reform Strategies– a,b,c –Teacher Decision Making Regarding Assessments–a,b,c –Effective & Timely –Assistance to students experiencing difficulty– a,b,c –Integration of Fed., State, & Local Services, Programs and Funds–

Action Steps							
1.) Provide immediate feedback after instructional rounds using rubrics.							
2) Develop an effective coaching system that emphasizes on McREL discriptors.							
3) Allow new teachers to view lessons from highly effective teachers.							

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention
Annual Goal 2:	Teachers will increase 21st century strategies through professional development in both weekly TCLC and CCLC meetings.
Objective 1:	We will provide on going support for the implementation/integration of technology into the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide resources and support for to all staff on campus instructional technologies to work directly to integrate into curriculum	-instructional technology coordinator -Executive Officers -Executive Directors -District Directors -Content Coordinators -Principals	-professional development software and hardware replacements	-Aug. 2021- June 2022	increased technology training sessions being held at the campus level. increase in the number of participants in campus based technology sessions (sign in sheets). increase of teachers use of technology in daily instruction.	-increased student scores. More technology projects in core classes	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps							
1) Provide monthly campus techonogy trainings to all staff.							
2) Purchase tru touch and headphones keyboards laptops, ipads , and any technology that will assist us in achieving our goal							
3) Provide technology sessions to families during family literacy nights.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Develop technology units of practice aligned with the core content curriculum	-Core contrent coordinators -Executive Officers -Executive Directors -Title I Coordinator -Principals	Core content curriculum resources Istation Imagine Math	-Aug. 2021- June 2022	Increased scores on technology benchmarks and projects that require the use of technology.	-Closing the achievement gap among student groups -Increase academic performance of all student groups in all BM, STAAR/EOC tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -TELPAS	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty- a,b,c -Integration of Fed., State, & Local Services, Programs and Funds-

Action Steps							
1)Integrate the project based learning assignment to use technology as a main resource to get better practice							
2) monitor the use of istation and imagine math and summit k-12 to ensure that students are using the resources effectivley							
3)grow our technology club to create the motivation for technology implementation through out the subjects							

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention
Annual Goal 2:	Teachers will increase 21st century strategies through professional development in both weekly TCLC and CCLC meetings.
Objective 2:	Identify and apply strategies for supporting the use and integration of technology in learning.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
-Teachers will dedicate at least 30 min a week for TA applications like learning.com and hoonuit.	-CLL -Assistant Principal -Principals	-Hoonuit -Learning.com -Computer Labs -Technology	-Aug. 2021- June 2022	-Certificates of completion for trainings -Computer logs	-integration of technology in the classroom - Increase scors on STAAR exams. -increase project based learning	-Weekly Assessments -CBA I -BM I & II -STAAR/EOC -Hoonuit	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
1)Create the time and resources to ensure teachers have what they need to complete modules and trainings							
2)Include technology sessions during CLC times to expand and dig into completed trainings for application in the classroom							
3)Use assessment data to drive intervention for teachers by using our CIT and our computer lab manager to address areas of concern.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish summer technology institutes that will build on teachers capacity in different platforms and to build on knowledge of systems utilized by the district.	-Executive Officers -Principals -Assistant Principals -CLL -District technology coordinators	-Computer Labs -Laptops -computer software -video conferencing equipment -Computers on wheels	-Aug. 2021- June 2022	-Lab Usage reports -increased performance in hoonuit modules increased usage of technology in the classroom	-Increased rating on technology element on mcrel proper usage of technology in the classroom	-hoonuit assesments - weekly assesments - review of technology data reviews on a six weeks basis	-Comprehensive Needs Assessment- a,b,c, -Reform Strategies- a,b,c -Teacher Decision Making Regarding Assessments-a,b,c -Effective & Timely -Assistance to students experiencing difficulty-a,b,c -Integration of Fed., State, & Local Services, Programs and Funds- a,b,c

Action Steps							
10 Align with district technology coordinators to provide the resources needed to establish the summer institutes							
2) Teachers will come in to designated sessions and will sign up through assigned ERO							
3)District Technology Coordinators will provide content for the technology summer institute to include the use of Tru touch screens and the google platforms and all of the microsoft products.							