



**Campus Improvement Plan  
Alfred Sorensen Elementary  
2021-2022**

## Executive Summary

**Demographics Summary:** The current enrollment for Sorensen Elementary as of October 2021 is 597 students. The student population consists of 98.7% Hispanic, 1.0% white, and 0.3% Asian. Our students are 83.7% low socio-economic status. Our migrant population is minimal with less than 1% of our student body. Our English Language Learner population is 36.9% and our Gifted and Talented students make up 7% and our At-Risk population is 77.6%. Most of our students live in the immediate surrounding communities and we have 5% of our students are from other areas.

## Executive Summary

### **Comprehensive Needs Assessment Summary:**

Sorensen Elementary received an overall score of 91 out of 100 for a rating of A for 2019-2020 school year. In 2019, the Student achievement domain, Sorensen earned 56 which represents student learning at the end of the year. In the School Progress domain we scored 75 out of 100 in Academic Growth and 90 out of 100 in Relative performance. In our Closing the Gaps we scored 92 out of 100. We earned 5 out of 6 distinction designations.

## Executive Summary

### **Curriculum/ Instruction and Assessment:**

Our teachers continue to utilize a balanced literacy approach and embed Dr. Diana Ramirez literacy strategies for our language arts which focus on student's deep understanding of text and text features. We are a one-way bilingual campus that believes in developing both languages for bi-literal and bicultural students. We recognize the importance of a strong reading foundation and use fluency and comprehension benchmarks in all grades to monitor student performance and respond with individualized student instruction that targets student's needs.

We are currently exploring ways to continue to embed our virtual platform for any students requiring this mode of learning.

## Executive Summary

### Summary of Goals:

Continue to improve on student mastery of grade level TEKS by using individualized TEKS based and data driven instruction to impact our students to reach Meets and Masters levels on STAAR to improve all subject areas. Our laser focus on student growth and monitoring progress towards goals is paramount so students are growing academically and reach and surpass their goals. Students in grades PK-2 we will monitor academic achievement with Circle, TX -KEA and TPRI assessments to increase by at least 5% students at developed in all areas. Improve in student growth domain by at least 10% by tracking and monitoring student growth at each benchmark and weekly assessments to assist students to reach and surpass their student growth goals, thus allowing Sorensen to reclaim our Comparative Academic Growth distinction. Sorensen will continue to work with all stakeholders to ensure that we provide a world class educational experience for our students.

### Vision

**Sorensen Elementary School** expects to develop knowledgeable and high achieving students. This will be accomplished through quality instructional programs in nurturing and trusting environment.

### Mission

**Sorensen Elementary School** will provide all students with an exceptional education in a nurturing yet challenging environment that fosters academic success, social development, enthusiasm for education and a life-long quest for knowledge. As a school community, we strive to instill the importance of a well-rounded education with a commitment to preparing our students for a higher education and future leadership. We are dedicated to providing academic and social skills for all students using best teaching practices to provide a quality instructional program that sets the foundation for all future learning. In partnership with school, parents, students and community, we will work together to create an atmosphere of trust, respect, and collaboration.

## 2021 Site Based Decision Making Committee

Samuel Castillo, *Principal*

Kimberly Matias, Asst. Principal

Liliana Garcia, Counselor

Yrasema Urbina, CLL

Rosa Isla Gonzalez, PK4

Blanca Quiroz, Kinder

Ana Nava, 1st

Sandra Paez, 2<sup>nd</sup>

Corina Perez, 3<sup>rd</sup>

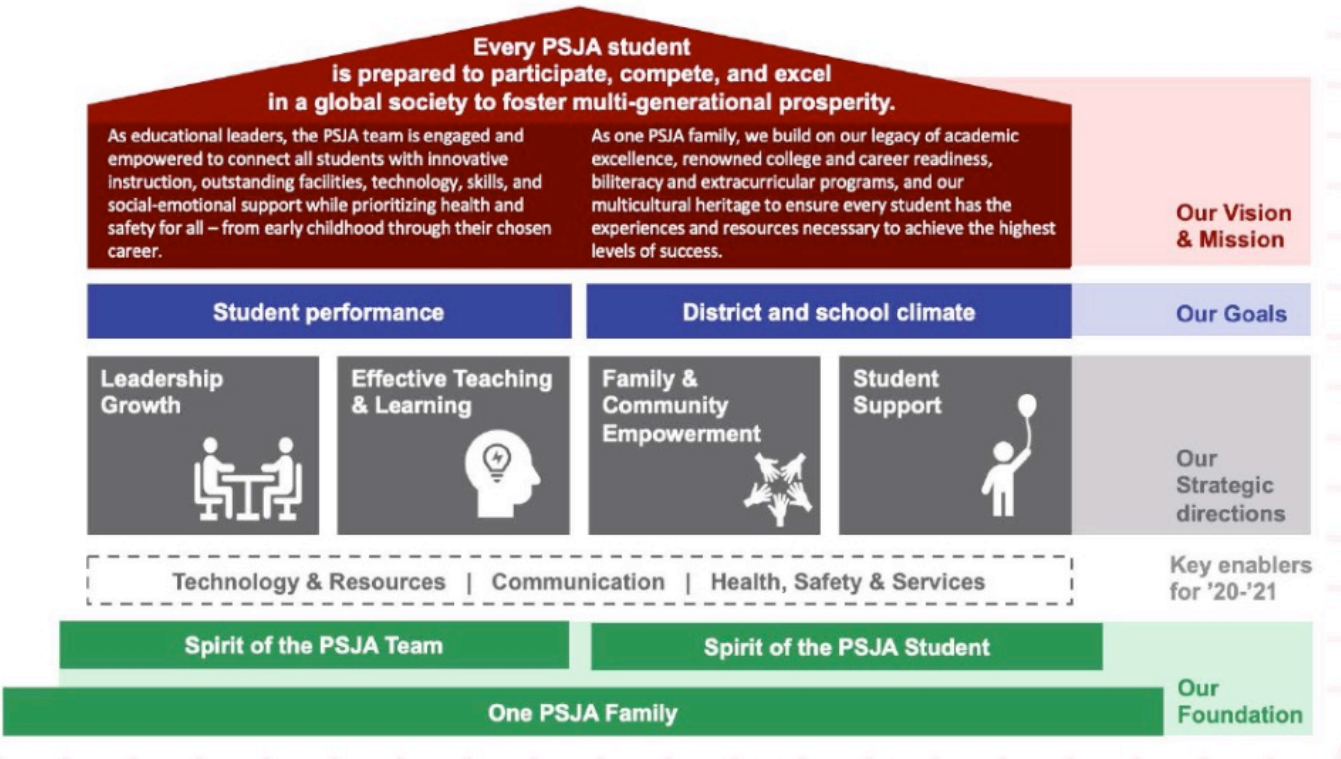
Tania Galindo, 4<sup>th</sup>

Alondra Martinez, 5<sup>th</sup>

# District Improvement Plan Strategic Planning & Outcomes



## STRATEGIC DIRECTION





## Campus Goals

### **Goal Area 1: Student Achievement**

**Annual Goal 1:** Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2021

- Objective 1: The percent of students performing at meets Reading 3-5 will increase from 60% to 65% by having access to standards-aligned curriculum
- Objective 2: The percent of English Learners who perform at meets Reading 3-5 will increase from 45% to 50% by having access to standards-aligned curriculum and data driven instruction
- Objective 3: The percent of students at-Risk and SPED who perform at meets Reading 3-5 will increase from 43% to 48% by having access to standards-aligned curriculum and individualized instruction.

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

### Goal Area 1: Student Achievement

**Annual Goal 2:** Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2021

- Objective 1: The percent of students performing at meets Math 3-5 will increase from 55% to 60% by having access to standards-aligned curriculum and small group instruction
- Objective 2: The percent of English Learners who perform at meets Math 3-5 will increase from 44% to 49% by having access to standards-aligned curriculum and data driven instruction using ELPS
- Objective 3: The percent of students at-Risk and SPED who perform at meets Math 3-5 will increase from 41% to 46% by having access to standards-aligned curriculum and individualized instruction

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

### Goal Area 1: Student Achievement

**Annual Goal 3:** Percent of students who perform at meets grade level or above on STAAR Writing and Science will increase by five percentage points by June 2021

- Objective 1: The percent of students performing at meets Writing and Science 4-5 will increase from 60% to 65% for Writing and 67% to 72% for Science by having access to standards-aligned curriculum
- Objective 2: The percent of English Learners who perform at meets Writing and Science 4-5 will increase from 45% to 50% by having access to standards-aligned curriculum
- Objective 3: The percent of students at-Risk and SPED who perform at meets Writing and Science 4-5 will increase from 43% to 48% by having access to standards-aligned curriculum

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

### Goal Area 2: Closing the Gaps

**Annual Goal 1:** All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic component by June 2021

- **Objective 1:** All identified student groups in the Closing the Gaps domain will be monitored weekly, CBA, and Benchmarks to ensure that at least 80% of the indicators in the Academic Achievement component are making progress to meet goal by June 2021
- **Objective 2:** All identified student groups in the Closing the Gaps Achievement component will meet 80% of the indicators by being provided high-quality, research-based instruction during the 2020-2021 school year.
- **Objective 3:** Special Education Students and English Language Learners in the Academic component performance targets will meet the performance targets in the areas of Reading and Math by June 2021

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

### Goal Area 2: Closing the Gaps

**Annual Goal 2:** At least 90% of indicators evaluated in Academic Growth Status will be met by all student groups by June 2021

- **Objective 1:** All students will demonstrate a 5% increase of academic progress in the areas of Reading and Math by June 2021
- **Objective 2:** All Special Education students will be monitored bi-weekly to demonstrate 2% growth in the areas of Reading and Math assessments by June 2021
- **Objective 3:** All English Language Learners will demonstrate a 5% increase of academic progress in Reading and Math

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

### Goal Area 2: Closing the Gaps

**Annual Goal 3:** At least 50% of English Language Learners will advance by at least one proficiency level of TELPAS Composite rating by June 2021

- **Objective 1:** By June 2021, our campus will commit to implementing the adopted Dual Language program requirements in grades PK to 5<sup>th</sup>
- **Objective 2:** By June 2021, our campus will monitor the progress of second language acquisition every marking period through embedded supports and ELPS strategies through weekly walkthroughs and lessons
- **Objective 3:** By June 2021, staff services English Language Learners will be proficient in dual language support systems

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

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

**Annual Goal 1:** By June 2021, our campus positive culture and climate will increase from 75% to 85% based on teacher and staff perception of staff-student relationships

- **Objective 1:** By June 2021, student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons
- **Objective 2:** By June 2021, 100% of teachers and staff will participate in Social Emotional Learning professional development and implement strategies to improve staff-student relationships
- **Objective 3:** By June 2021, 100% of staff will participate in Holdsworth mindfulness and self-care activities to promote health and well-being of all staff

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

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

**Annual Goal 2:** By June 2021, the student's perceptions for their physical and psychological school safety will improve to 100%

- **Objective 1:** By June 2021, 100% of staff will implement safety and violence prevention protocols to increase school wide safety
- **Objective 2:**
- **Objective 3:**



PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

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

**Annual Goal 3:** By June 2021, family involvement and their interaction with their child's school will increase by providing opportunities for parents to engage meaningfully on campus

- **Objective 1:** By June 2021, 50% of parents will participate in informational, curriculum, and training sessions on campus
- **Objective 2:** By June 2021, 25% of parents will be connected with community partners and resources
- **Objective 3:**

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

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

**Annual Goal 1:** All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time

- **Objective 1:** All teachers will use research-based instructional strategies in their daily lessons to increase student engagement and achievement
- **Objective 2:** All teachers will use researched-based materials; to include digital and hardcopy to enhance and target student needs
- **Objective 3:** Administrators will use walk-thru data to monitor, provide constructive feedback and support teacher effectiveness

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORENSEN GOALS

## Campus Goals

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

**Annual Goal 2:** Use evaluation systems to increase staff quality, recruitment and retention

- **Objective 1:** Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessments
- **Objective 2:** Support the professional growth of campus leaders by monitoring, evaluating, and providing feedback
- **Objective 3:** Complete the Spirit of PSJA evaluations twice a year for all staff NOT evaluated by McREL evaluation tool
- **Objective 4:** Use data collected in the evaluation system to offer professional growth opportunities for all staff for means of recruitment and retention

PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT  
2020-2021 SORESENSEN GOALS

## Campus Goals

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

**Annual Goal 3:** All teachers be certified for teaching assignments by May 2021

- **Objective 1:** All elementary teachers servicing DL students will be bilingual certified to be considered Highly Qualified Teachers
- **Objective 2:** Campus administration will review and confirm certified teachers bi-annually for vacancies before interview
- **Objective 3:**

## 2020-2021 SORENSEN Campus Demographics

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian / Other	Two or More
<b>Number</b>	599	590	2	0	7	0	0	0
<b>Percent</b>	100	98.7	0.3	0	1.0	0	0	0

PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
SORENSEN 2019 ACCOUNTABILITY SUMMARY

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
Sorensen	85	90	92	91	A

## District Timeline

Date	Event(s)
June 2021	- District and Campus Timeline was sent to campus principals and central office staff
July 2021	- Convened with District Improvement Plan Committee Leaders of each Goal Area to review and revise changes of District Plan
August 2021	- Created 2020 DIP/CIP Instructions, Guidance, and Resource Guide
August 2021	- Presentation of Resource Guide to Leadership
August 2021	- Provided and trained campus principals and assistant principals on the CIP Guide
August 2021	- Development draft of Annual Goals & Objectives
August 2021	- Development and Completion of Strategies & Actions
August 2021	- Pre-work: areas identify 3-5 annual goals, objective & strategies and actions
August 2021	- DIP: Strategic Planning with Region One
September 2021	- Solidified Draft of each Goal Area for DEIC Review
September 2021	- DEIC- develop, review & provide feedback of DIP
September 2021	_ Presented an Update of the DIP & CIP
September 2021	- Presented Progress of DIP to A-F Accountability Committee
October 2021	_ Made all necessary revisions

## Goals

**Goal Area 1:** Student Achievement

**Goal Area 2:** Closing the Gaps

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

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



PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
SORENSEN 2021 STAAR SUMMARY

District	8665	3936	45%	1743	20%	733	8%	25
<b>ALFRED SORENSEN</b>	420	221	53%	105	25%	42	10%	29
Mathematics	164	82	50%	36	22%	14	9%	27
Reading	146	90	62%	47	32%	24	16%	37
Writing	61	30	49%	13	21%	1	2%	24
Science	49	19	39%	9	18%	3	6%	21

# PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<p>Sorensen provides the campus with a standards-aligned Guaranteed and Viable Curriculum (GVC) and scope and sequence. The district curriculum is developed and adjusted after the district content- based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the C &amp; I department and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:</p> <ul style="list-style-type: none"> <li>• Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence.</li> <li>• The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th</li> <li>• Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.</li> <li>• Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.</li> <li>• Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.</li> </ul>	<p>The area of literacy, specifically in reading comprehension and writing has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need.</p> <ul style="list-style-type: none"> <li>• All students may not be able to engage effectively in remote learning.</li> <li>• Teachers meeting students' academic and virtual needs</li> <li>• Student reading on level by third grade is an area that we as the district continue to work on and monitor.</li> <li>• Developmental writing must be taught at all grade levels whether it is assessed at the state level or not.</li> <li>• Professional development for teaching writing must be provided at all grade levels.</li> <li>• Campus schedules need to reflect a dedicated time for writing instruction at all campuses</li> <li>• Elementary Reading, Writing and Mathematics curriculums must be monitored each year for alignment and effectiveness.</li> <li>• Train teachers on curriculum effectiveness.</li> <li>•</li> </ul>

**PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT  
COMPREHENSIVE NEEDS ASSESSMENT**

Goal Area	Area Reviewed	Summary of Strengths	Challenges
2	Special Population Goals & Strategies	<ul style="list-style-type: none"> <li>• Special Education students met all targets in the Academic Achievement status, Growth Status, Student Success Status and School Quality Status within the closing the gaps domain.</li> <li>• English Learners met all targets in the Academic Achievement status, Student Success Status, School Quality Status and the ELA/Reading growth status within the closing the gaps domain.</li> <li>• Economically disadvantaged student group met all targets in closing the gaps domain.</li> <li>• Hispanic student group met all closing the gaps domain targets.</li> <li>• In the area of participation, all student groups met all targets at 98% or higher.</li> <li>• In the Texas Academic Performance Report indicates Special education students showed gains in 20 of 28 tested areas at Meets performance.</li> <li>• Special education staff work collaboratively with general education staff on rigorous lessons and effective instructional decisions are made for all students, paying close attention to special education students academic needs</li> </ul>	<p>As per the TAPR data,</p> <ul style="list-style-type: none"> <li>• We have a 17% achievement gap at the Meets level on the 2019 STAAR/EOC between students identified as Special Education and the all student group in the area of ELA/Reading.</li> <li>• We have a minimum of 20% achievement gap at the Meets level on the 2019 STAAR/EOC between students identified as English Learners and the all student group in the areas of English I and English II Grade ELA/Reading.</li> <li>• English Learners(LEP) with Parental Denials, are behind the All student group by 23% in achievement.</li> </ul> <p>Within the Domain III report,</p> <ul style="list-style-type: none"> <li>• Former Special Education students missed the growth target in the area of math by 12% points.</li> <li>• Both English Learners and Special Education students missed the 2018 graduation rate by 5.5% and 12.4% respectively.</li> <li>• The English Language proficiency status was 2% points away from the target of 36%.</li> </ul>

# PHARR - SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT COMPREHENSIVE NEEDS ASSESSMENT

Goal Area	Area Reviewed	Summary of Strengths	Challenges
3	Improve Safety, Public Support, Culture & Climate- Including Safety & Violence Prevention	<ul style="list-style-type: none"> <li>• Parents have a high rate of participation at campus meetings and community education centers with meeting topics which are general in scope.</li> <li>• Parent resources, materials and communications are provided in both English and Spanish.</li> <li>• The district website and parental website informs parents of all events.</li> <li>• Parent educators' professional development is based on local, state and national standards for parental involvement.</li> <li>• Literacy, computer literacy , entrepreneurship, citizenship, welding and security guard certification classes are available for parents.</li> <li>• Literacy centers are accessible and convenient for parents throughout the school district.</li> <li>• Community partners provide practical classes for parents district-wide.</li> <li>• Administrators are communicating expectations and applying discipline protocols consistently and fairly throughout the district which has resulted in a steady decrease in disciplinary referrals.</li> <li>• All staff is trained on creating a safe school culture and climate which includes a strong focus on customer service.</li> <li>• Student resources, materials and communication are provided in both English and Spanish.</li> <li>• District PreK- 12 Counseling and Guidance Curriculum and Structured Timelines</li> <li>• District Counselor Café for Teachers: PD Workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Parents meetings are needed throughout the school year to explain the state accountability system and how it affects their children.</li> <li>• Parent Academic Conferences [PAC] should be scheduled each six weeks to share student progress.</li> <li>• Additional customer service training should be provided on the importance of fostering positive parent/teacher relationships</li> <li>• Staff needs training on how to effectively share assessment strategies with parents about their children's progress.</li> <li>• Provide parents webinar training and phone links to help them better understand the STARR student reports.</li> <li>• Videos on state accountability have to be readily available for parents.</li> <li>• Teaching staff needs training on the district's discipline protocols so that they can implement them in their classrooms consistently.</li> <li>• Integrate the police and security departments into all emergency situations.</li> <li>• District Walk Through/Observation Report needs to be revisited to include area for SEL practices and integration in the classroom.</li> <li>• Allocate funding for Teacher Professional Development on SEL or Restorative Practices</li> </ul>

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
COMPREHENSIVE NEEDS ASSESSMENT**

Goal Area	Area Reviewed	Summary of Strengths	Challenges
4	Increase Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• High employee retention, District is seen as an employer of choice</li> <li>• District owned alternative certification program, ACTRGV creates a pipeline of quality trained teachers from the non-traditional education program.</li> <li>• Meadows grant funds partnership with New Teacher Center (NTC) for the training and support of new teachers.</li> <li>• Teacher School Leader grant provides an opportunity for qualifying staff to earn performance pay for improvement in student achievement, school rating and teacher evaluation.</li> <li>• The <i>Spirit of PSJA</i> selection process for Collaborative Learning Leaders, Assistant principals, Principals, and other district leaders with the goal of selecting top quality employees for the leadership vacancies.</li> <li>• Electronic Instructional Focus Walkthrough form</li> <li>• The full development of the electronic Spirit of PSJA Evaluation tool</li> <li>• Strong commitment and financial support to professional development and professional growth opportunities for staff</li> <li>• District support for all teachers to be fully certified for assigned teaching assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• TEA's new rules require all English Language Arts teachers to be bilingually or ESL certified.</li> <li>• Keeping PSJA ISD as an employer of choice with competitive salaries, growth opportunities and school culture.</li> <li>• Ensuring interns that challenge an exam are prepared to be successful as it impacts ACTRGV's state rating.</li> <li>• Seeking continuation of funding to support NTC with Meadows grant funds.</li> <li>• Calibrating evaluations and creating a system to effectively measure performance pay to student achievement.</li> <li>• Support and funding master's programs so that teachers can teach dual credit classes.</li> <li>• Funding for teacher stipends (hard to staff, Dual credit), and professional development</li> </ul>

# **Goal Area 1: Student Achievement**

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 1:</b>	Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2021						
<b>Objective 1:</b>	The percent of students performing at meets Reading 3-5 will increase from 60% to 65% by having access to standards-aligned curriculum						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Reading - All students Implement a quality instructional program to meet the needs of all students and enhance the state adopted program with effective resources. My View/ mi Vision Istation *Renaissance license for AR Mentoring minds/Kamiko *myOn license for Reading for PK-5 *Clever for PK-5	Teachers Principal Assistant Principal	-District Curriculum -Istation Reading -STAAR Release Assessments (BM I & II) Computers /computer lab Timelines Diana Ramirez resources A7	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -computer reports -Lesson Plans -classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	-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
<b>Action Steps</b>							
1)Follow timelines and implement state adopted program and other effective resources to ensure all students are meeting objectives.							
2)Implement technology resources Istation, AR myOn to reinforce skills.							
3)Use assessment and technology 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
Implement quality fluency instruction to enhance comprehension and vocabulary -TPRI/Tejas Lee -McMillan Reading Materials K-5th Use Read Aloud Strategies PK3-5th Use peer reading Fluency checks classroom novel	Teachers Principal Assistant Principal	-District Curriculum workbook -fluency record - fluency books -reading material classroom novels	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Fluency books/records -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -AR improvement -Lesson Plans	-Improved fluency and overall comprehension leading to -Increase academic performance of all student groups in all BM, STAAR Reading tests	-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
<b>Action Steps</b>							
1)Conduct fluency checks regularly and keep records							
2)Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Conduct diagnostic assessments to drive instruction and analyze data to ensure all students are meeting objectives and goals	Teachers Principal Assistant Principal	-District Curriculum -DMAC reports -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Lesson Plans	-Increase academic performance of all student groups in all BM, STAAR Reading tests	-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
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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)							

<b>Goal Area 1:</b>		Student Achievement					
<b>Annual Goal 1:</b>		Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2021					
<b>Objective 2:</b>		The percent of English Learners who perform at meets reading 3-5 will increase from 45% to 50% by having access to standards-aligned curriculum and data driven instruction					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading - EL students Implement a strong Oral language program with to meet the needs of ELs and enhance the state adopted program with effective ESL strategies. My View/ mi Vision Istation *Renaissance license for AR Mentoring minds/Kaniko *myOn license for Reading for PK-5 *Clever for PK-5 Diana Ramirez	Teachers Principal Assistant Principal	-District Curriculum -Istation Reading -STAAR Release Assessments (BM I & II) Computers /computer lab Timelines Diana Ramirez resources LPAC notes B1 word walls	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -computer reports -Lesson Plans -classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	-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
<b>Action Steps</b>							
1)Follow timelines and implement state adopted program and other effective resources to ensure ELs are meeting objectives to ensure a smooth transition to english.							
2)Implement technology resources Istation, AR myOn to reinforce skills.							
3)Use assessment and technology 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
Implement quality fluency instruction and a literature rich environment to enhance comprehension and vocabulary -TPRI/Tejas Lee -McMillan Reading Materials K-5th Use Read Aloud Strategies PK3-5th Use peer reading Fluency checks classroom novel DEAR time	Teachers Principal Assistant Principal	-District Curriculum workbook -fluency record - fluency books -reading material classroom novels language objectives	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Fluency books/records -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -AR improvement -Lesson Plans	-Improved fluency and overall comprehension leading to -Increase academic performance of all student groups in all BM, STAAR Reading tests	-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
<b>Action Steps</b>							
1)Conduct fluency checks regularly and keep records							
2)Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct diagnostic assessments to drive instruction and analyze data to ensure ELs are meeting objectives and goals in english/spanish - provide small group instruction/tutoring	Teachers Principal Assistant Principal	-District Curriculum -DMAC reports -STAAR Release Assessments (BM I & II) TELPAS tutoring	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-tutoring/small group instruction -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Lesson Plans	-Increase academic performance of ELs in all BM, STAAR TELPAS Reading tests	-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
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and to wards 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)							



<b>Goal Area 1:</b>		Student Achievement					
<b>Annual Goal 1:</b>		Percent of students who perform at meets grade level or above on STAAR Reading will increase by five percentage points by June 2021					
<b>Objective 3:</b>		The percent of at-Risk and SPED who perform at meets reading 3-5 will increase from 45% to 50% by having access to standards-aligned curriculum and data driven instruction					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Reading - At-Risk and SPED Implement a quality instructional program to meet the needs of at-Risk and SPED and enhance the state adopted program with effective resources My View Istation *Renaissance license for AR Mentoring minds/Kamiko *myOn license for Reading for PK-5 *Clever for PK-5 Diana Ramirez	Teachers Principal Assistant Principal SPED Teacher	-District Curriculum -Istation Reading -STAAR Release Assessments (BM I & II) Computers /computer lab Timelines Diana Ramirez resources IEP	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -computer reports -Lesson Plans -classwork	Increase academic performance of all student groups in all BM, STAAR tested subjects	-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
<b>Action Steps</b>							
1)Follow timelines and implement state adopted program and other effective resources to ensure at-Risk and SPED are meeting objectives and goals.							
2)Implement technology resources Istation, AR myOn to reinforce skills.							
3)Use assessment and technology 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 and IEP (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
Implement quality fluency instruction and a literature rich environment to enhance comprehension and vocabulary -McMillan Reading Materials K-5th Use Read Aloud Strategies PK3-5th Use peer reading Fluency checks classroom novel, DEAR time Language objectives	Teachers Principal Assistant Principal SPED Teacher	-District Curriculum workbook -fluency record - fluency books -reading material classroom novels F 12	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Fluency books/records -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -AR improvement -Lesson Plans	-Improved fluency and overall comprehension leading to -Increase academic performance of at-Risk and SPED in all BM, A 16 STAAR Reading tests	-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
<b>Action Steps</b>							
1)Conduct fluency checks regularly and keep records							
2)Provide students with plenty of opportunities to enhance reading fluency using CIF strategies, read alouds, peer reading, and other methods.							
3)Use assessment data to drive intervention plans and build intervention time for small group instruction into the day at every level							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct diagnostic assessments to drive instruction and analyze data to ensure at-Risk and SPED are meeting objectives and goals - provide small group instruction/tutoring	Teachers Principal Assistant Principal SPED Teacher	-District Curriculum -DMAC reports -STAAR Release Assessments (BM I & II) 'Reading Obj 3' tutoring	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-tutoring/small group instruction -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Lesson Plans	-Increase academic performance of ELs in all BM, STAAR TELPAS Reading tests	-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
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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)							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 2:</b>	Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2021						
<b>Objective 1:</b>	The percent of students performing at meets Math 3-5 will increase from 55% to 60% by having access to standards-aligned curriculum and small group instruction						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from STAAR and district tests to ensure all groups are meeting objectives and goals.	Teachers Principal Assistant Principal	-District Curriculum -Imagine Math -STAAR Release Assessments (BM I & II) DMAC Reports	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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
The teacher will use Cif strategies to ensure a quality instruction and to meet the needs of each student.	Teachers Principal Assistant Principal	-District Curriculum -Imagine Math -STAAR Release Assessments (BM I & II) Think up! Mentoring Minds Sharon Wells Brain Pop	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1. Have teacher/parent conferences to discuss student progress							
2. Provide the use of technology to assist with the delivery of concept and skills.							
3. Teachers will be notified of upcoming professional development in a timely manner.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use manipulatives and notetaking to ensure students acquire the concept learned.	Teachers Principal Assistant Principal	-District Curriculum -Imagine Math -STAAR Release Assessments (BM I & II) Think up! Mentoring Minds Sharon Wells Brain Pop	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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) Teachers will be given the opportunity to attend professional development locally and in other regions.							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 2:</b>	Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2021						
<b>Objective 2:</b>	The percent of English Learners who perform at meets Math 3-5 will increase from 44% to 49% by having access to standards-aligned curriculum and data driven instruction using ELPS						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide opportunities for teachers to attend professional development CIF strategies	Teachers Principal Assistant P rincipal	District Curriculum/Sharon Wells -Imagine Math LPAC notes -STAAR Release Assessments (BM I & II) Brain Pop Think Up! Mentoring Minds Kamiko Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus P erformance 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- a,b,c
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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)							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Introduce the Math concepts in the native language(sheltered math), use visual aids, amd note-taking.	Teachers Principal Assistant P rincipal	-District Curriculum/Sharon Wells -Imagine Math LPAC notes -STAAR Release Assessments (BM I & II) Brain Pop Think Up! Mentoring Minds Kamiko Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1)Teachers will provide small group instruction to ensure the students grasp the concept							
2. Implement the use of ELL strategies to ensure comprehension of concept							
3. Implement and utilize the use of manipulatives							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as Sharon Wells, Kamiko, Think Up! Mentoring Minds	Teachers Principal Assistant P rincipal	-District Curriculum/Sharon Wells -Imagine M ath LPAC notes -STAAR Release Assessments (BM I & II) Brain Pop Think Up! Mentoring Minds Kamiko Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1) Implement journal /spiraling daily, reinforcement materials in lesson plans and frequent checking for understanding.							
2)Integrate technology into the curriculum to reinforce and enhance skills.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level.							

<b>Goal Area 1:</b>		Student Achievement					
<b>Annual Goal 2:</b>		Percent of students who perform at meets grade level or above on STAAR MATH will increase by five percentage points by June 2021					
<b>Objective 3:</b>		The percent of students at-Risk and SPED who perform at meets Math 3-5 will increase from 4% to 46% by having access to standards-aligned curriculum and individualized instruction					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative Assessment</b>	<b>Title-I School-wide Component</b>
Analyze data from STAAR and district tests to ensure at-Risk and SPED students are meeting objectives and goals.	Teachers Principal Assistant Principal Special Education Teacher	-District Curriculum -Imagine Math -STAAR Release Assessments (BM I & II) DMAC Reports	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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-a,b,c
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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)							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative Assessment</b>	<b>Title-I School-wide Component</b>
Provide instruction to at-Risk and SPED in a reduced pupil-teacher ratio and use intervention strategies to meet their needs.	Teachers Principal Assistant Principal Special Education Teacher	-District Curriculum/Sharon Wells -Imagine Math LPAC notes -STAAR Release Assessments (BM I & II) Brain Pop Think Up! Mentoring Minds Kamiko Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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-a,b,c
<b>Action Steps</b>							
1. Teachers will use small group instruction to ensure to meet the needs of each student							
2. Have teacher/parent conferences to discuss student progress							
3. Teachers will be notified of upcoming professional development in a timely manner.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative Assessment</b>	<b>Title-I School-wide Component</b>
Implement a quality instructional program to meet the needs of at-Risk and SPED students that includes CIF strategies and reinforcement materials such as Kamiko Summit K12 IXL Think up! Mentoring Math Sharon Wells	Teachers Principal Assistant Principal Special Education Teacher	-District Curriculum/Sharon Wells -Imagine Math -STAAR Release Assessments (BM I & II) Brain Pop Think Up! Mentoring Minds Kamiko Math	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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-a,b,c
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 3:</b>	Percent of students who perform at meets grade level or above on STAAR Writing and Science will increase by five percentage points by June 2021						
<b>Objective 1:</b>	The percent of students performing at meets Writing and Science grades 4-5 will increase from 60% to 65% by having access to standards-aligned curriculum						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Analyze data from STAAR and district tests to ensure all groups are meeting objectives and goals.	Teachers Principal Assistant Principal	-District Curriculum -DMAC reports -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-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- a,b,c
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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
Provide opportunities for teachers to attend staff development to include RGVSA CAST Science consultants/PD WFTB CIF strategies Forde-Ferrier	Teachers Principal Assistant Principal	-District Curriculum -Consultants	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) participants list, sign-in sheets -Progress Monitoring Reports -Walk-throughs will show evidence of new strategies being implemented	Increase academic performance of all student groups in all BM, STAAR tests	-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
<b>Action Steps</b>							
1)Teachers will be notified of upcoming professional development in a timely manner.							
2)Teachers will be given the opportunity to attend professional development locally and in other regions.							
3)Teachers will be made aware of professional growth opportunities available online, through conferencing, meetings.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as Kamiko Motivation Writing/Science STAAR Master Summit K12	Teachers Principal Assistant Principal	-District Curriculum reinforcement materials timelines -Research materials ScienceLab A23 STAAR Release Assessments (BM I & II) C24	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Increase academic performance of all student groups in all BM, STAAR D8tested subjects	-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
<b>Action Steps</b>							
1) Implement journal writing daily, reinforcement materials in lesson plans, and frequent checking for understanding.							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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)							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 3:</b>	Percent of students who perform at meets grade level or above on STAAR Writing and Science will increase by five percentage points by June 2021						
<b>Objective 2:</b>	The percent of English Learners who perform at meets Writing and Science grades 4-5 will increase from 45% to 50% by having access to standards-aligned curriculum						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from STAAR and district tests to ensure English Learners are meeting objectives and goals.	Teachers Principal Assistant Principal LPAC Committee	-District Curriculum -DMAC reports -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Increase academic performance of EL students 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- a,b,c
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, listening speaking sets)							
2)Student groups' data will be disaggregated at the campus levels (CPR) 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
Provide instruction to ELs in a reduced pupil-teacher ratio and use intervention strategies to meet their needs.	Teachers Principal Assistant Principal	-District Curriculum -Title I -LPAC notes tutoring schedules/funds intervention schedules Effective EL strategies	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -Progress Monitoring Reports -Walk-throughs tutoring schedules	Increase academic performance of all student groups in all BM, STAAR tests	-Weekly Assessments -CBA I -BM I & II -STAAR -TCLPAS	-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
<b>Action Steps</b>							
1)Teachers will provide small group instructions on a daily basis to ensure comprehension.							
2)Teachers will provide instruction and intervention using effective EL strategies.							
3)Teachers will provide instruction and intervention that are directly related to student needs demonstrated by data through enrichment, tutoring, academies, summer school, enrichment camps.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of all students that includes CIF strategies and reinforcement materials such as Kamiko Motivation Writing/Science STAAR Master Summit K12 Edusmart	Teachers Principal Assistant Principal	-District Curriculum reinforcement materials timelines -Research materials ScienceLab LPAC notes D18 STAAR Release Assessments (BM I & II) F12 technology	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans technology reports	-Increase academic performance of all student groups in all BM, STAAR tested subjects	-Weekly Assessments -CBA I -BM I & II -STAAR -TCLPAS	-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
<b>Action Steps</b>							
1) Implement journal writing daily, reinforcement materials in lesson plans, and frequent checking for understanding.							
2)Integrate technology into the curriculum to reinforce and enhance skills.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level.							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 3:</b>	Percent of students who perform at meets grade level or above on STAAR Writing and Science will increase by five percentage points by June 2021						
<b>Objective 3:</b>	The percent of students at-Risk and SPED who perform at meets Writing and Science 4-5 will increase from 43% to 48% by having access to standards-aligned curriculum						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze data from STAAR and district tests to ensure at -Risk and SPED students are meeting objectives and goals.	Teachers Principal Assistant Principal SPED Teacher	-District Curriculum -DMAC reports -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Increase academic performance of EL students 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- a,b,c
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, listening speaking sets)							
2)Student groups' data will be disaggregated at the campus levels (CPR) 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
Provide instruction to at-Risk and SPED in a reduced pupil-teacher ratio and use intervention strategies to meet their needs.	Teachers Principal Assistant Principal SPED Teacher	-District Curriculum -Title I -LPAC notes tutoring schedules/funds intervention schedules	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -Progress Monitoring Reports -Walk-throughs tutoring schedules Lesson Plans	Increase academic performance of at-Risk and SPED student groups in all BM, STAAR tests	-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
<b>Action Steps</b>							
1)Teachers will follow IEPs and provide small group instructions on a daily basis to ensure comprehension .							
2)Teachers will provide instruction and intervention using effective strategies .							
3)Teachers will provide instruction and intervention that are directly related to student needs demonstrated by data and IEP through enrichment, tutoring, academies, summer school, enrichment camps.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement a quality instructional program to meet the needs of at-Risk and SPED students that includes CIF strategies and reinforcement materials such as Kamiko Motivation Writing/Science STAAR Master Summit K12 Edusmart	Teachers Principal Assistant Principal SPED Teacher	-District Curriculum reinforcement materials timelines -Research materials ScienceLab IEPs technology	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans technology reports	-Increase academic performance of all student groups in all BM, STAAR tested subjects	-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
<b>Action Steps</b>							
1) Implement journal writing daily, reinforcement materials in lesson plans, and frequent checking for understanding.							
2)Integrate technology into the curriculum to reinforce and enhance skills.							
3)Use assessment data to drive intervention plans and build intervention time into the day at every level.							

## **Goal Area 2: Closing the Gaps**



<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021						
<b>Objective 1:</b>	All identified student groups in the Closing the Gaps domain will be monitored weekly, CBA, and Benchmarks to ensure that at least 80% of the indicators in the Academic Achievement component are making						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
*Collect and assess data to monitor student progress weekly and drive interventions	*Principal *Assitant Principal *CLF *Teachers	*District Curriculum *Istation Reading *Imagine Math *TPRI/Tejas Lee *KEA assessment *CLI Engage *STAAR Release Assessments (BM I & II)	*Sep. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *May 2021 *June 2021	*DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM *Increase academid performance in all state assessments	*Weekly Assessments *CBA 1 *BM I & II *STAAR/EOC *TPRI/Tejas Lee *KEA assessment *CLI Engage *TELPAS	*Comprehensive Needs Assessment *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
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) to determine student progress and increase 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)							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
*Use formative assessment results to establish priorities or alter distribution of resources for weekly progress monitoring	*Principal *Assistant Principal *CLF *Teachers	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *myON	*Aug. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews (CPR) *Weekly assessments *CLC *Walkthroughs	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE *KEA assessment *CLI Engage	*Title I, II,III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds
<b>Action Steps</b>							
1) Re-establish priorities based on data and identified student needs							
2) Use program systems to provide efficient and effective feedback within timelines to monitor progress							
3) Provide equitable resources on a timely manner to ensure student success							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
*Povide technology resources to facilitate reading development and differentiate student learning	*Principals *Assistant Principal *CLF *Teachers	*District Curriculum *Istation Reading *Imagine Math *STAAR Release Assessments (BM I & II) *myON	*Sep. 2020 *Oct. 2020 *Nov. 2020 *Jan. 2021 *March 2021 *April 2021 *June 2021	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans	*Closing the achievement gap among student groups *Increase academic performance of all student groups in all BM, and state assessments *STAAR/EOC tested	*Formative assessments *CBAs *Benchmarks *STAAR/EOC *TELPAS *TPRI/TEJAS LEE *Program assessments	*Comprehensive Needs Assessment *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
<b>Action Steps</b>							
1) Allocate resources (e.g., Istation, Imagine Math, and myON) to facilitate reading development for student groups							
2) Monitor usage of programs to track student progress and adjust instructional delivery or interventions							
3) Ensure that campus schedules allow for instructional time for program implementation							

<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
<b>Objective 2:</b>	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 school year.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
-Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	*Principal *Assistant Principal *CLF *Teachers	District Curriculum, Istation Reading, Imagine Math, STAAR Release Assessments (BM I & II), MyOn	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among English Learners and the all student group	-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
<b>Action Steps</b>							
1) Allow staff to attend all necessary professional development required by the district.							
2) Provide professional development options for teachers to implement research based methods.							
3) Ensure all teachers received training in the areas being taught.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
-Use information collected through classroom walkthroughs and data analysis for individualized professional development for teachers.	*Principals and Assist. Principals *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of English Learners on all BM, STAAR/EOC 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- a,b,c
<b>Action Steps</b>							
1) Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms including curriculum writing							
2) Teacher will take End of Course assessment and disaggregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3) Conduct survey for English I End of Course teachers to inform further professional development opportunities of preference.							
3) Use assessment data to drive intervention plans and build intervention time into the day at every level							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
-Collect and assess data to monitor student progress and drive interventions	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1) Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2) Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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							

<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 1:</b>	All identified student groups in the Closing the Gaps domain will meet 80% of the indicators in the Academic Achievement component by June 2021.						
<b>Objective 3:</b>	Special Education students and English Learners in the Academic Achievement component will meet the performance targets in the areas of reading and mathematics by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
*Provide all interventions and modifications for Special Education and English Learners to be successful.	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans	-Closing the achievement gap among Special Education students and the all student group	-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
<b>Action Steps</b>							
1) Provide teachers with all the necessary documentation to provide proper accommodations for all Special Education students.							
2) Provide all materials required for English Learners instruction.							
3) Collaboration between Special Education teacher and classroom teacher to achieve student success.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title-I School- wide Component</b>
-Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Teacher survey results, program reports, End of Six Weeks Survey Results	-Increase academic performance of Special Education on all BM, STAAR/EOC 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- a,b,c
<b>Action Steps</b>							
1) Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms							
2) Teacher will take End of Course assessment and disgregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.							
3) Conduct survey for English I End of Course teachers to inform further professional development opportunities of preference.							
4) Provide specific instructional training for co-teachers to best serve special education students remotely or in class.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
-Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -ARD notes -Virtual and In-class walk-throughs	-Closing the achievement gap among special education students and all student group  -Increase academic performance of special education students 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-
<b>Action Steps</b>							
1) Special Education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplement aids to reflect the needs of the students							
2) Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.							
3) Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.							

<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 2:</b>	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021						
<b>Objective 1:</b>	All students will demonstrate a 5% increase of academic progress in the areas of reading and mathematics 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 all student progress on a bi-weekly basis in the areas of Reading and Mathematics.	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -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/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
<b>Action Steps</b>							
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 district level (DRS) and campus levels (CPR) to determine student progress and towards increasing performance at the Meets level and above							
3) Use assessment data to drive individualized intervention plans by holding teacher/principal led student conferences after every CBA and Benchmark.							
4) Plan and provide instruction, interventions, and enrichment that are directly related to students' needs/strengths as demonstrated by data (e.g., enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
-Create and display data-growth walls in the areas of Reading and Mathematics in a centralized location (e.g., data room, every classroom, CLL room) to monitor and have students set their own goals.	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -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/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
<b>Action Steps</b>							
1) Use data collected from weekly assessments and state assessment to display.							
2) Inform students to take responsibility for their own growth.							
3) Provide information to students in the area they need to improve for them to be aware of the area of need.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
-Communicate and celebrate student academic progress in the areas of Reading and Mathematics to all campus stakeholders. (students and parents)	*Principal *Assistant P rincipal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -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/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-
<b>Action Steps</b>							
1) Use student academic progress monitoring forms to identify and celebrate any growth that is demonstrated.							
2) Encourage students that did not make progress to improve.							
3) Celebrate student success in a weekly/biweekly manner.							

<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 2:</b>	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
<b>Objective 2:</b>	All Special Education students will be monitored bi-weekly to demonstrate a minimum of 2% growth in academic progress in the areas of Math & Reading by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
The progress of special education students will be monitored and appropriate academic interventions will be provided.	*Principal *Assistant Principal *CLF *Teachers, Special Education teachers	DMAC Program Istation Reading Imagine Math Unique Benchmarks IEP Goal Progress	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists LPAC notes Lesson Plans	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TLPAS Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
<b>Action Steps</b>							
1)Provide professional development in the areas of ELA/SLA, Math, Best Practices on Co-Teaching, and State Assessment Accessibility Features and Designated Supports.							
2)Provide specialized materials and supplies as per students' IEP.							
3)Provide specialized equipment and assistive technology as per students' IEP.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Special education personnel will support the academic needs of students with disabilities.	*Principal *Assistant Principal *CLF *Teachers, Special Education teachers	Special education data management system EschooIPlus/COGNOS DMAC	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	Campus Administrator Walk-throughs Special education classroom visits by Special Education Director, Coordinators and Teacher Strategists Special education teacher service schedules Student daily service logs Completed student IEP progress reports	-Academic progress in Reading and Math	Weekly Assessments CBAs BMs STAAR/EOC TLPAS Benchmarks (BOY, MOY, EOY) Unique monthly assessments	Special Ed 162, 224, 225 and 429. Title I provides Instructional Aides to support students in mainstream settings
<b>Action Steps</b>							
1)District and campus personnel will review teacher caseloads to ensure adequate support can be provided to special education eligible students.							
2)Provide consultation to campus staff and parents to ensure student needs are met.							
3)Provide specialized materials and supplies as per students' IEP.							
4)Provide specialized equipment and assistive technology as per students' IEP.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
-Collect and assess data to monitor student progress and drive interventions	*Principal *Assistant Principal *CLF *Teachers, Special Education teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -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/EOC -TLPAS	-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-
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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							
<b>Strategy 4</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
District and campus personnel will review teacher caseloads to ensure adequate support can be provided to Special Education eligible students.	*Principal *Assistant Principal *CLF *Teachers, Special Education teachers	-District Curriculum -Istation Reading -Imagine Math -Success Maker -Systems 44 -Read 180 -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-District Review Sessions (DRS) -DMAC data reports -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -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/EOC -TLPAS	-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
<b>Action Steps</b>							
1)Use ongoing district built formative and summative assessments by grade levels (e.g., weekly, unit, CBA, BM I&II, Practice Listening & Speaking Sets)							
2)Student groups' data will be disaggregated at the district level (DRS) and campus levels (CPR) 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							

<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 2:</b>	At least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups by June 2021.						
<b>Objective 3:</b>	All English Learners will demonstrate a 5% increase of academic progress in the areas of Reading and Mathematics by June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
The progress of EL students academic growth in the areas of Reading and Mathematics will be monitored monthly by all stakeholders. (teachers, administrators, Dual Lang. coordinators/strategies/coaches).	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1) Provide all training required for teachers to instruct English Language Learners.							
2) Utilize all materials provided to ensure ELL students success in the classroom.							
3) Monitor the application of all modifications and accommodations for ELL students.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide specialized professional development that addresses the ELPS for Reading and Mathematics.	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1) Allow teachers to attend all professional development required to gain knowledge in the English Language Proficiency Standards.							
2) Monitor the application of ELPS in dual classrooms.							
3) Data collection of student assessments to monitor progress.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
-Differentiate instruction for English Learners based on their individual academic growth needs.	*Principal *Assistant Principal *CLF *Teachers	-District Curriculum -Istation Reading -Imagine Math -STAAR Release Assessments (BM I & II)	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-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- a,b,c
<b>Action Steps</b>							
1) Provide required professional development for teachers to apply differentiated instruction for English Learners.							
2) Assess data collection to individualized instruction based on student needs.							
3) Monitor student progress to modify instruction.							

<b>Goal Area 2:</b>		Closing the Gaps					
<b>Annual Goal 3:</b>		At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2021.					
<b>Objective 1:</b>		By the end of June 2021, our campus will commit to implementing the adopted Dual Language program requirements in grades PK to 5th.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards and Dual Language Model.	-Principal -Assistance P Principal -CLF -Dual Language Committee -Dual Language Teachers	-District Curriculum -TELPAS Resources -English Language Proficiency Standards (ELPS) -Dual Language Department	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Higher English language proficiency	-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
<b>Action Steps</b>							
1) Use Dual Language Model, with fidelity and all its components to increase students gradual acquisition of the English language.							
2) Personnel will seek assistance and guidance for the implementation of the Dual Language Model and ELPS.							
3) ELPS will be utilized effectively during lessons to give student the opportunity to listen, speak, read and write in English.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning and intermediate levels of TELPAS on Composite Rating.	-Principal -Assistance P Principal -CLF -Dual Language Committee -Dual Language Teachers	-District Curriculum -TELPAS Resources -English Language Proficiency Standards (ELPS) -Dual Language Department	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Student progress on TELPAS rating. -Implementation of techniques to improve TELPAS Composite Rating for each student.	-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
<b>Action Steps</b>							
1) Dual Language Committee will oversee personnel and provide coaching were needed.							
2) Dual Language teachers will monitor students rating levels to assure growth with campus assistance.							
3) Administration will see that all teachers know and implement ELPS correctly.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	-Principal -Assistance P Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	-Well developed lesson that implement ELPS and target progress in all components of TELPAS.	-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-
<b>Action Steps</b>							
1) Administration will ensure that teachers have access to training that provides knowledge on how to strategically analyze data for student progress on composite level of TELPAS.							
2) Dual Language Committee will oversee personnel and provide support were needed.							
3) Dual Language Teachers will analyze student data to target progress on composite level of TELPAS.							



<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 3:</b>	At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2021.						
<b>Objective 2:</b>	By June 2021, our campus will monitor the progress of second language acquisition through embedded supports and ELPS strategies.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor that TELPAS writing practice is routinely implemented across all contents during instruction.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Students progress in writing portion of TELPAS *Implementation of writing techniques during instruction.	-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
<b>Action Steps</b>							
1) Implementation of writing across contents in instruction.							
2) Provide students with support to achievement improvement in TELPAS writing section.							
3) Provide students with different opportunities to practice writing.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Implementation of TELPAS practice sets to improve all areas. *Implementation of ELPS strategies.	-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
<b>Action Steps</b>							
1) Provide students with plenty of opportunities to practice their reading, listening, and speaking in English.							
2) Monitor student progress to modify strategies and improve results.							
3) Encourage students to utilize their English on a daily basis while reading, listening, and speaking with peers.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Analyze student data to implement best practices to improve TELPAS ratings.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	-Sep. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Data collection of student performance on TELPAS Composite Score. *Implementation of best practices for students to achieve higher TELPAS ratings.	-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
<b>Action Steps</b>							
1) Provide the required Professional Development training for best practices in the area.							
2) Provide the required materials for student success.							
3) Monitor student performance regularly to achieve improvement.							



<b>Goal Area 2:</b>	Closing the Gaps						
<b>Annual Goal 3:</b>	At least 50% of English learners will advance by at least one proficiency level of TELPAS Composite rating by June 2021.						
<b>Objective 3:</b>	By June 2021, staff services English Language Learners will be proficient in dual language support.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development training will be provided to all staff supporting English Language Learners	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Improvement in TELPAS Composite Rating by English learners.	-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
<b>Action Steps</b>							
1) Staff will be provided with plenty of opportunities to attend professional development training to acquired knowledge in supporting ELLs.							
2) Implementation of strategies and knowledge acquired during professional development training to support ELLs.							
3) Strategies to support ELLs to improve TELPAS ratings.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create a support group within staff servicing English Language Learners.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Improvement in TELPAS Composite Rating by English learners.  *Implementation of techniques acquired by support group.	-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
<b>Action Steps</b>							
1) Staff will be supportive in regards of helping other staff members servicing English Language Learners.							
2) Support group will provide staff with techniques and strategies to service English Language Learners.							
3) Create check-ups to ensure all staff receives the appropriate and necessary support.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of Dual Language Curriculum and Dual Language Program as required by District.	-Principal -Assistance Principal -CLF -Dual Language Committee -Dual Language Teachers	District curriculum Istation Reading Imagine Math STAAR Release Assessments	-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021	-Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -LPAC notes -Lesson Plans -Language Acquisition Monitoring Application	*Improvement in TELPAS Composite Rating by English learners.  *Implementation of strategies required by the Bilingual Department.	-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-
<b>Action Steps</b>							
1) Provide the required professional development training for dual language teachers.							
2) Provide all materials required to implement Dual Language Curriculum as well as Dual Language Program.							
3) Monitor the implementation of dual language curriculum and program by all bilingual teachers.							

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

<b>Goal Area 3 :</b> Improve Safety, Public Support, Culture and Climate							
<b>Annual Goal 1:</b> By June 2021, our campus positive culture and climate will increase from 75% to 85% based on teacher and staff perception of staff-student relationships							
<b>Objective 1:</b> By June 2021, students and staff social and emotional learning knowledge and skills will be serviced by Counselor group or individual lessons.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers and staff will participate in Social Emotional Learning professional development and implement strategies to improve staff-student relationships	*Counselor *Teachers	Trust-exercises	*Sept 2020- *June 2021	Counselors and teachers scheduling whole group, small group and individual classes with students.	Student will be comfortable expressing feelings and emotions towards teachers and staff.	Daily-Check-ins with students	
<b>Action Steps</b>							
Counselor will attend social and emotional professional developments and present to staff.							
Staff will attend professional developments that pertain to trust exercises to help gain student trust.							
Counselor will provide a type of anonymous communication box where students can write their fears and worries in.							
Staff will communicate regularly with counselor to provide support to students that are most in need.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff will participate in Holdsworth mindfulness and self-care activities to promote health and well-being of all staff.	*Counselor *Teachers	Holdsworth	*Sept 2020- *June 2021	A place will be created and designed specifically for all staff to feel motivated and encouraged to recharge and be 100% ready for any task.	Teachers and staff are utilizing wellness resources provided by the campus.	Teachers and staff will have a weekly questionnaire/poll to monitor the well-being of teachers and staff.	
<b>Action Steps</b>							
Staff will attend social and emotional professional developments and present to staff.							
A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons	*counselor	Region One Professional Developments	*Sept 2020- *June 2021	Counselor will conduct weekly classes to provide social and emotional services needed by students.	Student will share positive feedback from previous classes with teacher, staff, and or peers.	Student will be rewarded when they have completed their reflections on previous sessions they have had with counselor.	
<b>Action Steps</b>							
Counselors will conduct research based activities that are conducive to student social and emotional well-being.							
Counselor will hold whole group, small group or individual sessions regularly.							

<b>Goal Area 3 :</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 2:</b>	By June 2021, our campus positive culture and climate will increase from 75% to 85% based on teacher and staff perception of staff-student relationships						
<b>Objective 2:</b>	By June 2021, 100% of the teachers and staff will participate in Social Emotional Learning professional development and implementing strategies to increase staff student relationships						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- wide Component</b>
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Counselor *Teachers *Office administration	*Powerpoint Presentations *Timelines *Tools and resources to monitor its effectiveness	*Aug. 2020-2021	*Agendas *Sign-In Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title 1:#4, #10
<b>Action Steps</b>							
1.Utilize the counselor workshops for teachers and staff that provides social learning topics							
2. Train teachers and staff on teh counseling and guidance lessons and resources							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- wide Component</b>
Teachers will implement and integrate social emotional learning activities with their students	*Counselor *Teachers *Campus principals	*Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	*Aug. 2020-2021	*Walk Through Reports *Completed Teacher surveys *Lesson plans	*Increase in student participation and performance	*Side by side data analysis	*Title 1:#4, #10
<b>Action Steps</b>							
1.Staff will attend social and emotional professional developments and present to staff.							
2.A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
3.Utilize social emotional activities such as reflective writing, poritive affirmations, nurturing a climate of kindness, in their classrooms							

<b>Goal Area 3 :</b>		Improve Safety, Public Support, Culture and Climate					
<b>Annual Goal 1:</b>		By June 2021, students' perception for their physical and psychological school safety will improve from 29% to 100%.					
<b>Objective 3:</b>		By June 2021, campus will implement safety and violence prevention protocols that will increase school safety by 100%.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for campus administrators, security and staff on safety procedures to increase school safety.	*Campus Administrators *School Security Guard *Staff	*Training equipment *Power Point Presentation *Security cameras *Security/Safety audits	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *Security/Safety audit reports *School lockdown documentation	*No active threat situations *Improved security/safety audits	*BOY, MOY, and EOY security/safety audits	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds.
<b>Action Steps</b>							
1. Train all staff on lockdown procedures and active threat situations on a monthly basis.							
2. Conduct in campus daily security/safety audits							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for campus administrators, security and staff on violence prevention procedures to increase school safety.	*Campus Administrators *School Security Guards *Staff	*Training materials *Power Point Presentation *Safe2SpeakUpApp *Student Surveys	*August 2020 *January 2021 *August 2021	*Agendas *Sign-in sheets *PEIMS Discipline Data *Student Survey Data	*Decrease in behavior intervention forms and ISS *Students' perception of school safety has improved	*BOY, MOY, and EOY student surveys *Six Weeks Behavior Intervention Reports	*Title I: #10: Coordination and integration of Federal, State, and Local Services, Programs, and Funds.
<b>Action Steps</b>							
Staff will attend social and emotional professional developments and present to staff.							
A room will be provided for all staff to have a calming and safe place to meditate, reflect and recharge.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student social and emotional learning knowledge and skills will be serviced by counselor's classroom, group or individual lessons	*counselor	Region One Professional Developments	*Sept 2020- *June 2021	Counselor will conduct weekly classes to provide social and emotional services needed by students.	Student will share positive feedback from previous classes with teacher, staff, and or peers.	Student will be rewarded when they have completed their reflections on previous sessions they have had with counselor.	
<b>Action Steps</b>							
1. Train on all staff de-escalation, bullying, cyberbullying, Safe2SpeakUp, and restorative practices.							
2. Conduct and collect student surveys to evaluate the students' physical and psychological school safety.							

<b>Goal Area 3 :</b>		Improve Safety, Public Support, Culture and Climate					
<b>Annual Goal 3:</b>		By June 2021, family involvement and their interaction with their child's school will increase from 25% to 50%.					
<b>Objective 2:</b>		By June 2021, 50% of parents will participate in informational and training sessions.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host campus information and training sessions on a variation of topics using flexible scheduling, virtual options on different days on times.	*Campus Parent Educator	<ul style="list-style-type: none"> <li>•Community Pamphlets</li> <li>•Technology</li> <li>•Online Sign-ups</li> <li>•Online parent forum</li> </ul>	*August 2020- August 2021*	<ul style="list-style-type: none"> <li>•Online sign-in sheets</li> <li>•Session Data Charts</li> <li>•Agendas</li> <li>•Calendar</li> <li>•Virtual invites</li> <li>•Virtual session platform</li> </ul>	<ul style="list-style-type: none"> <li>•Parent Surveys</li> <li>•Online Evaluations</li> <li>*Parent Feedback based on Chat and One-on-One Virtual Meeting</li> </ul>	Parent Surveys on how sessions can improve.	•Title I-#6
Action Steps							
1. Implement PSJA Virtual and face to face Family learning academies on a weekly basis							
2. Provide one to one grade level sessions on multiple topics							
3. Schedule trainings and professional development sessions to support families							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Facilitate parental sessions for parents through a collaboration between Parent Educator, Public Relations Representative, and Counselor.	<ul style="list-style-type: none"> <li>*Campus Public Relations Representative</li> <li>*Campus Parent Educator</li> <li>*Campus Counselor</li> </ul>	<ul style="list-style-type: none"> <li>•District Social Media</li> <li>•Campus Social Media</li> <li>*Weekly Calendar</li> <li>*Virtual Parent Surveys</li> <li>*Parent Questions on Chat and One-on-One Virtual Meetings</li> </ul>	*August 2020- August 2021	<ul style="list-style-type: none"> <li>•Virtual Sign-in Sheets</li> <li>*Virtual Invites</li> <li>*Agendas</li> <li>*Minutes</li> <li>*Brochures</li> <li>*Power-Point</li> <li>*Calendar Planning Dates</li> <li>*Counselor's Calendar</li> <li>*Video Recordings of Meetings</li> </ul>	<ul style="list-style-type: none"> <li>•Parent Surveys</li> <li>•Public Relations Data</li> <li>*Parent Feedback based on Chat and One-on-One Virtual Meetings</li> <li>*Accountability Report</li> </ul>	<ul style="list-style-type: none"> <li>*Participation</li> <li>*Performance</li> <li>*Campus Assessments Reports</li> </ul>	•Title I-#2, #4
Action Steps							
1. Conduct weekly meetings with parent educator, counselor, and staff on ways to engage more parents to information and training sessions							
2. Utilize tools such as school messenger and social media outlets to promote parent participation							
3. Analyze data on parent participation and feedback provided by parents through chat notes or virtual feedback meetings.							

<b>Goal Area 3 :</b>	Improve Safety, Public Support, Culture and Climate
<b>Annual Goal 3:</b>	By June 2021, family involvement and their interaction with their child's school will increase from 25% to 50%.
<b>Objective 2:</b>	By June 2021, 20% of our parents will be connected with campus' parent educator and resources.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host a variation of campus sessions and courses which include community partners and volunteer instructors	*Counselor *Teachers *Parent Educator	*Community Pamphlets *parent workshops	*Sept 2020- *June 2021	*sign in sheets *Program Data charts *parents feedback *monthly surveys	*Parent-created-projects *campus master schedule	Parent Survey	*Title I-#6

<b>Action Steps</b>							
1. Have the parent educator partner with PSJA ?region one PD to create parents workshops.							
2. Have parents attend these workshops to strengthen their involvement with their child's school.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Meet with parent educator/parent volunteers periodically to address goals and expectations.	*Parent Educator *Parent Volunteers *Community Resources	*Parent Survey Results Results *Parent Educator Resources	*Sept 2020- *June 2021	*meeting notes	*Program Participation *Workshop Completion Certificates	Teachers and staff will have a weekly questionnaire/poll to monitor the well-being of teachers and staff.	*Title I-#6

<b>Action Steps</b>							
1. Parent educator will organize workshops for parents with the help of school's parent volunteers.							
2. Create a community of parents							

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



<b>Goal Area:</b>	IV Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal: 1</b>	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
<b>Objective: 1</b>	All teachers will use research-based strategies in their daily lesson to increase student engagement.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will ensure students are engaged in CIF Strategies throughout the day in all academic areas.	Teachers; Mr. Castillo; Principal, Mrs. Matias; Assistant Principal and Ms. Urbina; CLL	CIF Strategies Binder	August 2020- May 2021	Walk-Throughs and both Formal and Informal Observations	Assessments will show improvement in student scores.	Observation will show Implementation of CIF. End of Week assessments, Student Benchmarks and STAAR Exam will be utilized to	
<b>Action Steps</b>							
Include CIF Strategies in lesson plans.							
Evident 2 <sup>st</sup> Century Skills in classroom lessons.							
Teachers will practice CIF Strategies during TLC. Learning Walks							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will become more familiar with technology tools and software to enhance student engagement.	Teachers; Mr. Castillo; Principal, Mrs. Matias; Assistant Principal and Ms. Urbina; CLL, Gracie Tapia; CIT, Debbie Pingle; District CIT Coordinator	Software, technology, trainings	August 2020- May 2021	Students engaged during lessons throughout the day.	Students' formative and summative assessment results will demonstrate growth.	Observation	
<b>Action Steps</b>							
Google Classroom Certification							
Various Trainings							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<b>Action Steps</b>							

<b>Goal Area:</b>		IV Increase Staff Quality, Recruitment and Retention					
<b>Annual Goal: 1</b>		All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.					
<b>Objective: 2</b>		Use walk-through data to monitor and support teacher effectiveness.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will participate in TCLC to enhance best practices in the classroom.	Mr. Castillo; Principal, Mrs. Matias; Assistant PrincipalMs. Urbina; CLL	Differentiated TCLC Agendas	August 2020- May 2021	TCLC Observations will show best practices being implemented and practiced.	Teachers' McREL Evaluation Growth. Student Growth.	Walk-Through Observation, Formal and Informal Observations. Student Benchmark and STAAR data.	
<b>Action Steps</b>							
Planning consistent, differentiated TCLCs.							
Open communication between teachers and Administration.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will be offered Post-Walk Through feedback during a debrief session.	Mr. Castillo; Principal, Mrs. Matias; Assistant Principal	Debrief	August 2020 - May 2021	Documentation of Walk-Through and Post-Walk-Through Conference (Debrief).	Teachers' McREL Evaluation Growth. Student Growth.	Walk-Through Data. Teachers' McREL Evaluation Data. Student Benchmark and STAAR data.	
<b>Action Steps</b>							
Administrations will schedule debriefings should the need arise after a Walk-Through.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<b>Action Steps</b>							

<b>Goal Area:</b>	IV Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal: 1</b>	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
<b>Objective: 3</b>	The sustainability rate will be increased to 95% by the end of June 2021.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Enhance motivation and positive attitudes to retain qualified staff.	Mr. Castillo; Principal; Mrs. Matias; Assistant Principal; Leadership Team; Felicia Montalvo; Secretary	Activity Plan	August 2020 - May 2021	Positive and Uplifting activities seen monthly.	Staff retention will increase.	Observation and Retention Rate Data	
<b>Action Steps</b>							
Provide recognition for staffs' efforts on campus. Acknowledge technology achievements. Teacher Spirit Award							
Implement and continue Staff Appreciation Week. Special Event Announcements. Teacher Mentors.							
Reward Staff Attendance. Recognition of for Teacher and Teaching Assistant of the Year Award. Hour Lunch Incentives.							
Staff birthday recognition and announcements. Parkinig Lot Incentive.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<b>Action Steps</b>							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<b>Action Steps</b>							

<b>Goal Area: IV</b>		<b>Increase Staff Quality, Recruitment and Retention</b>					
<b>Annual Goal: 2</b>		<b>Use evaluation systems to increase staff quality, recruitment and retention.</b>					
<b>Objective: 1</b>		<b>Develop the skills in teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment.</b>					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Develop and Implement Teacher Trainings (Professional Development) and Certifications.	Central Office Curriculum and Instruction Personnel; Mr. Castillo: Principal; Mrs. Matias; Assistant Principal; M.s. Urbina; CLL	Various Training PPTs and Handouts for teachers.	August 2020 - May 2021	Generated ERO numbers and ongoing Trainings through the year.	Teacher evaluations will demonstrate higher level stanard attainment. Student formative and summative assessment data will demonstrate an increased rate of Meets and higher ratings.	Observation and EOW, Benchmark and STAAR data.	
<b>Action Steps</b>							
Aministration will attend more PD trainings.							
Leadership team will attend mor PD TOT sessions.							
Teachers will attend more Professional Development sessions and implement best practices in their classrooms.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Participate in Pre-Conference, Observation and Post-Conference with teachers to enhance Coaching Cycle skills and offer Teacher feedback.	Mr. Castillo: Principal; Mrs. Matias; Assistant Principal	McREL Observation Binder, Consistent Observation Schedule	August 2020 - May 2021	Documantation of completed Observation Cycles	Improved Evaluator skills and improved teacher evaluation ratings.	Observation and McREL evaluation documantation. Student Benchmarks and STAAR data.	
<b>Action Steps</b>							
Issue staff surveys.							
Offer a suggestion box in a convenient location.							
Have an open-door policy with teachers.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
<b>Acrion Steps</b>							

<b>Goal Area: IV</b>		<b>Increase Staff Quality, Recruitment and Retention</b>					
<b>Annual Goal: 2</b>		<b>Use evaluation systems to increase staff quality, recruitment and retention.</b>					
<b>Objective: 2</b>		<b>Support the professional growth of campus leaders by monitoring, evaluating and providing feedback.</b>					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Offer teachers opportunities to sponsor student clubs to enhance professional growth and leadership skills.	Mr. Castillo: Principal	List of Clubs. Items required to successfully carry out student club activities.	August 2020 - May 2021	Student participation in clubs.	Teachers' willingness to actively participate in sponsorship of clubs.	Students' active participation in clubs. Teachers' boost in confidence. Student Growth.	
<b>Action Steps</b>							
Offer student clubs.							
Provide opportunities for teachers to sponsor clubs.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Encourage teachers to become active in community engagement.	Mr. Castillo: Principal	Community Organizations list.	August 2020 - May 2021	Increased community engagement on campus.	Teachers' comfort level with outside, community engagement activities.	Observation and Improved McREL observation data. Student Growth.	
<b>Action Steps</b>							
Provide opportunities for teachers to seek out Community organizations.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Encourage continuing education via District, Region I and continued University courses.	Mr. Castillo; Principal; Mrs. Matias; Assistant Principal; Leadership Team	ERO numbers	August 2020 - May 2021	Teachers enrollment in Continuing Education courses.	Improved leadership skills. Improved McREL Evaluation data. Student Growth.	Observation and Certificate of Completion. Student Growth. STAAR Data.	
<b>Action Steps</b>							

<b>Goal Area: IV</b>		<b>Increase Staff Quality, Recruitment and Retention</b>					
<b>Annual Goal: 2</b>		<b>Use evaluation systems to increase staff quality, recruitment and retention.</b>					
<b>Objective: 2</b>		<b>Support the professional growth of campus leaders by monitoring, evaluating and providing feedback.</b>					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Offer teachers opportunities to sponsor student clubs to enhance professional growth and leadership skills.	Mr. Castillo: Principal	List of Clubs. Items required to successfully carry out student club activities.	August 2020 - May 2021	Student participation in clubs.	Teachers' willingness to actively participate in sponsorship of clubs.	Students' active participation in clubs. Teachers' boost in confidence. Student Growth.	
<b>Action Steps</b>							
Offer student clubs.							
Provide opportunities for teachers to sponsor clubs.							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Encourage teachers to become active in community engagement.	Mr. Castillo: Principal	Community Organizations list.	August 2020 - May 2021	Increased community engagement on campus.	Teachers' comfort level with outside, community engagement activities.	Observation and Improved McREL observation data. Student Growth.	
<b>Action Steps</b>							
Provide opportunities for teachers to seek out Community organizations.							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Encourage continuing education via District, Region I and continued University courses.	Mr. Castillo; Principal; Mrs. Matias; Assistant Principal; Leadership Team	ERO numbers	August 2020 - May 2021	Teachers enrollment in Continuing Education courses.	Improved leadership skills. Improved McREL Evaluation data. Student Growth.	Observation and Certificate of Completion. Student Growth. STAAR Data.	
<b>Action Steps</b>							

# PROFESSIONAL DEVELOPMENT PLAN

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT CALENDAR**

Session	Audience	Date/Time	*Lead/Responsibility
<b>DISTRICTWIDE TRAININGS</b>			<b>Updated 10/6/20</b>
<b>Workshop# 154751: School Year 2020-2021 Public Health Training – PSJA ISD Staff (Required) via Hoonuit</b>	All PSJA District Staff	8/4 – 8/16 (self-paced -online modules)	Dr. Lauro Davalos
<b>Workshop # 151280: 2020 -2021 Summer Instruction, Activities and School Visits: Guidance for Reopening and Student Interaction (Required) via Hoonuit</b>	All PSJA District Staff	8/3 – 8/8	Dr. Lauro Davalos
<b>Workshop # 157156: COVID-19 Procedures for Students &amp; Staff and COVID-19 Campus plan (Required)</b>	Campus Staff (Elem. MS & HS)	8/19 - 8/27 3 hr. training Date TBD by Campus Principal	Sulema Solis <b>*Campus Nurse (presenter)</b>
<b>Workshop # 157090: Spirit of PSJA: Stronger Together 2020 -2021 Welcome Back Convocation (Required)</b>	All PSJA District Staff	8/17/2020	Arianna Vazquez-Hernandez
<b>CURRICULUM &amp; INSTRUCTION</b>			
<b>a. Teacher Leaders</b>			
<b>Workshop #157923 TxCEE Summer Training with Learning Forward via Hoonuit</b>	Principals, Asst. Principals, Teachers, CLL's	Aug. 17, 2020- May 24, 2021 Time: 8:00 am-5:00 pm	Dr. Rebeca Garza Dr. Melissa Ramirez
<b>b. Teachers and Instructional Aides</b>			
<b>Workshop #154764: Virtual Learning Pathway Via Hoonuit Platform (8 Hrs. CPE Required)</b>	All teachers & Instructional Aides	8/17 to 8/27 8 hrs. CPE Training Date TBD by Campus Principal	Dr. Davalos Stella Sanchez Campus Principal
<b>PSJA Middle School Literacy Coaching</b>	Cohort (TOT)	Sept. 2020 – May 2021	Iris Alvarez Nora Rivas-Garza



**PHARR-SAN JUAN - ALAMO INDEPENDENT SCHOOL DISTRICT  
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			Campus Principal
<b>Dyslexia Training</b> <b>Workshop #155724: (am) Day 1</b> <b>Workshop # 155728: (pm) Day 1</b> <b>Workshop # 155820 (am) Day 2</b> <b>Workshop # 155825 (pm) Day 2</b> <b>Herman Method Virtual Training-Kit A</b> <b>Herman Method Virtual Training-Kit B</b>	All Elem. Secondary & Administration	Aug. 19 & 20 Time: 8:30-11:30am 1:00-4:00pm	Mary Scheopner Debra Salinas
<b>Workshop #157030: Elementary</b> <b>Workshop #157032 Secondary</b> <b>Google Classroom Synchronous Training (Trainer of Trainers)</b>	Campus Team (Campus CITs, <i>Librarians</i> ) – Elem. MS and HS	Aug. 18 - Elem. (1:00 – 4:00) & Secondary (8:30 -10:30)	District Technology Specialists *Elem: Debra Pingel Senyda Elizondo  *Secondary: David Villarreal & Melissa Marvin
<b>Turnaround Google Classroom Synchronous Training for Teachers and Instructional Aides</b>	All teachers & Instructional Aides	August 19 – 27 Date TBD by Campus Principal	*Campus Team: CITs & Librarians
<b>Workshop # 156535:</b> <b>AVID Middle School Summer Institute</b> (other AVID PD ongoing)	8 Member Team per Middle School (1-Principal, 1-counselor, 1-AVID elective teacher, content core teacher: 1-ELA, 1-math, 1-science, 1-social studies)	August 11-13, 2020	Principals Stella Sanchez Nora Rivas Garza, Executive Officer for Middle Schools Iris Alvarez, Executive Officer for Middle Schools
<b>READING ACADEMIES – Elementary Campuses</b>	Teachers: K & 1st	Sept. 2020 – July -2021	Campus Principal *Claudia Gonzalez, Executive Officer for Elementary, and Stella Sanchez

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<b>2020 August PD Plan - Elementary</b>	Campus Staff	August 17 - 27	Principal Claudia Gonzalez Joe Garza Corina Ramirez
<b>2020 August PD Plan – Middle School</b>	Campus Staff	August 17 - 27	Principal Nora Rivas Garza, Executive Officer for Middle Schools Iris Alvarez, Executive Officer for Middle Schools
<b>2020 August PD Plan – High School</b>	Campus Staff	August 17 - 27	Principal Dr. Nora Cantu, Executive Officer for High School
<b>College Board Pre-Ap PD plan</b>	Secondary Teachers, Aps, Principals	Pending	Dr. Nora Cantu
<b>c. Social and Emotional Learning (SEL)</b>			
<b>2020-2021 Counselor Café- Elementary Teacher Sessions (6 sessions per six weeks)</b>	Sept. 2020- April 2021	PSJA Elem. Teachers	Counselors
<b>2020-2021 Counselor Café- Elementary Parents Meetings (9 meetings)</b>	Sept. 2020- May 2021	PSJA Elem. Parents	Counselors
<b>2020-2021 PK-5<sup>th</sup> Social Emotional Virtual Lessons (34 Lessons)</b>	Sept. 2020- May 2021	PSJA Elem. Students	Counselors/Teachers
<b>2020-2021 Elementary Guidance Lessons (33 Lessons)</b>	Sept. 2020- May 2021	PSJA Elementary Students	Counselors/Teachers
<b>2020-2021 Counselor Café- Middle School Teachers Presentations (6 presentations per six weeks)</b>	Aug. 2020- April 2021	PSJA MS Teachers	Counselors
<b>2020-2021 Counselor Café- Middle School Parents Meetings (9 meetings)</b>	Sept. 2020- May 2021	PSJA MS Parents	Counselors
<b>2020-2021 6<sup>th</sup> Grade Middle School Guidance Lessons (24 Lessons)</b>	Sept. 2020- April 2021	PSJA MS Students	Teachers

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN**

<b>2020-2021 7<sup>th</sup> Grade Middle School Guidance Lessons (25 Lessons)</b>	Sept. 2020- April 2021	PSA MS Students	Teachers
<b>2020-2021 8<sup>th</sup> Grade Middle School Guidance Lessons (26 Lessons)</b>	Sept. 2020- May 2021	PSJA MS Students	Teachers
<b>2020-2021 Counselor Café- High School Teachers Meetings (6 meetings per six weeks)</b>	Sept. 2021- May 2021	PSJA HS Teachers	Counselors
<b>2020-2021 Counselor Café- High School Parents Meetings (7 meetings)</b>	Sept. 2020- April 2021	PSJA HS Parents	Counselors
<b>2020-2021 High Schools Guidance Lessons (26 Lessons)</b>	Sept. 2020- May 2021	PSJA HS Students	Teachers
Virtual Student SEL Academies - Topic: Goal Setting for a Successful School Year! Counselor will inform the students about the importance of goal setting and how to take realistic steps to achieve them.	9/18/2020	PSJA Students	Denise Alonzo
SEL Academy: Ways to Manage Stress & Anxiety Counselors will show the students different strategies on how to manage stress and anxiety during the school year.	9/17/2020	PSJA Students	Jessica Salinas & Michelle Gutierrez
Virtual Student SEL Academies: Growth Mindset Counselor will describe powerful ways to help students develop growth mindset.	9/16/2020	PSJA Students	Beatriz Gonzalez
Virtual Student SEL Academies: Back 2 School Routine Tips Counselor will provide students with a couple of quick tips to help transition from summer break to a distance learning mode.	9/15/2020	PSJA Students	Aisha Loya
Virtual Student SEL Academies: Introductory Parent Session Counselors will provide parents an overview of the virtual student sessions and explain the importance of social emotional learning.	9/14/2020	PSJA Parents	Gloria Gutierrez & Sonia Arce
<b>Workshop # 157352 Social and Emotional Sessions for Spanish Teachers</b>	Spanish Teachers	<b>August 20, 2020</b>	Virginia Saenz, LPC Summer Curriculum Team

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN**

<b>Workshop # 157351</b> <b>Social and Emotional Learning for Social Studies</b>	Social Studies Teachers	<b>August 20, 2020</b>	LPC, Summer Curriculum Team
<b>Trauma-Informed Practices in the School Setting</b>	All PSJA Counselors	<b>August 27, 2020</b>	Loretta Sanchez & Hector Pena
<b>Everfi Digital Lessons</b>	All PSJA Counselors	<b>August 27, 2020</b>	Kim-Jamy Nguyen & Kevin Mechenbier
<b>Counseling Curriculum Rollout</b>	Elem., MS, & HS Counselors	<b>August 27, 2020</b>	Summer Curriculum Team
<b>Workshop # 156717</b> <b>PSJA Virtual Counselor Academy</b>	All PSJA Counselors	<b>August 27, 2020</b>	Virginia Saenz
<b>Workshop # 157248</b> <b>Social and Emotional Learning Support while online</b>	Campus Staff	<b>8/18/2020 1:00 PM</b>	Counseling Staff
<b>Workshop # 155988</b> <b>MS Social Studies-Education Beyond the Classroom PD MS social studies teachers will engage in PD activities including Pre-AP strategies, Social and Emotional Learning, Differentiation Strategies, and Blended Learning as part of curriculum review and development.</b>	Middle School Campus staff	<b>8/10/2020 8:00 AM</b>	District Content Coordinators Campus Administrators Campus Counseling Staff
<b>Workshop # 163200</b> <b>Counseling and Social Emotional Development (Elementary)</b>	Elementary Counselors	<b>9/18/2020</b>	Patricia Rendon Noemi Serna
<b>Workshop # 163204</b> <b>Counseling and Social Emotional Development (MS &amp; HS)</b>	Middle School & High School Counselors	<b>9/18/2020</b>	Patricia Rendon Noemi Serna
<b>d. Other Campus Support to assist with Asynchronous instruction</b>			
<b>Substitute: Google Classroom/TEAMS Training</b> <b>Workshop #158748</b> <b>Workshop #158754</b> <b>Workshop #158763</b> <b>Workshop #158766</b>	Substitute Teachers	Nov.1 Nov. 2 Nov. 3 Nov. 4	Melissa Ramirez Stella Sanchez Principals

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<b>Workshop #158768</b> <b>Workshop #158770</b> <b>Substitute: Campus Support Training (Clerical only)</b> <b>Substitute: TEAMS Training (Tutor/Clerk)</b>		Time: (2) sessions per day 8:30 – 11:00 am 1:00 – 4:00 pm	
<b>INSTRUCTIONAL TECHNOLOGY DEPARTMENT</b>			
<b>Elementary CIT Monthly Meeting/Workshop</b> <b>Workshop # 154510</b> <b>Workshop #154517</b> <b>Workshop #154518</b>	Elem. Campus CIT's	8/25/2020 3:30-5:30 8/26/2020 3:30-5:30 9/8/2020 3:07-5:30	Debra Pingel Senyda Elizondo
<b>Google Classroom for Beginners</b> <b>Workshop #156020</b> <b>Workshop #157282</b>	Elem. Campus Teachers/Para	8/11/2020 10:00-11:00 8/14/2020 1:30-2:30	Debra Pingel Senyda Elizondo
<b>Google Meet for Beginners</b> <b>Workshop # 156027</b> <b>Workshop #157287</b>	Elem. Campus Teachers/Para	8/12/2020 10:00-11:00 8/14/2020 1:30-2:30	Debra Pingel Senyda Elizondo
<b>Q&amp;A Session on Google Classroom and Google Meet</b> <b>Workshop #156028</b> <b>Workshop #163251</b>	Elem. Campus Teachers/Para	8/13/2020 10:00-11:00 9/22/2020 3:40-5:00	Debra Pingel Senyda Elizondo
<b>Google Form Quizzes for Beginners</b> <b>Workshop # 157290</b>	Elem. Campus Teachers/Para	8/17/2020 10:00-11:00	Debra Pingel Senyda Elizondo
<b>Google Slides for Beginners</b> <b>Workshop #157295</b>	Elem. Campus Teachers/Para	8/21/2020 4:00-5:00	Debra Pingel Senyda Elizondo
<b>Bitmoji Classroom</b> <b>Workshop #158230</b>	Administration	8/27/2020 8:30-9:30	Debra Pingel Senyda Elizondo

**PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
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<b>Elementary Classroom Tech Ideas Webinar Workshop #163246</b>	Elem. Campus Teachers/Para	9/24/2020 3:40-5:00	Debra Pingel Senyda Elizondo
<b>Unmute &amp; Recharge Session Workshop # 164148</b>	Elem. Campus Teachers/Para	10/1/2020 3:40-5:00	Debra Pingel Senyda Elizondo
<b>Tech Integration Q&amp;A Session Workshop #164149</b>	Elem. Campus Teachers/Para	9/29/2020 3:40-5:00	Debra Pingel Senyda Elizondo
<b>Isation Q&amp;A and Best Practices Workshop #164969</b>	Elem. Campus Teachers/Para	10/5/2020 3:40-5:00	Debra Pingel Senyda Elizondo
<b>PARENTAL ENGAGEMENT</b>			
<b>a. Synchronous/Asynchronous Support</b>			
<b>PSJA Virtual Family Learning Academies Schedule:</b> All Virtual Family Learning Academies will be available through Facebook Live. No registration required! Go to: <i>PSJA Parental Engagement Program Facebook page</i> . <b>Topic: Attendance &amp; Study/Organizational Skills for the New School Year</b>	All Parents	<b>September 15, 2020</b> <b>6:00 pm English Session</b> <b>6:30 pm Spanish Session</b>	Norma Garza, Parental Engagement Director Arianna Vazquez-Hernandez Communications, Executive Director of Communications
<b>PSJA Virtual Family Learning Academies Schedule:</b> All Virtual Family Learning Academies will be available through Facebook Live. No registration required! Go to: <i>PSJA Parental Engagement Program Facebook page</i> . <b>Topic: Social and Emotional Learning at PSJA ISD</b>	All Parents	<b>September 29, 2020</b> <b>6:00 pm English Session</b> <b>6:30 pm Spanish Session</b>	Norma Garza, Parental Engagement Director Arianna Vazquez-Hernandez Communications, Executive Director of Communications
<b>HUMAN RESOURCES</b>			
<b>Conflict Resolution</b>	District Staff	Pending	Mr. Jorge Medina
<b>McREL Evaluation System PD</b>	Principals & Aps, New Teachers	Ongoing	Dr Rudy Trevino *Iris Alvarez Corina Ramirez Nora Rivas Garza Dr. Nora Cantu

**PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN**

<b>Workshop # 157268: 4<sup>th</sup> Professional Development System Training UPDATE</b>	All District Staff who creates PD sessions/meetings	Aug. 18 Time: 8:45 – 9:30	Debbie Pingel Senyda Elizondo
<b>Workshop # 155199: Professional Development System Training (3 dates available – repeated sessions)</b>	All District Staff who creates PD sessions/meetings	Ongoing: 7/21, 8/5, 8/13	Elaine Rubio, Region One Director Debra Pingel, Tech Specialist Debra Pingel, Technology Specialist
<b>Workshop # 161046 RS Ready Sub</b>	All Campus Secretaries	Friday Sept. 4, 2020 Time: 10:00 – 12:00	Melissa Ramirez-Aguero
<b>OPERATIONS</b>			
<b>a. Asynchronous Learning Support (safety, meal distributions, Buses with Wifi access)</b>			
<b>Workshop #157507 Workshop #157510 Workshop #157511 Workshop #157513 Workshop #157515 Transportation Academy Phase I</b>	All Transportation Staff	Aug. 17 Aug. 18 Aug. 19 Aug. 20 Aug. 21 Time: 7:00 am-1:00 am	Fernando Guajardo
<b>Workshop #157521 Workshop #157603 (virtual) Workshop #157737 Workshop #157738 (virtual) Workshop #157739 Workshop # 157741 (virtual) Workshop # 157746 Workshop # 157747 (virtual) Child Nutrition Academy Phase I</b>	All Child Nutrition Staff	Aug. 17 Aug. 17 Aug. 18 Aug. 18 Aug. 20 Aug. 20 Aug. 21 Aug. 21 Time: 8:00 am-5:00 pm	Imelda Palacios
<b>Workshop #157931 Workshop #157933</b>	All Custodial Staff	Aug. 24 Aug. 25	Idalia Alvarez Laura Ochoa



**PHARR-SANJUAN-ALAMO INDEPENDENT SCHOOL DISTRICT  
PROFESSIONAL DEVELOPMENT PLAN**

<b>Workshop #157934</b> <b>Workshop #157935</b> <b>Workshop #157938</b> <b>Custodial Academy Phase I</b>		Aug. 26 Aug. 27 Aug. 28 Time: 8:00 am-5:00 pm	
<b>Workshop #159381</b> <b>Workshop #159382</b> <b>Workshop #159391</b> <b>Workshop #159393</b> <b>Workshop #159395</b> <b>Transportation Academy Phase II</b>	All Transportation Staff	Aug. 24 Aug. 25 Aug. 26 Aug. 27 Aug. 28 Time: 7:00 am- 1:00 pm	Fernando Guajardo
<b>Workshop #159398</b> <b>Workshop #159404</b> <b>Workshop #159405</b> <b>Workshop #159407</b> <b>Child Nutrition Academy Phase II</b>	All Child Nutrition Staff	Aug. 31 Sept. 1 Sept. 3 Sept. 4 Time: 8:00 am- 5:00 pm	Imelda Palacios
<b>Workshop #159409</b> <b>Workshop #159410</b> <b>Workshop #159411</b> <b>Workshop #159412</b> <b>Workshop #159413</b> <b>Custodial Academy Phase III</b>	All Custodial Staff	Sept. 7 Sept. 8 Sept. 9 Sept. 10 Sept. 11 Time: 8:00 am- 5:00 pm	Dalia Nieves Laura Ochoa
<b>FINE ARTS</b>			
<b>Workshop #156643:</b> <b>Fine Arts-PSJA, TEA, &amp; UIL Policies and Procedures</b>	All Art, Band, Choir, Dance, Elem. Music, Folklorico, Orchestra, & Theatre Teachers	Aug. 19 Time: 8:00 am-4:00 pm	Jon Taylor
<b>Workshop #156666:</b> <b>Fine Arts-Virtual Learning</b>	All Art, Band, Choir, Dance, Elem. Music, Folklorico, Orchestra, & Theatre Teachers	Aug. 20 Time: 8:00 am-4:00 pm	Jon Taylor



# **PRIORITY FOR SERVICE ACTION PLAN**

### PSJA ISD Priority for Service (PFS) Action Plan School Year: 2020 – 2021

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

\*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

PSJA ISD Priority for Service (PFS) Action Plan  
School Year: 2020 – 2021

School District: Pharr San Juan Alamo ISD
Region: 1

Filled Out By: Yolanda Gomez
Date: August 23, 2020

**Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

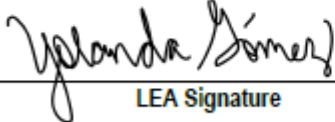
<p><u>Goal(s):</u></p> <ol style="list-style-type: none"><li>1) Analyze migrant student data and use as a guide to decide on services provided to PFS students to ensure academic growth and/or perform at the meets grade level standard.</li><li>2) Provide opportunities for Priority for Service (PFS) students by providing instructional, academic, and social support services to ensure student success for the whole child.</li><li>3) Monitor interventions used for PFS migrant students on a weekly or bi-monthly basis in order to align support services with student need(s).</li></ol>	<p><u>Objective(s):</u></p> <ul style="list-style-type: none"><li>• To provide 100% PFS students with access to supplemental instructional opportunities.</li><li>• All PFS students will be on-time to graduate by the end of each year.</li><li>• 95% of PFS students will meet the state academic achievement standards on the TAKS/STAAR/EOC or show sustainable growth.</li><li>• 95% of PFS students will secure post-secondary access to four-year or two-year college scholarships, technology prep schools, armed force or other workforce-oriented options.</li></ul>
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**PSJA ISD Priority for Service (PFS) Action Plan  
School Year: 2020 – 2021**

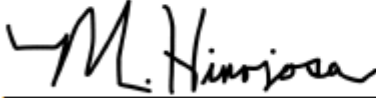
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	15 <sup>th</sup> of every month	NGS clerk, director, and/or strategists.	PFS monthly district and campus reports
<ul style="list-style-type: none"> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	September 2020 – June 2021	Director, counselors, and strategists.	Completed District PFS Action Plan
<b>Additional Activities</b>			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>▪ During the academic calendar, the Title I, Part C Migrant Director and/or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	September 2020 – June 2021	Director, counselors, and strategists.	Agenda, Sign-In Sheets, Email, Brochure, campus PFS reports.
<ul style="list-style-type: none"> <li>▪ During the academic calendar, the Title I, Part C Migrant Director and/or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</li> </ul>	Beginning of the year followed by every 15 <sup>th</sup> day of each month	Director, counselors, and strategists.	Agenda, Sign-In Sheets, Email, Brochure, PFS report, PFS report sign-in sheets.
<ul style="list-style-type: none"> <li>▪ During the academic calendar, the district's Title I, Part C Migrant Director and/or MEP staff will make individualized home/community visits and/or via telecommunication to update parents on the academic progress of their children.</li> </ul>	September 2020 – June 2021	Director, Principals, Assist. Principals, Teachers, Counselors, and Strategists	Residency verification, parent meetings, sign-in sheet, monthly meetings and brochures.

**PSJA ISD Priority for Service (PFS) Action Plan  
School Year: 2020 – 2021**

<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Strategists will train teachers and assistant principals on the electronic Priority For Service system to communicate and monitor the progress of the PFS students they serve.</li> </ul>	September 2020 – June 2021	Director, counselors, and strategists.	Agenda, Sign-In Sheets, Email, Brochures.
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant director and/or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	September 2020 – June 2021	Director, counselors, and strategists.	Schedules, Tutor logs, intervention plans, PFS Student Progress Review, report cards, progress reports, state assessments, and benchmarks.
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant director and/or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	September 2020 – June 2021	Director, principals, assist. Principals, teachers, counselors, strategists, and campus staff.	Intervention plans, PFS Student Progress Review, parent/student interview form, tutor logs, report cards, progress reports, benchmarks, state assessments.
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant director and/or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	September 2020 – June 2021	Director, counselors, and strategists.	Sign-in sheets, Expenditures, PFS Reports, and Agendas.
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Counseling support, leadership programs, and tutoring in the areas of reading and mathematics.</li> </ul>	September 2020 – June 2021	Director, counselors, and strategists.	Agenda, Sign-In Sheets, Email, Brochure

  
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 LEA Signature

August 26, 2020  
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 Date Completed

  
 \_\_\_\_\_  
 ESC Signature

08/26/2020  
 \_\_\_\_\_  
 Date Received

## **2018-19 Texas Academic Performance Report**

District Name: PHARR-SAN JUAN-ALAMO ISD

Campus Name: ALFRED SORENSEN EL

Campus Number: 108909112

2019 Accountability Rating: A

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**